

GAYNOR *gazette*

SUMMER 2010



STEPHEN GAYNOR SCHOOL

High Flying, Adored – A Conversation
with Alumna Cassidy Kahn

2010 Gaynor Gala

End of the Year Reflections



handcrafted ethiopian village coffee

Today in a village called Aleta Wondo, coffee is being perfected.

Unlike ordinary coffee, Aleta Wondo coffee is unblended. The village's extraordinary beans yield a brew laced with flavors of chocolate, berries, and bergamot.

A limited number of bags will be available this year (coffee this good cannot be grown in bulk). But to 14,000 farmers of Aleta Wondo, every bag sold is a cause for celebration.

So every extraordinary sip supports healthcare, education, water projects, and more.

\$13⁰⁰ a Bag

**"It takes
a village to
produce a
great coffee."**

Please see Laura Sargent to purchase.

Proceeds support the Stephen Gaynor School.

Dear Friends,

Even while the faculty and staff of the Stephen Gaynor School are always looking forward, I invite you to join me today in reflecting upon the truly remarkable academic year that we have just completed.

As I know you'll agree, the Stephen Gaynor School isn't only a school, it is a caring and supportive community. Every member of our community, from students, faculty, staff, parents, alumni and friends not only understand that as a concept, they put it into daily practice. With caring at the core of a Stephen Gaynor education, we continue to uphold a model of education that both transforms lives and unlocks hidden talents.

I am so proud of the educational programs that take place at the Stephen Gaynor School every day. As you will see in this edition of the Gaynor Gazette, learning takes place beyond the traditional classroom. The classroom, in fact, includes the world at large. Students innovate, create, and inspire. In the following pages you'll see works of art, musical scores, and updates from classes that each report unique and wonderful accomplishments. And this is just a sample of the magic that occurs every day.

The Stephen Gaynor School exemplifies the very spirit of learning, encouraging students to engage in new and interesting ways with their world by pursuing a persistent academic curiosity, in order to gain both abstract and hands-on perspectives. Experiential learning is alive and well here, and is just one of the ways we differentiate our learning environment.

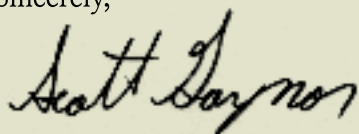
In so many ways throughout the year, Stephen Gaynor students, with the support of faculty and staff, demonstrated a genuine commitment to making a difference in the world. Whether showing support for our troops stationed overseas, commemorating the 40th Anniversary of Earth Day, participating in community service projects and fundraisers in order to make a difference for those in need, our students are empowered by a strong social conscience.

The Stephen Gaynor community joined together this spring not only to celebrate the impact of our school for the students who come here to learn, but to make strides in developing resources for its future. I am proud to announce that the 2010 Gaynor Gala raised over \$1,000,000 that will be used to help transform the historic Claremont Stables building into our New Center for the Arts, and to develop the Stephen Gaynor Early Childhood Center. I extend, on behalf of the entire Stephen Gaynor community, my deepest gratitude to the event chairs, Ellen Kostman and Debra Resnick, all the volunteers, donors, attendees and others who worked so hard to make this event one that we will always remember fondly.

As the end of the academic year grew close, we prepared for the 2010 Stephen Gaynor Field Day, which includes a celebration of the accomplishments, friendships and strides that have been made throughout the year. It even featured a friendly tug-o-war match between students and faculty. Lastly, we prepared for graduation, in which 35 students celebrated their achievements at the Stephen Gaynor School, joined by their family for this important milestone in their educations. I extend my personal congratulations once again to our new Stephen Gaynor alumni and their families. I also thank the entire Stephen Gaynor community for making this academic year one that was exceptionally productive, transformational, and a sign that our school is one that makes a difference in the lives of students, and for our community at large.

This spectacular array of accomplishments would simply not be possible without the added support and generosity of so many parents, alumni and friends. Please accept my warmest wishes for an enjoyable summer. I look forward to keeping you informed of developments at the Stephen Gaynor School, and we can be certain of new and exciting stories to tell, in the coming months.

Sincerely,



Scott Gaynor
Head of School



Dr. Scott Gaynor



STEPHEN GAYNOR SCHOOL



STEPHEN GAYNOR SCHOOL

Head of School

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End of the Year Reflections

The Gaynor Gazette is published two times a year by the Stephen Gaynor School. If you are receiving duplicate copies of The Gaynor Gazette please contact Laura Sargent in the development office at 212-787-7070 x125.



The Stephen Gaynor Gazette is printed on recycled stock with soy ink.

Earth Day Celebration

This year marked the celebration of the 40th Anniversary of Earth Day. Earth Day began in 1970 as a day for people to demonstrate their concern for their environment. The purpose of Earth Day is for everyone, in some way, to help build a healthy, prosperous and clean environment now and for the future.

The Stephen Gaynor School believes in this philosophy and has worked toward having students understand it as well. In the beginning of the school year, students signed the Gaynor Pledge, vowing to take care of the Earth and their fellow peers. To help reinforce what they learned and do their part in sustaining the world we live in, each buddy class completed environmentally friendly projects on Earth Day. They did

Ms. Bode and Ms. Stackow

We returned to the Goddard Community Center in Harlem and helped the residents plant new flowers in their garden. We donated winter coats, hats and gloves to them back in December.



everything from planting flowers, cleaning up trash in Central Park, and making jewelry out of recycled material. The students also wanted to help the community in different ways; collecting supplies for local animal shelters and donating old cell phones to the local precinct to be reused by battered women.

The Stephen Gaynor students have taken tremendous strides in preserving their world, helping to do their small part in making it a cleaner and friendlier place to live. ♻️

Ms. Chonowski and Ms. Quittman

We collected supplies for local animal shelters. The animals were in desperate need of additional food, toys, and cleaning supplies. We also made beautiful, hand-painted towels for the animals.



Ms. Adlin and Mr. Beich

We were split into two groups. The first group delivered donated cell phones to the local police precinct. These old phones would be given to battered woman in need of an emergency phone.

The second group ventured to Central Park and cleaned up our beautiful oasis in New York City.



Ms. Plotkin and Ms. Kallman

We went to the West Side Community Garden next to the school. We cleaned and planted flowers.



Ms. Logue and Ms. Schostak

We planted flowers in front of the Stephen Gaynor School to make it even more beautiful.



Ms. Logan and Ms. Brandeis

We preserved Central Park by joining in the efforts to clean our natural resource.



Ms. Kider and Ms. Strum

We planted new flowers, watered them, and cleaned up the West Side Community Garden, located right up the block.



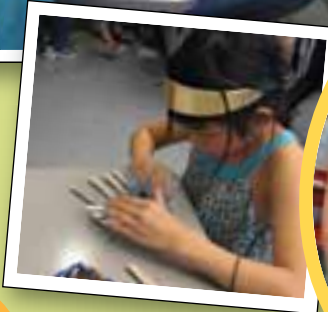
Mr. Meyer and Ms. Borders

We made extraordinarily unique jewelry out of recycled material.




Ms. Susser and Ms. Zelekowitz

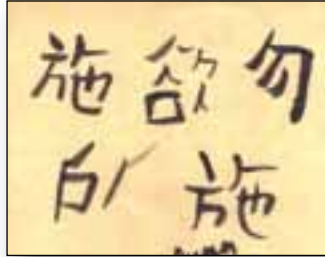
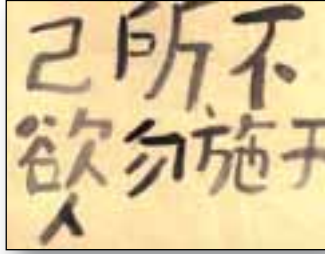
We planted flowers in front of the Stephen Gaynor School's new building around the corner on 89th Street.



Ancient Civilizations

As part of their Ancient Civilizations social studies unit, Ms. Kider's class studied Ancient China. Students learned about Confucius – his philosophy and the role of his teachings throughout the dynasties. The focus was on Confucius' rules governing the relationships between people. They visited the China Institute to see a special exhibit on Confucius, which included a movie, docent led tour, and learning to write a Confucian saying in calligraphy.

The unit on Ancient China culminated with each student choosing a Chinese invention to research and write an essay on. They created posters and hands-on, interactive projects, invitations and programs, and invited various classes, administrators, and family members to attend their Invention Convention. The Invention Convention was a huge success! 



Henrietta Jones Pelligrini Joins Board of Trustees




Henrietta Jones Pelligrini is no stranger to the going-ons at Stephen Gaynor. Her daughter, Zoe Vorisek, has attended the School for the past six years. Henrietta has played an active role in the Parents Association, helping to plan and host events for students and their families. Now, as her daughter enters her 7th and final year at Stephen Gaynor, Henrietta will take on the challenge of being the President of the Parents Association and a vital member of the Board of Trustees.

Henrietta was born and raised in the UK and came to the United States at the age of 18 to attend Syracuse University. There she received her Management degree. Upon graduation, Henrietta was accepted into the Macy's Training Program and worked for 10 years as a Vice President Store Manager. She also spent time Buying for Macy's and focused on individual stores.

She spent nine years working for The Gap as a Regional Manager, managing groups of stores in the five boroughs of New York. She spent a year as the Director of Stores at L'Occitane De Provence, before finishing her career by running the retail division of Donna Karan International. After three years at Donna Karan, Henrietta decided to stop working and focus on her family and raising her daughter.

Henrietta feels very fortunate to have discovered Zoe's learning processing difficulties early on in the first grade. This allowed her to enroll Zoe into the Stephen Gaynor School and watch her flourish in the years to come. She feels, "Stephen Gaynor School is a wonderful place, a nurturing environment where children get support that is specific to their needs. The School gages their progress and provides children the tools they need for their future education and in life."

