

GAYNOR

Gazette



Oh, the
Places
You'll
Go!



Oh! The Places You'll Go at Gaynor!

By Tiffany Cossich

Oh! The places you'll go!

When you're at Gaynor,

You're sure to grow.

With reading and math,

And science in tow.

Our students' scholarly paths

Are indeed aglow.

This school year was filled with learning
and fun.

Concluding with a Field Day under the sun.
Movie nights, bake sales, and the Book Fair,
Our PA hosted events with a great flair.

We showed our school pride during Spirit
Week.

Relatives and special friends took a peek
Into our class projects and pursuits,
And the biography fair to boot!

The Gala was a fantastic night.

Gaynor folks could not believe the sight.

It may seem like a silly tall tale,

But we honestly ate dinner under a whale.

From parents to students,

Philanthropy was key.

Whether it was donating books,

Or cycling for the CLC.

Oh! The places you'll go!

When you're at Gaynor,

Your skills will show.

From artists and athletes to singers and actors,
Our students' great talents are the common
factor.

In the Afterschool program, we continued
to see

All of the amazing things our students can be.

In this program, the students explore

A promising world of open doors.

Chefs, dancers, karate experts alike,

And super heroes with Mr. Beich.

Now is the time to review

The places Gaynor will take you.

Through field trips, our students discover

new sights,

Taking their lessons to brand new heights.

Field trips are not the only place

Gaynor takes you on a chase.

With Gaynor on your side,

The places you can go are
far and wide.

Our great alums know this is true.

With Gaynor support, the world is for you.

With the knowledge and skills you possess,

Gaynor takes you to

the land of success.



GAYNOR Gazette

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MESSAGE FROM HEAD OF SCHOOL

Dear Friends:

As we prepare our fine graduates to take the next step in their educational journey, it is always good advice to follow the lyrical prose of Dr. Seuss. *Oh, the Places You'll Go!* is filled with excitement around the adventures ahead. But Dr. Seuss warns us that along the way, you will face Bang-ups and Hang-ups and Prickle-ly Perches that might leave you in Lurches. How Gaynor equips our graduates to handle these situations so grim is never left to a whim.

Our goal is to make sure our graduates have their own personal toolbox filled with lots of skills and strategies. Beyond the essential core academic skills, our teachers empower our students to develop a strong sense of how to self-advocate. We want to ensure that when our graduates walk into their new schools, they have the knowledge and confidence to say to the teacher, "I learn best when..." The rest of this sentence is specifically tailored to each child's needs. This is not an easy task for any teenager and requires a deep personal understanding of strengths and weaknesses. Additionally, in order to self-advocate, a student needs to understand how to advance his or her own self-interests. This starts with a strong understanding of personal learning styles.

I was fortunate to participate in the culminating self-advocacy project for Ms. Kasindorf's class. The students had to make a case to me for an accommodation as if I were their classroom teacher in their new school. The meetings were taped and reviewed by the students to further refine their approach. What impressed me the most was that the students were not only able to articulate their needs for a particular accommodation, but they also demonstrated a willingness to



put in more time and effort to complete an assignment. They did not hide behind a label or disability, but embraced it and demonstrated a maturity and drive that any teacher would welcome and support.

As you will see in the pages that follow, this has been a very successful year for Gaynor. With the strong support of our community, the

annual Gaynor Gala was celebrated with more than 800 guests under the Great Whale in the American Museum of Natural History. We were thrilled to honor Gaynor parents, Kelly Ripa and Mark Consuelos, for their dedication to helping us fulfill our mission of providing an individualized education for each child who walks through our doors. We are also grateful to everyone who helped us raise much needed funds to develop a new science lab for our Middle School, as well as launch an iPad

program to further enhance the learning environment for our students. With your help, we will soon be able to develop a space dedicated to Middle School science on the 5th floor of the South Building, helping prepare our students for a High

School curriculum and beyond.

I am sure as Dr. Seuss espouses, our graduates will go to great places and that is 98 and ¾ percent guaranteed. And for the last one and ¼ percent, they have the skills of self-advocacy to ensure they succeed!

DR. SCOTT GAYNOR
Head of School



BY JANE SMART

A WHALE OF A TIME AT THE 2014 GAYNOR GALA

THANKS TO THE SUPPORT OF OUR COMMUNITY, THE 2014 GAYNOR GALA WAS AN UNFORGETTABLE EVENING!

With the American Museum of Natural History as our backdrop, guests relished the new locale meandering from the Theodore Roosevelt Rotunda surrounded by elephants and dinosaurs, to the Blue Whale Room's "underwater" magnificence.

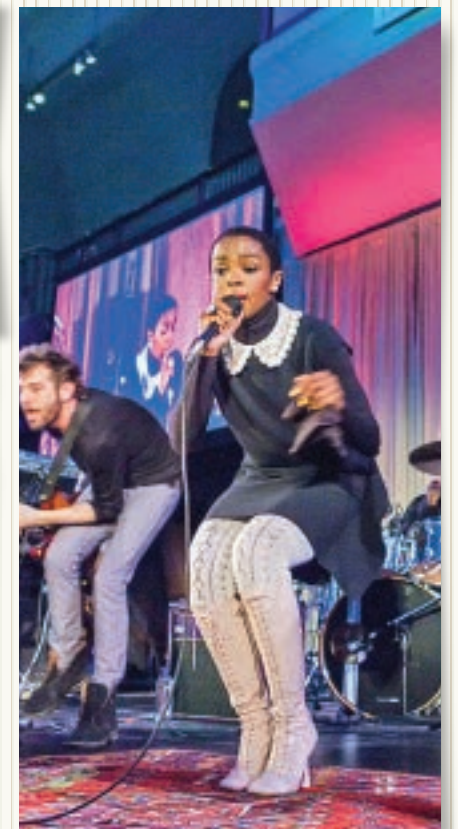
The sense of community was palpable throughout the entire museum as Gaynor parents, staff, faculty, family, and friends perused the extensive silent auction. **Dr. Gaynor** echoed this feeling in his opening remarks when he said the Gala attendees *"are coming together to support Stephen Gaynor School and share a common bond - the belief that the key to unlocking our students' potential is helping them find their passions, supporting their strengths, and providing a nurturing and loving environment."*

The evening continued with an elegant dinner in the museum's iconic Blue Whale Room. The Great Blue Whale hovered over the merriment below, as guests enjoyed a video illustrating the significant impact of Stephen Gaynor School on the lives of our students. **Anderson Cooper**, CNN Anchor and host of *Anderson Cooper 360*, took the stage to host, speaking of his personal experience with learning differences and commending Gaynor as an *"extraordinary school helping kids make their own futures possible."*

Gala attendees enjoyed musical entertainment from the Grammy award-winning musician **Ms. Lauryn Hill**, who brought guests to their feet. Gaynor parents **Kelly Ripa** and **Mark Consuelos** were honored with the 2014 Gaynor Founders' Award for their commitment to and support of Stephen Gaynor School. Their son, **Joaquin Consuelos**, confidently addressed the crowd of more than 800 to describe his Gaynor experience and introduce his parents. Joaquin received a standing ovation as he finished his speech by saying, *"Thank you, Mom and Dad, for guiding me in the right direction and for finding me a school where I feel at home."*

After guests enjoyed their dessert, the exciting live auction ensued! The bidding wars went on, as funds were raised for Stephen Gaynor School's expansion project, including the Middle School Science Lab and iPad initiative. Attendees helped raise a million dollars for the school, bringing us closer to realizing our vision.

This evening would not have been possible without the help of our dedicated Gala Co-Chairs, **Susan Wine Bender** and **Sylvie Vaccari**, as well as the support from the generous volunteers on our Gala Committee, including **Simma Levine**, **Jennifer Rudolph Walsh**, and **Adina Haller**. Thank you to all of those who worked so hard to make this remarkable event a reality.



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WEDNESDAY, MARCH 12, 2014 | AMERICAN MUSEUM OF NATURAL HISTORY

2014 Gaynor Gala



Project Cicero: Gaynor Gives Back

At Stephen Gaynor School, we understand the positive impact one book can have on a child’s academic and personal development. Every March, our community joins forces with Project Cicero to donate books for children in need, so that they, too, are able to explore the magical world of literature.

For a week, Gaynor students, parents, and faculty members came out in full force to support this non-profit book drive, designed to create or supplement school and

classroom libraries for children in under-resourced New York City public schools. In the end, Stephen Gaynor School gifted eleven boxes of books! With the help of our school over the years, Project Cicero has placed two million books into more than 11,000 classrooms and school libraries, reaching more than 500,000 children in New York City schools. We are proud of the Gaynor community for their tremendous support, which positively impacts the lives of children.



Gaynor Community Supports the CLC with Sweat and Endurance!

Each spring, Gaynor hosts a fundraising event to support our Community Learning Center (CLC), a free after-school reading program for children in our neighborhood. This May, the Gaynor community joined together at Flywheel’s newest location to sweat it out on bikes at the CLC’s *Cycling for Success* event!

