

# GAYNOR

## *Gazette*



# Fifty & Fabulous

A LOOK BACK AT GAYNOR HISTORY | REMEMBERING JACKIE LONG  
SCHOOL LEGACY - FAMILY TRADE | EXPANDED MIDDLE SCHOOL

# GAYNOR Gazette

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WINTER 2013 | 50TH ANNIVERSARY

## WHAT'S INSIDE?

- 1 **50TH ANNIVERSARY EDITION**  
A note from DR. SCOTT GAYNOR, *Head of School*
- 2 **REMEMBERING JACKIE LONG**
- 3 **LOOKING BACK AT 50 YEARS OF OUTSTANDING EDUCATION**  
A walk down memory lane with our co-founders 
- 4 **THE GAYNORS OPEN UP ABOUT THEIR FAMILY TRADE**  
Insight into the Stephen Gaynor School legacy 
- 6 **GAYNOR EXPANDED MIDDLE SCHOOL OPENS TO FANFARE**  
A look inside our new building 
- 8 **GAYNOR'S PRESIDENTIAL ELECTIONS!**
- 10 **STILL TOGETHER AFTER ALL THESE YEARS**  
Interviews with many of Gaynor's longest tenured staff
- 12 **ACADEMIC HIGHLIGHTS**  
*Stephen Gaynor School Writing and Reading Programs*
- 14 **WHAT WAS 1962 LIKE?**  
A look at what the rest of the country was doing the year Stephen Gaynor School was started 
- 16 **A LOOK BACK AT GAYNOR HISTORY**  
Key milestones in the school's 50 years of changing lives, one student at a time
- 18 **GAYNOR PROGRAM UPDATES:** *Art, Photography, Drama, Music, Sports, Class Projects*
- 26 **FALL EVENTS:** *ECC Picnic, Apple Picking, Denim Day/Bake Sale, Green and White Day, Halloween at Gaynor, Community Service Projects, Big Apple Circus, ECC Thanksgiving, CLC Shooting for Success*
- 30 **MIDDLE SCHOOL DANCE - 007: GOLDEN GATOR**  
Middle School students dance the night away at this James Bond themed event
- 31 **GAYNOR WINTER CONCERTS**  
The Lower School celebrates Gaynor's 50th with two amazing concerts 
- 32 **50 REASONS WE LOVE GAYNOR!**
- 32 **ALUMNUS PROFILE: EMILIE NASSER**  
From student to teacher, Emilie gives back to Gaynor 
- 33 **GAYNOR SKATE NIGHT!**

FROM THE HEAD OF THE SCHOOL

# 50TH ANNIVERSARY EDITION

Dear Friends

IT'S SO HARD TO BELIEVE that we are embarking on our 50th year at the Stephen Gaynor School. I hope you will enjoy reading this edition of the Gaynor Gazette, which glances back at 50 years of excellence!

To that end, I'm pleased to say that we will be honoring Gaynor co-founders Dr. Miriam Michael - my grandmother, and Yvette Siegel-Herzog at this year's Annual Gala. Their vision for this school has transcended time. It's hard to believe that a school opening its doors to just five students would have grown to nearly 300 students.

As I look back on the 17 years I've been at Gaynor, I'm reminded of my very first year at the school. In our tiny building on West 74th Street, I taught Math and Reading groups in my cozy office because we didn't yet have the Break Out Rooms we have today. We were so tight on space that I brought a small desk into my office so that my students would have somewhere to work. We had an amazing time together, learning about basic number sense and reading skills, and it's something I'll always remember fondly. Obviously, times have changed vastly since then and with our amazing growth, we've realized the need for more space.

In September, we were thrilled to open the doors of the South Building to our Middle School students. They

now have a space specifically designed to best prepare them for a high school curriculum and beyond.

In addition, we are grateful for all the assistance you've shown throughout the South Building development process. We are excited about the upcoming phases of expansion with the knowledge that each change we're making will benefit the total educational experience of our students. From the bridge to connect the two buildings and the extended play space and fieldhouse to the theater and state-of-the-art research and writing center, each addition will help make the Stephen Gaynor School experience even more valuable. But we still need your help to ensure we reach these goals.

As we welcome many new families into our community this year, we are truly grateful for everyone's support. Our school would not have succeeded the past 50 years without involved, caring, passionate families - just like those we have today. I look forward to watching the amazing accomplishments of our students as we set our sights on the next 50 years!

Sincerely,

DR. SCOTT GAYNOR  
*Head of School*

*I'm pleased to honor Gaynor co-founders Dr. Miriam Michael - my grandmother, and Yvette Siegel-Herzog. Their vision for this school has transcended time. It's hard to believe that a school opening its doors to just five students would have grown to nearly 300 students.*

# GAYNOR REMEMBERS JACKIE LONG:

*A Tribute to our Friend and Colleague*



Our beloved Jackie, adored mother, grandmother and friend, passed away on December 4th.

Jackie is survived by daughter Wendy, son-in-law Billy and granddaughters Noelle and Violet. Her friends mourn her passing and will never forget her.

Jackie has been an instrumental part of the Stephen Gaynor School for more than 25 years, where she worked passionately as Director of Admissions. Jackie loved children, big blue! and ballet.

“Beloved Jackie, you will forever be in every corner of our school,” expressed Yvette Siegel-Herzog, Gaynor co-founder.

A celebration of her life, the way Jackie would want it, was held Friday, December 14th at Stephen Gaynor School.

At Jackie’s request, all donations should be made to the Stephen Gaynor School Scholarship Fund.

# Looking Back at 50 Years of Outstanding Education

*When do you decide that a vision is worth pursuing?  
What kinds of people have the guts to start a school when society cannot understand the very children the school is for?*

**These questions come to mind when one thinks about the incredible challenge Dr. Miriam Michael and Yvette Siegel-Herzog faced when they decided to start a school for bright children with learning differences 50 years ago.**

**But they are not questions that concerned the Stephen Gaynor School co-founders; rather, they are questions that incited them to act.**



**W**e were really explorers!” exclaims Siegel-Herzog, who met her co-founder and dear friend in graduate school at New York University. “Not many schools existed for this group of children with developmental language delays, like dyslexia. There wasn’t even a field of teaching special education,” adds Siegel-Herzog. What’s more, mostly boys were diagnosed at the time because girls were generally quieter and often fell between the cracks.

To prepare for the opening of the school, Dr. Michael put an advertisement in *The New York Times* seeking potential students. They hired a principal, Mr. Brooks, primed themselves to teach, and opened the doors of a two-room apartment to a handful of students. In the beginning, it was difficult for the two to determine the best way to proceed. “The first few days, we just kept making coffee!” explains Dr. Michael. “We weren’t sure what to do next so we would continuously

fill the coffee pot. We were figuring it out as we went along,” she adds.

But success was quick to come. To the co-founders’ delight, just one year after Stephen Gaynor School opened its doors, word spread about their unique teaching methods. Shortly afterwards, the parents’ buzz began swarming, “my child has made progress and even likes school.” And that’s all the next parent had to hear. These parents knew their children learned differently, but didn’t know how to help them. “They found a home in our vision,” Siegel-Herzog says.

Before the pioneers knew it, they had outgrown the apartment that served as their school house and decided to take a huge risk in buying the brownstone on West 74th Street, which housed the Stephen Gaynor School for more than 40 years.

“We considered living in the building, but we filled the classes so quickly that we didn’t have to,” Dr. Michael recalls.

As Gaynor grew and began hiring more teachers, Siegel-Herzog became a master at diagnosing children. “I am enchanted by children,” she shares. The co-founders were focused on identifying the children who would benefit most from the school’s approach to education. They wanted

to make a difference in each student’s life.

Over the years, the pair has been continuously surprised at the degree to which children with learning differences respond to being taught *the right way*. The transformation from a non-reader to a reader or a student with low self-esteem to someone who is “really on fire about learning to learn” is absolutely dramatic.

The school continues to be set apart by the quality of education it provides, the special virtues of the Stephen Gaynor School family, the mission that we live by, and the dedication of our hand-picked staff.

