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. Reich.

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.
WHAT’S INSIDE?

1. OH! THE PLACES YOU’LL GO AT GAYNOR! An Introductory Poem
2. OH! THE PLACES YOU’LL GO: A Note from Dr. Scott Gaynor, Head of School
3. A WHALE OF A TIME AT THE 2014 GAYNOR GALA
4. COMMUNITY SERVICE PROJECTS: Cycling for Success, Project Clare, FAP Club
5. PROVE IT! MATH PROBLEMS: Creating Inclusive Understanding and Connecting Math to the Real World
6. GAYNOR PROGRAM UPDATES: Art, Photography, Drama, Music, Sports
7. GAYNOR AFTER-SCHOOL PROGRAM: Exploring Passions Every Afternoon
8. CLASS PROJECTS: Pie for Pi Day, Native American Paddle with Mr. Geller’s Class, Cafe Room Soloists Dr. Sears, Shank Tanké
9. GAYNOR CONSTRUCTS GAY-Straight Alliance: Building a Tolerant and Accepting School Environment
10. SCHOOL EVENTS: Spirit Week, Reading Challenge, Earth Day, Book Fair, Retaliator and Special Friends’ Day, Biography Fair, Field Day
11. GAYNOR PAVES THE WAY FOR ALUMNI: Jonathan Levine (*’85), Kara Carbone (*’94), Steven Winnick (*’84)
12. TAKING THE NEXT STEP: Life After Gaynor
13. FIELD TRIPS: New York Philharmonic, Brooklyn Bridge Park, Metropolitan Museum of Art
14. NO RAINING ON THEIR PARADE: Middle Schoolers Take on DC with Enthusiasm
15. CLARE AND RACHEL’S CORNER: Empowering Children to Overcome Adversity
16. WHY WE GIVE TO GAYNOR: Christina and Ussie Linnage
17. MIDDLE SCHOOL STUDENTS SHINE IN SPOTLIGHT: Minari Production of Annie is a Huge Success
18. GAYNOR IN THE NEWS: Spotlight on Gaynor Staff
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, marveling at the Theodore Roosevelt Room, 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 purchased the extensive silent auction. Dr. Gaynor echoed his 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 passion, supporting their strengths, and providing a nurturing and loving environment.”

The evening concluded with an elegant dinner in the museum’s iconic Blue Whale Room. The Great Blue Whale herself over the movement 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 Kitty Ripo and Mark Connue, were honored with the 2014 Gaynor Founders Award for their commitment to and support of Stephen Gaynor School. Their son, Joaquin Connue, 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 sending me to a school where I feel at home.”

After guests enjoyed their dessert, the exciting live auction ensued! The bidding was 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 Sylvia Yecies, as well as the support from the generous volunteers on our Gala Committee, including Simma Levine, Jennifer Rudolph Wax, and Adina Hafet. Thank you to all of those who worked so hard to make this remarkable event a reality.
GALA COMMITTEE

HONORARY CHAIRS (Past Honorees)
Katharina Otto-Bernstein
Robin Domeniconi
Richie Jackson
Al Kahn
Judy McGrath
Scott Mager
Dr. Miriam Michael
Jordan Roth
Yvette Segal-Hertzog

EVENT CO-CHAIRS
Susan Wine Bender
Sylvie Vaccari

EVENT COMMITTEE
Paola Ater
Stephanie Bakal
Lynne Barton & Weikel
Amelia Bayt
Kim Becker
Hillary Blumberg
Carrie Bosita
Beverly Cogan Marksman
Lallande deGravelle
Christina Diamandi
Marina Dridich
Laurie Giddings
Adina Haller
Jennifer Hamilton
Tamara Hines
Kathleen Jennings
Mike Klippel
Serena Koh
Amy Kizo
Jordana Manzano
Virginia Markovitch
Lisa Masi
Barbara McGlamery
Stephan Nelson
Solana Nolfo
Jennifer Power
Diara Reida
Leslie Rossen
Lisa Salberg
Kate Schipper
Deborah Shani
Michelle Silver
Karen Sig Sig
Colleen Torma
Robert Sweetnam
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 comes together 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 force to support this non-profit book drive, designed to create or supplement school and classroom libraries for children in under-served New York City public schools. In the end, Stephen Gaynor School gifted eleven boxes of books! With the help of our school’s outreach, Project Cicero has placed millions into classrooms and school libraries, reaching more than 300,000 children in New York City. 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 Flynn’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 Aulin and Kristen Evans were thrilled with the large turnout 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 the upcoming school year.”