As time has gone by, Henrietta has witnessed tremendous growth not only in her daughter, but with the Stephen Gaynor School. The School has since doubled in student population when Zoe first started in 2004. However, Henrietta knows, from her professional experience and management background, as the School expands, change is going to be needed. With the acquisition of the Claremont Stables, the School is growing at a rapid pace. She hopes in the next year as the President of the Parents Association and being a member of the Board, she can help communicate the mission of the Stephen Gaynor School and focus on what the School excels at; helping children maximize their potential and give them the tools they need to succeed. With this, the Stephen Gaynor School can help so many more children, just like it's helped her daughter. 

Reading Education Consultant Joins the Stephen Gaynor Team

Will Rogers once said that “even if you are on the right track, you’ll get run over if you just sit there.” That’s a concept that the Stephen Gaynor School has taken to heart from its beginning, and which has kept Stephen Gaynor moving steadily forward, remaining on the leading edge of innovation in education.

That spirit of innovation is alive and well today. The school has announced that in the new academic year it will work with reading education consultant JoAnn Lense, who will serve as an advisor to the Stephen Gaynor faculty this year. Lense will be a resource to Stephen Gaynor teachers, to help further develop and refine methodologies that ensure every student reaches his or her full potential in reading.

Lense characterizes the Stephen Gaynor School as a “wonderful special environment that meets the academic, social and emotional needs of children,” and says she will “continue to develop this work, by offering a new set of eyes, as a support and resource to the faculty to continue their success, and the success of their students.”

With a career in training educators and teachers methods for working successfully with students who face learning differences, Lense has extensive experience in developing individualized approaches and strategies that can be used to reach each and every student. Lense has

worked for over ten years with Rockland BOCES (the Boards of Cooperative Educational Services of New York State), and more recently has founded her own consulting company, Literacy Now, which focuses on incorporating and integrating multi-sensory language skills into the curriculum.

Much of Lense’s work has been with the New York Branch of the International Dyslexia Association (IDA). The IDA provides information, referrals, training and support to professionals and families regarding the impact and treatment of individuals with dyslexia. At the IDA, Lense has provided support and counseling to school teachers, staff, and administrators through many workshops and trainings. Throughout her efforts, Lense has promoted and developed teaching methodologies that include whole language techniques, as opposed to older, traditional approaches that offered teachers only limited options for encouraging language acquisition.

It seems fitting that the new member of the team is named Lense, since she is also an accomplished photographer, with a rich portfolio of work to her credit. It’s no surprise that Lense gravitates to the visual arts and is such a

keen observer. As a youngster, she was diagnosed with dyslexia, and found that her own experience as a student soured her on many of the traditional educational methods that failed to get through to every student. In part because of her own personal experience, Lense is instilled with a desire to see barriers to learning dismantled.


She notes that today, through advances in diagnostic imaging technologies, we are now able to witness the cognitive process precisely as it is observed in the human mind, in order to understand why some individuals face challenges in acquiring reading and language skills. Lense explains that there is a small center in the mind that serves as the gateway to understanding language. The frustration, she says is that

while kids affected in this way “have the intellect, capacity and motivation to learn and to understand, it is at the level of acquisition that they are hampered.”

Lense recalls a young girl who struggled to read the word volcano. Upon being told what the word was, the girl was able to rattle off endless details about volcanoes, how they work, where they have occurred, and other myriad details. Lense says that when teachers address learning differences through an individualized approach, they unlock the true potential of their students. “The unjustness here,” she says, “is that while all the upper levels are intact,

it is only the acquisition piece that stands in the way, and most schools are not able to help overcome that obstacle.”

You can hear the passion and excitement in her voice, as Lense looks ahead to her work with the faculty, declaring that “Stephen Gaynor is really pulling out all the stops to make sure that the individual learning style of the student is embraced, and bringing in the ever-evolving teaching methodologies as we learn more about how the cognitive brain learns to read. While Stephen Gaynor is already leading the way in this regard, I will work with the faculty to improve and define an entire set of intervention strategies that the faculty can share and revisit on an ongoing basis, to make sure that the strategies are accomplishing what we want them to do.”

Lense thinks of Stephen Gaynor as a shining example of what is possible in education, saying, “Stephen Gaynor has amazing students involved in music, sports, and arts. The school embraces all of their strengths, which is just phenomenal. By staying on top of their academic needs and developments, they’re able to create a much happier social child.” 

“Stephen Gaynor is really pulling out all the stops to make sure that the individual learning style of the student is embraced, and bringing in the ever-evolving teaching methodologies as we learn more about how the cognitive brain learns to read.”

—JoAnn Lense

Colonial Doll-Making

Ms. Border's social studies class focused on colonial life during the second semester. In order for students to appreciate that colonial children made their own toys from scratch, the students of Room 501 spent over a month making their own apple head dolls.

Students began by carving apples into heads, heavily salting them, and letting them shrivel to perfection for three weeks. Next, they created wire bodies and wrapped them in cotton for a fluffy feel. They used a variety of fabric and followed simple paper patterns to make the doll's clothes.

Finally, the dolls' heads and hands were attached. Students not only learned to sew, but also designed a character and brought it to life with their own two hands. This project was a challenging and interesting way to learn about colonial life. 🌿

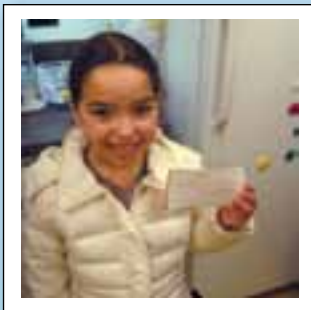


Be Kind to Animals

In May, Assembly Member Rosenthal sponsored a poster contest in celebration of "Be Kind to Animals". The students from Ms. Adlin and Ms. Zelekowitz's classes entered the contest by drawing an animal of their choice in their natural habitat. The Humane Society of the United States chose three winners from the local district. Stephen Gaynor student, Angus Lodge was among the selected winners. His winning poster was of a cheetah in the Savannah. Angus was also presented a certificate for winning the contest. Congratulations Angus! 🌿

Ms. Adlin's Trip to the Bank

As part of learning about the community in Ms. Adlin's social studies class, her students visited a local bank. They learned how the bank holds money for people, how to earn interest, what an account is, how to use an ATM and even toured a large safe! It was a great learning experience! 🌿




Scott Mager Joins Board of Trustees




Scott A. Mager, CEO, is the third generation of his family to run PBM. With a background in real estate law to augment his experience. Before his current position he served as Senior Vice President and General Counsel, beginning in 1992. His career experience includes roles as President of the Auction Group, Ltd., (1990 to 1992) a real estate auction company, and Senior Vice President of the real estate finance company H.L. Michaels Inc., (1987 to 1990), where he also served as the NASD Principal of its securities division. From 1983 to 1987, he was with the New York based law firms of Shea & Gould and Proskauer Rose Goetz & Mendelsohn, where he worked in their real estate departments. Scott received a B.A. in Political Science from Fairleigh Dickinson University, a J.D. from Pepperdine University School of Law, and a L.L.M. in Corporate Law from New York University School of Law.

Scott is on the Board of Visitors of Pepperdine University School of Law. He is involved with several local political campaign committees. Scott is also actively involved with numerous charities and causes including the American Jewish Congress, State of Israel Bonds, Juvenile Diabetes Foundation, Outreach Project, THANC Foundation, and United Jewish Appeal.

Scott lives in Englewood, NJ with his wife, Tammy and their children, David and Nora. 

Ms. Logue's Class Interviews Carlvin

As part of a social studies unit on the school community, the students in Ms. Logue's class interviewed Stephen Gaynor's Head Custodian, Carlvin Delfish. The students were so fascinated by Carlvin's description of the complex systems that run the school that

they asked to visit the control room. To the right is the class' write up of the field trip to the school control room. 



The students in Room 202 went on a field trip to Carlvin's office. Carlvin's office is behind the gym. His office is called the control room. We looked at his computer. Carlvin can control almost everything in the building from the computer. Carlvin taught us how to look at the heating systems on the computer. He looks on the computer to see if a room is too hot or too cold.




We checked the temperature on the second floor and in Room 202. Carlvin taught Ms. Logue how to change the heat on the computer. Ms. Logue made our classroom colder by moving an arrow down.

Carlvin's computer also shows all of the alarms in the building. In the morning, he checks to make sure that no alarms are on. If an alarm is on, he has to fix the problem.

Carlvin has a big job. It is hard for him to eat because he has so much to do.

We had a lot of fun visiting Carlvin's control room. We liked looking at the computer. We liked learning how the heat in the building works. Room 202 says thank you to Carlvin for showing us the control room.

Colonial Williamsburg

After reading expository text about colonial life, Ms. Bode's students demonstrated their knowledge by writing "expert paragraphs" about several important places in Colonial Williamsburg. 

Raleigh Tavern
by Sam Unger



There are a lot of activities that happen at Raleigh Tavern. You can eat shepherd's pie or peanut soup. You can drink beer, milk, cider, and wine. Last, you can host balls, parties, and dances, or you can play games like cards or dice. It would be fun to go to Raleigh Tavern in Williamsburg.

^{Erin}
Dame School



Dame school was for girls only in Williamsburg. Girls had to learn manners. They learned how not to talk back to teachers. The girls learned how to be proper. They learned how to sit proper and they sat on wooden logs. The girls learned how to knit. They knitted pillows. Girls learned how to cook. They cooked breakfast, lunch, and dinner. Girls learned how to sew. They sewed quilts. Dame school sounds fun, but the teachers were very strict!!

