

GAYNOR gazette

SUMMER 2011



STEPHEN GAYNOR SCHOOL

Gordon Gaynor Reflects
on 25 Years of Service
2011 Gaynor Gala
End of the Year Wrap Up

Thank you Gordon
for 25 years of
service and dedication to the
Stephen Gaynor School



*Without you, we never would have
found the way to where we were,
where we are now, and where we will be.*

*With love always,
Yvette (Fess)*

Dear Friends,

I hope this edition of the Gaynor Gazette finds you enjoying a relaxing summer, even as we look forward to the new academic year. For students who are recharging their batteries, I am confident that the year ahead will be robust and engaging, filled with discovery and the delight that comes from learning.

At the heart of the Stephen Gaynor School is the mission of unlocking the potential of each student. We do not lose sight of this. Even as our institution has continued to grow, that mission has remained at the very core of each new enterprise and initiative.

In this edition of the Gazette, we look back at the service of my father Gordon Gaynor, who served as Board President for over 25 years. We also look back at the successful 2011 Annual Gaynor Gala which honored Robin Domeniconi, and raised funds vital to the success of our school. We have captured highlights from student trips, classrooms and projects, in an effort to illustrate the richly diverse array of student accomplishments in the past year.


We will also welcome Henrietta Jones-Pellegrini as our new Board President, and Karin Swain as our new Parents' Association President. We anticipate the exciting launch this fall of the Early Childhood Center. A program that will serve bright children ages 3 to 6 with language and learning challenges. And we offer an interesting glimpse into the development and planning for the Stephen Gaynor Middle School, which will reside in the Claremont Stables building, now an integral part of our thriving campus.

We welcome a new science teacher and prepare for an exciting, revamped, science curriculum. We also provide insight into the new Teachers Training Institute, part of our faculty's ongoing effort to hone its skills to ensure we meet our core goal of unlocking the potential of each student.

The Stephen Gaynor School is a learning organization which not only teaches students, but strives to better itself through an ongoing process of assessment, review and reflection. We continue to innovate and to aspire to new heights of achievement. Your role as a member of the Stephen Gaynor School community is vital in this dynamic process. Thank you for your support, interest and goodwill as we prepare for another exciting year.

And please accept this edition of the Gaynor Gazette with my appreciation, and my hope that you fully enjoy the remaining days of summer.

Sincerely,



Dr. Scott Gaynor
Head of School



Dr. Scott Gaynor





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Looking Fondly Back, and Brightly Forward: Dr. Gordon Gaynor Reflects Upon 25 Years of Service



“The main strength... remains [our] people. They are passionate, dedicated, innovative and effective.”

along with her friend and colleague Yvette Siegel. As Gordon recalls, *“they started with 6 or 7 children, and in the next year that number grew to 21, and finally, due to steady growth in enrollment, in the third year my step-father purchased the original building on 74th Street.”*

It wasn’t until a number of years later that the first Board of Trustees was recruited. After the school had become well-established, Gordon’s stepfather became ill, and Gordon, out of necessity, assumed the Presidency in 1986. Dr. Gaynor looks back at those days both with fondness and trepidation, expressing amazement at how far the school has come since then:

“In the early days, we were more of a mom and pop kind of operation, sort of like a little red school-house. As such, the school was managed as a small—115 children—organization, without any formal or professional fundraising efforts. But the school was a great success because of the clarity of purpose, and because the leadership and vision among the founders and the faculty was so incredibly strong.”

If you asked Dr. Gordon Gaynor in 1986 if he envisioned a robust future stewarding the growth and development of a school serving the needs of children facing learning differences, he would have flatly said no. And yet, life is a highly unpredictable force—an unexpected series of family events led him into that very role. For a quarter of a century, Dr. Gaynor served as the President of the Board of Trustees at the Stephen Gaynor School. Though unexpected, the Board Presidency was nevertheless a role that he will forever cherish.

Dr. Gaynor recently announced his retirement from the Board Presidency, making way for fellow board member Henrietta Jones-Pellegrini to step-in as the Board’s new leader.

Looking back, Gordon compares the evolution and growth of the Stephen Gaynor School to that of a child.

“In a sense, leaving the Board Presidency has been like letting a child grow up and mature,” he said, as he reflected upon his transition.

So, what led Gordon Gaynor down this unanticipated path?

His mother, Miriam Michael, is the co-founder of the Stephen Gaynor School



Gordon with Rob Rogers of Rogers Marvel Architects PLLC

“The school never had ups and downs. It only had ups—as the faculty, staff, parents and Board members focused consistently on how we could get a child into the school and on the right track to learn.”

As the organization grew, Dr. Gaynor recalls identifying the need to attract a diverse array of board members and leaders who could bring varied forms of knowledge and expertise to the organization. *“This was part of moving from a mom and pop*

operation to a professional, high-visibility school," he asserted. "But in 1994, we realized there wasn't enough space, and needed to address the facilities issue. Thanks to the help of our Board, including an attorney who could negotiate terms of the property acquisition, we were able to create an opportunity for the school to move into a new, state-of-the-art facility. Forging an agreement with Ballet Hispanico, we were granted the last remaining parcel in Manhattan that had originally been issued as part of the federal government's urban renewal program."

"We got loans, signed contracts, and did whatever was necessary to keep the project moving forward. Since then, a very strong, active, and dedicated Board of Trustees with a lot more business acumen and solid legal background were instrumental. I was able to rely upon their resources and experience in order to move ahead. And then, two years ago we were able to buy the Claremont Stables property, which represents yet another milestone for the Stephen Gaynor School."

In conversation, Dr. Gaynor downplays his role, saying that, "it is the Stephen Gaynor School story itself that is the amazing thing."

"Thanks to the generosity of our parents, and many good friends, our base of support has been very strong, and has helped move us forward. Because we are a private school, we're not eligible for many grants and support from others has been crucial."



Gordon and JoAnn with Al Roker at the 2009 Gaynor Gala



Gordon and Scott Gaynor at the 89th Street Building construction site

Dr. Gaynor expresses his affection for family members who have been part of the life of the school, including his mother, and his son Scott who is the Stephen Gaynor School's Head of School. He speaks proudly of the school, saying: "Because of our faculty and physical set up we're so well equipped to address the needs of our students, whether in the classroom or through occupational therapy or speech therapy. The main strength, even with our new facilities in place, remains the people. They are passionate, dedicated, innovative and effective."

When asked what advice he would offer the new President of the Board, Dr. Gaynor ponders momentarily and suggests, "I would let the person use their best qualities to guide the board.

A level head and an open mind are essential. Henrietta is able to move forward in that way and is equipped to be a great leader for the board. She will command respect and encourage cooperation, and I am certain she is ideally suited as the next leader of our Board of Trustees."