As the co-founders look toward the next chapter for Stephen Gaynor School, Siegel-Herzog notes, “I pray that someday, this type of education will be available to every child.”



# THE GAYNORS OPEN UP ABOUT THEIR FAMILY TRADE

**I**F YOUR LAST NAME IS GAYNOR, there's a strong likelihood that many of your oldest childhood memories include some aspect of Stephen Gaynor School. "The school has always been part of the family," explains Dr. Gordon Gaynor, whose mother Dr. Miriam Michael co-founded the school with Yvette Siegel-Herzog fifty years ago.

For Gordon, there are deep-seeded memories of his mother's studies in preparation for the school's opening. "As a teenager, I remember her working on the Rorschach Test and she would use my friends as her pool of test subjects!" recalls Gordon. In the school's infancy, he tagged along with his step-father, Bert Schoeneman, on key shopping trips. "When they opened the new building on West 74th Street, there weren't enough students to fill it, but of course, they wanted parents to see this new school as flourishing," he explains. "So we would go to the Salvation Army to buy children's clothes, and put them in the cubbies in each class so they appeared to be full."

Gordon's son Scott has fond memories visiting the school as a child. "I would always go straight to the art room with Ms. Abrahamson," he reminisces. "The art room was in the school's basement but it was this warm, uplifting space. I loved it."

Gordon, an orthodontist by trade who shared a practice with Bert, began getting more and more involved in the school as Bert became ill. In 1986, he became President of the Board of Trustees, a position he held for 25 years. "We were trying to take the school to the next level so we worked hard to build a Board of people with diverse skills best suited to further the school's mission," Gordon shares.

The diversity grew with the leadership of the next generation. Scott, who left a successful career in banking to join the school, started as the Director of Operations in 1994, taking over some of his grandfather's responsibilities. "All of a sudden I realized, banking is not for me. I want to make a difference in this world," reveals Scott. Feeling passionate about the mission of the school, he decided to attend Columbia University, Teachers College, where he secured a Masters of Arts in Private School Leadership and a Doctor of Education in Organization and Leadership.

*"If Scott would continue to run the school for the next 50 years, it would make me so happy"*

- DR. MIRIAM MICHAEL

Under Scott's guidance, the school began to expand and soon realized the need for a larger facility, hence the West 90th Street location. "The opportunity I saw was not to change the school but to highlight what was so terrific about it to a larger audience," Scott explains. In reflecting upon this significant moment in the school's history, his father adds, "It is one thing to build a building but

another to fill it. When Scott came on board, he and Yvette had a symbiosis together. Their relationship made things happen."

Scott was thrilled to help the co-founders take their

vision to the next level, providing the space needed to reach more students. But the West 74th Street building had housed the school for 40 years, its walls steeped with commemorations. "When we left West 74th Street, I was the last one out of the building," Scott begins. "I wrote on the wall in black magic marker, 'Thanks for the memories!'"

Scott's mother, Jo Ann Gaynor, who has served on the Board of Trustees for many years, was instrumental in helping with the construction and décor of the school's new home. With the additional space, the school had an opportunity to provide a richer arts program. Thus, Jo Ann and Gordon's oldest son, Adam, joined the family trade as a Photography Teacher, rounding out three generations of Gaynor involvement.

Through 50 years of school history, there's much to admire. Scott and Gordon agree that the co-founders' mission is at the core of the school's success. "They're committed to serving students with learning differences and they've kept true to that mission for 50 years," Scott says proudly. "It was their mission on day one and it has now become the culture of the school."

Preserving the school's culture is critical to its co-founders, but with Scott at the helm, there seems to be little to worry about. "If Scott would continue to run the school for the next 50 years, it would make me so happy," says Dr. Michael with a smile. And that is the crux of the Gaynor Legacy.



# FIFTY & FABULOUS STILL GOING STRONG

FIFTY YEARS OF PHENOMENAL FACULTY, FABULOUS FRIENDSHIPS, AND FULFILLING FUNDAMENTALS: STEPHEN GAYNOR SCHOOL

**GAYNOR**

<b>G</b> IFTED	<b>F</b> RONTIER OF EDUCATION
<b>O</b> PPORTUNITIES	<b>I</b> NTEGRATIVE LEARNING
<b>L</b> EARNING	<b>F</b> OSTERING FRIENDSHIPS
<b>D</b> IVERSITY	<b>T</b> HE NEXT CHAPTER
	<b>Y</b> VETTE AND MIMI

**YEARS OF SUCCESS**

<b>5</b>	<b>13</b>	<b>412</b>	<b>PRICE-LESS</b>
NUMBER OF STUDENTS IN THE FIRST GAYNOR CLASS	NUMBER OF CLASSROOMS ON WEST 74TH STREET	NUMBER OF MEMBERS IN TODAY'S GAYNOR COMMUNITY	50 YEARS OF MAKING A DIFFERENCE

EVERY CHILD, EVERY DAY, EVERY YEAR: SUCCESS HAPPENS HERE!



# Gaynor Expanded Middle School Opens to Fanfare



# W

hat a way to start the school year! On August 30th, Gaynor Middle School students had much to be excited about as the doors to their new school building opened. The highly anticipated expansion of the school campus to the old Claremont Stables and Carriage House on West 89th Street more than doubles the 30,000 square feet the school occupies on West 90th Street, allowing it to serve more children.

The new high-tech facility – which was designed specifically for Middle School students – includes a multi-media arts room with a kiln, a digital photography studio, and a larger cafeteria with tables that are small and easy to move, allowing students flexibility to socialize in groups or spend time alone.

“We were operating a Middle School in a space that was designed for younger students,” says Middle School Co-Director, **Alison Giovanni**.

“Now, rather than having break-out rooms off the classroom, they can use separate seminar rooms, with bigger spaces and Smart Board technology to better assist our visual learners.”

rooftop field house, and a theater in the basement that will be able to seat nearly 300 people. With support from our parents, alumni, friends and community, we’ve raised nearly nine million

**Lenane**, an 11 year-old Middle School student, said having the new space changed everything. “Coming to school felt like a new experience. Everything here is different from the Lower School

Even alumni are excited to see how the space has developed, especially those who graduated last year. Giovanni observes, “They walk around in awe!”

The opening marks the Stephen Gaynor School’s 50th Anniversary and completes the second phase of the expansion project. One year ago, the school opened a new Early Childhood Center in the building, focused on educating children ages three to six. The school is also working to develop the top two floors of the building to include a new science lab, research and writing center (modern day library), a

dollars to date – bringing us closer to our goal.

“The need for a science lab is tremendous!” explained Co-Director, **John Beich**. “Our students have great aptitude and interest in science, but haven’t had access to equipment that can accentuate their natural abilities. The new lab will benefit them immensely.”

Now that students have settled into the new space, they are beaming with pride. **Riley**

building– it’s made just for us!” She also appreciates how nice and well-thought out her new facility is. “I was looking at other schools for my sister and some of the ones we went to felt like they weren’t as nice as this one. I love the new building,” she added.

Even alumni are excited to see how the space has developed, especially those who graduated last year. Giovanni observes, “They walk around in awe!”



# STILL TOGETHER AFTER ALL THESE YEARS

## Yoseffa Kizelnik

SPEECH & LANGUAGE PATHOLOGIST:  
18 YEARS! (Not pictured)

Yoseffa Kizelnik came to Gaynor as a Speech-Language Pathologist shortly after she graduated from school, 18 years ago. "When I first started, we had 98 students and now we have almost 300, but the school still has that same family feeling," she explains. "We have always emphasized individuality – working with each student to help them learn in a way that is best for them. This philosophy has been constant at Gaynor – no matter how many students we have."

Like many of her colleagues, Kizelnik returns to the school year after year because she loves the students and the staff. She says she's constantly learning from the people around her because each teacher brings different approaches and ideas to the classroom. "I love watching the confidence of our students grow. They become more open to learning and to taking risks in their learning," Kizelnik says.