College of William and Mary. ²⁶



These are some things that happened in The College of William and Mary. In school the boys learned to read, write, and do math. The teachers were strict and made the boys write the rules on the wall. The boys used a quill to write an essay that the teacher told them to do. I think it was interesting what happened in The College of William and Mary.

^{opinion}
Church



Church was the most important place in Williamsburg. There was very specific seating. Students sat in the back and people without land would sit in the middle and people with land would sit in the front. The church leader would announce news. They would say if someone just got married or if one of the boys graduated school. The first thing everyone would do was eat and drink. They would talk about all of the new news. Everyone would relax and see their friends.


Karin Swain Joins Board of Trustees




The Stephen Gaynor School welcomes Karin Swain as the newest addition to the School's Board of Trustees. Her two children, Jake and Rachel both attend Stephen Gaynor. They

transitioned to the School directly from their preschool and both have made significant progress. Karin values the individualized curriculum and sees her kids becoming successful, confident and happy students.

Karin is no stranger to early childhood education. She graduated from the University of Rochester with a Bachelors of Science in Psychology and The Bank Street College of Education with a Masters of Science in Early Childhood Special Education. For many years she was a Head Teacher at the Association to Benefit Children's Merricat's Castle, which is the national model for preschool inclusion of children with special needs. In addition, she has been actively involved in a number of special needs teaching programs based in New York City. It is no wonder that she is particularly interested in the Stephen Gaynor School opening an Early Childhood Center in 2011. She views this new venture as a tremendous asset to the Gaynor community and is eager to extend her expertise.


What Karin admires most about Stephen Gaynor is how the School has distinguished itself in the educational field by providing students with a unique and extraordinary learning experience that is not seen in other environments. From her personal experiences, Karin knows the wonderful advantages students can have by discovering their talents and how they can thrive in this world. As more opportunities arise for students, she hopes to see the School continue to expand upon its proven vision of its founders, so more students, like her son and daughter, can have the advantage of a Stephen Gaynor education. 

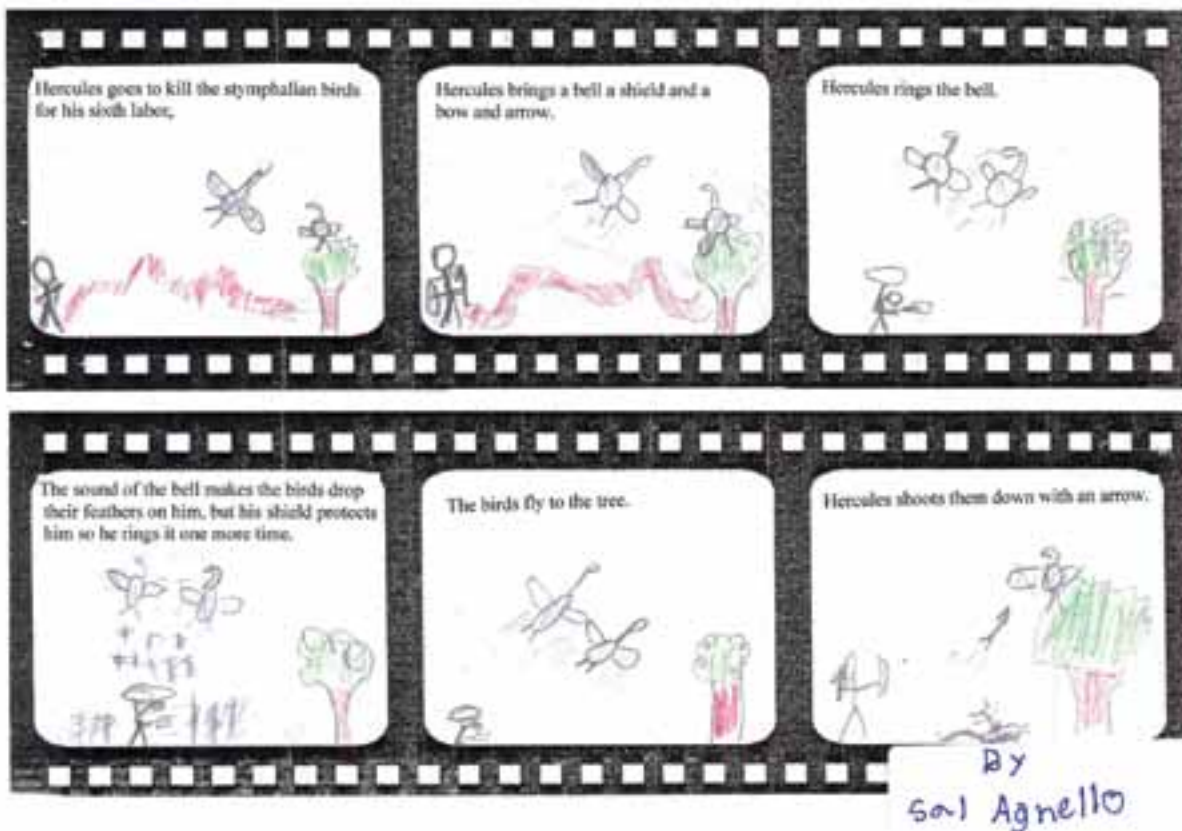
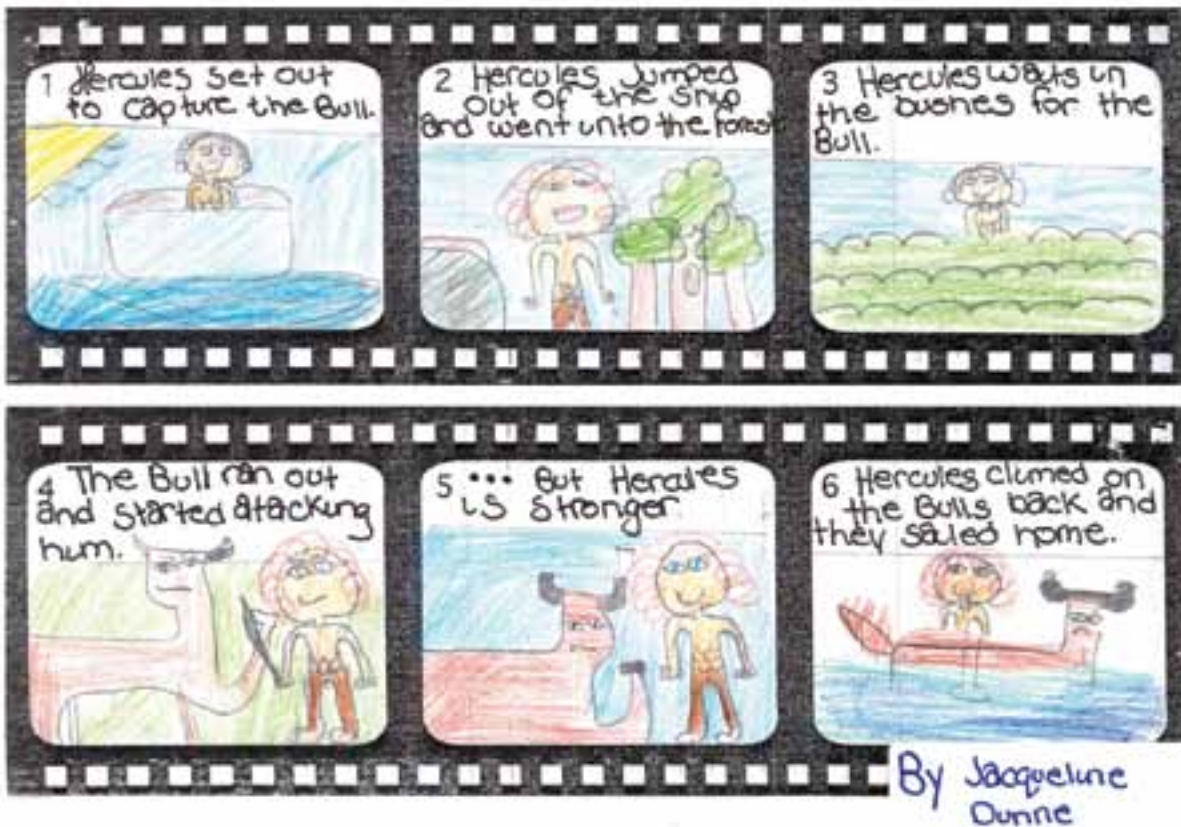
Visit to the New York Hall of Science

In April, Ms. Borders, Ms. Brandeis, and Ms. Bode's classes visited the New York Hall of Science in Queens. The trip was organized by science teacher, Ms. Lopez and supported the student's science curriculum. The children enjoyed exploring the different hands-on exhibits in the museum and put their knowledge to the test. Ms. Strum and Ms. Kallman's classes also attended. 




Ms. Schostak' Class: Hercules Comic Strip

While studying Greek and Roman myths, Ms. Schostak's students read various versions of "*The Adventures of Hercules*." They selected their favorite of Hercules' labors and created a comic strip with images and text explaining the main events. 



MET Visit


Ms. Kallman's reading group visited the Metropolitan Museum of Art to see the new exhibit called, "Doug and Mike Starn on the Roof: Big Bambu". Her reading group consisted of Jackson Wong, Ira Heppard, Kenny Goldberg, Will Simotas and Jordan Savad. The boys went to see this exhibit because they read *"The Year of the Panda"* by Miriam Schlein.

Throughout the book it spoke about different kinds of bamboo that pandas eat. At the exhibit, the artists used many different types of bamboo to create this sculpture. The students made a self to text connection. 




Ms. Plotkin's Class Trains Like the Pros

Teddy Gutkin, a student of Ms. Plotkin, attends the Velocity Sports Performance gym once a week, located on the East Side of Manhattan. He invited his trainer to demonstrate to his class what he has learned; sequences that improve speed, agility, mobility and flexibility. These drills also help reduce the risk of sports-related injuries. The Velocity program offers children the chance to train like the pros. The entire class

had so much fun learning different kinds of exercises. Thank you Teddy for inviting and sharing your trainer with your fellow classmates! 