Dr. Gaynor was asked if he feels any sense of relief in handing the reigns over to the next President. "It's not like a 'hurrah' moment, but several years ago I felt it was nearly time for someone to take over, as did my wife, who has been tremendously helpful to me as a sounding board. What makes the transition easier is that someone so well-qualified to step into the role is now holding the reins."

Although Dr. Gaynor is stepping down as President of the Board, he will remain involved going forward. "It would be too hard not to continue to be part of the life of the school," he insists. And, with a gleam in his eye and a smile, he chimes in, "the best days are yet to come!" ☘

Masterwork in Progress: The Making of Stephen Gaynor's New Middle School

When the Stephen Gaynor School purchased the former Claremont Stables, the complex was a blank canvas. Now that construction is well underway, the building has become a masterwork in progress, its first developments providing an exciting glimpse into the finished piece.

The first mark on any canvas is one of the most important, setting the tone for what lies ahead. In fall 2011, the 89th Street building will welcome its first occupants—the students and staff of our Early Childhood Center (ECC)—thereby extending our programs to children as young as three years old.

Work on the ECC represents only a small fraction of what we've done to ready our new building for occupancy. While we're putting the finishing touches on the facilities for our youngest students, we're laying down the groundwork for our Middle School, adding the substructure essential for future development of the third, fourth, and fifth floors, including stairs, mechanical risers, wiring, and other structural upgrades. Once this work is complete, we'll begin to shape the finished spaces, which will include 11 classrooms, seminar rooms, art studios, a cafeteria, a science laboratory, offices, additional athletic space, a sky-lit library, and more.

Form and function

Rogers Marvel Architects, which also designed the Stephen Gaynor School's main building, has created an impressive and imaginative blueprint to transform the former Claremont Stables to meet our students' needs while honoring the building's history. "It's a landmark, so there is a lot of sensitivity and respect for the building in all that we do," says Marta Sanders, associate at the firm. "The first steps were to figure out what was there, stabilize the site, and assess what could be used and what needed to be modified to fit with school use."

Having worked with the Stephen Gaynor School for many years, Rogers Marvel has a deep understanding of the School's mission and history, which Sanders says helped tremendously when considering how best to incorporate the new building into the existing campus. The firm has also worked very closely with Scott Gaynor and the faculty to ensure that plans are consistent with academic priorities.

"The next phase is a great pleasure to be a part of, where the challenge is not only what will happen in the Claremont building and carriage house but how these structures will communicate back to the main building and integrate with the campus to allow easy movement between spaces," says Sanders. "We are pursuing a holistic view of how they work together."

Details large and small

Rogers Marvel has overlooked no detail in renovating the 89th Street building. Horseshoes from the Claremont

Stables will be incorporated into the entry area as a tribute to the past. Communal spaces, including a lobby where students can interact informally at the beginning and end of each school day, will help reinforce students' social skills, as will elements such as cafeteria benches and strategically placed seating nooks.

The design of the Middle School classrooms, which will occupy the third floor, takes into account how older students learn. With one seminar room for every two classrooms, teachers can break classes into small groups to provide specialized instruction, enhancing the academic experience and preparing students to adapt to new styles of learning in high school.

In addition to a spacious cafeteria, visual arts studios will reside on the fourth floor, their north-facing windows offering the perfect light for painting, sculpture, and other art projects. A bridge to the main building will serve as an art gallery, extending the arts beyond the studio spaces and creating an exhibit space for students and others to enjoy when moving between buildings.

The fifth floor will include a new science lab with all the resources that support an active middle school science curriculum. An adjacent terrace will lend itself to a number of scientific applications, including a weather station or exploratory garden.

Finally, on the upper level, a beautiful sky-lit library will feature a writing center where students will receive special instruction, and the rooftop will provide space for athletics and physical education programs.

"This project is what architects dream of, or I certainly did," says Sanders. "The Stephen Gaynor School doesn't have a one-size-fits-all model for educating its students, which has required greater awareness and sensitivity to designing a special and vibrant yet calm and quiet environment where students can be focused and comfortable. Everything from the acoustics and lighting to the tactility of spaces has come together in the design process to create something truly special and exciting."

The unveiling

The third and fourth levels, comprising the bulk of the Middle School academic program, are currently scheduled to open in 2013 and the remaining floors in 2014. From there, work will focus on developing the rooftop athletic space and performing arts center, including a state-of-the-art theater. When construction is complete, the entire structure will be LEED certified—the healthiest environment possible for our students, families, staff, and guests.

"Many New Yorkers regard the Claremont Stables as a special building that holds sentimental attachment," says Sanders. "The feeling in the community appears to be that this has been a welcome marriage between a cherished community landmark and the Stephen Gaynor School." ❧

Stephen Gaynor Welcomes New Science Teacher Cristina Fabricant



When students return to the Stephen Gaynor School in the fall they'll not only be welcomed by a new science teacher, Cristina Fabricant, but they'll also experience a revamped science curriculum.

Fabricant, a doctoral candidate at Teachers College, joins the faculty from the Hewitt

School, with additional professional experience at Grace Church School and the Liberty Science Center. As a child, Fabricant was an enthusiastic student of science, a passion that continues to this day. Says Fabricant, *"I always loved science as a kid, which is why I studied to be a scientist originally and then decided to become a science teacher. I had mostly positive experiences as a student, enjoyed working in the laboratory and on science fair projects. Mostly, I enjoyed getting to conduct my own experiments."*

It is that same spirit of hands-on participation in science education that she'll bring to the Stephen Gaynor School, across a range of topics including basic science, biology, chemistry, and others. In discussing the development of the science curriculum at the Stephen Gaynor School, she says, *"the idea is to approach science as a scientist instead of as a student. In other words, students will be asked to solve problems and to prove theories and principles in practice, as opposed to merely reading about them. It's very much a practice-based approach to the science curriculum where each student is an active learner."*

Fabricant asserts that this approach will allow students to see how scientists think, instead of following a recipe in a book. Later, they will be able

to apply that knowledge to any science course or to any enterprise where problem-solving is required.

Because the curriculum is a hands-on, in-the-trenches approach, students will not carry bulky textbooks. In the beginning of the school year, basic science techniques like measuring mass and volume will be emphasized. From there, students will spend time working on a variety of modules, ranging from plotting earthquakes on maps and exploring their origin and impact, to studying bioluminescent organisms to reveal the secrets of how they generate light. The outdoor space next to the classroom will be perfect for growing and studying plant life or for shooting rockets to study the principles of physics and aerodynamics.

"...the idea is to approach science as a scientist instead of as a student. In other words, students will be asked to solve problems, and to prove theories and principles in practice, as opposed to merely reading about them."