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 courses 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 Chalkboard Problem asks: “How many cherry pies 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 meant to “prove” something— not just writing down an answer, but using tools, drawings, numbers, and words to explain the thinking behind it.

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

By Anne Bode, Math Specialist

“Prove It!” problems are 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 okay 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 routine,” (Burns, 2007, p. 194). Real-world problems provide students with the context to build their knowledge of how math applies to 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.

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 learned 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 Spangler, who is one of the leaders of the After School Club.

To support North Shore Animal League’s annual Stuff-a-Giant Stack 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—pups 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 Malina Levine. “People have to notice that so many days 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.

Gaynor Gazette

SUMMER 2016
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 portrait of their own.

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.
Photography Update

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

Racing 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 journal trip to the Julie Saul 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.

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 all, some of our youngest learners capped the year with special events. Ms. Naan’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. Arubański, Ms. Buckros, Ms. Costa-Ba, Ms. Davis, Ms. Paul, Ms. Gelting, Ms. Glazer, and Ms. Nilsson played “Bought Me a Coat” on the Orff instruments, while students in the classes of Ms. Rupalo (Bermel), Ms. Brandes, Ms. Klauzer/Morabito, Ms. Larson (Bantler), 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 explored classical, jazz, musical theater, and world music, then learned to play Ludwig van Beethoven’s classical “Symphony No. 9” on water glasses and Boomwhackers 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. Borden, Ms. Hurber, Ms. Josephson, and Ms. Schostak worked out in a performance in front of their peers. While students in the classes of Mr. Bookin, Ms. Dorbad, Ms. Kasindorf, Ms. Kaufman, Mr. Meyers, and Ms. Robache culminated the lessons 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. Yollin. “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 leader, 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 Rednash School. This positivity and winning-attitude continued throughout the rest of the season, which ended with a thrilling championship game.

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. Saiter, Ms. Wilzie, 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 hard and enjoyed seeing their hard work pay off during their competitive meets.”

SPORTS UPDATE

HISTORY SETS THE STAGE FOR 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 integrat-ed 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 historical 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. Arno, Ms. Fazzal, Ms. Gitter, 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 (Bernett), Ms. Brandeis, Ms. Klaussen/Morabito, and Ms. Larson (Sandor) 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 TO PERFORMING SCENES TO HISTORICAL EVENTS, MIDDLE SCHOOLERS TAP THEIR CREATIVE SIDES IN DRAMA

Middle School students in the classes of Ms. Borders, Ms. Hurbert, Ms. Josephson, and Ms. Schostak tapped their creative brains to create pieces of dramatic art. Students came together in groups, working collaboratively to develop a presentation on the Great Depression by performing scenes from “Clifford Odet’s Waiting for Lefty.” Written during the 1930’s, the play focuses on taxi drivers who decide to go on strike for a better 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.

DRAMA UPDATE
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 PopTart 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 Dr. Seuss, Seuss Geisel, also known as Dr. Seuss, and how his childhood influenced his writing style. Casco Room Assistant Teacher Mrs. Chaff 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 guest readers reading from their favorite Dr. Seuss classic.

- Dr. Gaynor: The Sneetches
- Mrs. Fabian: Green Eggs and Ham
- Ms. Gross: The Cat in the Hat
- Ms. Berman: Oh, The Places You’ll Go
- Ms. Pung: If I Had a Dog 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. Much of 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 B5 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.
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, cream, 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. Buskin. The Middle School is looking forward to next year’s Pi Day since the date will be 3/14/16, 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 entrepreneurs, students created their own unique products to pitch to the investors. Ms. Schostak and Ms. Loop, then advertised them before selling them to customers.

These Middle Schoolers came up with creative brands, from treats to accessories:
- Tristan Lippert and Rio Huttledale: Art Machine
- Jacqueline Wein: Jacqueline’s Donut Shop
- Myla Lazanov and Christian Darnell: Birdy Bread
- Tyler Holt: Rainbow Car Wash

Ms. Schostak explained, “Through this project, students learned essential business acumen, some of them encountered the supply and demand principle, others dealt with pressure 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 $157!). 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 providing 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 business,” said Ms. Schostak with a smile. “I enjoyed seeing their ingenuity and resourcefulness at work in this business project.”

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, bisexual, transgender, and questioning (LGBTQ) students. The GSA, led by Middle School Co-Director Mr. Beale, Drama Teacher Ms. Pieler-Moore, and Middle School Head Teacher Ms. Rebochi, 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. Pieler-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. Pieler-Moore affirms, “By carving out time to discuss 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 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 Mautner.