Ms. Logue's Class Kick like the Rockettes

Two high-kicking Rockettes were invited by David Kritzer and his family to teach Ms. Logue's class how to dance. David's classmates learned how to line up in formation and kick in unison like the infamous dancers. They also marched like the Wooden Soldiers, an act regularly performed in their Christmas Spectacular show at Radio City. This experience is sure to be remembered! 

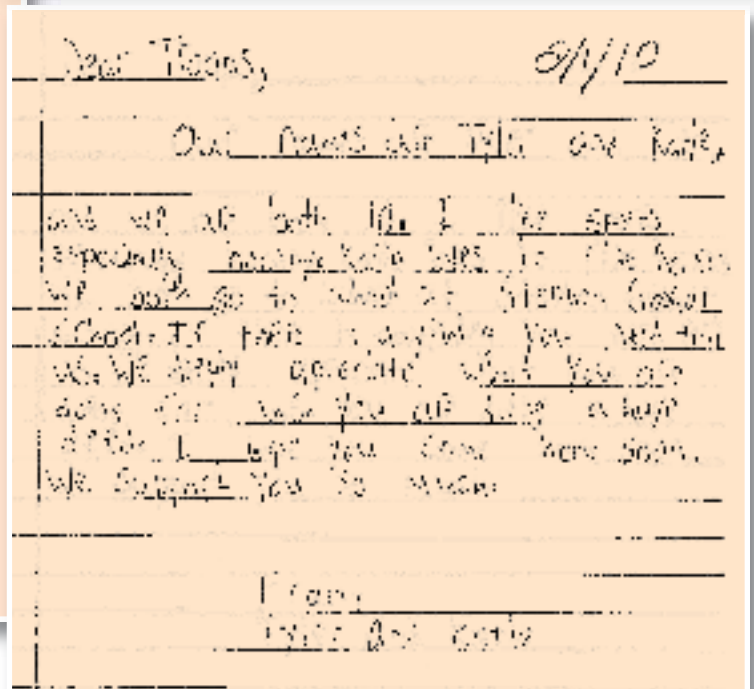
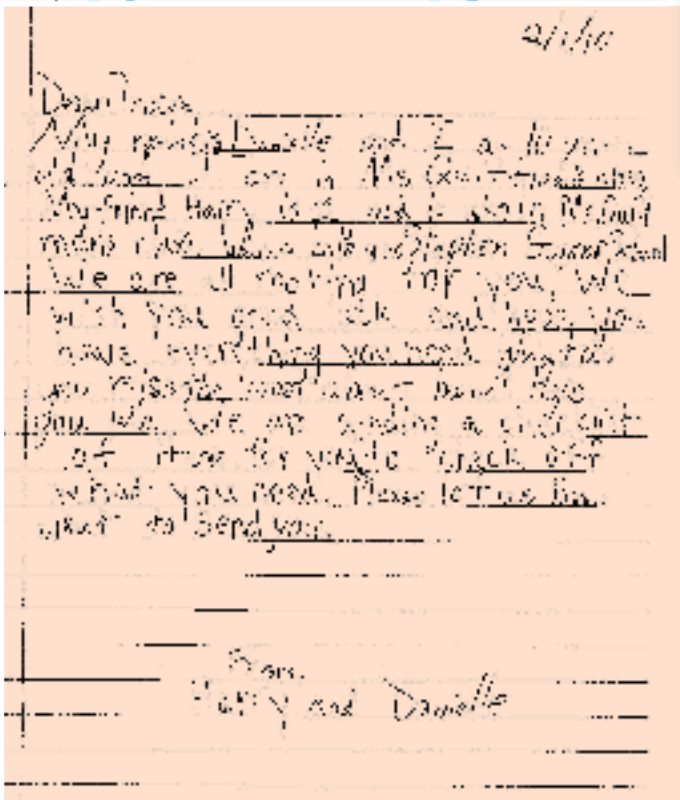
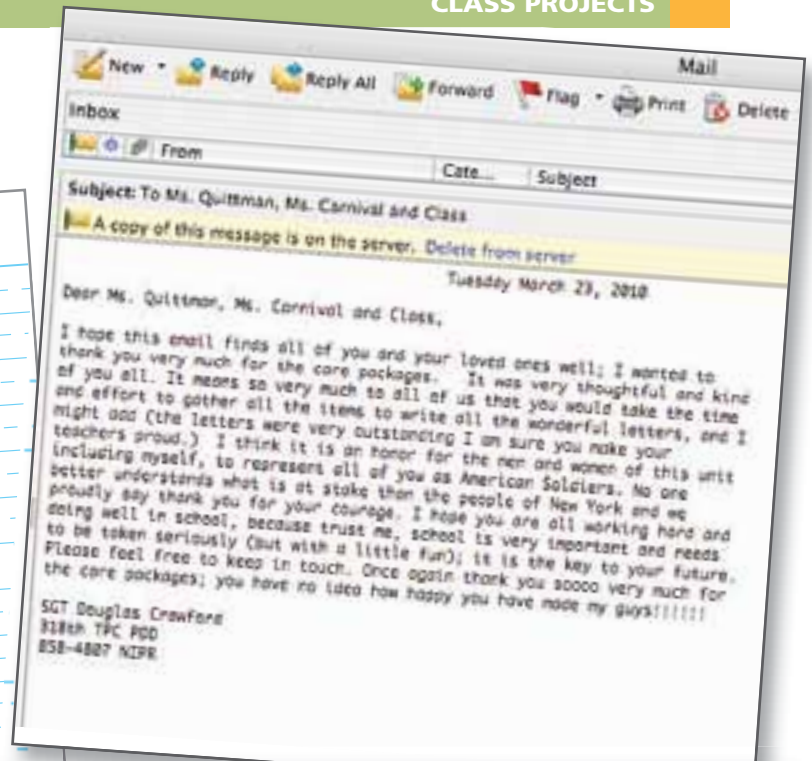


Ms. Quittman's Class Supports Our Troops

Dear Sergeant,

We are the two teachers of the students from the Stephen Gaynor School. We wanted to write to thank you for your tremendous service to our country. You keep us safe every day and we will never be able to repay you for all your efforts. It is people like you, and the men in your platoon, that we encourage our students to look up to and aspire to be like someday. Please know that your courage and selflessness does not go unrecognized by the folks back home. We pray for you every single day and for your loved ones back here. We hope that our care packages shine a little light on your day, and that the products are useful. Please let us know what else we can do for you. Again, thank you so incredibly much for all that you do. We are so grateful.

Sincerely,
Ms. Quittman & Ms. Carnival
Teachers



Photography

In Photography this semester, Ms. Strum's class explored the similarities and differences in how poetry can register feelings and experiences. Each student took a picture of a snowy setting and created a poem describing some of their most cherished memories. Here are a few examples:

"In every picture there's a poem;
In every poem a picture."

CHINESE PROVERB



comfortable strawberries
tasty 5 boroughs
thinking about Time Square
bubble gum views
Empire State building
great day NYC

Eric Ellman



normal snowy day
cold people melting
slush everywhere
kids playing
light blue sky
on a quiet day

Bella Morand



strong wind in the winter
bricks are in the snow
children having snowball fights
families rushing to their homes
children fighting with their moms
soft and cold snow coming down
dads trying to get home from work

Ira Heppard



cold soft snow
vanilla building
falling ice cream sky

Kate Lodge



relaxing snowy day
like a cold ocean
feels so far away
smell soft chocolate chip cookies from inside
relaxing snowy day

Kenneth Goldberg



small blurry cold people
playing in the park
having a fun time together
play calmly
hot chocolate in the air

Riley Lenane

Students Make Music

In music, students worked on their songwriting skills and how to structure a song. Students divided into groups and cooperatively wrote lyrics. In spirit of supporting and joining the efforts to help the Haiti survivors, students based their music around them. Lastly, they composed the melody with some help from Music Instructor, Rebecca Kim.

To prepare students for this project, lessons on various genre of music and characteristics of different styles were taught.

TO MAKE HAITI BETTER

MATTHEW CURNUTT, JAMES SMITH, SONNIA FAYE, THOMAS SPENCER

1 C E⁷ F G⁷ G⁷ C E⁷
 THERE WAS A BIG EARTH-QUAKE IN A SMALL LITTLE PLACE CALLED

2 F G⁷ G⁷ C E⁷
 HA - TI CALLED HA - TI WE MUST HELP HA - TI NOW RE-FORE TIME RUNS OUT, LATE

3 F G⁷ G⁷ C E⁷
 RAINING, FALLING DOWN AT LE VEL BUSH-LETTA-SHINE WE MUST COME TO GO-THO TO

4 E⁷ F G⁷ G⁷ C
 MAKE HAITI BETTER, WE MUST COME TO BE THO TO MAKE HAITI BETTER, WE MUST COME TO BE THO TO

5 E⁷ F G⁷ G⁷ C E⁷ F
 MAKE HAITI BETTER, WE MUST COME TO BE THO TO MAKE HAITI BETTER.

6 G⁷ G⁷ C E⁷
 SINCE THE BUSH THEY'RE BEEN THO, AND THERE'S BEEN NO MAKE... SO

7 F G⁷ G⁷ C E⁷
 LET'S COME TO GETHER TO MAKE HA - TI BETTER, WE MUST COME TO GO-THO TO MAKE HAITI BETTER.

8 F G⁷ G⁷ C
 WE MUST COME... TO BE THO TO MAKE HAITI BETTER... WE MUST COME... TO BE THO TO


9 E⁷ F G⁷ G⁷
 WE MUST COME... TO BE THO TO MAKE HAITI BETTER... WE MUST COME... TO BE THO TO

Why Can't We Reverse Time?