In fact, Kizelnik admires the loyalty students feel toward Gaynor – even after they've moved on. "When the graduates come back to visit, they are always made to feel like they're still part of the school," she states. "Yvette, Scott, and the teachers are always so welcoming and glad to see them. We are thrilled and so proud with the progress they continue to make in their new schools."

When Kizelnik thinks about her most exciting memory over the last 18 years, she smiles and quickly says it's the opening of the Early Childhood Center. "For as long as I can remember, Yvette has dreamed of having an ECC. She would say we need to reach children earlier, and seeing that dream become a reality, has been thrilling."

## Sloan Shapiro

READING DEPARTMENT CHAIR:  
16 YEARS!

For Sloan Shapiro, Stephen Gaynor School is home. She began her teaching career at the school as a Student-Teacher 16 years ago, and has progressed to Assistant Teacher, Head Teacher, Reading Specialist – and currently, Chair of the Reading Department. "I was born and raised at Gaynor," she says.

Shapiro, who left the school briefly to become a Learning Specialist at a mainstream private school, found it was very difficult to teach children with learning differences anywhere else. "Other schools were simply not as flexible or child-centered as Gaynor," she explains. "It became frustrating, and I realized it was time to come home."

Looking back on her time at the school, Shapiro has many fond memories. Her students were delighted when Yvette Siegel-Herzog would unexpectedly pop into their class wearing amusing hats or whispering answers to dictation. Dr. Scott Gaynor surprised them all once by suddenly announcing a school assembly, where students and faculty arrived to find a live tiger on display!

There's clearly something exceptional about Gaynor. "The connection we have with the students is one you usually don't get elsewhere," beamed Shapiro. "Knowing you can do something here to make a difference for each kid that you can't do anywhere else – that's what makes it so special."

## Chris Meyer

HEAD TEACHER: 16 YEARS!

Why has Chris Meyer taught at Gaynor for 16 years? "I just think it's the best school of its kind in the city," he responds. "My goal would be to teach at Gaynor for my entire career!" Meyer appreciates working alongside an extremely talented faculty in a supportive atmosphere.

Witnessing the transformation many students experience is also something that anchors him. Teaching "fun, interesting, intelligent students who want to learn" is gratifying. As he explains, many students enter the Gaynor community as "school-phobic" but when they graduate, they're on "cloud nine!"

Starting as an Assistant Teacher in the brownstone on West 74th Street and quickly progressing to Head Teacher, Meyer has been amazed at the way the school has grown.

"It's hard to believe we have been able to grow so fast and so well. We've kept the same 'small school' feeling we had on 74th Street. It's something to be proud of."

## Mindy Stern

CO-DIRECTOR OF THE LOWER SCHOOL:  
18 YEARS!

"Gaynor means a brand new start for so many students," declares Mindy Stern, who's been with the school for 18 years. Stern, who is currently Co-Director of the Lower School, observes that Gaynor students are happy confident, engaged children from the moment they walk into school in the morning.

"After 18 years, I have so many wonderful memories of Gaynor, from our Thanksgiving feast in the tiny gym on 74th Street to a class trip to the top of the Empire State Building. One of my fondest memories from many years ago is when my class was studying the Rainforest. In an effort to raise the money to build two monkey bridges and plant ten new trees through an organization called Kids Saving the Rainforest in Costa Rica, the children created and sold beautiful hand-made pens. They were so completely engrossed in this project, and the proud look on their faces when we received our plaques was unforgettable."

Stern, who participates in the evaluation process for prospective students, recognizes that Yvette Siegel-Herzog's relationship with the families who are applying to the school is unique. "I see how she immediately not only puts these families at ease, but also understands their child and their child's needs so perfectly," marvels Stern. "She has a brilliant instinct that no one else has. And this is just the beginning of a life-changing process for so many."

What's kept Stern at Gaynor all these years are the relationships she has developed with her co-workers and students. "I am surrounded by wonderful, dedicated colleagues who make it a pleasure to come to work each day. Many have become close friends over the years. Then there are the students. What can I say - Gaynor IS the students."

These days, people change jobs as frequently as they change cell phone contracts – but not at Stephen Gaynor School. Many of the Gaynor staff have been with the school for 15 years or more. Their loyalty is obvious, their gratitude is palpable, their pride is incredible - and they bleed **Gaynor Green**. We sat down with some of them (who total nearly 150 years' worth of experience!) to explore their tenure and find out why we're still together after all these years.

## Debra Adams

SPEECH AND LANGUAGE  
PATHOLOGIST: 19 YEARS!

As a Speech and Language Pathologist at Gaynor for nearly 20 years, Debra Adams has had an opportunity to work with countless students. "My ultimate goal when I started was to facilitate children's abilities to learn in the classroom and overcome any language hurdles they have," pronounced Adams. Year after year, she says it's thrilling to witness their transformation. "At graduation, you see these students who have overcome their challenges. You look at them and you know they're going to succeed," she adds.

Aside from the excitement of being a part of positive change for students, Adams says she enjoys working in a happy, safe environment for children. "Fifty years ago Yvette and Mimi created an environment where children were no longer afraid to learn and today, Scott and Yvette continue to maintain an atmosphere where students meet academic success despite the challenges they face," Adams says proudly.

When asked what she loves most about Gaynor, Adams pauses. "We're helping these students achieve their maximum potential," she says. "If they hadn't come here, they may not know how much potential they have."

## Ellen Simon

READING SPECIALIST: 19 YEARS!

Connecting with students is crucial for Gaynor faculty, but it's especially important for Reading Specialists. "If you can see what a child is interested in and use that as a way to reach them – it makes a huge difference," explains Reading Specialist, Ellen Simon. Whenever it's possible, Simon leverages this technique to help motivate students. Whether it is a card game with a Star Wars or Skylanders theme or a hop scotch game in the play yard, Simon has found a way to connect with her students for 19 years and counting.

Simon, who started as an Assistant Teacher, before becoming a Head Teacher in the Lower School, has enjoyed each phase along the way. Now that she's a Reading Specialist, her time in the classroom has allowed her to find a perfect partnership with teachers, determining the most effective role she can play.

She reveals that helping boost a student's self-esteem is one of the best perks of the job. "When you know children have struggled to learn how to read, and you're able to help them make a breakthrough, their new-found pride is priceless."

## Ruth Rachlin

ART TEACHER: 20 YEARS!

Ruth Rachlin has been encouraging creativity through her art classes for 20 years. Her students view her class as a safe place where they're allowed to take risks – even if they don't pan out.

Rachlin, who has ADHD, says she truly understands where her students are coming from, which helps her relate to their needs and discuss their challenges openly. "Many years ago, I had a student who later became an artist, who was creating a portrait out of tiny colored magazine paper," she began. "I thought - he can't possibly stick to this because it's so time consuming and tedious - but he did and it was a monumentally beautiful work of art!"

Rachlin has been extremely impressed by her students. She says it's heartwarming to watch children start the year feeling down then see all of that melt away within the school year. "To witness that transformation with so many kids over 20 years has been gratifying!" she declares.

Her love for Gaynor stems from the confidence Yvette Siegel-Herzog and Dr. Scott Gaynor have in the faculty. She recalls a time when she went to Siegel-Herzog seeking guidance. "Her advice stayed with me, and in fact, helped me through a most difficult time," Rachlin says. "It showed me that her concern is not only for the Gaynor students, but for the teachers as well."

## Joe Kaufman

MATH SPECIALIST: 23 YEARS!

For Joe Kaufman, Stephen Gaynor School has been a place to learn and grow; a place that celebrates people's differences; a place swelling with camaraderie and collaboration - but most of all, a place that appreciates the individual child for who he or she is, and extends that appreciation to each teacher.

"Working with children with learning differences necessitates being creative and finding your own way with each student," declares Kaufman. "You can't follow a set program, you have to follow the individual needs of your students, and this school allows you to do that."

The support to be creative and flexible emanates from Yvette Siegel-Herzog. Kaufman says she tells the faculty that there's always a way to learn and a way to teach. Understanding who a child is and what that child needs is critical to the success of the partnership.