Though the GSA and CVC are in their infancy, the messages coming from both initiatives are clear at Gaynor; we celebrate differences. Our goal is to foster a school environment that is tolerant and accepting of all students!”
Snow Storms Can’t Hide our School Pride
Green & White Day - Pajama Day - Wacky Sock Wednesday - Heart Colors and Valentine’s Day

School pride boomed 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 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 comfortest PJs. Even Dr. Seuss celebrated the day by wearing a red, white, and blue flag coat. Wacky Sock Wednesday followed, as students and faculty paraded through the halls 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 pink and red 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, 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 Hahn visited 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 coaches Carrie Boova and Adina Haimer 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 Cortlandt 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 Mrs. Dubler 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 Mrs. Racich, Ms. Dubler, Mr. Kilson, and Ms. Lauter, 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—even 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 create 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 Stephan Gaynor School firsthand! Gaynor guests first gathered in the gymnasium for a brief presentation on the importance of integrating technology by Dr. Gaynor and Mrs. 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 leaders 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 began 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. Stain and Ms. Savage’s classes presented data on immigration, while Ms. Tazz’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. Sand’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 endured 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!
Gaynor Saves 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 Bhutan, 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.”

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

Even as a busy college student reading biological anthropology at Seton Hall University, Stephen Gaynor School alumna Kara Carocci 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 seven years at Gaynor, where she enjoyed art class, drama club, and math, Carocci attended Winston Prep and The Churchill School, before transitioning seamlessly into college life.

Originally targeting a medical career, Carocci made the decision that would serendipitously change her life — she decided 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. Randill’s class at Gaynor years ago. Carocci 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. Randill.

“Gaynor helped me become who I am today,” Carocci explained. “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 wasn’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 benefitted 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 transferred 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 Crowne 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 thoughtfully. “When I think of the school, I think of family, and so much more.”
Hudson Room Visits the New York Philharmonic

In their music lessons with Ms. Amalia, 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. Dobier organized field trips for our Lower School students to learn more about sustainability. The classes of Ms. Berman/ Rosner, Ms. Brandes, Ms. Klaunzer/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. Ruchtel, Ms. Costello, Ms. Davis, and Ms. Nicholos visited the Metropolitan Museum of Art. During their trip, these Lower School students enjoyed a private tour of the sculpture space, with a twist of “Hide and seek.”

The tour guide armed them with pictures 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 retrievable 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!
No Raining on Their Parade: Middle Schoolers Take on DC with Enthusiasm

The annual overnight trip to Washington D.C. allowed Gaynor’s Middle School students to bring their history lessons to life and spend quality time together. Students in the classes of Mr. Brooks, Ms. Daroval, Ms. Kasidioris, Ms. Kaufman, Mr. Meier, and Ms. Reibstein explored our nation’s capital, taking in the sights and noting real-life versions of all they’ve read about in class.

Mr. Kasidioris explained, “Our students’ excitement when seeing the original Constitution and exploring the Capitol’s Building was truly inspiring.” After a bus ride from Gaynor to Washington D.C., students and faculty kicked off the trip with a baseball game at Nationals Park, where the Washington Nationals battled the Florida Marlins. Our students had a blast cheering on their favorite team and taking part in the crowd-simulated wave.

The next day, students toured the National Mall and had a chance to visit many museums and landmarks, including The Smithsonian American History Museum and The National Art Gallery. Though a rain storm caused our students’ boat tour to be cancelled, they remained enthusiastic. Since the Middle Schoolers couldn’t host their traditional dance party on the boat, they moved it indoors to their hotel.

As the trip came to a close, these Gaynor travelers had one more step to make. On their journey back to school, students toured Mount Vernon, George Washington’s historic estate. The Middle School excursion proved to be much more than an educational field trip to learn about the history of America. It provided an opportunity for students to enjoy each other’s company, bond, and create Gaynor memories that will last a lifetime.

What Was Your Favorite Part of the D.C. Trip?

- “My favorite part of the trip was going to the National History Museum. There was a movie about mammals and how the first mammal was created. It was really cool to see how a little animal evolved and later evolved into us.”
  - Mark Becker

- “The National Archives was my favorite museum because I got to see the special documents that I had learned about in history class.”
  - Sierra Beard-Caball

- “The Smithsonian American History Museum was really cool. I loved that I got to see the Ruby Slippers from The Wizard of Oz.”
  - Charlotte Brown

- “I enjoyed being able to see our capital and the document in which our country was built off of The Constitution.”
  - Ryan Elterich

- “I loved seeing all of the animals in the National History Museum.”
  - Conrad Fralun

- “It was cool to see where the president works and where Congress works.”
  - Henry Hamilton

- “The trip brought me closer to my peers and teachers. Overall, it was great and I loved it.”
  - Katie Kagat

- “It was cool to see what we have been learning about in history in person.”
  - Mary Sibbick
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:

1. **Empathize**: Resist the temptation to tell your child to stop worrying and acknowledge their difficulty.