Elly Mawlich, Lucy Ozanne, Aidan Simons

Some- times the fu- ture is not in... our hands. The fu- ture is chang- ing ev'ry
 second of the day... the only thing that looks as it is - time. To re- vers... To re-
 build. And to show 'em they will be - O K... again... Why can't we re-verse time?
 Why can't we re-verse time? They can still and - le. The child - ren... can still play, e'ven tho
 it won't be the same a - gain but to show 'em there are still a pper to - sity... There's still
 hope. In a world that's full of crime where there is trou- ble all the time. If we
 work to go-for-ward then we can reach up high Why can't we re-verse time?
 Why can't we re-verse time? They can still and - le. The child - ren... can still play, e'ven tho
 it won't be the same a - gain but to show 'em there are still a pper to - sity... There's still
 hope. Work to go-for-ward we are all the same... There is no one to blame.
 We can work to go - for... We can make the future... bet-ter.
 Why can't we re-verse time? Why can't we re-verse time? They can still and - le. The child -
 ren... can still play, e'ven tho it won't be the same a - gain but to
 show 'em there are still a pper to - sity... There's still
 hope. Hope. There's still hope. Hope.




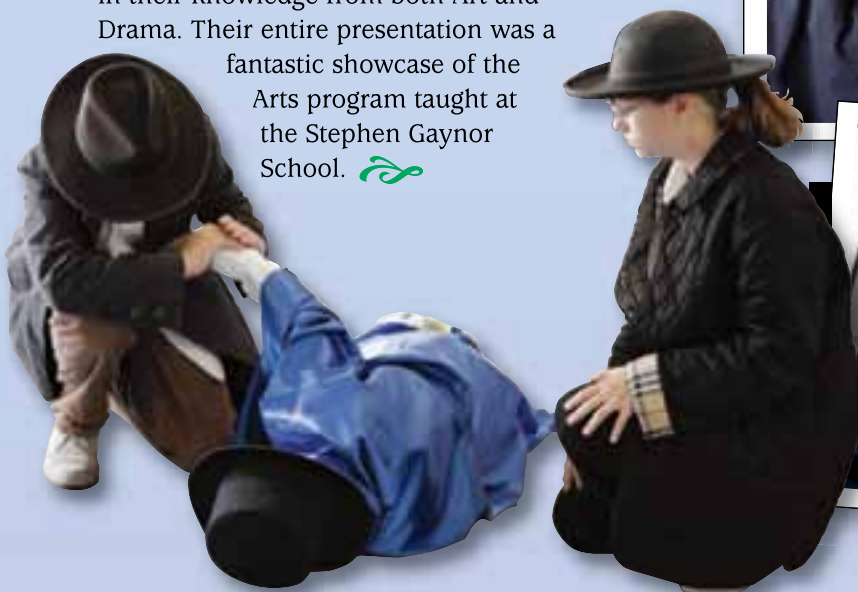
Another element of music during the Spring semester was having the students form a percussion ensemble. They formed a "Bucket Line", where they sat in a semi-circle using drumsticks on buckets. Various drumming techniques were taught with six different rhythmic patterns. Students were encouraged to create their own patterns to add their own spin of creativity. After cooperatively coordinating the sequence, students rehearsed to synchronize the ensemble and performed in front of classmates and staff. Molly Model ended the ensemble with a tap dance when Mr. Beich's class presented. 

Cezanne's "The Card Players"


Art teacher, Ms. Rachlin and Drama teacher, Ms. Plylar-Moore collaborated this term focusing on Paul Cezanne's famous painting, "The Card Players." Art students Katherine McGorry, Wyatt Accardi, and Jon McLaren worked with Ms. Rachlin to recreate this art work. First, the image was projected on to a canvas. The students outlined the figures, and using their perfected technique, filled in the picture with pastels.



Drama students Edwin Wallis, Paige Brauser, Ethan Langhaus and Harrison Geller also recreated Cezanne's painting; using props and costumes to replicate Cezanne's masterpiece. Next, through improvisation exercises, the students developed an original, humorous play based on the scene depicted in the painting. Once they perfected their scenes, the students performed in front of faculty and students, using McGorry, Accardi, and McLaren's recreated painting as a backdrop. These students are applauded for their creativity and ability to tie in their knowledge from both Art and Drama. Their entire presentation was a fantastic showcase of the Arts program taught at the Stephen Gaynor School. 



Student Art

During the Spring Fine Arts cycle, students were introduced to the basic principles of graphic design. Students learned the process and art of combining text and graphics and communicating an effective message for the design of logos, graphics, posters, CD covers, signs and other types of visual communication. The following are a few examples of the student's creations. 



Lily Blum



Max Nusbaum



Ketzel Feasley



Ki Wooten

Gaynor Grads: Where are they now?

Wendy Purcell-DeRose, '77

Wendy began working at Morgan Stanley Smith Barney in 1991 and has become the Senior Sales Assistant. In 1993 she married Joe DeRose and is raising two boys, Joey 14, and Vincent 12.

David Kranz, '97

David works as the County Clerk in New York City and resides in the city.

Max Feldman '98

Max lives in White Plains, NY. He works at K-Mart and plays hockey.

Ana Leigh Kaplon, '07

Ana Leigh currently attends the Summit School. She has been working at Biscuits and Bath, a day care for dogs in Manhattan, as part of Summit's work based learning program. The management was so pleased with her work, they have asked her to come back this summer. Ana Leigh is now contemplating a career in animal care.

Rachel Katz, '07

Rachel is completing her Junior year at the Eagle Hill School. She will be visiting Japan this summer. She can't wait to learn the language and visit many interesting places. Although she is nervous and scared about going off to college next year, she is excited about the opportunity.

High Flying, Adored: A Conversation with the Stephen Gaynor School Alumna Cassidy Kahn

By Steve McAlister, *Gazette Contributor*

If you have the pleasure of meeting Cassidy Kahn (*Gaynor '01*) you'll be struck at once by her unyielding zest for life. Kahn, at 20, is a quintessential collegiate go-getter. Now preparing to enter her senior year at Indiana University Bloomington, she's been an active and integral member of the Women's Diving Team and has traveled extensively to compete with other divers at meets throughout the U.S. What's more, in recent semesters Cassidy received Academic All-American honors, awarded only to a handful of student-athletes whose scholarly performance stands-out as exemplary.

But moving beyond the surface of Cassidy's enviable success, awe of her accomplishments multiplies as you learn the full story. Like many students who find their way to the Stephen Gaynor School, Cassidy confronted a challenging series of obstacles beginning at an early age. Reflecting upon her experience as a young girl, before she enrolled at the Stephen Gaynor School, Cassidy says "I felt very isolated and very frustrated, because I was so young that I didn't really understand at that time why I was the kid in class who couldn't read, or who couldn't understand things. I definitely knew I felt different and separate from the other kids. And there were times when teachers would call on me even when they knew I was having difficulty reading, and I felt like I was being purposely embarrassed, even by my teachers."

Cassidy mentions in passing having been the target of taunts and teasing from some of the other students at her first school, who recognized that she learned things differently. Flash forward to 2010—it's easy to see now in retrospect that Cassidy has today turned these challenging and even sometimes painful experiences into tools that have made her stronger, wiser and more resilient than ever before. But how did Cassidy evolve from a shy and uncertain youngster and into the disciplined, engaging and take-charge woman that she has become today? Of course, there is her family. She describes her parents and family as her "rock" and deeply admires them for their endless support. But then there was also the Stephen Gaynor School.

There's a burst of excitement that infuses itself into Cassidy's narrative as she describes the role that Stephen Gaynor played in helping her navigate through educational obstacles. She exclaims, "I absolutely love Gaynor! Even to this day, it remains so important to me. The teachers there were absolutely incredible. Stephen Gaynor was the first school that really took the time to help me get on track." And then Cassidy's voice lowers slightly and becomes more ominous and solemn... "Without Gaynor, I don't know where I



would be today. I really don't. They know what their students can do, but they don't just draw the line there—they go way beyond anything you can imagine."

Cassidy is devoted to her family, and in a way thinks of the Stephen Gaynor School as part of her extended family. She reminisces, "I was comfortable there, and felt that I was in a safe place. It was more supportive, not judgmental, and there was a lot of trust not only with the teachers, but with other students." When Cassidy is back at home in Manhattan she sometimes has a chance to see former teachers, and says that even those who knew her when she was an 8-year old remember her. She recently saw Ms. Miller, one of her Stephen Gaynor teachers, and after telling her about all that she has done and what interests she has explored in recent years, Ms. Miller was pleased but not necessarily surprised, intoning, kindly, "I always knew that about you."

Cassidy is a spirited force, and confronted a very serious circumstance in her freshman year at Indiana. In early 2008, she was hospitalized. What first appeared to have been a rash was in fact a near-fatal bacterial infection (necrotizing fasciitis) in her legs which not only destroyed soft tissue but produced life-threatening toxins. Recent estimates from the U.S. Centers for Disease Control indicate that 20 percent of those who contract this illness do not survive. But Cassidy is, we've already learned, a very determined young woman, and, indeed, a survivor. She had been through tough challenges before, and with the love and support of her family, along with robust medical care that included eleven surgical procedures over the span of several months, Cassidy was eventually able to beat this disease. For a time, there was concern as to whether she would even be able to keep her legs. And later, once that hurdle was cleared, doctors told Cassidy it was very unlikely she would ever be able to dive again.