Throughout his tenure, Kaufman has had the pleasure of watching the Math Program evolve. "We've gone from an informal program to a formal program where our students are doing advanced math – magnificently. Watching their progression over the years has been moving."



# Turning Ideas into Beautifully-Crafted Written Work:

## Stephen Gaynor School Writing Program

Reading and Writing are critical in school and in life. Before children learn to write, they experiment with oral language to communicate. But eventually, they need to become proficient in oral and written language. That's why Gaynor has developed the incredibly individualized Stephen Gaynor School Writing Program, which provides students with tools they need to tie oral and written language together to better express themselves.

"Anyone who learns the Stephen Gaynor School Writing Program sees the value," says Head Teacher, **Lindsey Schostak**. "We look to find where each student's learning gap is so that we can determine a way to fill in the holes. It's an incredibly individualized program that fosters success."

Gaynor Language Specialists work closely with teachers in the classroom. As the student gets more comfortable with written language, writing is incorporated in all academic areas. Schostak says, "It's the glue that combines Reading to Science to Social Studies to Math. We come up with writing projects that are focused on something they're

### OUR WRITING PROGRAM IS BASED ON JUDITH HOCHMAN'S WORK AND INCLUDES A SEQUENCE OF:

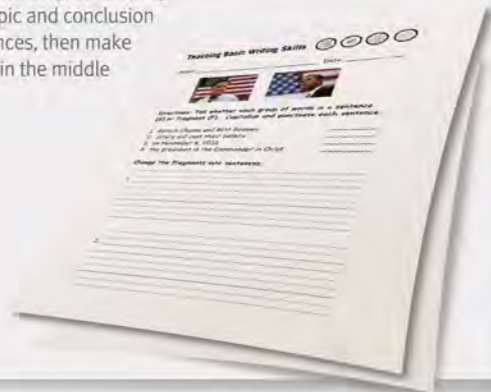
- SENTENCES:**
  - Learning the difference between fragments and full sentences
  - Defining specific parts of sentences (phrases, clauses)
  - Identifying types of sentences (declarative, question)
- GRAMMAR:**
  - Punctuation
  - Capitalization
  - Subject/predicate
  - Tenses
- PARAGRAPHS:** Students plan/learn how to write each element of a paragraph
- QUICK OUTLINE:** All students brainstorm ideas before writing, developing the topic and conclusion sentences, then make notes in the middle

that will become supporting sentences in paragraphs

**MULTI-PARAGRAPH OUTLINE:** Middle School students use a more in-depth outline structure that includes a thesis statement and an introduction and conclusion paragraph, to develop essays, research reports, Science and Social Studies papers

**CREATIVE WRITING:** This is incorporated throughout the writing program. It particularly coincides with other subject areas (e.g., writing sequels to books in Reading Groups, or journals in Social Studies)

**EDITING:** Students revise and edit work to produce a final copy each student can be proud of



learning in another subject area – like Social Studies. It makes writing more purposeful and we've found that benefits our students."

Though teachers are constantly assessing students' writing, there are three formal writing assessments during the school year. The entire school writes on the same topic during assessments so that faculty can see progression year after year, helping better determine each student's strengths and weaknesses.

"Periodically, we pause to determine students' needs and strengths, so that we can help them be successful at each stage," says Head Teacher, **Asti Spinelli**. "That looks different for each child – some are working on oral language or pictorial, while others are developing outlines."

Though we often don't think about it, writing requires many skills - having the language and vocabulary to express an idea, developing fine motor skills to manipulate materials to write, and building the endurance to physically write. At Gaynor, we tailor our program to meet each student's needs every step of the way.

# From Learning to Read, to Reading to Learn:

## Reading Program

Most schools have a Reading Program that's pre-determined, disseminated to the faculty, and taught throughout the year. But Stephen Gaynor School doesn't. At Gaynor, teachers are trained in many different reading approaches so they can tailor the program to each child.

Charles Brown was shocked when his oldest daughter arrived at Gaynor. He said, "I asked the Reading Specialist what Reading Program Gaynor used. She said, 'we use parts of all of them until we figure out what works best for your daughter.' Many schools talk about treating their students as unique individuals, but Gaynor actually does it."

Classes are broken into separate Reading Groups, based on levels and children's interests. Similarly, books for Reading Groups are chosen based on the particular level, tailored to the students' interest. For groups working on acquiring basic phonics skills, phonetically controlled readers are best. For other groups, rich literature is chosen, which can be based on a students' interest or current areas of instruction (e.g., Social Studies) – which builds excitement and allows them to embrace the book.

Reading Specialist, **Ellen Simon**, says, "The beauty of our program is that we are able to

### AT GAYNOR, READING PROGRAMS INCLUDE A FOCUS ON:

- DECODING /SPELLING:** based on phonics sequence, providing consistency and repetition
- Students read every day, starting with individual sounds, building to blending sounds, then to whole words and sentences. They aren't given anything to decode that they haven't already learned.
- Students learn to spell the sound they are working on while continuously reviewing previously learned phonetic elements.
- FLUENCY:** repeated reading with the teacher model is a key tool used to help students become fluent readers
- Depending on the reading level, repeated reading comes from: poetry, portions of text, choral reading, readers' theater, repeated readings of chapter books. For these elements, the focus is on accuracy, phrasing, smoothness and pace.
- VOCABULARY:** words selected are often high-frequency words and can also be chosen from text – providing a connection to what's going on
- COMPREHENSION:**
  - Question/Answer Relationship Strategy to help students determine how/where to find the answer. At the youngest stages, we break questions into two categories: "In the book" or "In my head." As they get older, these categories are further broken down. For example, "In the book" questions become "Right there" or "Think and search." This gives students a strategy to find the answer to any type of question and can be applied in other content areas.



cater to the student as an individual. Not only is the book chosen specifically for each group, but the level of instruction is geared especially for those children. You may have two groups using the same book, but exploring it at different levels."

A key benefit of Gaynor Reading Groups is books are not chosen in advance, rather, they are based on each group's needs. Similarly, there is not a "set number" of books that have to be read each year. This allows groups to take the time working on comprehension skills, making reading much more enjoyable for our students.

Reading Specialists work collaboratively with teachers participating in classroom reading lessons. Chair of the Reading Department, **Sloan Shapiro**, explains, "This allows us to tailor remediation for students to ensure it's more meaningful and focused solely on each student's need."

Homework is structured to help faculty track what students understand and where they're having trouble. Shapiro explains, "Looking at the homework each morning helps us gauge students' progress and pace lessons accordingly. We won't introduce anything new until we know students are ready for it."

**GAYNOR WELCOMES  
MEGAN YOUNG WIESE  
TO THE BOARD OF TRUSTEES**



The Stephen Gaynor School has a dedicated Board of Trustees, all of whom work diligently with the Head of School to ensure every aspect of our school is in

line with our mission. We are grateful for the Board's continued commitment and support of the school.

With the start of the new year, we are proud to welcome **Megan Young Wiese** to the Board of Trustees.

Wiese has three children, two of whom attend Gaynor. Her ten year-old son, **Owen**, is new to Gaynor, while **Caroline**, age nine, is attending Gaynor for the second year. **Bryson**, who is 12, attends Dalton.

Born in New York City, Wiese holds a Bachelor of Arts from Duke University and is certified to teach in the public school system. Immediately following her graduation from Duke University, she spent time teaching in both the United States and in the People's Republic of China. Upon her return to New York City, she pursued her interest in business by working for the O'Connor Group, an independent investment and development firm, for five years. She then spent more time overseas exploring the cultures and wilderness of Central and South America. All told, Wiese has crisscrossed five continents through her extensive, land-based travels.

Currently, Wiese is active on many trustee and advisory boards, including those of Amazon Watch, Human Rights in China, the Reading Reform Foundation, and the Promise Foundation.

She resides in New York City with her husband, **Russell O. Wiese**, and their children. Please join us in congratulating her on her new role at the school.