— CRISTINA FABRICANT

Says Fabricant, *"I am very excited to be joining the Gaynor faculty! I think it's a great place and it's very exciting to be part of a school that is focused on how kids really learn and not some formulaic approach."* Already, Fabricant has consulted with other faculty to begin to integrate the science curriculum with the curricula in other areas.

Examples of an integrated approach may include the study of astronomy that coincides with a social studies module on ancient Egypt—where celestial objects were revered and incorporated into Egyptian art. Or, in conjunction with geography, the science curriculum can explore weather patterns in different parts of the world.

When asked if there was anything at all that Fabricant didn't enjoy about science when she was a student, she reluctantly admits, *"I didn't care for chemistry in 10th grade, because the teacher was somewhat boring."* It's clear that Stephen Gaynor School students will find their science class anything but boring, as they return to school this fall with a completely refreshed science curriculum awaiting them. ☘

Hot This Summer—Teachers Training Institute Launched

It's true that the Stephen Gaynor School faculty have always been innovative, shared best practices, and drawn from the experience of other educators to hone their skills in reaching each and every student. Starting this summer, a new Teachers Training Institute will be launched, more formally tying together many facets of the professional development process.

Coordinated by four senior members of the faculty, the summer sessions will focus on providing Stephen Gaynor School teachers with additional tools to have on hand in the classroom, reflecting upon methods that worked well, and sharing best practices on strategies that can be used to most effectively engage students.

The first week of the training institute will focus on literacy skills. Kate Garnett of Hunter College will serve as guest speaker and facilitator, working with the faculty on reading instruction. Dr. Garnett is a Professor of Special Education and Learning Disability, and the Chair of the Department of Special Education at Hunter College.

The literacy skills week will also bring Dr. Judith C. Hochman, Head of the Windward School in White Plains, back to the Stephen Gaynor School who will help facilitate sessions on writing instruction. Dr. Hochman has worked with the faculty previously, and was well-received by the faculty in their first sessions together.

Alison Giovanni, Middle School Supervisor says, "Kim (Garnett) has a fabulous program for teaching teachers—it's not just theory, but real practice. She'll bring a breadth of knowledge on fluency and other language instruction modalities that are designed to reach any student. It's not one size fits all, but the ability to innovate and get through, that she will promote in her work with us."

The second week of the institute will be devoted to mathematics instruction. Specifically, the faculty will explore the Stern Math method, one already in use at the Stephen Gaynor School. The Stern method relies upon multisensory teaching techniques to provide an experiential basis for students to learn mathematics concepts. Singapore Math instruction will also be reviewed with the faculty.

Donna Logue, Director of the Early Childhood Center says, "Singapore Math goes back to things we were already doing at the Stephen Gaynor School, and relies upon a lot of visual and manipulative strategies, delving deeper into topics as opposed to the typical US math program. Singapore Math gives more guidance and tools for solving problems, ensuring deeper understanding as opposed to moving so rapidly across a curriculum. Our goal is to help students develop strong number sense by developing a systematic approach for problem-solving."

One of the larger goals of the institute is to ensure that all members of the faculty, regardless of the age of the students they teach, have an opportunity to understand the

teaching methods used in classes where their students will be going next, as well as the methods used before their own students arrive in their classrooms. This approach is designed to prevent abrupt transitions for students. In this way, Giovanni says, "the Stephen Gaynor School faculty will remain on the leading edge of best practices, developing an ongoing process that opens dialogues among teachers and builds strong faculty partnerships."

In Logue's view, "there is a constant effort within the faculty to raise the bar. Veteran teachers have things to learn and things to share, and the younger faculty members appreciate the exchange of ideas, and have many of their own perspectives to share as well. Our professional development programs help our new teachers not only learn about best practices but to see how the Stephen Gaynor School faculty develops its curriculum. We've been doing this work—assisted training and new teacher training—for years. But last year we added new layers, and the program has grown. The Teacher Training Institute is the likely form these efforts will

take in the future, with two weeks of intensive training, sharing and reflection."

Giovanni emphasizes that the Stephen Gaynor School is a learning organization year-round, with innovation and collaboration occurring daily, and not just during summer training: "I think that when

"...there is a constant effort within the faculty to raise the bar."

— DONNA LOGUE

you look at our staff you see that they are from many backgrounds and bring many skills and viewpoints from where they were before. Teacher training is an ongoing process. Several days during the year we either bring back someone from the summer or another respected educator to conduct training and workshops. It happens on a continuous basis. Teams of teachers meet in clusters regularly, focused on the age groups they work with, to discuss student development and best practices."

Giovanni goes on to describe regular one-on-one meetings between teachers and supervisors, and an open classroom policy where teachers are welcome to sit-in to observe and learn. "Every room has an open door policy," she emphasizes. One benefit of external expertise, which is a component of the Teacher Training Institute, is to elicit impartial and objective viewpoints from outside the school. "This is what distinguishes the Stephen Gaynor School from others," Giovanni explains. "Whereas in a public school, for example, teachers are encouraged to conform to the curriculum, here, we innovate continuously, remain open and transparent sharing best practices with our colleagues, and encourage each other to use whatever method is best, as long as it is one that works for our students."

As a result, the Stephen Gaynor School remains on the leading edge of innovation in education, providing new ideas not only for its own educators, but ideas that will continue to reverberate and offer benefits for educators everywhere. ❧

Henrietta Jones-Pellegrini Takes Over as President of the Board of Directors

Henrietta Jones-Pellegrini is no stranger to the goings-on at Stephen Gaynor. Her daughter, Zoë Vorisek, attended the School for seven years. Henrietta played an active role in the Parents'



Association, formerly as a volunteer and until recently, the President, helping to plan and host events for students and their families. Now, as her daughter leaves Stephen Gaynor, Henrietta will take on the challenge of being the President of the Board of Trustees, replacing Dr. Gordon Gaynor who served for 25 years.

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 of 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 Zoë's learning processing difficulties early on in the first grade. This allowed her to enroll Zoë into the Stephen Gaynor School and watch her flourish in the years that followed. She says, "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 Zoë 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. As the new President of the Board of Trustees, her hope is that she can help communicate the mission of the Stephen Gaynor School and focus on that which the School excels—helping children maximize their potential and giving them the tools they need to succeed. With this, the Stephen Gaynor School can help so many more children, just like it has helped her daughter. ☘

Karin Swain Becomes Parents' Association President



Karin Swain will be the new Parents' Association President for the 2011-2012 school year, proceeding Henrietta Jones-Pellegrini. Henrietta's daughter, Zoë Vorisek, was a member of the 2011 graduating class and Henrietta will be taking over as the President of the Board of Trustees.