In addition to cycling, participants were able to take part in a raffle to win exciting prizes. CLC Co-Directors, **Kate Adlin** and **Kristi Evans**, were thrilled with the large turn out and support from the Gaynor community. Ms. Evans exclaimed, “Thanks to the Stephen Gaynor School community for making the CLC *Cycling for Success* event such a huge hit! We are proud to report that we raised nearly \$5,000, which will be put to good use in



Making a Difference One Meow at a Time: Gaynor’s Community Service Club Raised Money for Shelter Animals

This semester, the After-school Community Service Club has joined the Youth Animal Protectors Club (YAP) to focus on animal issues. With the help of local experts, students teamed together to build cozy dog beds to donate to area shelters. “It was a tough project, but the kids worked really hard and were thrilled with the finished pieces,” explained Behavioral Consultant and Social Skills Specialist, **Dr. Kim Spanjol**, who

is one of the leaders of the Afterschool Club.

To support North Shore Animal League’s national *Mutt-I-Grees Pack Party*, students crafted gorgeous key chains and bracelets to sell at their Union Square event. Though the program is national, Gaynor’s event was the only one to include extra furry guests – pets in the mobile adoption unit. Students not only served as Ambassadors introducing the animals to

prospective owners, but they also helped raise awareness and money for local shelters along the way. “It’s fun because we get to help other animals,” said **Mateo Levin**. “People have to notice that so many dogs are being killed every day and we want them to be more aware about it.”

We’re proud of our students for raising awareness and funds for such a great cause. For more information, check out the YAP Club’s website: www.yapclub.org.

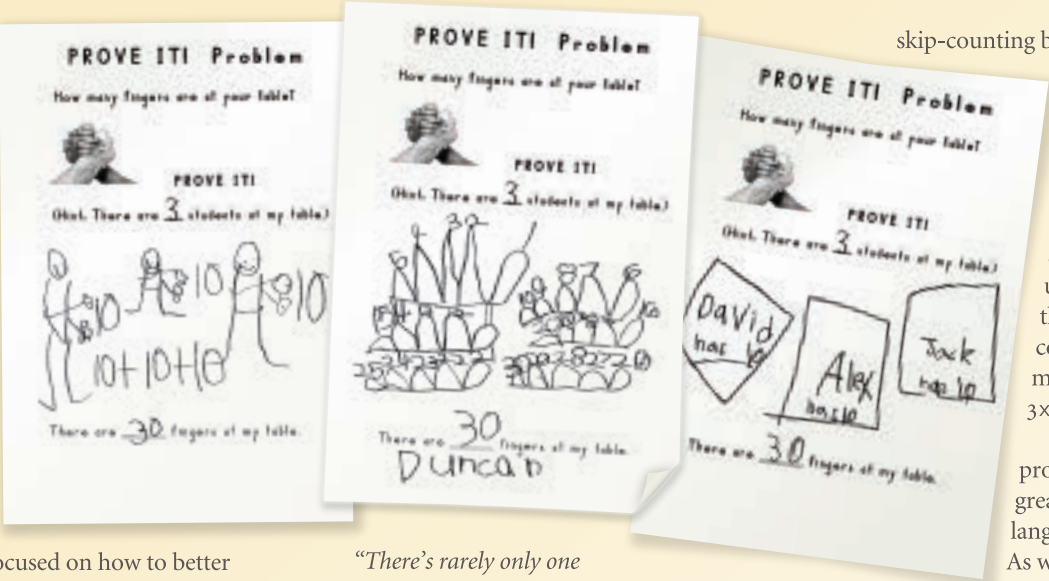


Prove It! Problems: Creating Enduring Understanding and Connecting Math to the Real World

By Anne Bode, Math Specialist

Engaging students with real-world math problems can help them connect the concepts they are learning in school with applications in their own lives. As part of my research for the Math Leadership program at Bank Street, I focused on how to better integrate real-world problems into everyday math lessons. I wanted to identify the best way to shift students from simply memorizing facts to thinking more critically and independently about solutions. I was excited to get to use my graduate coursework and integrate these ideas directly into my own math groups at Gaynor, while also sharing my discoveries with the Math Teachers I collaborate so closely with.

While thinking about how to help students apply math concepts to their everyday lives, I found myself inspired by Marilyn Burns, a highly respected mathematics educator. Her Chopstick Problem asks: “How many chopsticks do four people need?” Using this as inspiration, I decided to create and introduce “Prove It!” problems. My students and I first discussed what it means to “prove” something – not simply writing down an answer, but using tools, drawings, numbers, and words to explain the thinking behind it.



“There’s rarely only one possible method or strategy that emerges from real-life problems; usually you choose one from several viable possibilities. You don’t always know for sure if the solution you choose is the ‘right’ or ‘best one’” (Burns, 2007, p. 194).

Rich mathematical tasks, such as these, are accessible for all students in that they have multiple entry and exit points, and students are able to use a variety of methods to problem-solve. This year, in my work as a Math Specialist, I worked closely with Ms. Cohen to create appropriate “Prove It!” problems for introducing the concept of multiplication to her math group. The students in the group worked both together and independently to problem-solve, some using manipulatives, others using drawings or numbers.

Students solved “How many fingers are in my math group?” by drawing out fingers,

skip-counting by fives or tens, or using repeated addition (10+10+10). These are all important components to solidify an understanding of the multiplication concept, before memorizing $3 \times 10 = 30$.

“Prove It!” problems are also a great way to integrate language into math. As we practiced more open-ended problems, I could see an increase in students’ ability to express their thinking. For example, one student struggled to record her answers and explain them to the group at first. However, once she realized that there was no “right answer,” and that it was ok if she got to her conclusion a different way than her other classmates, she became much more confident in her work and was able to solve problems more independently.

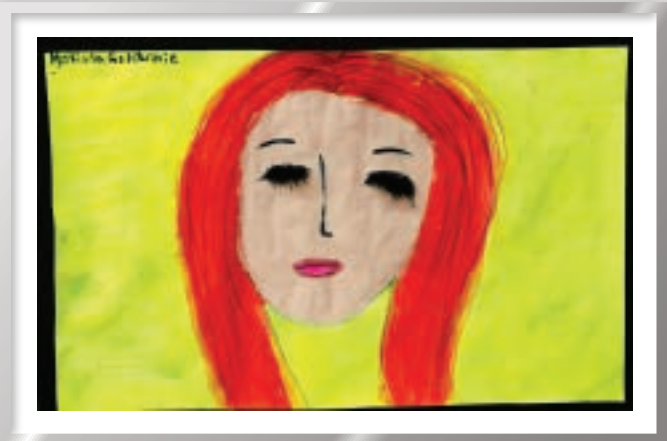
“Students need opportunities to see mathematics as integral to their daily experiences” (Burns, 2007, p. 194). Real-world problems provide them with the context to build their knowledge of math in their own lives, and as educators and parents, we have the responsibility to give them these opportunities—and to remind them that there’s no single way to solve a real-world problem.

A Fresh Spin on The Old Masters: Portraiture by Ms. Rachlin’s Students

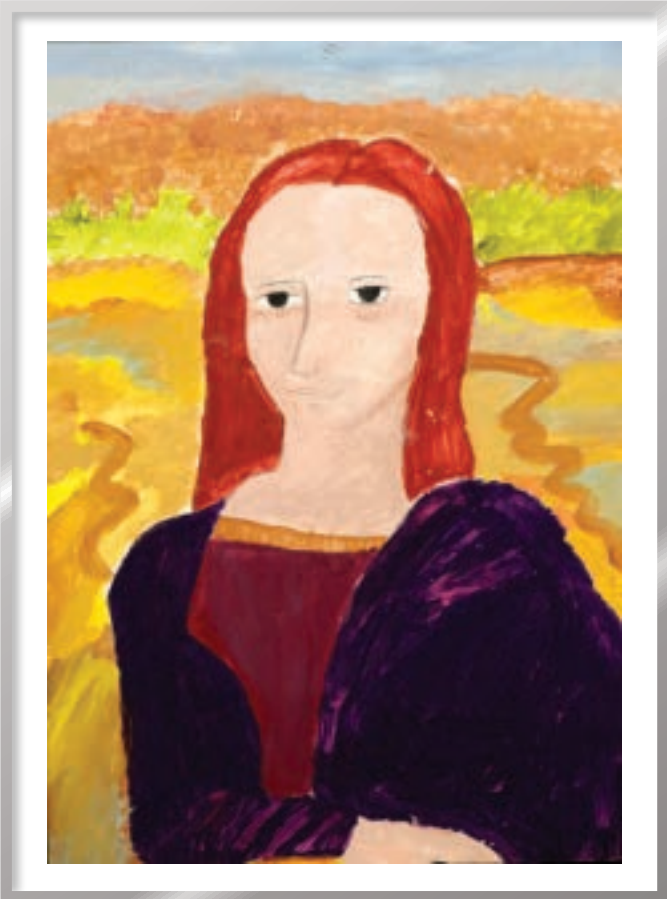
It's amazing how a new perspective can transform a classic piece of artwork. Ms. Rachlin challenged students ages nine and a half to 13 to create something new from The Old Masters' portraits. After viewing the styles of many different portrait artists, each student began working to create an updated piece. They developed traditional paintings and created innovative collages and mixed-media pieces – each walking away with a unique and powerful portraiture of their own.



BEA COHEN



MARISSA GOODWILLIE



ELKE OTT



REHANNAH BAKSH

New York City Reimagined: Collagraph Prints by Ms. Woursell’s Students

For people who live in New York City, it is easy to take for granted the gorgeous city scenes we pass every day. But that was not the case during a recent art project for students in Ms. Woursell's class. Students ages six to eight discussed elements in works of art by Romare Bearden and Andy Warhol. To make their own New York cityscape they sketched, cut, arranged and glued shapes to assemble a collage, applied printing ink with brayers, transferred the image to another sheet of paper and created a collagraph print. The results are marvelous.