Cassidy remembers that moment well, and found the news difficult to absorb. As she was recuperating, her thoughts drifted to a friend who had received his pilot's license and another who had just started to take flying lessons. Cassidy told her mother that she wanted to learn to fly. The response was a flat "no." Her dad's response?—"Over my dead body! Do you really think I'm going to let you get up there and fly!?" One thing that Stephen Gaynor taught Cassidy is persist-

ence. She convinced her mom to let her just go on a discovery flight to see if she would like it. Cassidy thinks her mom believed that she'd go up on the flight, not care for it one bit, and then forget the whole idea. But when Cassidy landed, her mom said that she hadn't seen Cassidy smile so much in months.

Cassidy again asserted "that if I can't dive, I want to fly." At that point her parents realized there was no use in attempting to resist.

Since then, Cassidy has taken lessons using single-engine planes like the Cessna 172. She is very close to taking her solo exam and plans to do so before long. Cassidy describes flying as "a huge adrenaline rush. I feel free up there, and it's hard to describe—you kind of need to be up there flying the plane to understand the sensation."

Flying is a metaphor for all that Cassidy has achieved—with the love, help and support of so many, she has literally aimed for the sky. And she's made it there. There is no doubt that great things lie ahead for Cassidy as she continues her journey of lifelong learning and exploration. She plans to stay an extra year at Indiana in order to continue to compete on the diving team—that's right, against all odds, and after a lengthy rehabilitation process, she is competing again today, and even setting some new personal records. In fact, the Methodist Sports Medicine Foundation presented Cassidy with the 2010 Thomas A. Brady, M.D. Comeback Scholarship Award for her determined and extraordinary return to diving competition following her long road to recovery. She shared the stage at the awards ceremony with other sports greats including former Indianapolis Colts head coach Tony Dungy who received a lifetime achievement honor.


Her coach at IUB, Dr. Jeff Huber, says that "Cassidy has been an inspiration to me and the team. She reminds us of the

strength and resiliency of the human spirit and the capacity of determination and a positive attitude for overcoming any obstacle." Family is a theme that has continued to resonate for Cassidy at IUB, where she thinks of teammates, friends, coaches and professors as vital parts of her support network.

Cassidy plans to go on to receive her Master's degree in public health at Indiana, and is interested in pursuing a career in medicine, although she's just beginning to think about where she might attend medical school. She admits that although she'd already been considering a medical career, her experience as a patient reaffirmed that very interest, and in fact provided additional ideas on directions she could pursue as part of a medical education. You see, Cassidy continues to use all her experiences—and even those that have been extremely difficult that others might rather choose to forget—to make something good come of them. In the novel *Illusions*, author Richard Bach writes, "There is no such thing as a problem without a gift for you in its hands."

Like many students who come through the Stephen Gaynor School, Cassidy found that her experience unlocked her true potential and provided the framework and confidence that even today helps her achieve success at a large University. Says Cassidy, "Gaynor taught me that it's okay to ask for help. I remember at one point thinking I'll just go and ask for help from one of my professor's here at Indiana, even though at first it was a bit intimidating. It's amazing to know that you can ask one of the top professors in the country for help, and then get it. I told my parents, and Yvette (Siegel, co-founder

of the Stephen Gaynor School), and Dr. Gaynor that I was asking my professors at the University many questions, and they replied, See!? And not only do I ask professors for their help, but I've also been able to develop great relationships with many of them, and truly believe these are people with whom I'll still be in touch even 20 or 30 years from now."

Cassidy is thoughtful and sincere in expressing appreciation for the opportunities that the Stephen Gaynor School provided, and says, as she thinks about the serious medical challenges she faced over the past couple years that she is "lucky to be here today and have both of my legs." And there is no question but that we are very lucky to have her, or for that matter, that the Stephen Gaynor School community will continue to root for Cassidy just as it does for each and every alumnus, in reaching for the sky. 



STEPHEN GAYNOR SCHOOL

2010 Annual Gaynor Gala

On March 17, 2010, over 600 guests gathered for the annual Gaynor Gala. The evening's events will help in transforming Manhattan's historic Claremont Stables into an Early Childhood Center as well as a Center for the Arts. It is fitting that the School's three honorees are outstanding members of the arts community. Jordan Roth, Richie Jackson, and BD Wong were honored for enriching the Stephen Gaynor community and for their significant professional contributions to the performing arts.

Guests enjoyed dinner, a live and silent auction, great entertainment, and helped to raise over \$1,000,000!



The one and only, Tony-Award winning actress, Bernadette Peters entertained the audience with her charismatic performance and spoke about how her nephew benefited from attending the Stephen Gaynor School. One of his favorite teachers was the late, Doug O'Hare.



The evening would not have been a success without the hard work of the dedicated Gala Co-Chairs, Debra Resnick and Ellen Kostman, as well as the entire Benefit committee. Thank you all for making the 2010 Gaynor Gala another astounding event for the Stephen Gaynor School! 

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Al & Patsy Kahn
Judy McGrath & Mike Corbett
Irwin & Daryl Simon

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Platinum Package

Anonymous
Judy McGrath & Mike Corbett

Diamond Package

Lyor Cohen
Martin Geller & Lauren Schor
Richie Jackson & Jordan Roth
Henrietta Jones & Paolo Pelligrini
Steven & Daryl Roth
BD Wong

Gold Package

Dick Wolf Films
Garrison Investment Group
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Bruce & Marni Gutkin
Steven & Sari Irgang
Jujamcyn Theaters
Daniel Mintz & Meredith Berkman
NBC Universal
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Silver Package

Broadway Across America
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 Beth Tractenberg
 Remy & Lara Trafelet
 Linda Wallem
 Michael Wargotz & Laurie Block
 Dick Wolf Films
 Neil & Fern Zee

Philadelphia Trip

In May, the students from Ms. Plotkin, Ms. Kider, Ms. Schostak, and Ms. Susser's classes went on an overnight trip to Philadelphia. The trip was designed to complement the students' yearlong study of how governments form and function by giving them an opportunity to experience the history of their own government. The students spent time at Independence Hall, the Constitution Center and, of course, the Liberty Bell. Time was

also spent at the Betsy Ross House, taking a Duck Tour, and visiting the Christ Church Burial Ground to see where the signers of the Declaration of Independence were buried. A special treat was eating ice cream at Franklin Fountain.




As a day trip, Ms. Borders, Ms. Bode, and Ms. Quittman's classes also went to Philadelphia. The group visited the Constitution Center, the Betsy Ross House, the Liberty Bell, and also went on a Duck Tour. 🦆



Boston Trip


Students had a great time in Boston, Massachusetts when the classes of Mrs. Stackow, Mr. Beich, Mr. Meyers, Ms. Chonowski, and Ms. Logan's visited in May. They braved the rain to walk the Freedom Trail and tour the USS Constitution. They became true Bostonians as they cheered the Red Sox when they beat the Twins in a close home game.



A visit to Plimoth Plantation taught the students about colonial life and how our ancestors voyaged the *Mayflower*. To wrap up the fantastic trip, the students spent time at the JFK Museum and indulged in some shopping at Faneuil Hall. 



Sports Night - February 2010

Sports Night at the Stephen Gaynor School is a fun-filled evening with games and activities that bond every member of our school community. Students and their families participate together in a variety competitive activities. Coach Pat and Coach James worked on creating unique and fun games for everyone to play. Pizza and delicious treats were served. Thank you to Beth Mitchell for coordinating a fun family night! 



Haiti Relief


After the tragedy in Haiti, the Stephen Gaynor Community Service group wanted to send the survivors something more than just money. The group partnered with Church World Services to collect important day-to-day items like soap, toothbrushes, band-aids, wash cloths, nail clippers, combs, and hand towels. These items made hygiene kits that the survivors were in desperate need of. The Community Service group is an after school program led by Ms.

Borders. The group advertised which items needed to be collected and each floor was assigned an

item. After everything was collected the group organized all the donations and set up an assembly line in the gym on May 27, 2010. Every buddy pair packaged a hygiene kit.


Once all the kits were completed, there was a school wide assembly to showcase all the hard work the students had done. Videos from Haiti were shown and representatives from the Community Service group spoke about their experiences and what they learned from the project.

Each student walked away from this experience learning how to contribute to something greater than themselves. They realized their world-wide community was in need and didn't think twice about lending a helping hand.

Thank you to every Stephen Gaynor student and family for helping the Community Service group reach their goal of providing 100 hygiene kits to the Haiti survivors. 



Pediatric Walkathon

Every year Jessica Kandel, mother of James Dill, invites her son's class to participate in the annual Pediatric Cancer Foundation Walkathon. This year, the invitation was extended to the entire Stephen Gaynor community. The Stephen Gaynor team banded together on April 18, 2010 to raise funds to support children with cancer and help fight the devastating disease. 



Relatives Day


Relatives were invited to the school on May 14, 2010 to view projects the student's have been working on. Each class prepared something different to show their friends and family. They performed plays and participated in classroom activities. The older students prepared a Biography Fair. They studied a particular person of interest and showcased their lives. Everyone did a fabulous job on their projects! 🌿



Field Day 2010




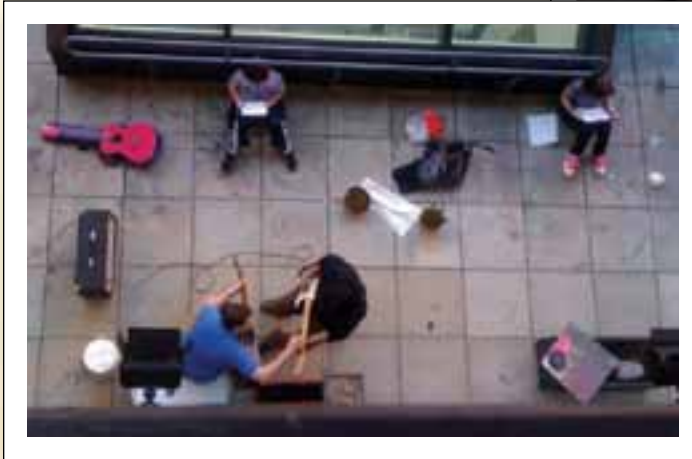
Field Day at Stephen Gaynor is always a joyful and much anticipated day. It's a day where students celebrate their hard work, friendships, and the beginning of summer. Students were split into green and white teams and competed in various games at Riverside Park. A barbecue lunch was served by parent volunteers and delivered to the children in the park. Students sat by class and enjoyed the sun-filled afternoon. To end the day's festivities, the annual faculty vs. students tug o' war took place, an activity everyone looks forward to.