# What was 1962 like?

Average cost of a new car: **\$3,125.00**

Eggs per dozen: **32 cents**

Gas per gallon: **28 cents**

Popular movies:  
**West Side Story, Spartacus, Lawrence of Arabia, To Kill a Mockingbird**

Popular musicians:  
**The Beatles, Bob Dylan, Chubby Checker, Frankie Valli & The Four Seasons, Roy Orbison**

**John F. Kennedy** was President

**John H. Glenn, Jr.**, became first American to orbit the earth during Friendship 7 orbit

**Oral Polio Vaccine** developed by **Albert Sabin** and given to millions of children to combat Polio

Release of first Beatles recording: the single "**Love Me Do**"

**Andy Warhol's** famous painting of a can of soup debuted

**90%** of US households owned a TV

The first **Wal-Mart** and **K-Mart** stores opened



Gaynor Gazette

# Gaynor Gala

At Gaynor, we can't think of a better way to celebrate 50 years of transformative education than to honor the two people who were responsible for making it happen. This year's 50th Anniversary Gaynor Gala will pay tribute to Dr. Miriam Michael and Yvette Siegel-Herzog – two women who were extraordinarily ahead of their time when they took a risk in opening the Stephen Gaynor School to provide an unparalleled education for students with learning differences.

Fifty years after its inception, the Stephen Gaynor School has touched the lives of more than 2,500 children – creating confident, independent learners prepared for success in the classroom and beyond. "Every day is a voyage of adventure," exclaims Siegel-Herzog. "When I walk in the door each morning, I think - which children will do something today that they couldn't do yesterday?"

In honor of the school's 50th Anniversary, we will be unveiling the "1962 Key Award" for those who have been instrumental in helping make our school what it is today. The award represents a key to the school as a symbol of gratitude. Gaynor is proud to announce that recipients of this one-time award will be: **Dr. Gordon Gaynor, Carol Feinberg, Ermina Rivera** and **Daryl Simon**.

Funds raised through the 50th Anniversary Gaynor Gala will go towards the ongoing transformation of the historic Claremont Stables into a state-of-the-art facility for our students. Huge progress has been made in developing the building, but there's more work to be done.

"When we started the school, we were feeling our way, but we never had any idea it would be what it is today," says Michael. The co-founders want the school to continue to be innovative, which is why the new South Building has been designed with a look towards the future. When the expansion is completed, the school will be able to provide a facility that's as forward thinking as its co-founders were when they opened the school half a century ago.

*"When I walk in the door each morning, I think - which children will do something today that they couldn't do yesterday?"*

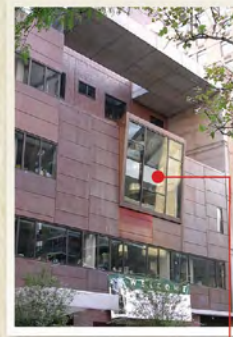
YVETTE SIEGEL-HERZOG



Gaynor Gazette



# A LOOK BACK AT GAYNOR HISTORY



**1962:**

DR. MIRIAM MICHAEL and YVETTE SIEGEL-HERZOG opened the doors of the Stephen Gaynor School to five students in an Upper East Side apartment building



**1964:**

Co-founders move the school to a much larger building – a brownstone on West 74th Street – where it remained for nearly 40 years!



**1969:**

Gaynor hires the first Director of Admissions, LILLI FRIEDMAN, who stays with the school for 43 years

**1994:**

DR. SCOTT GAYNOR, Dr. Michael's grandson, leaves his job in business to become the Head of School. He helps set the school on a course of unprecedented growth and development, while retaining its familial atmosphere and individualized approach



**2004:**

Gaynor is accredited by the New York State Association of Independent Schools (NYSAIS)

**2006:**

Gaynor moves into a brand new 37,000 square-foot facility on West 90th Street, where it remains today

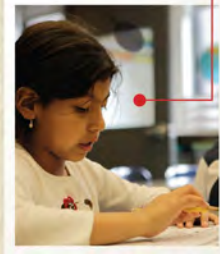


Honors AL KHAN as recipient of the Stephen Gaynor School Founders' Award at the first annual Gaynor Gala



**2007:**

The school launches the Community Learning Center to provide special education support to public school students in the community



Honors JUDY MCGRATH at the second Gaynor Gala, hosted by Jon Stewart



**2008:**

Honors IRWIN D. SIMON at the annual Gala hosted by Regis Philbin



**2009:**

Board of Directors approves the purchase of an adjoining building on West 89th Street, which adds 50,000 square feet to the school – providing countless opportunities for students

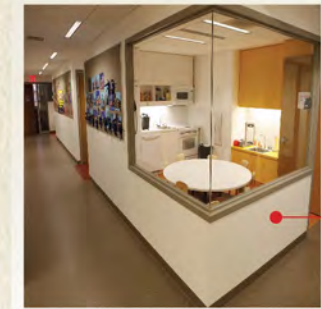


Gaynor honors KATHARINA OTTO-BERNSTEIN at the annual Gala hosted by Al Roker



**2010:**

Honors JORDAN ROTH, RICHIE JACKSON, and BD WONG at the annual Gala hosted by Bernadette Peters



The Early Childhood Center opens in the fall, allowing children ages three to six to learn in a nurturing environment

Honored by the National Center for Learning Disabilities with Pete & Carrie Rozelle Award for work in addressing the social and emotional needs of our students, while maintaining the highest standards of education

Honors ROBIN DOMENICONI at the annual Gala, hosted by Kelly Ripa & Mark Consuelos



**2012:**

Middle School students begin the school year in their brand new facility on West 89th Street - designed to prepare them for high school and beyond



Gaynor honors SCOTT MAGER at the annual Gala, hosted by Kelly Ripa & Mark Consuelos



# Ms. Rachlin's Classes Display Creativity:

## Gaynor Art Update

**M**s. Rachlin's older fine arts group took recycling to another level! The students used discarded wood pieces as a basis for their project.

They started by painting them with primary colors, then they arranged the pieces to form an abstract design, creating low relief sculptures.

Ms. Rachlin said the result was remarkable interesting sculptures!

In the fall, the older fine arts group was presented with a challenge: make the ordinary extraordinary! And they did. With plain, white umbrellas as their canvases, they designed and painted umbrellas – with designs ranging from abstract to concrete. This incredible artwork is currently displayed hanging upside down from the ceiling in the South Building. As they sway back and forth catching the light, the image is lovely!

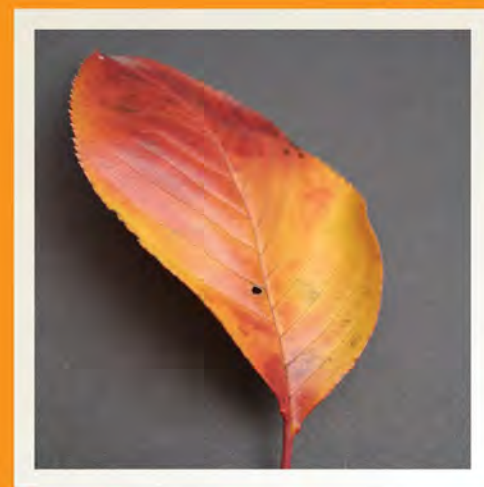


# Mr. Gaynor's Students Explore the World through the Camera:

## Photography Update

**A**bstract photography can produce very dramatic images. It relies more on our primal sense of form, color, and curves than it does on detail. **Mr. Gaynor's** older fine arts class investigated the techniques and subject matter of abstract photography as well as some of the greatest abstract photographers of our time from Eugene Meatyard to Edward Weston and Ciro Totku.

This fall, students in Mr. Gaynor's class also examined variations of light and shadow to create a nature still life using leaves. Students took photographs in the nearby park for this project, inspired by noted photographer Irving Penn.



RILEY LENANE



JACOB GOODWILLIE



BENNETT MARK



SARAH WARSHAVSKY



REBECCA KING

# Encouraging Expression Through Drama

BY KRISTEN PLYLAR-MOORE

Students in the Lower School have spent the last few months working on various ensemble building activities, movement exercises, and pantomiming. Recently, students were paired with a partner and given a short scene to pantomime for the class. One of the goals for the students is to learn how to most effectively communicate their characters' activities to the audience. Their next task will be to create an original scene to pantomime with their partner.