Karin's two children, Jake (9) and Rachel (7), both attend the Stephen Gaynor School. Since her son, Jake first started Stephen Gaynor in 2008, Karin has been an integral part of our community life. In addition to volunteering at almost every event, she is also a member of the Board of Trustees.

Karin is no stranger to early childhood education. Karin 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.

We look forward to an exciting new school year with community building events under Karin's leadership. ☘

Into Africa—Alumnus Jonathan Roth Reflects on His Journey to Mozambique

When people think of swimming with the dolphins, images of tourist meccas like Seaworld might be the first that come to mind. But for Stephen Gaynor School alumnus Jonathan Roth (Class of 2000) swimming with the dolphins is just one of the many activities he experienced in Mozambique, where he had first travelled in order to participate in a field guide training course through Global Vision International (GVI). GVI provides support and services to international charities, non-profits and governmental agencies, through volunteer opportunities and internship programs. He originally learned of the field guide opportunity through a friend.

“I enjoyed learning about the scientific and cultural aspects of the Savannah...”

Jonathan says, *“I got in contact with GVI through a South African friend in the US, and heard about a field guide training program (Bushwise) based outside of Hoedspruit (two hours outside Kruger National Park). I thought it would be an interesting opportunity to learn more about wildlife conservation and ecotourism.”*

At 24, Roth is a graduate of Pennsylvania’s Ursinus College where he majored in Environmental Studies and minored in Spanish. Prior to college, he also studied at Brewster Academy in Wolfeboro, NH and at the Forman School in Litchfield, CT. He later served as a Peace Corps volunteer in Peru working with members of a local community there on developing best agricultural practices. In 2010, he decided to pursue a new venture, building upon his interests in marine biology and environmental conservation.

GVI describes the tour guide training program in which Jonathan participated as “both theoretical and practical...the curriculum includes scuba diving courses, marine guide certification, conservation management, marine life identification, first aid, 4x4 driving, reserve management and Ecotourism.”



As Jonathan reflects upon the program, he says, *“I enjoyed learning about the scientific and cultural aspects of the Savannah in Southern Africa through the classes and drives throughout the reserve.”*

Through this fascinating experience, Jonathan also learned more about himself, saying *“I realized towards the end of training that guiding was not the right fit for me. I am shy and take time to be comfortable in unfamiliar social situations. You have to be immediately and continuously talkative in the guiding industry. Even though this was a difficult moment, it led me to a volunteer project that better suited my abilities and turned into an incredible experience.”*

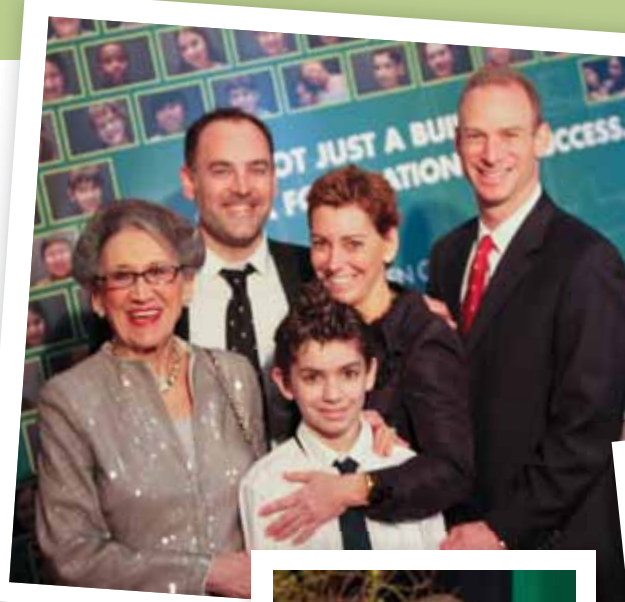
So where one proverbial door closed, another had fortuitously opened. Drawn to a hands-on experience focusing on environmental conservation, Jonathan identified his next opportunity, recalling, *“After completing the field guide training program, I got in contact with my future supervisor in Ponta D’Ouro, Mozambique. That program (The Humble Africa Volunteer Project) was intended to run for four to six weeks, but I had the chance to extend my stay for four months to further assist him with project development. When looking at the biological and geographic diversity in Africa, I felt that this would be an amazing chance to work with wildlife and understand the complexities involved with their protection”* ☘

STEPHEN GAYNOR SCHOOL

2011 Annual Gaynor Gala

The 2011 Gaynor Gala was another smashing success! Current parent and Board member, Robin Domeniconi was honored with the Founders' Award for her dedication to the School. Robin is the CEO of ELLE Group. Nearly 700 guests gathered to support our project of transforming the historic Claremont Stables into Stephen Gaynor's Early Childhood Center as well as a Center for the Arts.

Kelly Ripa, co-host of *"Live! With Regis and Kelly"* and Mark Consuelos, actor and President of Milojo Productions, hosted the evening and used their charm and wit to entertain the audience. American Idol winner, Jordin Sparks, belted out three of her hit songs and wowed the crowd with her vocals.



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The evening would not have been a huge success without the help of the dedicated co-chairs, Ellen Kostman and Debra Resnick, as well as the entire Gala committee. Thank you all for making this night another astounding event for the Stephen Gaynor School and helping us raise over \$1,200,000!

THANK YOU TO OUR SPONSORS

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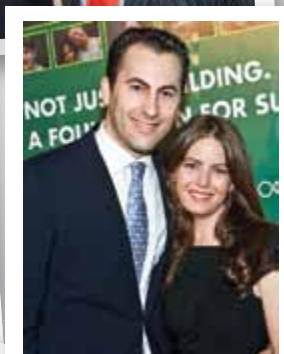
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Frost King
James & Audrie Gerstein
Kenneth Gilman &
Carol Feinberg
Tim & Karen Gordon
Hearst Magazine
Steven & Sari Irgang
Al Kahn
Cassidy Kahn
Ann Cutbill Lenane
Daniel Mintz &
Meredith Berkman
David & Meg Roth
Hunter Boot
Steven & Karin Swain
Nicholas & Caroline Toms
Michael Wargotz &
Laurie Block
Alexander Wolf & Sons

SILVER PACKAGE

Capital One
CCS
Chilmark Partners
CNN
Robin Domeniconi &
Scott Donaton
Scott & Jill Epstein
David & Anna Gartenstein
Gordon & Jo Ann Gaynor
Thomas & Heather Leeds
MediaLink
Miriam Michael
Steven Michaelson &
Judy Capano-Michaelson
Park Avenue Building Supplies
The Rivera Family
Irwin & Daryl Simon
Steven & Carol Sokol