Thank you to Irwin and Daryl Simon for providing snacks for the day and to all the parent volunteers who helped cook and serve. Congratulations to the Green team for winning Stephen Gaynor's 2010 Field Day! 




Guitar Jam Session

An exciting after school program offered this semester was Guitar Jam Session. Mr. Bookin led a group of young musicians, teaching a wide variety of genres. Rehearsals expanded beyond just the basic guitar to learning bass guitar and drums. Everyone was able to leave the group with more musical knowledge and had a great time playing and listening to music. 



After School PROGRAM

Fashion

Ms. Plotkin's and Ms. Hauger's Fashion After School program was a big success this semester. Students sketched their own designs, chose materials, and began to sew their very own outfits. The program also had a very special visitor, Sarah Louise Petry, an experienced and talented fashion designer who shared her experiences, portfolios and sketching methods with the group. 




"Fashion after school was a lot of fun because I got to hang out with my friends, learn new stitches, and became a better sketcher!"

— JACQUI LERNER


Basketball Contest

The after-school basketball team jumped into the spirit of March Madness. Students participated in a NCAA bracket competition, choosing winners for each game and tracking their results. The clever and intuitive Stephen Gaynor students were able to pick some of the upsets that professionals on ESPN did not see coming.

Alex Parrish finished in First Place after selecting two of the Final Four teams. Garret Simon and Zach Davis came in at a close second and third place. Each were rewarded with a Stephen Gaynor spirit item. Congratulations boys! 



Baseball

The Stephen Gaynor after-school baseball team spent the winter session practicing and perfecting their skills and techniques. This spring, the team was put to the test by competing in two games against the Gateway School. Game one resulted in a win for the Stephen Gaynor School with a final score of 14 to 3. Game two resulted in a loss with a score of 12 to 5. The teams' hard work and dedication earned them praise from the umpires and spectators on their display of sportsmanship. Their teamwork and positive attitudes showcased what baseball and the Stephen Gaynor School is all about. 



Graduation 2010


June 10, 2010 was a long awaited day for the 35 students graduating from Stephen Gaynor. The gymnasium was filled for the annual Graduation Ceremony with all of their family, friends, and faculty.

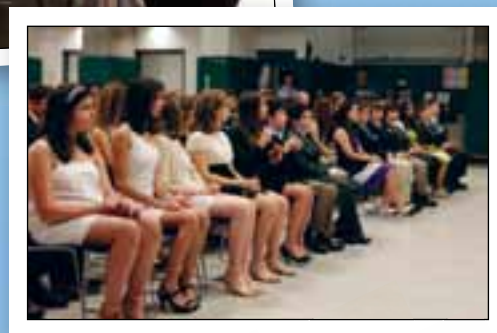
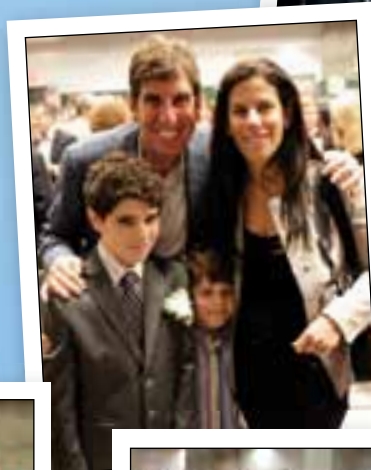
Dr. Gordon Gaynor, President of the School's Board of Trustees, began the ceremony with heart-warming opening remarks. Three brave graduates, Hannah Rittenberg, Frank LoPinto, and Pilar Muhammad each spoke eloquently about the different challenges they faced and how Stephen Gaynor gave them the tools to overcome them.

Sam Rittenberg, father of Hannah Rittenberg and Karen Frieman, mother of Jamie O'Neill both gave wonderful, humorous, and guiding words to the graduating class, as well as to their parents.

Graduate alumnus, Robet Goldberg, spoke to the graduates about his experiences, providing inspiring words of encouragement.

Jeremy Paulson, father of Ben Paulson, was stationed in Iraq. With the help of our Technology Coordinator, Oren Marcktell, he was able to watch his son graduate online.

We wish each and every graduate the best of luck as they continue their academic lives at their new schools. They are well prepared to face life's challenges, and we hope they visit often to provide updates on their numerous accomplishments. 



KENNINGTON
HALL

ROBERT
BONELLI

LAUREN
GOLDENBERG

MICHAEL
KVETENADZE

BENJAMIN
PAULSON

ZACHARY
CAPOBIANCO

SAMUEL
MILLER

CHRISTOPHER
HICKEY

JAKE
BUNT

BENJAMIN
MITCHELL

CHRISTIAN
ANDERSON

ALIZA
BERGNER

NICOLE
GORMAN

ETHAN
LANGHAUS

EDWIN
WALLIS

MOLLY
MODEL

ELIAS
GOLDMAN

Congratulations to



Ben Paulson's father, stationed in Iraq, was able to see his son graduate via video stream.



HANNAH RIT-
TENBERG
 ANDREW
JENNINGS
 MILES
LIU
 FRANK
LOPINTO
 AUREL
LAMBERT
 NOA
BUCHALTER
 PILAR
MUHAMMAD
 Yael
GORDON
 ZOE
GROSSBARDT
 KETZEL
FEASLEY
 HARRISON
GELLER
 ERIN
WHITE
 ADELAIDE
BALLIETT
 PAIGE
BRAUSER
 JAIME
O'NEILL
 ANNA
NEIMAN-ZYCH
 AMARNA
WILLIAMS
 BEATRICE
NIDERMAN

the Class of 2010!

Graduation 2010

MY YEARS AT STEPHEN GAYNOR SCHOOL by Hannah Rittenberg

Where did these past four years go? Sometimes, the days seem so long — especially those days when the teachers pile on the homework. But if the days seemed long, the years seemed like they just flew by. When I look back, I realize how much I have matured over the years at Stephen Gaynor — socially and academically. Four years ago, I walked into this beautiful new building that was so warm and inviting, but I hardly knew anyone and I didn't feel good about myself as a student. Now, I have some really good friends and my academic performance has improved — a lot! I'm really proud of those A's in history and reading, and math? Well... I give myself an A for effort.

When I came from Rodeph Sholom to Gaynor, school had been very difficult for me. I had difficulty concentrating and keeping up with my school work. My parents decided to bring me to Gaynor. I didn't know anyone and that wasn't a good feeling at all, but one of the older kids who was going to graduate that year, Zoe

Braiderman, introduced herself to me and offered to help me any way that she could. She always did, and I'll always appreciate that... sometimes it just takes one person. Still, it took me a while to be happy because I didn't have my own set of friends until I found Yael, Zoe G., and Armana. We have been with each other through thick and thin and always have each other's backs. Even though we will be at separate schools next year, we will keep in touch no matter what.

But, friends were only a part of the story — no, not part of the story, instead, let's say, part of the equation (see, how I work in the algebra for extra credit). Even before I had friends, there were these amazing teachers. There are so many of you — like Ms. Logan and Mrs. Stackow or Mrs. Giovani who has been my mentor and someone special in my life since I walked through the door here at Gaynor. I can't name all of you, but you know who you are. There were also all of these people who I didn't use to know but seemed to care a lot about me anyway like Dr. Gaynor and Mrs. Siegel, and Suzanne, Debbie, Maria and Melanie. Everyone was so supportive, and it mattered, a lot.

My favorite academic subject is history. I always enjoy learning how our country became a huge nation from only thirteen colonies. It reminds me of how I was just a young student trying so hard to figure things out and how much better things have gotten in only four years. For me, the most challenging academics are still math and writing. But, with help and new ways to learn, I am able to get the hang of both subjects. In math, I learned to write out steps and to visualize problems through drawings. This helped me see what I was doing and understand the ideas I was learning. I learned how to use an outline to brainstorm before writing, which helps me formulate ideas. I used to dislike writing because it was so difficult. Now, I enjoy writing short stories so much that I write them in my free time. I also write lyrics and even some poetry. I'm going to keep writing stories, songs, and poems. Someday I hope to be either a writer or a lawyer. All of this might sound like pretty ordinary stuff for a middle schooler, but it's not ordinary for me. I don't think any of these things would have been nearly so possible without the time I spent here.

I'll always treasure the memories I have here at Gaynor. Every day might not have been a great day, but there were a lot more good days than bad ones. When things went wrong, I learned from them and tried to turn a difficult experience into something good, always believing — as we do in my family — that tomorrow will be a better day. Now would probably be a good time to say that besides everyone here at Gaynor that helped me so much, I probably have the most loving and supportive family that anyone could ever ask for. Mom, Dad, Josh, — thank you — I love you.