Students in the classes of **Mr. Bookin, Ms. Borders, Ms. Hurlbert, and Ms. Schostak** became playwrights during this fine

arts cycle. The students were given a picture of a table with a couple of old soda bottles. From there, they brainstormed possible settings, characters, conflicts, and resolutions. Students made choices based on these lists and began writing their plays. At the end of the cycle, each student performed his or her play with a partner at a staged reading.

Students in the classes of **Mr. Meyer, Ms. Dorbad, Ms. Graber, Ms. Rebocho, and Ms. Kaufman** studied Arthur Miller's *The Crucible*, a fictional account of the Salem Witch Trials. In addition, the students learned about the actual events surrounding the trials and the historical context in which the play itself was written. After preparing scenes and monologues from the play, students performed them at the end of the fine arts cycle.

Lower School students express their characters' attitude without words



## Expanded Drama Program Enhances Lower School Curriculum

This is an exciting time for the Gaynor Drama program! For the past several years, Drama has been offered to Middle School students only. But with the program's enormous success, the school decided to extend it to our younger students.

Last year, **Ms. Kristen** implemented a pilot Drama program designed to support the Social Studies curriculum of two Lower School classes, in which the students wrote and performed original plays based on the experiences of immigrants and Native Americans. Through this process, students gained a greater insight into the lives of the people they studied, while also learning the fundamentals of acting, playwriting, and vocal strength.

This school year, the Drama program has been extended to include most of the Lower School classes. By incorporating theater into their education, Gaynor students develop a greater empathy for the experiences of others, while gaining the skills needed to express their own vision and ideas with confidence.

## From "Do Re Mi" to Garage Band: Gaynor Students Know Their Music

BY CHANTEL MEAD

Students in the Lower School began the year by learning and reviewing Solfege singing. Different classes had various activities including learning how to sing "Do Re Mi" from *The Sound of Music* with hand signs, translating the Solfege scale onto instruments, and creating their own melodies. The whole unit culminated in a stunning Melody Tree that lives on the wall outside of the Music Room!

Students in the classes of **Mr. Bookin, Ms. Borders, Ms. Hurlbert, and Ms. Schostak** took advantage of our new set of Orff instruments, or educational xylophones.

In addition to a review of how to read music, they learned a fairly complex and multi-layered



song on the xylophones, which they presented at the end of their fine arts cycle.

Students in the classes of **Mr. Meyer, Ms. Dorbad, Ms. Graber, Ms. Rebocho and Ms. Kaufman** had a choice of working on the Orff instruments or learning the music software

program Garage Band. Some classes chose the Orff instruments and also learned multi-layered group pieces. Other classes chose Garage Band and learned the basic skills necessary to create their own music from scratch!



# GAYNOR GATORS: A MILESTONE SOCCER SEASON



**G**oalkeeper, offside, penalty, advantage rule – these soccer terms have become part of the vernacular of twice as many Gaynor students as last year. That’s because the Gaynor Gators Soccer Team now has so many players we’ve had to create two full teams representing school colors, the Green Squad and the White Squad.

As if doubling the amount of players is not enough, this season we reached a milestone – being asked to play as part of the American International Private School League (AIPSL). The Green Squad, led by captains **Callum Gordon** and **Stephanie Brown**, finished the season in sixth place overall with a 2-4-1 record. The White Squad, led by captains **Quinn Lansill**, **Haley Smilow**, and **Oscar Saraf**, played a very tough non-league schedule and finished with a record of 2-3.

“Both teams played every minute with a passion and level of commitment unlike any other in our school’s history,” commented **Coach James Melillo**. “I was proud to see returning veterans and new team members come

together each and every game, putting their best effort forward.”

If you missed out on the games this year, fear not! The

team will resume weekly practices in the spring to continue their development and help prepare for next fall. We hope to see you then!



# Class Projects



## Room 700

**MS. HURLBERT**

Ms. Hurlbert’s class recently learned how a bill becomes a law and acted out the process in class.



## Room 500

**MS. KLAUSNER**

## Room 606

**MS. BRANDEIS**

After studying maps and map skills, Rooms 500 and 606 took a trip to the New York Public Library. They had a chance to see many different types of maps from their collection, bringing the lesson to life.



# Room 701 Class Project



Mason Landis  
Social Studies

Oscar Saraf  
Writing

December 6, 2012  
Mr. Bookin

## The Creative Culture of the US Government

The United States Government is a representative democracy. Checks and balances make sure that representatives elected by the citizens can check the decisions of the other branches. The separation of powers is a useful system for our country because it separates the political powers of each branch of government.

The executive branch makes sure that the citizens obey the laws. The members of the executive branch are the President, the Vice President, and the Cabinet. The duties of the executive branch are that the President is Commander-in-Chief during wartime and that he passes laws. Another duty of the executive branch is to make treaties. Some examples of checks and balances are that the President can check the Supreme Court by appointing Justices, and check the legislative branch by vetoing bills. The members of the White House have a really tough job.

The legislative branch has the job of making the laws. The members of the legislative branch make up the Congress. In Congress, there is the House of Representatives and the Senate. One duty of the legislative branch is to make laws. This is an example of checks and balances because once they make a law it has to get approved by the executive. Another duty of the legislative branch is to declare war. This is an example of checks and balances because after Congress declares war, the President takes over. The last duty of the legislative branch is overriding the President. For this to happen, 2/3 of both the House and the Senate have to vote yes. This is one example of checks and balances because if the President breaks the law the Congress can then impeach him. The jobs of the members in the Capital Building are very complicated.

The judicial branch makes sure that laws are constitutional. The members of the judicial branch are the Supreme Court, and other federal courts like the Court of Appeals and the districts courts. The duties of the judicial branch are determining if laws are unconstitutional or not, settling disagreements, and explaining what laws mean. In the Supreme Court Building, the members of the judicial branch make sure that laws are being followed.

The three branches of government work well together because the power is separated amongst them. Checks and balances is a good system for the three branches of government because it makes it so that each branch has the power to check each other. Representative democracy makes the United States a republic.

## The Government in Five Paragraphs

Every voice is heard in the United States government because it is a democracy. In our democracy, checks and balances are important because they allow different branches to check one another to balance power. Separation of powers makes sure that no one branch gets all the power through checks and balances.

The legislative branch is one of the three branches. The legislative branch is split into two houses, which together make up the Congress. Senators within the Senate, and each state gets two senators to represent them, while in the House of Representatives each state gets representatives depending on the population of the state. Together those houses impeach Supreme Court Justices or the President if they do something against the law. They also make laws. After the Congress makes bills and gives them to the President, the President can veto a bill made by the Congress. Then the Congress can override the President's veto, but only if two thirds of both houses want to. This example of checks and balances illustrates that this branch has its own power. After a bill is made, it needs to go to another branch to become a law.

In the executive branch, the President works with his Cabinet on treaties, and whether or not bills should be laws. The White House is where the President, the Vice President, and the Cabinet (the President's advisors) work and the White House is also where the President lives. Together, they look at bills, and either sign them into law or veto them back to the Congress. The only reason a law would need to be checked again is if the executive branch and Congress misinterpreted the meaning of the law. The entire executive branch carries out laws that are made. Of course, just because the bills are now laws does not mean they cannot be repealed.

After a bill is signed into law, if other people disagree about the meaning of the law it goes to the judicial branch where the law is interpreted. The final branch that can check is the judicial branch. Those who work there are Supreme Court Justices. In the federal system, first someone would go to a district court, and then if they still disagree with the decision of that court, they could go to a Court of Appeals. Then, if they still disagree with the decision they can go to the Supreme Court, whose verdict can't be appealed. To keep the other branches in check, the Supreme Court can declare their laws unconstitutional. If this branch doesn't get rid of the law, no one will.

With all of these carefully put together checks and balances, the United States will not become a monarchy. Separation of powers takes place throughout the three branches of government. This country will never become a monarchy because America is a democratic government system.

With the election as a catalyst to study democracy, the students in Mr. Bookin's class began this year's Social Studies curriculum studying the structure of the United States government. The class built a tree out of paper that represents the three "Branches" of government.