Brooklyn Bridge #290, Andy Warhol, 1983



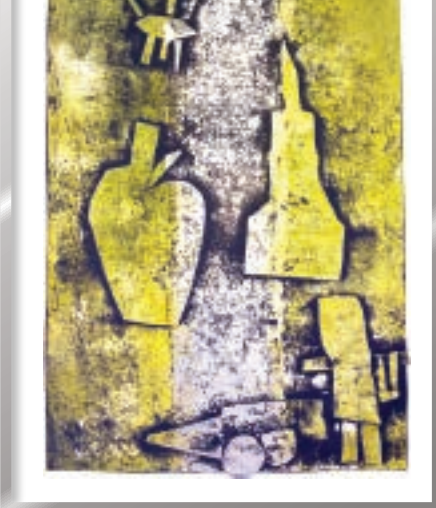
The Block (detail), Romare Bearden, 1971



JONATHAN GOLDMAN



NOAH BRAUN



GUSSIE O'FRIEL



SAM LUNG



AVA CANTARELLA



GRACE DEMENOCAL

Shedding New Light on the Subway: Metro Photography by Mr. Gaynor’s Class

Riding on the subway, one can catch a glimpse of many moments worth capturing. With this in mind, students in the classes of **Mr. Bookin**, **Ms. Dorbad**, and **Ms. Kasindorf** took a photo journalist trip to the Julie Sual Gallery in Chelsea. There, they were exposed to fantastic

subway-metro photographs and videos from several contemporary photographers worldwide. After seeing the subway cast in a new light, students began creating their own photography using the subway as their environmental backdrop. “*This work was amongst their*

strongest images of the year,” commented Photography Teacher, **Mr. Gaynor**, proudly. The students’ work portrayed a diverse subway culture in an honest and creative way. The subway-metro assignment was featured in an exhibit in the lobby of the North Building all spring.



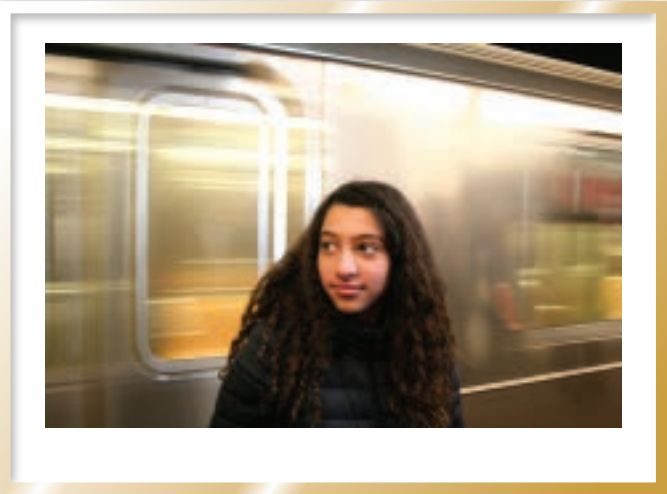
CONRAD FALLON



JASON POLLACK



KATIE KAGEL



NOAH LEVY

Early Childhood Takes on the World – in Music!

This spring, Early Childhood students enjoyed learning how to play the ukulele, dancing to the beat, and singing to world music from Colombia to West Africa to Ireland. In addition, they’ve been exploring instruments with featured special guest musicians, like Danny Meyer (Beyoncé) on

the saxophone. To top it off, some of our youngest learners capped the year with special events. **Ms. Saad’s** class ventured out on a field trip to Lincoln Center to learn more about the percussion family, while **Ms. Spinelli’s** class formed a band of their own!



Building Music Appreciation in Lower School Students

In the Lower School, gaining musical knowledge begins with building an appreciation of music. Not only do students learn how to read music, but they also learn how to compose and play rhythms. Recently, students in the classes of **Ms. Arbesfeld**, **Ms. Buckles**, **Ms. Costello**, **Ms. Davis**, **Ms. Fazio**, **Ms. Geller**, **Ms. Glazer**, and **Ms. Michalos** played “Bought Me a Cat” on the Orff instruments, while students in the classes of **Ms. Rosato (Bermel)**, **Ms. Brandeis**,

Ms. Klausner/Morabito, **Ms. Larson (Sandler)**, **Ms. Savage**, and **Ms. Stein** played “Balafon.” In addition, students are exposed to a variety of musical genres, often first listening to pieces, then playing them. This spring, students studied classical, jazz, musical theater, and world music, then learned to play Ludwig van Beethoven’s classical “Symphony No. 5” on water glasses and Boomwackers percussion tubes.



The Art of Musical Performance Takes Shape with Middle School Students

Middle School students started the spring creating compositions with “found” sounds – like using pens to play the drums. After spending time working on reading music, they moved on to explore various instruments individually – from guitars and drums to xylophones and the piano. Each student came to class with his/her own musical experience and began working together to build a unique opportunity to perform as a group.

Outgoing or shy, loud or quiet, Middle School students collaborated to perform as an ensemble. Students in the classes of **Ms. Borders**, **Ms. Hurlbert**, **Ms. Josephson**, and **Ms. Schostak** rocked out in a performance in front of their peers. While students in the classes of **Mr. Bookin**, **Ms. Dorbad**, **Ms. Kasindorf**, **Ms. Kaufman**, **Mr. Meyer**, and **Ms. Rebocho** culminated the lesson with an electrifying performance for their teachers.



GAYNOR ATHLETES EXCEL ALL SPRING LONG!

Softball

During the spring athletics season, Gaynor's co-ed Softball Team played like champs and made our school proud! Our team, comprised of 16 student-athletes, competed as a full-time member of the

American International Private School League, managed by **Coach James, Coach Pat, and Mr. Yellin.**

"The softball team is led by a number of returning players, many of whom have been involved in Gaynor Athletics for a long time.

Their leadership, combined with the enthusiasm of our newer players, has created a wonderful team dynamic," explained Coach James.

The team started their spring season with a bang, as they won

their first two games against The Mandell School and Rodeph Shalom. This positivity and winning-attitude continued throughout the rest of the season, which ended with an exciting championship game.



PHOTOS COURTESY OF WILLIAM GLENN, GAYNOR PARENT

Track

The Gaynor Track Team has grown greatly over the past few years. This spring, our co-ed team comprised of 33 student-athletes, split into two squads: White and Green.

The White Squad competed in The Child School Invitational, while The Green Squad competed as a full-time member of the American International Private School League.

With the growing Track Program, more Gaynor teachers and coaches had the opportunity to participate. The two squads were trained by **Coach James, Mr. Safier, Ms. Vareles, and Ms. Felt.** Coach James explained,

"Led by a new group of coaches, the Gaynor Track Program is expected to continue the success they had during their first year. The students trained very hard and enjoyed seeing their hard work pay off during their competitive meets."



HISTORY SETS THE STAGE DRAMATIC CREATION in the LOWER SCHOOL

Reading about historical events can be quite interesting, but having the opportunity to delve deeper into the people involved and the context surrounding the event is even more memorable. And that's exactly what happened when Lower School students integrated Social Studies lessons with Drama projects. This spring, Lower School students created original plays based on events they learned about in Social Studies. As part of their research, students read books, examined histori-

cal photos, watched brief documentaries, or studied specific people crucial to the event. By examining so many different sources, they learned the value of varying perspectives, helping shape the original plays they created.

The classes of **Ms. Arbesfeld, Ms. Fazio, Ms. Geller, and Ms. Glazer** studied and performed plays on the role of Native Americans in helping the Irish during the potato famine. Students in **Ms. Savage** and **Ms. Stein's** classes examined activities surrounding civil rights,

starting with Claudette Colvin's refusal to give up her bus seat nine months prior to activist Rosa Parks' brave actions. And finally, students in the classes of **Ms. Rosato (Bermel), Ms. Brandeis, Ms. Klausner/Morabito, and Ms. Larson (Sandler)** performed historical events from the Salem Witch Trials.

No matter which historical occasion students focused on, through Drama, they were able to more deeply connect with each and every event.



FROM CHARACTER DEVELOPMENT PERFORMING SCENES from HISTORICAL EVENTS, MIDDLE SCHOOLERS TAP THEIR CREATIVE SIDES in DRAMA

Middle School students in the classes of **Ms. Borders, Ms. Hurlbert, Ms. Josephson, and Ms. Schostak** tapped their creative brains to create pieces of dramatic art. Students came together in groups, working collaboratively to develop life histories for people, based solely on photographs, then wrote short monologues. Eventually, students also worked individually to create original monologues, then expanded them into full scenes. Students

capped the course by presenting staged readings of their finalized works to other students around the school.

This spring, Middle School students in the classes of **Mr. Bookin, Ms. Dorbad, Ms. Kasindorf, Ms. Kaufman, Mr. Meyer, and Ms. Rebocho** traveled back in time to experience the Great Depression by performing scenes from Clifford Odets' *Waiting for Lefty*. Written during the 1930's, the play focuses on taxi drivers who

decide to go on strike for a living wage. Students experienced first-hand the challenges their characters faced by working together as "families" to create a budget using the income of a typical low wage worker during this time period. At the end of the cycle, students shared their scenes for a small audience in their classrooms.