THANK YOU TO OUR UNDERWRITERS

Sheldon & Marcel Adler
 Dave & Sharon Bassett
 Nathan Bernstein &
 Katharina Otto-Bernstein
 Charles Brown & Daria Pizzetta
 Capital One
 CCS
 Howard & Leslie Chatzinoff
 Chilmark Partners
 Nicholas Chu & Vivian Fuh
 CNN
 Mark & Kelly Consuelos
 Rod Cooney & Michelle Ingenito
 Robert & Irene Davis
 Gregory Davis &
 Lallande de Gravelle

Robin Domeniconi & Scott Donaton
 Grant Duers & Jane Gundell
 ELLE
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 Gordon & Jo Ann Gaynor
 James & Audrie Gerstein
 Kenneth Gilman & Carol Feinberg
 Jeffrey & Lauren Goldberger
 Goldman Sachs
 Adam Goodman
 Timothy & Karen Gordon
 Bruce & Marni Gutkin

Hearst Magazine
 Hunter Boot
 Steven & Sari Irgang
 Richie Jackson & Jordan Roth
 Henrietta Jones-Pellegrini &
 Paolo Pellegrini
 Stuart Kagel & Celeste Gudas
 Al Kahn
 Cassidy Kahn
 Greg Kennedy & Victoria Reese
 David & Ellen Kostman
 Alessandro & Ulrica Lanaro
 Thomas & Heather Leeds
 Ann Lenane
 John MacArthur & Renee Khatami
 Roger Mack & Jenny Jones

Arthur & Caroline Magnus
 David & Jordana Manzano
 MediaLink
 Mimi Michael
 Steve Michaelson &
 Judy Capano-Michaelson
 Joel Moser & Wednesday Martin
 Anthony & Sharon Murphy
 Park Avenue Building Supplies
 Scott & Debra Resnick
 The Riviera Family
 David & Meg Roth
 Neil & Allison Rubler
 Greg & Fanci Sachs
 Dr. Gary Schlesinger &
 Dr. Sarah Stemp

Jonathan & Deborah Shane
 Steve & Carol Sokol
 Wendy Svarre
 Steven & Karin Swain
 Hamburg & Kelly Tang
 The Meeting House
 Nicholas & Caroline Toms
 Michael & Laurie Wargotz
 Leslie Weiss
 Elisha Wiesel &
 Lynn Bartner-Wiesel
 BD Wong
 Randy & Murray Yanker

Earth Day

For Earth Day, students reached out to our local community to do their part in keeping our world a clean and wonderful place to be. Students ventured out with their buddy groups planting new plants and flowers at Goddard Riverside Community Center, West Side Community Garden and in front of our building. Students also cleaned up Central Park and painted a mural in front of our new building on 89th Street. The mural is a wonderful addition to the construction currently underway. ✂





Archeological Dig

Ms. Adlin and Ms. Zelekowitz's classes spent much of this semester studying Native Americans. They have completed several projects in this unit. One way for the students to become hands on was by bringing the students to Central Park to complete an archeological dig where they searched for artifacts. They learned how to use similar tools and search for remains in the sand. ✂



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Pennies for Patients

The younger Student Council group from the classes of Mr. Bookin, Ms. Kider, and Ms. Schostak had their classmates participate in Pennies for Patients. Students collected change that was donated to support the Leukemia and Lymphoma Society. The money raised will help support cancer research and patient services. More than 400 schools in New York City participated in this program and our students helped contribute \$2,224.83 to the \$308,850 raised! ✂



Raising Butterflies

Ms. Plotkin's class studied butterflies this spring and had their own butterflies in the classroom. When the butterflies arrived, they were caterpillars. Students observed eagerly as the caterpillars turned into chrysalis and eventually emerged as beautiful monarch butterflies. The class released their butterflies in the Community Garden on a sunny spring day. ☘



Colonists at Stephen Gaynor!

Students from Ms. Bermel and Ms. Chonowski's classes studied different colonies of America. They studied New England, Middle, and Southern colonies, learning about their particular geography, people and economy. Students then worked in groups to write about what they learned, as well as gave oral and visual presentations. During Relative's Day, the students dressed up like colonists and used props and pictures to convince visitors to settle in their colonial region! Here is an example of the written work of the New England colonies:



Geography

by Rene Burkert
and Jacqui Lerner

The geography in the New England Colonies is seasonal. In the New England Colonies the summers are mild and the winters are frigid. This made farming hard. The harbor was also very important to the New England Colonies every day life. The harbor was very important for shipping and trading. The New England Colonies have many hills. Also the soil was very rocky. The growing season was very short because the winters were very brisk. The geography of the New England colonies was very unique.

Economy

by Jolie Van Keuren, Lee Dennis,
and Marissa Goodwillie

People lived in the New England Colonies because there were many jobs and natural resources. Some of the natural resources were rocky soil, dense forests, whale oil, and the Atlantic Ocean. Lumbering, fishing, and shipping were some of the jobs in the New England Colonies. Crops like corn and wheat grew in large numbers, so each year colonists get corn and wheat to sell. Natural resources are important because they help people get money. Colonists wanted to live in the New England Colonies because of the natural resources and jobs.

People

by Will Simotas
and Felix Telsey

The people in the New England Colonies are very interesting. Most people in the New England Colonies are Puritans from England. Puritans came from England for religious freedom. Most people in the New England Colonies rejected anyone who didn't follow their religion. The people in the New England Colonies are brave.

Greek Diaries

As part of a computer project, Mr. Bookin's class wrote journal entries about what it would be like to live in Ancient Greece. They had spent time studying what life was like for a typical Athenian in Social Studies. To make their work more authentic, students burned the edges of their final papers. Their diaries really looked like they were from Ancient Greece! 🌀



Zac Targum

Dear Journal,

My name is Zeus, I live in Sparta. In Sparta we believed in Zeus and the other gods I was named after Zeus because I am brave and I am a leader. The Romans changed the names, but kept the legends about ancient Greece. When the Romans first heard about the amazing Greek gods, the Romans adopted them all. In Sparta fish, seafood, and homemade wine are our popular food items. For sports we wrestle, gymnastics, and practice on our fighting skills for war. Barbarians are popular in Sparta and a place where men could exchange ideas on Spartan politics, talk about sports, and gossip. The men ran the government in Sparta. Slaves in Sparta were very important because they cleaned, cooked, shopped and did many more jobs. Spartans raise kids to be soldiers, loyal to the state, to be strong and self-disciplined. Children were children of the state more than of their parents. We could buy our clothes at the Agora or make our clothes at home. Men were teens in Sparta. The Agora is a market in Greece. I went to school in Sparta. I was taken away when I was seven years old to be a soldier in the Spartan Army. I practice my fighting skills and sometimes wrestle.