Studies culminated in the construction of a five paragraph essay explaining the three branch system of representative democracy, and how all three branches must work together in order to function efficiently.

Bella Morand  
Writing

December 6, 2012  
Mr. Bookin

## How Does Checks and Balances Work?

The United States government has improved and changed throughout the years. Overtime, the government created a system that allows each branch to have an equal amount of power. This is called checks and balances. Checks and balances are important in the government because without them, the United States government would become a monarchy.

The executive branch is one of three branches of the United States government. Many people work in the executive branch like the President, the Vice President, who is the head of the Senate, and the Cabinet. The President, has many duties like enforcing laws, vetoing or signing bill's, making treaties and choosing Supreme Court justices.

These are also some examples of checks and balances. In the executive branch the President can check other branches by sending troops to war for 90 days, being Commander-In-Chief of the armed forces and granting pardons. The executive branch works well will the other branches too.

The legislative branch is responsible for making the laws that keep the United States citizens safe and keep society running. Inside Congress is the House of Representatives and the Senate. The House of Representatives has 435 members and the Senate has 100. Since no one group should have too much power, the legislative branch can check other branches as well as other groups checking it. The legislative

checks and balances to check other branches by being able to impeach the President and override his vetoes if 2/3 of the houses agree on it. Making laws and declaring war are some of the most important duties of the legislative branch. Without the legislative branch, citizens wouldn't obey the law as much as they do now.

The judicial branch helps citizens obey laws. Members in the judicial branch are the Supreme Court and other federal courts. Making amendments and ruling on cases are a big part of checks and balances for this branch. Overall, the three branches of government work well together and helped improve the United States government.

To make sure the United States government doesn't become a monarchy, checks and balances are needed. If the United States government became a monarchy, then we wouldn't be able to elect a President. Overall, checks and balances have helped the United States not become a monarchy.

# FALL EVENTS

## ECC PICNIC

Families of our youngest students came together in September to celebrate the start of school at the ECC Family Picnic. The event, hosted by the Parents Association, took place in Riverside Park.



## APPLE PICKING

The entire school enjoyed our annual Apple Picking Day this fall! Students hand-picked apples, enjoyed hay rides, visited the Orchard Store, and feasted on a picnic with their classmates. Some classes even made delicious muffins and pies with the apples they picked. Yum!



## DENIM DAY/BAKE SALE

In support of Lee National Denim Day, our teachers donated \$5 and sold baked goods to benefit Breast Cancer Awareness and Research.



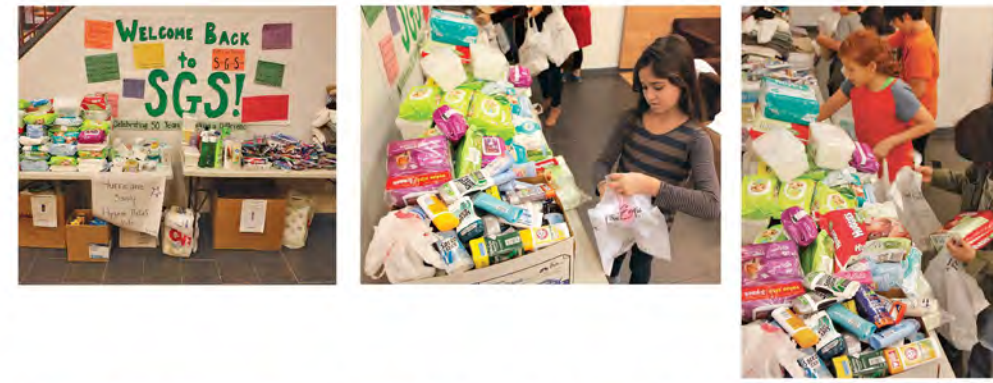
## GREEN AND WHITE DAY

Students showed their school pride on Green and White Day. The day began with a Pep Rally, complete with a visit from the Gaynor Gator!



## HALLOWEEN AT GAYNOR

Even though Hurricane Sandy forced us to close school for several days, many students took a break on Halloween to enjoy some Gaynor Fun!



## COMMUNITY SERVICE

**HURRICANE SANDY RELIEF EFFORT:** Gaynor students rallied together in November to help those affected by Hurricane Sandy. In partnership with AmeriCares, we collected hygiene kits for dissemination to the hardest hit areas in NY, NJ, and CT.



**TULIP PLANTING:** In November, students participated in the Annual Community Tulip Planting Festival by planting tulips in the West Side Community Garden as part of a community service project. Not only did we plant tulips to help celebrate our 50th Anniversary, but we also jump started the weekend of 10,000 tulips!



**THANKSGIVING FOOD DRIVE:** The entire school joined together to bring in canned food for St. Gregory's Church. Students put together more than 100 bags of food to be distributed to those in need. Thanks to all who participated.



## BIG APPLE CIRCUS

In November, Gaynor enjoyed a fun outing to see the Big Apple Circus at Lincoln Center! Students and faculty alike were amazed by the unbelievable acrobats, incredible bike tricks and comical clowns. It was an entertainment event for all ages!



# FALL EVENTS

## AN ECC THANKSGIVING!

The day before Thanksgiving, Early Childhood Center students celebrated in the ECC Thanksgiving Assembly with performances for one another. These included:

**WILLOW ROOM (Ms. Jurow and Ms. Homlish)** sang two songs that embody the sentiment of the holiday -- "It's November" and "Let's Be Thankful."

**HUDSON ROOM (Ms. Yezzi and Ms. Bruehl)** performed "Albuquerque Turkey," a song about a family that has pizza for Thanksgiving because they have a turkey for a pet.

**CASCO ROOM (Ms. Galin and Ms. Kay)** sang "They Were the Pilgrims" about the first Thanksgiving. Gobble Gobble!



## CLC SHOOTING FOR SUCCESS BASKETBALL TOURNAMENT

The annual Community Learning Center's Shooting for Success basketball tournament was held on Saturday, December 8. Faculty, parents, alumni and friends came together to compete in this year's tournament to benefit Gaynor's Community Learning Center, a free, after-school reading program for children in our community. We're pleased to report that there were more teams registered for this year's tournament than ever before!

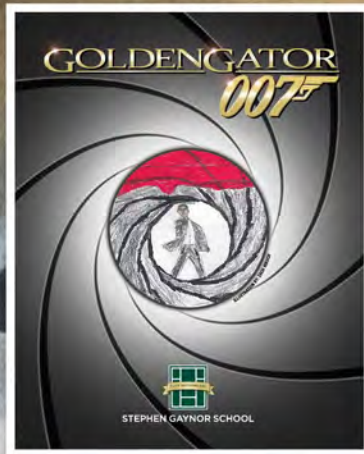
The tournament came down to the last game, where **Ms. Roberta Hirsch's From 3 Portland** team matched up against **Dr. Gaynor's long-standing The Dads'** team. It was a tough match-up but **From 3 Portland** took the prize this year – seizing the trophy from last year's champions.

This year's event raised around \$5,500 – making it one of the CLC Shooting for Success's highest fundraising events. Thanks to everyone who helped make it a success! In honor of **Jackie Long**, who loved sports, we are pleased to announce that we will be renaming our annual Shooting for Success Basketball Tournament the **Jackie Long Memorial Tourney**. It's a great way for the school to honor her memory.

Stay tuned for more details on our next fundraising event in the spring, *Spinning for Success*.



# MIDDLE SCHOOL DANCE: GOLDENGATOR 007



This year's Middle School dance was a covert operation for all attendees! With the theme, 007: Golden Gator, the school gym was transformed into international destinations representing locations where James Bond movies have taken place: Italy, Asia, Russia, Great Britain, and the US (Miami). Students had a secret mission: to enjoy the night's activities from ping pong to foosball, air hockey to fake tattoos, photo shoots in front of a green screen to a Bond Trivia game, all the while munching on pizza, cupcakes and fortune cookies. Our 007 agents danced the night away to the DJ's tunes, with Bond theme songs peppered throughout the night. To top it all off, our agents participated in a raffle to benefit victims of Hurricane Sandy – James Bond would be proud.