Now it's time to close. I am really shocked that today is my last day as a student here at Stephen Gaynor. Even though I know I am ready to go, it is hard to let go of so many of the great memories I have here. Stephen Gaynor has helped me with so much - I am proud to say I am from this school. I know now what I didn't know four years ago — that if I work hard and put my mind to something, not anyone or anything can stop me from achieving my goals. Thank you for that Stephen Gaynor. Thanks to all of you for coming today. Congratulations to all of my fellow graduates. Have a great summer everybody!



GRADUATION by Karen Frieman

Good morning and thank you to the Stephen Gaynor School for inviting me to speak on this very, very special day. Before I go further, I have to take a moment to thank Scott Gaynor, Yvette Siegel, Anne Miller, Mindy Stern, Alison Giovanni and all of the wonderful faculty and administration that have guided Jamie through his six years here, and in particular today thanks to Alicia Susser, Rachel Arbesfels, Lauren Plotkin, Rachel Alvarez and Danny Yellin who have helped Jamie this year make the most incredible strides and feel confident that he is ready to move on. Thanks to them and to Joe and Laura, Suzanne and Lily for making SGS a home for Jamie, Shane and I.



Everyone thinks today is for the graduates, and yes, I suppose I understand that point of view. But this is a very momentous day for all of us parents and caregivers and that sometimes can get lost in the shuffle. Today, we are graduating too. Today is a huge transition for us. And it should be marked. To me, today marks formally the end of an era that started in kindergarden or pre-school. For our family, it is the end of pick ups and drop offs; The end of packing lunches (Yay!); The end of seeing the fresh face from school when it triumphs and disappointments are clearly written. The end of seeing who your child's friends are and how they relate to each other in school. The end of that impromptu two-minute parent-teacher conference. The end of unfiltered view. The end, I fear, of feeling any sort of false impression of control. Many of you may have given these things up before now. But I still invite you at this moment to take a moment to remember those days as they recede or continue to recede in the rear view mirror of life. To be thankful that we had them and to then look forward to all the wonderful things to come.

For me and others lucky enough to have been involved with the Parents' Association, it is a day to say goodbye to friends every much as it is for the graduates. Having children with unique struggles has many unexpected benefits. Achievements seem sweeter when they are hard won. Our children change the way we see the world and we take less for granted. It can teach us we have to listen a little harder to what our children are saying because they may not see or say things just like we do. Jaime can have difficulty sustaining attention on one thing or one thing at a time and this is a challenge, but it also ensures that he notices things around him others might now and happily for me, I now notice them too. It's not really stopping to smell the roses, it's more like go really fast and seeing all the flowers.

But being in a place where we are all in, similar if not the same boat, has stripped away a lot of pretense and created an enormously honest, open, supportive and, yes, I will say, loving community of parents. It has been a tremendous gift to me to be able to know and become friends with the Stephen Gaynor community and I would be remiss if I didn't say that the transition away from that community is not an easy one. But, to quote the morning "Annie", "How lucky I am to have something that makes saying goodbye so hard."

But today is first and foremost a joyous and proud day for all of us. Our children have worked hard and have earned the right and demonstrated the ability to move on. To graduate. To go forward to meet their dreams. I join you in celebrating their achievement and yours.

And now a word or two to the graduates: you did it. You worked hard. You had fun. Stephen Gaynor has given you the basic tools you need. Now it's your chance to begin to find your passion. Now it is your chance to learn and learn about yourself. It won't be easy, but Stephen Gaynor has taught you that even when it is hard, really, really hard, you can still find a way to do it. As Confucius said: "Our greatest glory is not in never falling, but in getting up every time we do. Stephen Gaynor has given you the wings; now you can learn to fly. Like many of you, I am sure, when Jamie was in kindergarten, his class raised butterflies and then they all marched to the park to let them go. First, the class wrote letters of advice to the butterflies. Some kids were very practical: "Don't let the dogs eat you" or "watch out for cars" — all good advice that we should follow.

But today I will leave you with the advice Jamie gave his butterfly: "I know it can be scary, but it is good to fly." Congratulations to everyone and happy flying.

Our Graduates will be attending the following:

Bay Ridge Preparatory School
Berkley Carroll School
Birch-Wathen Lenox
Brooklyn Friends School
The Browning School
Cathedral School

The Churchill School
Columbia Grammar and Prep School
Community High School
The Dwight School
Eagle Hill
Fordham Prep

Gow School
Little Red Elizabeth Irwin
Mary McDowell Friends School
Winston Preparatory School
Xavarian High
York Prep

End of Year Reflections

All year, the students have worked hard on helping the local community. When they first came to school back in September, each student signed the Gaynor Cares Pledge, promising to be kinder to the earth and their fellow peers. During the closing day assembly on June 9, 2010, each buddy group presented their favorite community service project they completed this year. They spoke about how they were able to help the community, what it meant to them and why that particular project was their favorite.

This past year alone, the students have delivered food to needy families at Thanksgiving, donated winter coats, hats, and gloves to the homeless, cleaned up Central Park, planted new plants and flowers near the school, as well as, the Goddard Community Center.

As each representative from the buddy classes shared their experiences, their peers were actively listening. The audience showed an enormous amount of support and respect, applauding and cheering their classmates after they finished speaking to the crowd.

Thank you to each Stephen Gaynor student in helping make the school and it's surrounding areas a more beautiful and wonderful place to live.



Ms. Adlin and Mr. Beich's buddy class representatives were Molly Model, Ketzel Feasley and Demi Irgang. They spoke about how they educated their greater community on pollution.

"In Social Studies, we were studying the different kinds of pollution including water, air, and land, and how to stop it. We made posters to educate people who don't know what pollution does to the Earth. We wanted to help stop pollution and littering, help people recycle, and be good to the environment. We think this is a good topic to teach because now the whole world can know about this!"

— DEMI IRGANG



Ms. Susser and Ms. Zelekowitz buddy class representatives were Aidan Simonian and Caleb Mintz. They shared that their favorite activity this year was reading with their buddy because it not only fine tuned their reading skills, but also to build community within the school.

"Without Buddy Reading, I would have never met Aidan, my big brother of my school community. I really look up to my buddy"

— CALEB MINTZ

"Buddy Reading is very meaningful to us older students because we get to guide younger students and share our SGS experiences."

— AIDAN SIMONIAN



Thank you to the Zee family for helping mark the end-of-the-year with an ice cream truck! All students and faculty loved this special treat.

198 REASONS

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...

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Zoe • Maxine • Elizabeth • Christian • Rio • Sasha • Samantha • Nyles • Angus • Eliot • Cosima
Joaquin • Jillian • Demi • Katie • Chiara • Caleb • Tyler • Eli • Justin • Jake • Brian
Michael • Lee • Zachary • Lilian • Riley • Jacqueline • Sophia • Zoe • William • Haley • Mathew
Eric • Kenneth • Ira • Katie • Emma • Mason • Kate • Madeleine • Oscar • Jane • Jackson
Mimi • John • Maya • Theodor • Enya • Olivia • Aaron • Danielle • Kai • Zachary • Caroline
Jason • Katherine • Marissa • Noah • Noah • Bennett • Katie • Bella • Jordan • Sarah • Lily
Mark • Charlotte • Bea • Ryan • Kira • Henry • Summer • Gabriel • Elena • Jonathan • Aidan
Sirena • Jackson • Rene • Zach • Rina • William • Caroline • Tigist • Felix • Jolie • Luke
Lily • Daniel • April • Noah • Sam • Joshua • Dever • Lily • Alex • Aidan • Ki
Stephanie • Henry • Maddie • Nicky • Katherine • Camilla • Rebecca • Harry • Maya • Jacob • Sam
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Matthew • Jacqueline • Sian • Sebastian • Sterling • Anna Maite • Ben • Aliona • Hannah • Max • Stella
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Wyatt • Owen • Austin • Teddy • Lucy • Eli • Daniela • Dylan • Nora • Chris • Max
Jared • Stephanie • Samantha • Jackie • Rory • Zoe • Lena • Gregory • Julie • Evan • Zoe

...

And Reason 199...All those generations to come.

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2010-2011 SGS Calendar of Events

2010

Sept 8	Wednesday	Parents meet Teachers, 9:00 am
Sept 9 & 10	Thursday/Friday	Rosh Hashanah – <i>school closed</i>
Sept 13	Monday	School Session Begins
Sept 17	Friday	New Parents Breakfast, 8:30 am
Sept 20	Monday	Fall After-School Program Begins
Sept 28	Tuesday	New Parent Curriculum Night, 6:00 pm
Oct 11	Monday	Columbus Day – <i>school closed</i>
Oct 12	Tuesday	Parent/Teacher Conferences – <i>no students</i>
Nov 11	Thursday	Professional Development – <i>no students</i>
Nov 25-26	Thursday/Friday	Thanksgiving Recess – <i>School closed</i>
Dec 18 - Jan 2	Saturday-Sunday	Winter Recess – <i>School closed</i>

2011

Jan 3	Monday	School Session Resumes
Jan 17	Monday	Martin L. King's birthday – <i>school closed</i>
Jan 24	Monday	Winter After-School Program Begins
Feb 11	Monday	Professional Development – <i>no students</i>
Feb 21 & 22	Monday/Tuesday	Presidents' Day – <i>school closed</i>
Mar 2		Parent/Teacher Conference – <i>no students</i>
Mar 19-Apr 3	Saturday-Sunday	Spring Recess – <i>school closed</i>
Apr 4	Monday	School Session Resumes
Apr 19 & 20	Tuesday/Wednesday	Passover – <i>school closed</i>
Apr 22	Friday	Good Friday – <i>school closed</i>
May 10	Tuesday	Parent/Teacher Conferences
May 27	Friday	Professional Development – <i>no students</i>
May 30	Monday	Memorial Day – <i>school closed</i>
Jun 15	Wednesday	Last day of School
Jun 16	Thursday	Graduation Ceremony