GAYNOR AFTERSCHOOL PROGRAM

EXPLORING PASSIONS EVERY AFTERNOON

The learning and fun at Stephen Gaynor School does not end with dismissal. After 3 pm, Gaynor’s Afterschool Program begins, transforming our students into karate masters, skilled athletes, amazing artists, expert chefs, and more! Through this program, Gaynor students have the opportunity to be engaged in unique learning and growing experiences. “I like to learn new skills, like cooking, that I will be able to use when I’m older,” explained Lower School student **Emily Zaretsky**.

Gaynor’s Afterschool Program offers exciting, new classes every semester. See for yourself! Here’s a sample listing of classes:

- ADVANCED COOKING
- BASKETBALL
- BUILDING THE FUTURE
- CARDIOFIT HIP-HOP
- CHECKMATE CHESS
- CHEER SQUAD
- COMMUNITY SERVICE
- CULINARY CREATIONS
- FASHION
- FIRST MOVES CHESS
- FLAG FOOTBALL
- FOCUSED KARATE
- FUN HOUSE
- HOT SHOTS BASKETBALL
- JUNIOR PHOTOGRAPHY
- KICK START KARATE
- KNEE HIGH SOCCER
- MIX-IT-UP ARTS
- MOHR’S EXPLORERS
- SCIENTIFIC WONDER
- SOCCER
- STUDY HALL
- SUPER FOODIE
- SUPER HEROES’ CLUB
- VIRTUAL REALITY GAMING
- WOODSHOP
- YOGA

The classes, taught by Gaynor faculty and highly qualified outside instructors, are designed to keep students motivated throughout the afternoon. Whether they are crafting guitars in Woodshop, whipping up an experiment in Scientific Wonder, strategically running a board in Checkmate Chess, or creating a unique outfit in Fashion, all of our students are exploring their creative sides and developing their passions.

“Through our Afterschool Program, our students continue to build self-confidence while learning more about their talents and interests,” said Afterschool Co-Director **Julia Borders**. “It’s amazing to watch a child’s face light up when he tries something for the first time – like designing a video game.”

Stay tuned for our next semester of Afterschool classes, with new and exciting listings.

Why We Love Afterschool!

“You get to use your imagination.”
— BENJAMIN BANCHIK

“I like study Hall because you can get your homework done quickly.”
— LAUREN MAGNUS

“I like to learn new skills like cooking that I can use at home with my family.”
— ALEXANDRA GORDON

“I like doing activities and making arts and crafts with my friends.”
— LAWSON SPOLANSKY

“I like Afterschool because you get lots of help and support from teachers and friends.”
— ANDREW SHANE

“I like trying something new and making new friends.”
— ELENA GIDDINS

“I like making new friends.”
— JULIA DIEDRICH



Gaynor Gazette

NATIVE AMERICAN PUEBLOS WITH MS. GELLER’S CLASS

In their Social Studies unit, **Ms. Geller’s** class got creative with their research on Native Americans. While studying Native American homes, called pueblos, the students learned how to make adobe bricks, which were used in the construction of houses many years ago. By combining clay, water, sand, and straw, Ms. Geller’s class created their own adobe bricks to construct pueblos. Some students added unique flair to

their pueblos by adding Popsicle stick roofs! After becoming skilled pueblo architects, these Lower School students continued to build their own Native American villages and dioramas with painted shoe boxes and art supplies.

Student **Bella Ruffalo** explained, “I loved painting the boxes brown because it was fun to get dirty! It was great working with my classmates on this project.”



Casco Room Salutes Dr. Seuss

This spring, Gaynor’s Early Childhood students celebrated the legacy of Dr. Seuss with a week-long reading project. **Ms. Hartman’s** class learned all about the life of Theodore Seuss Geisel, also known as Dr. Seuss, and how his childhood influenced his writing style. Casco Room Assistant Teacher **Ms. Chan** explained, “Theodore wanted to help children learn how to read, which our class felt was very important.” Throughout the week, the Casco Room enjoyed special Gaynor guests reading from their favorite Dr. Seuss classic.

- **Dr. Gaynor:** The Sneetches
- **Ms. Fabricant:** Green Eggs and Ham
- **Ms. Gross:** The Cat in the Hat
- **Ms. Berman:** Oh, The Places You’ll Go
- **Ms. Fung:** I Wish I Had Duck Feet

To close out the Dr. Seuss celebration, **Ms. Hartman’s** class created their own red and white top-hats to match The Cat in the Hat! **Ms. Kaufman’s** students, the Casco Room’s buddy class, also joined in on the fun. As the final guest readers, the Middle School students paired up with their EC buddies to read from a variety of Dr. Seuss books. The Casco Room had a fantastic time, while learning how to read through the legendary Dr. Seuss.



Gaynor Gazette

Pie for Pi Day!

Throughout the world, March 14th is known as Pi Day. Pi (Greek letter π) is the symbol used in mathematics to represent a constant – the ratio of the circumference of a circle to its diameter – which is approximately 3.14 (or March 14th)! Gaynor’s Middle School students took this opportunity to investigate the mathematical concept of Pi.

To celebrate their hard work, math classes teamed up to make pies. The delicious competition featured a variety of chocolate, crème, and fruit

pies, but it was **Conrad Fallon’s** individual pie masterpiece – chocolate cream pie with a chocolate wafer crust – that won the day. *“It was incredible to hear all of the remarkable facts the children shared about the concept of Pi before the pie competition. Certainly an impressive feat considering the infinite nature of the number itself,”* noted Middle School teacher, **Mr. Bookin**. The Middle School is looking forward to next year’s Pi Day, since the date will be 3/14/15, the first 5 digits of the irrational number.



SHARK TANK: Sharpening Business Acumen in Ms. Schostak’s Math Group

After learning about percentages, **Ms. Schostak’s** math group applied their lessons to real life situations in a Gaynor Shark Tank business project! Transforming into inventors, students created their own unique products to pitch to the investors, **Ms. Schostak** and **Ms. Loeb**, then advertised them before selling them to customers.

These Middle Schoolers came up with creative brands, from treats to accessories:

- **Tristan Lippert and Rio Hashimoto:** *Hot TProcolate*
- **Jaqueline Klein:** *Jacqueline’s Donut Shop*
- **Myles Lazerow and Christian Grandelli:** *Gummy Yummy*
- **Tyler Roth:** *Rainbow Loom Bands*

Ms. Schostak explained, *“Through this project, students learned a multitude of business concepts. As young entrepreneurs, some of them encountered the supply and demand principle, others dealt*

with pressures of customer service, all while needing to operate within a budget determined by their investors.”

As the project concluded, students calculated their profits and made posters to reflect the business process. The math group decided to split their profit (almost \$200!). Half of their proceeds went towards a math lunch celebration, while the other half benefited a charity of their choice – *Charity Water*, a non-profit bringing clean and safe drinking water to people in developing nations.

Throughout this process, students learned essential business skills that they will take with them well into the future. *“I was impressed by the way the students took ownership of their businesses,”* said Ms. Schostak with a smile. *“I enjoyed seeing their ingenuity and resourcefulness at working during this business project!”*



© ABC TELEVISION



GAYNOR CONSTRUCTS GAY-STRAIGHT ALLIANCE:

BUILDING A TOLERANT AND ACCEPTING SCHOOL ENVIRONMENT

Gaynor is proud to announce our Middle School Gay-Straight Alliance (GSA), a new club, with the goal of creating an inclusive environment, fostering open communication and advocacy for lesbian, gay, bi-sexual, transgender, and questioning (LGBTQ) students. The GSA, led by Middle School Co-Director **Mr. Beich**, Drama Teacher **Ms. Plylar-Moore**, and Middle School Head Teacher **Ms. Rebocho**, is centered on the importance of partnering as a community, regardless of one’s sexual identity or gender identification.

“If one person is not feeling part of a community, it diminishes the community for everyone involved,” explained Ms. Plylar-Moore.

In an age where bullying has become all too common, research shows that students with GSA clubs in their schools feel safer. In general, these clubs provide support from peers and school staff for students who choose to come out to fellow classmates. But they also have the power to initiate change where needed, altering perspectives and entire school cultures.

Part of the larger mission of both Gaynor’s Community Values Committee (CVC) and the GSA is to find opportunities to include different experiences and life stories, and to raise the visibility of differences such as LGBTQ in both curriculum and forums of discussion, like Middle School Town Hall meetings. Ms. Plylar-Moore affirmed, *“By carving out time to discuss*



openly gay country singer, created a pride board to visually represent the school’s acceptance of differences in sexual orientation, and engaged in open forums of communication.

“Nobody should be afraid to be who they are, regardless of the circumstances and they should feel like they have people supporting them no matter what,” exclaimed student **Katie Mauthner**.

Though the GSA and CVC are in their infancy, the message coming from both initiatives is clear: at Gaynor, we celebrate differences. Our goal is to foster a school environment that is tolerant and accepting of all students!

differences, we’re demonstrating the value and importance of each experience.”