The Student Council was integral in creating this year's dance theme, invitations, and in helping plan the event. Student Zach Hirsch designed the cool artwork that was included on this year's invitation and poster. Thank you to the Parents Association for sponsoring this incredible affair!

DANIEL CRAIG  
AS IAN FLEMING'S JAMES BOND IN

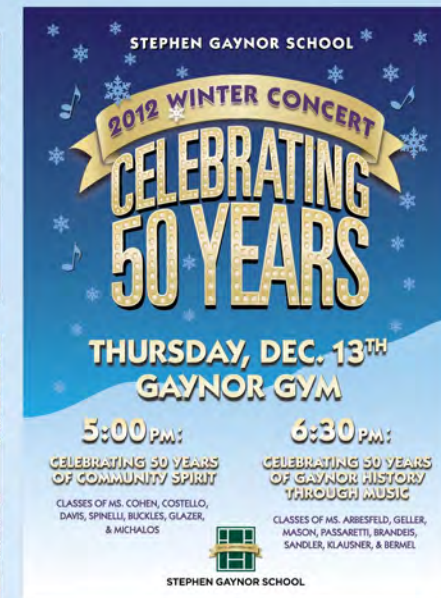


# GAYNOR WINTER CONCERTS

*This year marks the first time we split our Lower School Winter Concert into two performances, due to our growing student body. We were rewarded with double the pleasure because our students know how to perform!*

At our first concert, students transformed into brightly colored kids from the 60's to help us celebrate the founding of the Stephen Gaynor School in 1962. The concert theme was "Celebrating 50 Years of Community Spirit," where students from the classes of **Ms. Cohen, Costello, Davis, Spinelli, Buckles, Glazer, and Michalos** sang songs of giving with skits highlighting our school's amazing spirit of generosity to our community.

In the second concert, "Celebrating 50 Years of Gaynor History Through Music," students from the classes of **Ms. Arbesfeld, Geller, Mason, Passaretti, Bermel, Brandeis, Klausner, and Sandler** performed musical numbers from the past 50 years with skits and costumes highlighting pop-culture and significant moments in Gaynor history. All of our performers were dressed to the nines in outfits ranging from hippies and disco dancers to punk rockers and glamour stars.



*Together, the two concerts helped us celebrate the past 50 years with gusto, and an exciting look forward to the next 50! Thanks to **Ms. Chantel, Ms. Amelia, and Ms. Kristen** for putting together these amazing shows!*



# 50 REASONS WE LOVE GAYNOR!!!

By Class 403

We individually made lists of why we LOVE Stephen Gaynor School, since it is Gaynor's 50th Anniversary! As a class, we combined the reasons and made 50!

- ♥ We love our buddy class and all of the people who always help us here.
- ♥ We loved planting tulips in the garden and coming to school during Hurricane Sandy, even though other schools were closed.
- ♥ Gaynor is special to us because of science, literacy, reading, language, math, art, OT, physical education, music, drama, and library. Social studies is fun, especially Native American study.
- ♥ We love learning how to type during computer and practicing cursive.
- ♥ Going to the park after a long day of working hard is also why we love Gaynor.
- ♥ We love voting and especially our class's fake presidential election.
- ♥ The Winter Concert is always so much fun.
- ♥ We have fun during picture day, snack time, lunch, recess, and field trips.
- ♥ We love Pizza Friday and buying cupcakes at the bake sales.
- ♥ We loved going apple picking and to the circus.
- ♥ We loved skate night!
- ♥ We love our read alouds, morning meetings, and earning tickets.
- ♥ We love Stephen Gaynor School because we always give back, like during Thanksgiving and collecting items for people who needed them after Hurricane Sandy.
- ♥ Gaynor means so much to us because of all the help we get from our OTs, language teachers, and reading and math teachers!
- ♥ Pep rallies and sports night are SO exciting, too! We love Green and White day and seeing the Gaynor Gator.
- ♥ But most of all, we love all of our Gaynor friends and teachers!



FROM STUDENT TO TEACHER - ALUMNUS PROFILE:

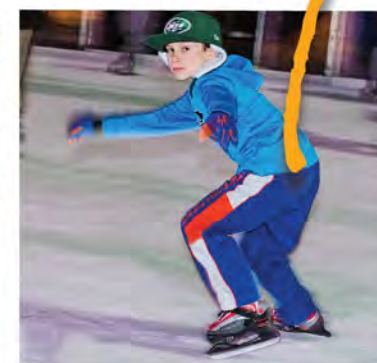
## EMILIE NASSER

**E**MILIE NASSER graduated from Stephen Gaynor School in 2003 but every time she walks into the school, she says, "I feel like I'm home." The school provided a comfortable environment where she could safely build relationships that she says will last a lifetime.

After graduating from Gaynor, Nasser attended a mainstream High School and went on to graduate from the University of Miami in 2012. She's currently working towards a Master's degree at Bank Street in Early Childhood Special Education, and is doing her student-teaching in Ms. Jurow's class at Gaynor! "When I realized how much I could accomplish with the help I received at Gaynor, I knew I wanted to be able to give back," she explains.

Nasser says her desire to become a Special Education teacher began at Gaynor. She feels like her future students will benefit from having a teacher who understands first-hand what it's like to have a learning difference. "I hope to be a role model for kids. I want them to see that if you work hard and believe in yourself, you will accomplish your goals."

While at Gaynor, Nasser says her teachers took the time to prepare reading lessons she'd be interested in and help foster relationships to boost her self-confidence. She says her time at Gaynor made a huge impact on her life, summing it up by saying, "Without Gaynor, I definitely would not be where I am today. Thank you Gaynor!"



# Gaynor Skate Night

In January, the entire school community celebrated our 50th Anniversary at the Gaynor Annual Ice Skating Party at Bryant Park. Families enjoyed skating with the Gaynor Gator and enjoyed pizza, hot chocolate, and cookies. Everyone had a blast!





STEPHEN GAYNOR SCHOOL  
 148 WEST 90TH STREET  
 NEW YORK, NY 10024  
 WWW.STEPHENGAYNOR.ORG

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 FIRST CLASS  
 U.S. POSTAGE  
**PAID**  
 PERMIT NO. 751  
 SIOUX FALLS, SD

TO PARENTS OF ALUMNAE/I:

If this issue is addressed to your child who no longer maintains a permanent address at your home, please notify the Development Office at 212.787.7070 ext. 1125 or alumni@stephengaynor.org with the correct mailing address. Thank you.

*There's Still Time!*  
 TICKETS ARE STILL AVAILABLE FOR THE  
 50TH ANNIVERSARY GAYNOR GALA BUT ARE  
 GOING FAST. RESPOND TODAY AT  
 WWW.STEPHENGAYNOR.ORG

WEDNESDAY, MARCH 13, 2013  
 6PM-10PM | PIER SIXTY, CHELSEA PIERS

WWW.STEPHENGAYNOR.ORG

THE 50<sup>TH</sup> ANNIVERSARY GAYNOR GALA



# Gaynor Gala 2013

SPECIAL RECOGNITION:



**DR. GORDON GAYNOR**  
 Past President of the Board of Trustees

**CAROL FEINBERG**

**ERMINIA RIVERA**

**DARYL SIMON**



HOSTED BY:  
**SETH MEYERS**  
 SNL'S HEADWRITER AND  
 WEEKEND UPDATE ANCHOR



HONORING:  
**DR. MIRIAM MICHAEL**  
**YVETTE SIEGEL-HERZOG**  
 OUR CO-FOUNDERS



PERFORMANCE BY:  
**MARY J. BLIGE**  
 NINE-TIME GRAMMY AWARD  
 WINNING SINGER/SONGWRITER,  
 RECORD PRODUCER & ACTRESS

APPEARANCE BY:



**KELLY RIPA**  
 HOST OF "Live with  
 Kelly & Michael"



**MARK  
 CONSUELOS**  
 ACTOR, PRESIDENT OF  
 MILOJO PRODUCTIONS