Zeus



Olivia Phillips-Falk

Dear Journal,

My name is Una, I live in Athens. I don't have a good life because I can't leave my house that often. I cannot eat in the same room as my husband. I have to get married at age 15, and I can't choose who I will marry me. I can't sleep in the same room as my husband. I can make my horses go and compete and if they win I get the prize. I cannot tell my husband what to do because he is in charge of the house. The women cannot play sports. Boys can go to school but girls can't they have to stay home. Some women go to school if they have the money. I have to clean the house but not as much as my slave. The foods I eat are fish, olives, and figs, and I make my slave go get the food from the market. My husband and I thank the gods every night and that god is Athena. The slaves are very important to us and they are the helpers they are slaves that work in the war. The clothes I wear are something simple. Girls make their clothes and they would make clothes for other people.

Una

Photography – Alternative Photographic Process

This semester, students learned advanced image enhancing techniques in Photoshop. Through slide presentations and class discussions, students were also introduced to some of the turn of the century master photographers, such as Julia Margaret Cameron, Nadar, Cartier Bresson, and Eugene Aget. Using their new Photoshop techniques, students also implemented what they studied from turn of the century photographers to create a well balanced design. Here are a few samples of their work:



Daniela Marton



Sian Steinberg-Evans



Holden Traenkle



Wyatt Accardi



Bella Morand

Relatives' Day & Geography Fair

Relatives' Day is a time when friends and family are invited to the school to see what the kids have been working on. Each class prepared a presentation for their guests, allowing them a glimpse into their everyday life at school. Ms. Adlin's class worked with drama teacher, Ms. Kristen to put on a short performance, while Ms. Spinelli's class played games and students spoke about their ambitions for when they grow up.

Ms. Jurow's class created and performed an original play called "Work Together Town" for their families. The play was about a town of farmers, builders, and coat makers. Normally, the town worked really well together, but one day each group decided to stop helping the others and the town developed big problems. Once they realized they needed to work together again, their biggest problems were solved. The students did a wonderful job! ✂



The students helped to create an original play called Work Together Town for Relatives Day. The play was about a town of farmers, builders, and coat makers. Normally, the town worked really well together, but one day each group decided to stop helping the others out and the town developed big problems. Once they realized they needed to work together again, their biggest problems were solved.

Older students prepared a Geography Fair for their families, a project they worked on for months to complete. Each student studied a particular region and presented what they learned. Some even brought in food to go along with their project! ✂



Stephanie Bochner



Zoë Moldenhauer



Sydney Weiss



Stella Solasz

Music

This semester students had a great time exploring new subjects in music.

The youngest music classes, consisting of Ms. Jurow, Ms. Plotkin, and Ms. Spinelli, learned about orchestra instruments. They interactively experienced "The Carnival of the Animals" by Camille Saint-Saens, "Zin Zin Zin, a Violin!" by Lloyd Moss, and "Peter and the Wolf" by Sergei Prokofiev.

In addition to many other exciting musical activities, the classes of Ms. Adlin, Ms. Brandeis and Ms. Zelekowitz had a very fun semester learning the recorder!

The classes of Ms. Bermel, Ms. Bode, Ms. Borders and Ms. Chonowski were taught the basics of guitar. They learned a handful of basic chords and progressions, how to strum and how to read chord diagrams. The unit culminated in a special workshop class with Ms. Chantel's husband, Derek VanScoten who is a guitarist and composer.



Learning the recorder

All of the Fine Arts groups explored music with performance goals in mind. Fine Arts 1 and 2 (classes of Ms. Susser, Ms. Sullivan, Mr. Beich, Ms. Stackow and Mr. Meyer) explored the various instruments in a band, including learning basic beats on drum set, guitar chords, and basic piano. Each group performed a different song of their choice on these band instruments.

The second Fine Arts groups (classes of Mr. Bookin, Ms. Kider and Ms. Schostak) explored the various genres of music through the ages. During the final cycle of the year, students created a fusion piece, bringing together the classical piece "Ode to Joy" with an original rap. While the class worked as a whole to write the rap, John Diaz showed a distinguished ability with rhyming scheme and rhythmic flow, and was a primary contributor. The rap, called "Munchkin Man," left everyone drooling for doughnuts! ☘



Guitarist Derek VanScoten



Munchkin Man

Verse 1:

I wake up in the morning and I want a munchkin
Today is my birthday and I know I'm gonna win
5 munchkins for me and a friend
Gonna party all day until the week ends

Verse 2:

I'm rappin for my munchkins cuz I got no money
I think I'm gonna get 'em if I act a little funny
The dude behind the counter is giving me trouble
Gonna put him in his place and burst his bubble

Verse 3:

Just gimme 5 minutes and I'll win you over
My luck is better than a four leaf clover
I threw down my rap and the guy was impressed
It felt so good, like passing a test.



Drama

CYCLE 3

This cycle of drama focused on creating an original play based on the true story of the Choctaw Nation and how it helped those in Ireland during the potato famine. Under the direction of the drama teacher, Ms. Kristen, students created the play by studying events and analyzing paintings from that time period, reading a short story about the Trail of Tears, group discussions, improvisation, and rehearsal. The students who participated were Joshua Hoffman, Alex Parrasch, Jacqueline Dunne, Aliona Maitland, and Hannah Murphy, Bailey Lawson, Jamie Levinson, Holden Traenkle, Sydney Weiss, Dylan Miles, Nora Mittleman, Julie Schwartzberg, and Zoë Vorisek, Sian Evans worked on scenes from acts three and four of Shakespeare's *Hamlet*. Students analyzed scenes for comprehension, developed their characters through improvisation, studied their lines, and learned stage direction.



Also during this cycle of drama, students developed an original play about a coffee shop with all kinds of characters— from a grumpy old man and his iPod-listening granddaughter to a person trying to open up a lemonade stand right in the middle of the shop. They developed the play through group discussions, improvisation and rehearsal. The students who participated were Maddie Kostman, Rebecca Raimo-Ruiz, Jacob Sokol, Sal Agnello, Isabella Black-Johnston, Charles Carroll, Enya O'Neil, John Diaz, and Olivia Phillips-Falk.



CYCLE 4

This cycle focused on creating an original play based on the civil disobedience of Rosa Parks. The students read about the event, analyzed a photograph from the time period, and wrote an original scene depicting the event. The students were Lily Blum, Aidan Simonian, Sterling Hatch, Ben Lipman, and Max Nusbaum. Jordan Levi, Judd Warshaw, Teddy Gutkin, Eli Krauss, Max Wagenberg, Jared Axelowitz, Rory Leeds, Gregory Schulman, and Evan Torma-Rookley, created a performance of *Hamlet* which told the story through a series of frozen images (tableau), narration, and brief dialogue.