The new GSA met all spring once a week during lunch. Each meeting has been built around a different activity to help raise awareness and foster inclusion. Students viewed a video of Chely Wright publicly announcing her place in history as the first



Snow Storms Can't Hide our School Pride

Green & White Day - Pajama Day - Wacky Sock Wednesday - Heart Colors and Valentine's Day

School pride beamed through the halls of Stephen Gaynor School during our annual *Spirit Week!* On Monday, the whole community donned green and white clothes to show off our rockin' school colors. Gaynor gear, face paint, and neon wigs were all the rage. The fun continued on *Pajama Day*, when students came to school in their comfortable PJs. Even **Dr. Gaynor** celebrated the day by wearing a stylish robe. *Wacky Sock Wednesday* followed, as students and faculty paraded through the

school with fashionable footwear. On Thursday, a winter storm caused a snow day for our school, interfering with the usual *Crazy Hat/Hair Day*. However, the winter weather can't snow on our parade! School spirit was back in full force by *Friday/Valentine's Day*. Everyone wore their best pinks and reds to celebrate *Heart Colors Day*. We concluded Spirit Week with a scrumptious and celebratory bake sale, sponsored by the Parents' Association.



A Very Dr. Seuss Reading Challenge

Gaynor's annual Reading Challenge celebrated everything Dr. Seuss! Our reading specialists and administrators kicked off this event by developing a creative movie trailer to spur excitement among our community. The video fun continued, as EC and Lower School classes read Dr. Seuss' *Green Eggs and Ham* on camera, creating a collaborative story. In celebration of Dr. Seuss' influence on children's literature, Gaynor faculty and staff hosted readings of Dr. Seuss classics. In addition, each

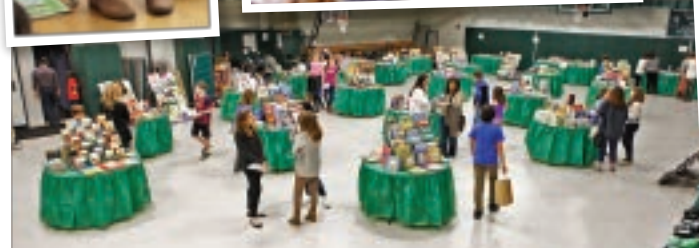
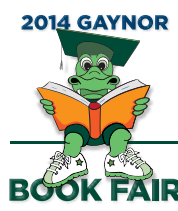
class worked separately to reach their cumulative reading goal, determined in hours. This year, every class met their goal with flying colors. To celebrate their success, some classes enjoyed picnics and ice cream parties, while other classes bought new books for themselves and the classroom. Hats off to all of our readers!



BOOK FAIR WITH A FLAIR

The annual Book Fair turned our gymnasium into a wonderful world of literature! Thanks to the Parents' Association, students from all classes had a chance to peruse this year's assortment of books and purchase their favorites. Beyond buying books, students were given the opportunity to hear authors read from their own books. Each class received a special visit from one of their favorite authors and listened with rapt attention as the stories unfolded. **Julie Sternberg** read from her book, *Carrot Juice on a Cupcake*, while **Adam Gidwitz** shared excerpts from his best-selling Grimm children's books. Author **Tiffany Haber** joined our youngest classes for

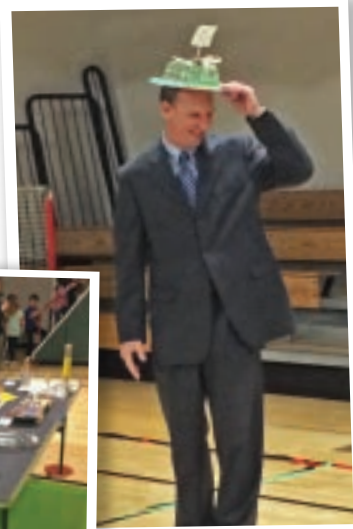
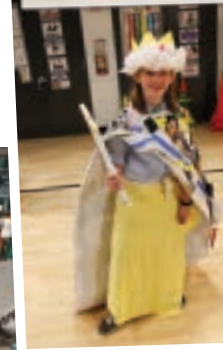
readings, while our oldest students took part in an animation workshop with Archie Comic Book's **Alex Simmons**. The Book Fair was a fun-filled day for the entire community, promoting the importance of reading to Gaynor's students. Thanks to Co-Chairs **Carrie Boova** and **Adina Haller** and the Parents' Association for organizing such a fantastic event!



Gaynor Goes Green for Earth Day

On April 22, the entire Gaynor community joined together for a school-wide assembly in celebration of Earth Day, where students leveraged video presentations to showcase their Earth-friendly experiences. After watching footage of our older classes getting their hands dirty planting vegetation and cleaning up grounds from Battery Park Urban Farm to Riverside Park to Van Courtland Park, our youngest students described how we can each do our part to keep the Earth happy. As a true test of scientific skills, several students provided a live demonstration of water filtration using a bio sand filter made from a repurposed water bottle, sand, pebbles, cotton balls, and coffee filters. The students did such an amazing job that **Ms. Dobler** sampled their water. Yum!

For the highlight of the assembly, Gaynor students excitedly explained the three main tenets of sustainability: *Reduce, Reuse, Recycle*, then launched a "green" fashion show to demonstrate how these principles can be brought to life. With the help of **Ms. Rachlin, Ms. Dobler, Mr. Kitson, and Ms. Laufer**, students modeled their creative clothing and accessories made entirely out of recycled materials. Old water bottles, CDs, cast aside fabrics, magazines, and even air duct material – every item had a purpose. **Dr. Gaynor** closed the show with a stroll down the runway in a hat made for him out of a used rotisserie chicken container. Gaynor's Earth Day assembly was a shining example of how Science, Art, and Community Service can work together to salute a happy, healthy Earth.



Relatives & Special Friends Experience Gaynor



During this annual school-wide event, Gaynor parents, extended family members, and friends had the opportunity to visit the classroom and experience Stephen Gaynor School firsthand! Gaynor guests first gathered in the gymnasium for a brief presentation on the importance of integrating technology by **Dr. Gaynor** and **Ms. Shields**, Math Department Chair. They were joined by Middle School student, **Luke Velez**, who explained the critical role technology played in the development of his Biography Fair project on tech-guru, Steve Jobs.

This year's Biography Fair was centered on a different theme for each classroom - from historical rivalries to presidents to inventors. Students worked for months researching a person of interest and developing biographies based on their inspirations. To bring their research to life, they dressed in character, displayed their posters and PowerPoint presentations, and even shared examples relative to their biography, including Nikola Tesla's coil

and Frank Lloyd Wright's building models, created from Legos. Throughout the gym, legendary historical figures could be seen, varying from Abraham Lincoln and Al Capone to Nelson Mandela and Lucille Ball.

Early Childhood and Lower School students beamed with pride as they presented their class projects for their guests, demonstrating all of their hard work. Each class's presentation was unique. Lower School students from **Ms. Stein** and **Ms. Savage's** classes presented skits on immigration, while **Ms. Yezzi's** students engaged visitors in a game in which guests had to use clues to guess which bird each student had studied in their science lessons. In the EC, **Ms. Saad's** students entertained their guests with a cheerful song about community.

"Our relatives were so proud of all the students have accomplished this year," exclaimed **Mindy Stern**, Co-Director of the Lower School. *"We are already looking forward to next year's event!"*



FIELD DAY FUN UNDER THE SUN

Gorgeous weather, exciting athletic activities, and solid sportsmanship defined this year's Field Day on Randall's Island. Throughout the day, the Green and White Teams duelled in a variety of games, including relay races, ultimate football, soccer, tunnel tag, handball, and the highly anticipated tug-o-war, while Gaynor faculty and families enjoyed watching the games and cheering on our students. The Green and White Teams were neck and neck, as each player showed incredible effort. The Green Team edged out the White Team to become the 2014 Field Day Winner. Many thanks to **Coach James** and **Coach Pat** for organizing this fantastic school-wide event! What a great way to end the school year.



The Future

Gaynor Paves the Way for Alumni

Stephen Gaynor School works diligently to prepare our students for the future by creating a foundation of skill sets and instilling a self-confidence that help pave the way to success. The individualized curriculum at Gaynor helps foster a passion for learning that sticks with our alumni long after they've graduated.

Whether they end up in business, education, or journalism, our alumni are connected through their time at Gaynor, which helped place them on the path to future success. Our alumni success stories are far and wide, diverse and promising. Here are a few updates that we're proud to share.

Gaynor Student Turned Global Citizen: Spotlight on Jonathan Levine ('00)

In the 14 years since **Jonathan Levine** graduated from Stephen Gaynor School, he has accomplished and seen more of the world than many of us could ever dream of. Levine attributes much of his success to his time at Gaynor, which he says provided him with invaluable lessons and allowed him to reach his highest potential. "Having an appreciation for reading is like a key to this universe," observed Levine. "I used to hate reading until I came to Gaynor, but the teachers there provided me with all of the tools necessary to succeed," he continued.

After graduating from Gaynor in 2000, Levine went on to attend York Prep. In 2009, he earned his undergraduate degree from New York University, where he majored in political science

and broadcast journalism. He earned his Master's degree from Columbia University in political science, with a focus on international relations. This higher education, supported by the fundamental skills he sharpened at Gaynor, enabled Levine to realize his dream career of being an international, multi-media journalist.

Levine's position as a lecturer of American studies and English at Tsinghua University in Beijing jumpstarted his passion for Asian culture. He has since traveled extensively throughout Asia, including China, Laos, Burma, Thailand, Nepal, Vietnam, and Butan, and is a successful freelance journalist, published in outlets including CNN, *The New York Times*, *The Atlantic*, *The South China Morning Post*, and *The Beijing Review*. Levine has also been on-air with CNN, CBS, and CCTV (China Central Television). He recently moved back to China to work for CCTV as a multi-media journalist,

focused on social media and writing/producing news content across different mediums.

Levine firmly believes that his Gaynor experience opened up many doors for him. "Success and failure in the world are determined by the difference between opportunity and lack of opportunity," he said. "Gaynor allows for people to unlock opportunity and potential which otherwise might have been neglected. Just looking at the alumni, you can already see the fruits of Gaynor's work - and that really is invaluable."



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Art Lover & Advocate for Others with Learning Disabilities: Spotlight on Kara Caroccio ('03)

Even as a busy college student studying biological anthropology at Seton Hall University, Stephen Gaynor School alumnus **Kara Caroccio** was thrilled to take a stroll down memory lane as she warmly recalled her time here. "I loved my experience at Gaynor - it was magical," she said with a smile. "It was probably the best experience to lead me to the right path. Gaynor was a place I could flourish and learn."

And flourish she did! After spending several years at Gaynor, where she enjoyed art class, drama club, and math, Caroccio

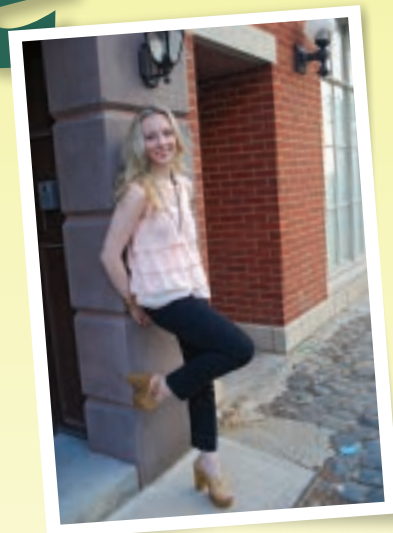
attended Winston Prep and The Churchill School, before transitioning seamlessly into college life.

Originally targeting a medical career, Caroccio made the decision that would serendipitously change her life - she declared biological anthropology as her major. As part of her coursework, she took various art courses that ultimately reignited her lifelong love of art, which began while she was a student in Ms. Rachlin's class at Gaynor years ago.

Caroccio now plans to study art therapy in graduate school and hopes to help people with disabilities through art. With no

shortage of ambition, she is currently interning at the National Center for Learning Disabilities, where she enjoys helping people with learning challenges similar to those she remembers experiencing when she first started at Gaynor. Once a week, she also comes back to Gaynor to intern with the teacher who inspired her love of art, Ms. Rachlin.

"Gaynor helped me become who I am today," Caroccio exclaimed. "Because of Gaynor, I can now advocate for myself. My teachers taught me how to learn, and I would not be doing what I am today if it weren't for Gaynor."



From Gaynor to Wolverine: Spotlight on Steven Winnick ('04)

As an international studies major thriving at the University of Michigan, **Steven Winnick** credits Stephen Gaynor School with giving him social and emotional confidence that helps him far beyond the classroom. Winnick says he benefited tremendously from the teachers' genuine interest in his success, and the classroom size and structure that placed him with kids at his level, instead of students his exact age. "My first year, I was very down and had no confidence," he remembered. "By the time I left Gaynor, I was much more confident both socially and academically, and I made great friends. I was so upset when it was time to leave."

After spending four years at Gaynor, Winnick transitioned to a mainstream school, and today, is relishing his college experience that includes serving as social chair of his fraternity, Zeta Beta Tau, playing basketball in the fraternity league, and being a part of the Business Careers in Entertainment Club, a campus organization for entrepreneurs. In pursuit of a career as a business entrepreneur, Winnick recently finished an internship program with Capital Counsel, an investment advising firm based in New York City.

Winnick's passion for learning took him across the world.

This past winter, he studied economics in the Czech Republic.

He recently accepted a summer job at Morgan Stanley and the Cowen Group in New York City and is set to graduate from the University of Michigan with a degree in International Economics and Political Development in 2015.

Some of Winnick's fondest memories include his years spent at Gaynor, such as participating in the Afterschool Program where he enjoyed dodgeball with friends and Mrs. Friedman's Occupational Therapy, where he was provided an excellent outlet for his creativity. "Gaynor was a huge, important transition in my life," Winnick said wholeheartedly. "When I think of the school, I think of family, and so much more."



Gaynor Gazette



Taking the Next Step: Life After Gaynor

What is school like outside of Gaynor? What is expected of students in High School? What skills are essential in order to continue on a path of academic success? These are questions that many students ask themselves as they approach Middle School at Stephen Gaynor School and **Ms. Miller**,

Co-Director of Lower School, has the answers. “We started the ‘Next Steps’ series as a way to help proactively answer questions for students so that they can continue their success as learners in a new and challenging environment,” she explained.

The “Next Steps” series, which just completed its second year, has already welcomed Gaynor alumni in various stages of their lives as featured speakers. From college student to department store buyer, musician to psychologist, past students have come back to their alma mater to share their advice.

Eliot Moser, a student in **Ms. Borders’** class, reflected on the importance of having alumni return as role models. “When I was little, I felt I would never grow up,” he said. “But watching alumni come back to Gaynor and talk about the past has made me feel more secure and confident.”

We look forward to this Gaynor tradition continuing.



Hudson Room Visits the New York Philharmonic

In their music lessons with **Ms. Amelia**, the Hudson Room worked diligently to learn about the orchestra and different families of musical instruments. As an extension to these lessons, **Ms. Saad’s** students took a trip to the New York Philharmonic, where they experienced the *Very Young People’s Percussion Concert*.

Aside from enjoying the music, which included a story with a live percussion soundtrack, these EC students had the opportunity to participate in hands-on activities - playing the African drums and using their voices and bodies to imitate the sounds of various percussion instruments. As a group, they came together to create a mock orchestra, taking on the roles of the tam tam, xylophone, kettledrum, and maracas. This was a musical experience the students will not forget!



Lower School Students Learn the Importance of Sustainability

In celebration of Earth Day, Science Teacher **Ms. Dobler** organized field trips for our Lower School students to learn more about sustainability. The classes of **Ms. Bermel/Rosato**, **Ms. Brandeis**, **Ms. Klausner/Morabito**, **Ms. Larson**, **Ms. Savage**, and **Ms. Stein** visited Brooklyn Bridge Park, where they embarked on an informative tour.

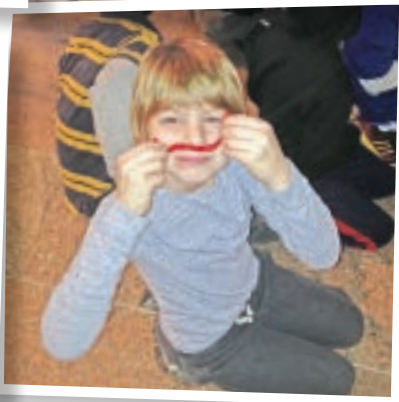
During the trip, students witnessed how Brooklyn Bridge Park serves as an excellent model of sustainability from its design, materials used, construction, operation, and maintenance. They learned first-hand how to keep the Earth healthy and clean, as they created their own water filtration systems using plastic bottles, cotton, sand, and gravel. These students went on to teach the rest of Stephen Gaynor School how to filter water at our Earth Day assembly.



Sculpture Lessons Come to Life at the Met

In conjunction with their Art curriculum, students from the classes of **Ms. Buckles**, **Ms. Costello**, **Ms. Davis**, and **Ms. Michalos** visited the Metropolitan Museum of Art. During their trip, these Lower School students enjoyed a private tour of the sprawling space, with a twist of “hide and seek.” The tour guide showed them photos of animals and challenged them to find similar-looking animal parts in the sculptures throughout the museum. Our students transformed into explorers on this adventure, searching for familiar shapes in notable art.

After the tour, students became the artists themselves, as they used pipe cleaners to make the shapes they’d found from the sculptures. After looking at many sculptures and paintings, they discussed colors and shapes with their teachers, before drawing creations of their very own. Students were able to explore, observe, and create!



CLARE AND RACHEL'S CORNER



Tips from our School Psychologists

EMPOWERING CHILDREN TO OVERCOME

ANXIETY

By CLARE COSENTINO, PH.D., *Director of Psychological Services* and
RACHEL MATOTO, PSY.D., *School Psychologist*

Anxiety is a normal emotion. Fears and worries about separation, the dark, and of monsters, etc., can come and go throughout childhood. Anxiety can also be motivating. It helps us to stay alert, focused, and ready to perform our best. Anxiety serves an important biological function. It is an alarm

system that is activated when we perceive danger or threat and triggers our autonomic nervous system's "fight or flight" response, which is necessary for avoiding dangerous situations and survival.