Lastly, students wrote an original play set at a summer camp. The play dealt with various issues including bullying, poor working conditions, gossiping, embarrassment of parents, and concluded with a student-choreographed dance to a song about self acceptance. The students developed the play through group discussions, writing exercises, improvisation and rehearsal. The students who participated were Katie Pepi, Jon McLaren, Aden Weiner, Mimi Benadrete, Aaron Rabin, Caroline Watters, and Zachary Targum. ✂



SPRING MUSICAL

"The Best Little Theater in Town"

Cast and Crew

ACTORS

Bailey Lawson - Mrs. Goodman
Ben Lipman - Cop/Ensemble
Caroline Watters - Emily
Eli Krauss - Beck
Emily Hirtle - Ms. D
Emily Rothstein - Luck
Enya O'Neil - Cassie
Hannah Murphy - Reporter/Ensemble
Isabella Black-Johnston - Melody
Jared Axelowitz - Vlad
John Diaz - Brock
Kai Simpkins - Jenny P. Pennypacker
Lily Blum - Sammy
Maya Singer - Reporter/Ensemble
Nicky Otto-Bernstein - Cop/Ensemble
Rebecca Raimo-Ruiz - Stevie
Stephanie Brown - Connie
Sydney Weiss - Ragon

STAGE MANAGERS

Lily Malewich
Nora Mittleman

CREW

Dylan Miles
Jordan Levi
Owen Colby
Stella Solasz
April Dellasala*
Sian Evans*

*additional set painters

This year has been full of new events and traditions at the Stephen Gaynor School. Another first was the spring musical performed in May. Students from the classes of Mr. Beich, Mr. Bookin, Ms. Kider, Mr. Meyer, Ms. Schostak, Ms. Sullivan, Ms. Susser, and Mrs. Stackow could participate if they wished. Students performed in the "Best Little Theater in Town" by Sally K. Albrecht and were co-directed by music teacher, Ms. Chantel and drama teacher, Ms. Kristen.

Cast and crew had less than 10 rehearsals to put on a fantastic show. Time crunch aside, they learned how to narrate the play, learned their lines and performed song and dance routines that would leave the actors of *Glee* envious.

When Jenny P. Pennypacker (a shady accountant) announces that she'll have to shut down "The Best Little Theater in Town" due to lack of funds, theater owner Mrs. Goodman, popular director Cecily Deville, and the tightly-

knit cast

go into action! The five "International Theater Specialists" pave the way as they discuss the elements of a classic musical theater production in this fun-filled "play within a play."

Congratulations to everyone involved for such a wonderful production! We're all excited to see what you come up with next year! ☘



Invention Convention

Ms. Kider's class studied Ancient China in the Spring. They visited the China Institute to learn about the Shang Dynasty and see the bronze vessels on display. As part of the unit, each student chose an Ancient Chinese Invention to research and write about. The process involved research and taking notes from both the

Internet and books. They outlined their papers and wrote drafts. Each student worked 1:1 with a teacher learning how to edit and rewrite.



For the final phase, the students held an Invention Convention to which parents, teachers and other students were invited. They displayed their completed papers, together with a visual project depicting their invention. Each student served as a guide to the visitors, explaining their invention and answering the many questions.

Spinning for Success

Kate Adlin, head teacher and the Director of the Community Learning Center implemented a new fundraising event for our free after school tutoring program. The program offers tutoring to students at PS 84 and PS 166 who do not have the resources for extra help. The CLC is funded primarily from grants, generous donations from families and friends, and now two fund-raising events a year. Kate partnered with NYSC for a spinathon. People were invited to spin for a great cause and get a fantastic workout. The event was such a huge success, raising over \$7,000!



Zoë Moldenhauer wins the Scholastic Art Award

Zoë Moldenhauer, one of Stephen Gaynor's graduates this year, entered the Scholastic Art contest. She submitted her work this past winter and won first place! Her winning piece was selected amongst other contestants from all over New York City.

Zoë began drawing at a young age and starting taking classes at the Henry Street Settlement four years ago, and has been working on perfecting her skills. In the fall, Zoë will be starting as a freshman at the High School of Art and Design here in New York City. Zoë is the first graduate to ever attend the school directly from Stephen Gaynor. We are so proud of all her hard work and can't wait to see how she thrives in high school and beyond. Congratulations Zoë!

Bowling

300 New York at Chelsea Piers offered a great night out for the Upper School. Students bowled, played arcade games and listened to their favorite music. This new event was enjoyed by all!



Sock Hop

Ever since the School Dance started, the younger students have been longing to attend. This year, the Parents' Association thought it would fun to allow the Lower School to have their own dance! Students not only enjoyed a show by Magic Jeff, but they also grooved to a DJ and learned new dance moves from professional dancers. The kids had such a blast that this event has become a new Stephen Gaynor tradition!



Washington D.C.

Students part of the departmentalized program visited Washington, D.C. for a three day trip. Students were from the classes of Mr. Beich, Mr. Meyer, Ms. Sullivan, Ms. Susser, and Mrs. Stackow. The trip was meant to compliment their curriculum in Social Studies and provide a memorable experience for them. Students started the trip by taking a tour of the Capitol Building and the White House. Next, students had the choice to visit one of three museums; Air and Space Museum, the Spy Museum, or the National Gallery of Art.

At night, students had an amazing illuminated tour of our national monuments.

Before heading back to New York, students saw the changing of the guard in Arlington Cemetery and met with Justice Kennedy at the Supreme Court. What a fantastic trip!

IN THIS TEMPLE
AS IN THE HEARTS OF THE PEOPLE
FOR WHOM HE SAVED THE UNION
THE MEMORY OF ABRAHAM LINCOLN
IS ENSHRINED FOREVER



Philadelphia, PA

Ms. Bermel and Ms. Chonowski's classes had been studying the growing tensions between American colonists and Great Britain, which eventually led to the Revolutionary War. Students learned that the colonists gained their independence and needed a strong government and that the founders of our country wrote the Constitution that explains how our government's three branches work together. To compliment their studies, students visited Philadelphia.

In Philadelphia, the classes went to the National Constitution Center. They attended an interactive performance and walked through the Hall of Signers. After lunch at the food court, students went on a Duck Tour and saw many historic buildings in Philadelphia. Next, they visited Betsy Ross's home where they actually had the chance to speak to Betsy! As a matter of fact, Betsy told them that they asked her the BEST questions she had heard in a very long time. Finally, the students went to visit the Liberty Bell. They had a great day in Philadelphia reviewing what they had learned in social studies and seeing many important buildings and artifacts.

PROCLAIM LIBERTY
THROUGHOUT ALL THE LAND UNTO
ALL THE INHABITANTS THEREOF.



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Field Day

Field Day is always a much anticipated day. Students are divided into two teams; green and white. They compete in a variety of events and tally up their points. This year, after many years of the green team winning, the white team was victorious!