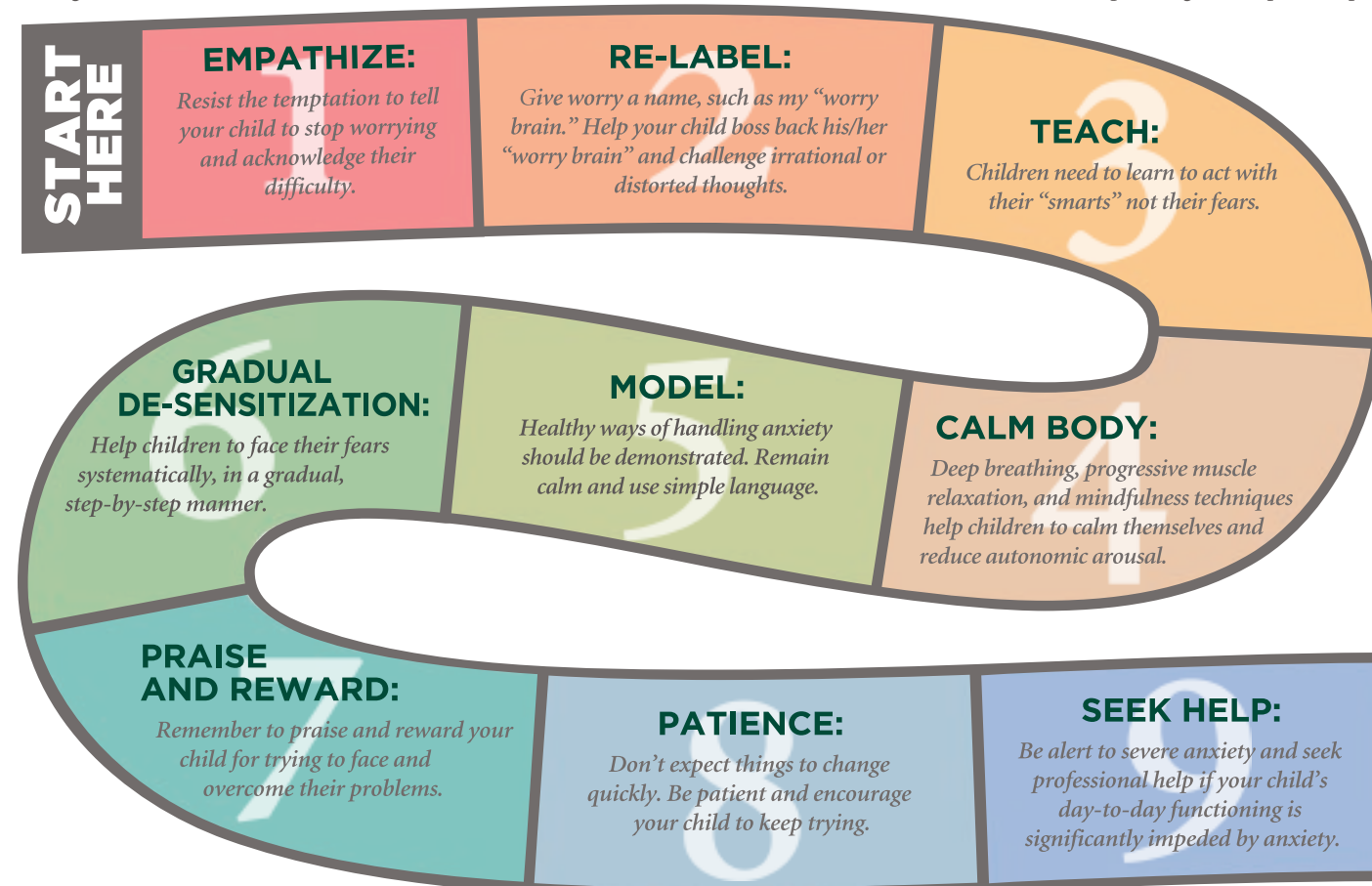
Anxiety becomes a problem when it stops your child from

enjoying normal life by affecting his/her schoolwork, family relationships, friendships, or social life. Anxious children tend to underestimate their ability to cope and overestimate the likelihood of bad things happening. They focus on things that go wrong, expect to be

unsuccessful, and tend to think in negative or critical ways.

Helping children to change their negative thought patterns, face their fears, and develop skills to cope with anxiety empowers them.

If your child is experiencing anxiety, we recommend incorporating these tips to help:



Helpful Resources:

- [Freeing Your Child From Anxiety](#) by Tamar Chansky, Ph.D.
- [What to Do When You Worry Too Much: A Kid's Guide to Overcoming Anxiety](#) by Dawn Huebner, Ph.D.
- [My Anxious Mind: A Teen's Guide to Managing Anxiety & Panic](#) by Michael Tompkins & Katherine Martinez, Ph.D.
- [The Worry Cure](#) by Robert Leahy, Ph.D.

Why We Give

FOR CHRISTINA AND ULISES

LICEAGA, having their son, Sebastian, attend a school that provides specialists' support during the day, makes a big difference in their lives. "Our son attends a 'special school' that makes



our life feel not special at all," said Mr. Liceaga happily, as he explained that Sebastian was receiving all the extra support he needed during the school day, allowing him to participate in typical afterschool activities with his siblings.

The Liceaga's philanthropy will not only benefit Sebastian, but will also support future generations of Gaynor students. They donated to Gaynor out of a strong family belief that academic institutions help

lay the groundwork for an individual's success by helping provide intrinsic skills. "You can't put a value on that," explained Mrs. Liceaga. "We're paying it forward." The Liceagas went on to reveal their gratitude to Gaynor for helping Sebastian come to love school and learning.

"We felt very lucky and fortunate that we were able to join the Gaynor family," exclaimed Mr. Liceaga. "Gaynor is a breath of fresh air," added Mrs. Liceaga.



STEPHEN GAYNOR SCHOOL

For more information on how you can help advance the mission of Stephen Gaynor School, please contact the Development Office at development@stephengaynor.org or 212.787.7070 x1115.

Musical Production of Annie is a Huge Success

It's a hard-knock life! At least that's what thespian Middle Schoolers had their audiences believing as they performed three incredible renditions of Annie this spring. Middle School students, led by **Ms. Plylar-Moore**, Drama Teacher, and **Ms. Shuppy**, Music Teacher, transformed into orphans, a billionaire, a president, and more as they chronicled the

story of the infamous orphan Annie and her adoption by the wealthy Daddy Warbucks. "This year was unique because we had many students who were participating in the Gaynor musical for the first time, but we also had a few amazing veterans who have shown tremendous leadership for the cast," explained Ms. Plylar-Moore. "The kids performed with joy and

enthusiasm at every rehearsal and Ms. Shuppy and I had a blast." Many Gaynor students thrive on-stage and this year's musical was a shining testament to their talent. "It's really fun to gain confidence by singing and acting in front of people," exclaimed Middle School student Sarah Warshavsky, who played Mr. Warbucks' assistant, Grace.

She went on to say, "No matter how good or bad you were, people will always support you." *Congrats to all the students who played a role in this year's spring musical!*

"Shout Out" to Henry Hamilton!

The Gazette gives a huge "shout out" to Henry Hamilton, who stepped in unexpectedly and performed the first night of the musical. Henry clearly paid close attention at each rehearsal as he seamlessly played the role of the Ward. Henry, we're so proud of you!



Cast & Crew

NOOR BUCKLES-SOUIRGI	Annie
RENE BURKERT	Miss Hannigan
JANE CROWLEY	Cecille
	Bert Healy
	Bundles McCloskey
ELIZA GILPIN	Duffy
JACOB GOODWILLIE	Drake
ANNIE KERNER	Apple Seller
	Servant
	Orphan chorus
	Usherette
SAMANTHA LANG	Tessie
CHLOE MATZ	Lily
ELIOT MOSER	Sandy
KATIE PEPI	Warbucks
JULIETTE RICHENTHAL	Pepper
MING ROBINSON	Dogcatcher
	Servant
	Orphan chorus
TALI ROSEN	Ward
	Servant
	Orphan chorus
MADDY RUBLER	Kate
HALEY SMILOW	Annette
	Sound effects man
	President Roosevelt
MIHRET SMITH	July
RACHEL SWAIN	Molly
SARAH WARSHAVSKY	Grace
PHILIP WINTER	Rooster

Stage Manager

RYAN EHRLICH

Crew

VALENTINE BAUER
SAM GINSBURG
HENRY HAMILTON
TRISTAN LIPPERT
JUSTIN SAVAD



Gaynor in the News

Child-Mind Institute Features Two of Gaynor's Own

MARCH 4, 2014 CHILD-MIND.ORG -Does incorporating drama into the school lives of children with ADHD, dyslexia, and other learning differences have benefits? That's exactly what a reporter at the Child-Mind Institute set out to uncover, with the help of Gaynor's own Drama Teacher **Ms. Plylar-Moore** and Middle School student **Katie Pepi**. The article is called "*Kids With Learning Challenges Shine on Stage*" and was featured on the Child-Mind Institute's website this spring.



Both Ms. Plylar-Moore and Miss Pepi speak to the benefits of allowing students to explore their passions outside the classroom, particularly with drama. "*One of the reasons Gaynor values the arts so much,*" Ms. Plylar-Moore explained, "is because it really builds confidence which is crucial in the classroom." Miss Pepi reiterated by saying, "*It (acting) helps me kind of speak up for myself.*"

Congrats to Ms. Plylar-Moore and Miss Pepi for being featured in this important article.

Dr. Clare Cosentino Shares Expert Opinion on WNBC-TV



NEW YORK WNBC-TV - Gaynor's expert staff was tapped recently for an informative news segment on WNBC-TV regarding the benefits of yoga, particularly in reducing anxiety surrounding test taking. **Dr. Clare Cosentino**, our Director of Psychological Services, shared enlightening information on the benefits of yoga and mindfulness exercises, while students in **Ms. Schostak's** and **Ms. Saad's** classes provided a visual of students taking a test and doing yoga.

Stephen Gaynor School was excited to be highlighted in this segment as we believe in the benefit of yoga and mindfulness exercises as a way to help reduce stress for our students. Congrats to Dr. Cosentino, **Room 703**, and the **Hudson Room** for their participation!

Kudos to Gaynor's Own Angela Wallis

LONDON, UNITED KINGDOM - Ms. Wallis, an artist who is part of Gaynor's Admissions Team and works under her maiden name in the art world - *Angela A'Court* - was commissioned by Hillingdon Hospital in Greater London to create art to visually stimulate patients in the Alzheimer's wing. Part of the challenge was to create a consistent series of work that provided comfort and could act as a visual map of the location of particular areas of the hospital.

With this in mind, **Ms. Wallis** crafted artwork with strong colors and notable textures, which was used as a one-off site specific printing of wallpaper, providing gorgeous surroundings for patients and visitors alike. Well done!

If you or your child love art, be on the lookout for Ms. Wallis' Afterschool Art Class next year.



ORIGINAL ARTWORK



APPLICATION TO HOSPITAL ROOM



HILLINGDON HOSPITAL

Gaynor Teachers Climb to the Top

MARCH 2, 2014, NEW YORK CITY - Gaynor Math Specialist, **Mr. Perrin**, combined his thrill for fitness and philanthropic passions to raise funds for and awareness about Multiple Sclerosis (MS). This March, Mr. Perrin organized a Gaynor teacher team for a stair-climbing race to the Top of the Rock, a fundraising event that supports MS research. "*Team Abacus*" was comprised of **Ms. Josephson, Ms. Felt, Ms. Vareles, Ms. Rosato, and Mr. Perrin**, who were all able to finish the race up 66 flights of stairs while raising money for MS.

Mr. Perrin explained, "*My cousin, Michele, was diagnosed with Multiple Sclerosis about 15 years ago, and her condition has been mostly in remission, thanks to recently developed treatments. So I feel really good knowing the money raised at events like this and others has had a real impact.*"

Our Gaynor teacher team raised more than \$2,000 for research and support of MS sufferers. Way to go!



Oh, the Places They'll Go!

Gaynor Celebrates Its Graduates!

GRAD-U-A-TION (*noun*) is defined as "the act of receiving a diploma or degree from a school or college." But at Stephen Gaynor School, our graduates receive so much more than a diploma. They graduate with an earned sense of accomplishment and the skills they need to be successful.

This June, 29 students walked across the stage as their families, friends, and Gaynor faculty celebrated all that they've achieved. Oh, the places they'll go are far and wide – from Bay Ridge Prep to Vermont Academy

to Dwight to Poly Prep to Ross School. But no matter where they go, they will remember fondly their pizza Fridays, Buddy pairings, annual Apple Picking Day, Middle School Dance, and most importantly, the friendships they forged along the way and the stellar education they received.

The following schools are fortunate to have our Gaynor Graduates join them:

- ✓ Bay Ridge Preparatory
- ✓ Birch Wathen Lenox School
- ✓ Churchill
- ✓ Dwight
- ✓ Forman
- ✓ Little Red School House and Elisabeth Irwin High School
- ✓ Marymount
- ✓ Mary McDowell
- ✓ Poly Prep
- ✓ Ross School
- ✓ Vermont Academy
- ✓ Winston (NY and CT)
- ✓ York

THIS YEAR'S AWARD RECIPIENTS ARE:

LILLI HORAN



GORDON GAYNOR AWARD

Recognizes a student who embodies the spirit of hard work and determination

RILEY LENANE AND BENNETT MARK



PRESIDENT'S EDUCATION AWARD

Recognizes students who have demonstrated outstanding academic excellence and leadership potential

LUKE VELEZ



NEW YORK CITY COMPTROLLER'S AWARD

Recognizes a student who has shown scholastic excellence with an emphasis in Math and Science

KATIE PEPI



HELEN ROSENTHAL CITY COUNCIL AWARD

Recognizes a student who has demonstrated the most dedication to community service



Gaynor Celebrates Its Graduates!

Katie Pepi and **Olivia Phillips-Falk**

represented the graduating class by speaking about their Gaynor experiences, how they addressed their learning differences, and how the school has prepared them to move on.

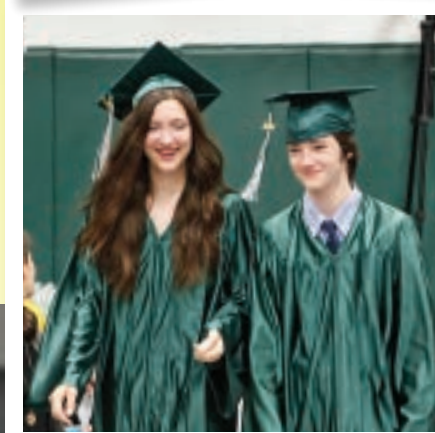
"Through this challenge, I developed an understanding of myself as well as an appreciation for the differences in others," explained Miss Pepi. "Lastly, and most importantly, I learned that failures are inevitable. It is what you learn from your failures that matters most. It is only when you give up, that you have truly failed."

Miss Phillips-Falk agreed adding, "Gaynor showed me that learning differently was nothing to be ashamed of and even more importantly, Stephen Gaynor School taught me to embrace my differences."

The graduates were offered well-deserved accolades and words of encouragement from **Henrietta Jones Pellegrini**, President of the Board of Trustees; **Kimberly Heppard**, parent of graduate, **Ira**; and alumnus **Griffin Humphreys** (class of '99).

Dr. Gaynor was filled with pride as he praised the 2014 graduates for their dedication, hard work, and grit, noting the challenges they had overcome along the way and sharing sage words of advice.

Graduation marks an essential milestone in the educational journey of our students. We salute them and look forward to discovering all the places they will go.



WE ASKED
THE GRADUATES:

What places are you looking forward to going?

"I am excited that a new chapter in my life is soon going to begin at *Twight*."

-MIMI BENADRETE

"I am excited about using the 3D printer at *Churchill*."

-MICHAEL DELF

"I am excited for a new year and new opportunities."

-JASON EPSTEIN

"I wish I am able to start a car company."

-ZACK GARTENBERG

"I am excited to attend *Uconn*."

-KENNY GOLDBERG

"In the future, I hope to succeed in my career and complete school."

-JACOB GOODWILLIE

"I hope to model or design when I'm older."

-MARISSA GOODWILLIE

"On the future, I want to get good grades and go to *The Ohio State University*. I would love to play basketball or baseball in college."

-IRA HEPPARD

I am excited about my new school next year and to start a new adventure in a new place.

-ZAC HIRSCH

"I'm looking forward to making new friends. I'm excited about doing something new and having brand new memories. I hope I can accomplish more things in math and reading. I hope I can be better at them and learn more."

-LILLI HORAN

"I hope to be able to get into a good college like *Duke University*."

-QUINN LANSILL

"I am most excited about going to *India* this summer."

-RILEY LENANE

"Over the past five years, I've learned an array of skills and strategies that I'm confident have prepared me for my academic future."

-JACQUI LERNER

"I am excited about taking flight lessons this summer."

-BENNETT MARK

"I hope to keep on striving through my academics and sports activities"

-KATIE MAUTHNER

"I am excited to go to *Marymount*, my new school."

-KATIE PEPI

"I am excited to have a really big change in my life like going to a new school."

-OLIVIA PHILLIPS-FALK

"I hope to be an author when I grow up."

-DANIELLE RESNICK

"I hope to make many new friends, get into *Texas A&M University*, and after that, get a good job in designing yachts."

-JORDAN SAVAD

"I am excited about my new school and everything to follow."

-ALEXANDER SHANE

"I am excited to move forward and start a new beginning. Also, I hope to be a teacher."

-MAYA SINGER

"I am excited about starting a new school year at a new school."

-FELIX TELSEY

"I am excited to continue work on my hovercraft and hang out with my friends."

-LUKE VELEZ

"I am excited for the summer because I'm going to camp!"

-SARAH WARSHAVSKY

"I am excited to attend *Bay Ridge Preparatory* next year."

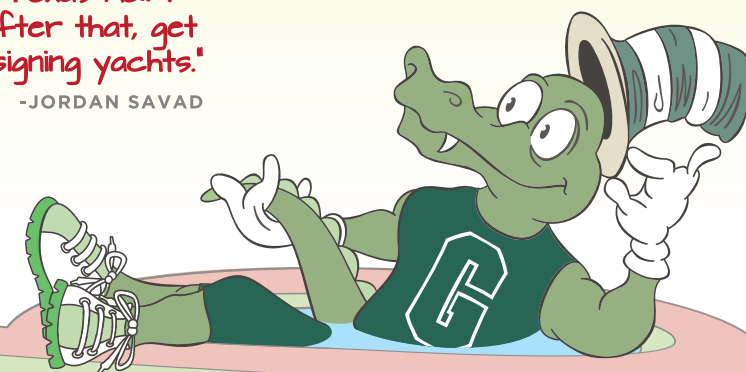
-LILY WARSHAW

"I'm excited to take what I learned at Gaynor and thrive at my new school."

-STELLA WERTHER

"I am excited to go to film camp this summer."

-JACKSON WONG





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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.