One of the most favorite events of the day is when teachers take on their students in a game of Tug-O-War. The teachers took no mercy dragging their students across the center line, knowing they would never live it down if they lost.

The day was complete with a barbeque sponsored by the Parents' Association. Thank you to all the parent volunteers for helping mark the end of a fantastic school year!





Graduation 2011

This year, 24 students graduated from the Stephen Gaynor School. On June 16th, the students gathered with their family and friends for their commencement ceremony. They donned caps and gowns for the first time and proceeded to accept their diplomas for completing their years at Stephen Gaynor.



Zoë Vorisek and Bailey Lawson spoke to their fellow classmates about their experiences at the school and what they have learned. Morleigh Steinberg-Evans and Heather Leeds were the parent speakers and gave insight to the students about what the school has meant to them and their families. Danny Pellegrini, alumnus from the class of 2006 spoke to the graduates about what he has learned since leaving and recently graduating from Harvard University.



COMMENCEMENT SPEECH

Zoë Vorisek

One day, as the end of the year was rapidly approaching, I longed for an answer to a question that hadn't been addressed in all my years at Stephen Gaynor. In fact, given how many questions I am known to have asked during my time at Gaynor, this may have been the only question I had left.

While I was day dreaming, not in class of course, I began to think about what was my greatest accomplishment at Stephen Gaynor. At this point, I had been at the school for seven years and was comfortable going to my teachers to find the answer to my question. Each teacher had an opinion.

I went to one of my teachers and he said that my greatest accomplishment had been all my hard work on my Morocco geography project. Another teacher said that I should remember all the interesting facts I learned about Jane Goodall for my biography project last year. While another teacher said I had improved in math and I should consider understanding algebra a major accomplishment.

Of course, my Social Studies teacher offered his opinion, and said my knowledge of American history was impressive. Of course improvement in reading, math, social studies, writing, and many other subjects are a huge part of my success at Gaynor. However, I felt like there was more to understand.

I wanted something to sum up the last seven years and I knew that I was not going to be happy until I had the answer. Finally, as I was about to give up I went to the last teacher on my list. I thought that if this teacher couldn't help me find the answer, then nobody could. She looked at me with disbelief and said that my greatest accomplishment was that I learned to be okay with who I am.

Then it hit me, I have learning differences and Stephen Gaynor taught me to not only be okay with it, but to appreciate my differences. If I could only take one thing from my time at Stephen Gaynor it is to have confidence in myself. Stephen Gaynor understands my differences, but I know that life outside of the Stephen Gaynor School will be a challenge.

Even when the going gets tough, I will keep my head held high and remember that it is okay to be myself. Now that I am comfortable with myself, I feel ready to leave this wonderfully nurturing school. When I leave, I anticipate that other schools and teachers might not understand me as well as Gaynor has. At least not at first. I have to remember to not change myself just so that they can understand me. I just have to help them understand me the way I am.

I want to thank Mrs. Siegel, Dr. Gaynor, and all of my amazing teachers over the years. You all helped me come to these realizations. Finally, and most importantly, I want to thank my family. You have supported and encouraged me every step of the way. I love you and appreciate all you have done and will do.

A special part of this year's graduation ceremony was marking a new award that will be given each year to the student or students who show consistent improvement in their academic effort, the Gordon Gaynor Award.

This year's recipients were Rory Leeds and Sydney Weiss. This award is in honor of Gordon Gaynor who stepped down as President of the Board of Trustees after serving for 25 years. It will be a wonderful tribute of his dedication to the School for years to come.





Gaynor Grads: Where are they now?

Jon Levine, from the class of 2000, is currently teaching in China. He graduated from NYU and has his MA from Columbia University.

Jimmy Schatz, graduate from the class of 2001, graduated from Dean College this year. He studied Arts and Entertainment Management and spent much of his college years on stage. After graduation he's looking forward to audition in New York or Los Angeles. He's most interested in casting, management agencies, and public relations.

Rachel Katz, graduate from the class of 2007, just graduated from Eagle Hill in Massachusetts. This fall, Rachel will attend Sarah Lawrence and study Technology Theater.

Jean-Pierre Jeulin graduated from the class of 1987 and is an IT Consultant for Jeulin Consulting.

Greg Gerson, a graduate from the Class of 1975 currently lives in Fort Lauderdale, Florida and works in real estate investments.

Kara Caroccio, a graduate from the class of 2004, recently completed two years of schooling at CUNY Manhattan. In the fall she will be transferring to Seton Hall University to study Biology Pre-Medical. She is also an intern at Sesame Street Workshop.

Calling All Stephen Gaynor School Alums: We want to hear from you!

There are Stephen Gaynor School alums all over the world. Many of you have stayed in touch with us, but sadly, some of you haven't. There are lots of exciting new things happening at Stephen Gaynor, and we want to keep you involved. We have added an alumni section on our website.

Please log on to **www.stephen-gaynor.org**,

click on Alumni, and fill out the online form.

Or, send an email to Laura Sargent at lsargent@stephengaynor.org.

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...

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

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2011 – 2012 SGS Calendar of Events

2011

Sept 7	Wednesday	All Parents Meet Teachers – 9:00 a.m.
Sept 7–9	Wednesday–Friday	ECC Family Visits <i>(by appointment)</i>
Sept 8	Thursday	Opening Day of School (except for ECC)
Sept 12	Monday	Opening Day of School – ECC Students
Sept 29 & 30	Thursday & Friday	Rosh Hashanah
Oct 10	Monday	Columbus Day – <i>School closed</i>
Oct 11	Tuesday	Parent Teacher Conferences – <i>No students</i>
Nov 11	Friday	Veterans Day/Professional Development – <i>No students</i>
Nov 24 & 25	Thursday & Friday	Thanksgiving Recess – <i>School closed</i>
Dec 17–Jan 2	Saturday–Monday	Winter Recess – <i>School closed</i>

2012

Jan 3	Tuesday	School session resumes
Jan 16	Monday	Martin L. King's birthday – <i>School closed</i>
Jan 17	Tuesday	Administrative Day – <i>No Students</i>
Feb 9	Thursday	Parent Teacher Conferences – <i>No students</i>
Feb 20 & 21	Monday & Tuesday	Presidents' Day – <i>School closed</i>
Mar 17–Apr 1	Saturday–Sunday	Spring Recess – <i>School closed</i>
Apr 2	Monday	School session resumes
Apr 6	Friday	Good Friday – <i>School closed</i>
May 2	Wednesday	Parent Teacher Conferences – <i>No students</i>
May 25	Friday	Administrative Day – <i>No students</i>
May 28	Monday	Memorial Day – <i>School closed</i>
Jun 13	Wednesday	Last day of School
Jun 14	Thursday	Graduation Ceremony