2. **Re-label**: Give worry a name, such as my “worry brain.” Help your child become back his/her “worry brain” and challenge irrational or distorted thoughts.

3. **Teach**: Children need to learn to act with their “smarts” not their fears.

4. **Gradual Desensitization**: Help children to face their fears systematically, in a gradual, step-by-step manner.

5. **Model**: Healthy ways of handling anxiety should be demonstrated. Remain calm and use simple language.

6. **Calm Body**: Deep breathing, progressive muscle relaxation, and other relaxation techniques help children to calm themselves and reduce autonomic arousal.

7. **Praise and Reward**: Remember to praise and reward your child for trying to face and overcome their problems.

8. **Patience**: Don’t expect things to change quickly. Be patient and encourage your child to keep trying.

9. **Seek Help**: Be alert to severe anxiety and seek professional help if your child’s day-to-day functioning is significantly impeded by anxiety.

Helpful Resources:
- *Breathing for Children: From Anxiety to Calm* by Teresa Clonky, Ph.D.
- *What to Do When You Worry Too Much: A Guide to Help Children Manage Their Anxiety* by Dawn Huehn, Ph.D.
- *The Worry Child* by Robert Lefley, Ph.D.

Why We Give

For Christina and Ulises Licaga, 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. Licaga 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.

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

The Licaga’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. Licaga. “We’re paying it forward.” The Licagas went on to reveal their gratitude to Gaynor for helping Sebastian come to love school and learning.
Middle School Students Shine in Spotlight:

**Musical Production of Annie is a Huge Success**

It's a hard-knock life! At least that's what theatrical Middle Schoolers had their audiences believing as they performed three incredible renditions of Annie this spring. Middle School students, led by Ms. Pylar-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. Pylar-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." Congratulations 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**

- **Annie**: Miss Hannigan
- **Cecile**: Bert Hardy
- **Bundles McCloskey**: Duffy
- **Drake**: Apple Seller
- **Servant**: Orphan chorus
- **Usherette**: Tease
- **Lily**: Sunny
- **Warbucks**: Pepper
- **Dogcatcher**: Orphan chorus
- **Ward**: Orphan chorus
- **Kate**: Annette
- **Sound effects man**: President Roosevelt
- **Molly**: Grace
- **Booster**: Ryan Ehrlich

**Stage Manager**

- **Ryan Ehrlich**

**Crew**

- **Valentine Bauer**
- **Sam Ginsburg**
- **Henry Hamilton**
- **Tristan Lippert**
- **Justin Savid**
Oh, the Places They’ll Go!

Gaynor Celebrates Its Graduates!

This June, 39 students walked across the stage as their families, friends, and Gaynor faculty celebrated all that they’ve achieved. Oh, the places they’ll go 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 paintings, annual Apple Pie 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 Elizabeth Irwin High School
- Marymount
- Mary McDonell
- Poly Prep
- Ross School
- Vermont Academy
- Winston (NY and CT)
- York

This Year’s Award Recipients Are:

GORDON GATHOE AWARD
- Recognizes a student who embodies the spirit of hard work and determination

LILLY HORGAN

RILEY LENANE AND BENNETT MARK

LUKE VELEZ

KATIE PEPPI

NEW YORK CITY CONTROLLER’S AWARD
- Recognizes a student who has shown scholastic excellence with an emphasis in Math and Science

Helen Bosenthal City Council Award
- Recognizes a student who has demonstrated the most dedication to community service

---

Gaynor Gossip

Graduation | GAYNOR IN THE NEWS

---

Gaynor in the News

Child-Mind Institute Features Two of Gaynor’s Own

March 9, 2016 (Celebration) - “Incorporating drama into the school lives of children with ADHD, dyslexia, and other learning differences has 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. Pilar-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. Pilar-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. Pilar-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.”

Congratulations to Ms. Pilar-Moore and Miss Pepi for being featured in this important article.

---

Kudos to Gaynor’s Own Angela Wallis

March 9, 2016 (Celebration) - “For incorporating drama into the school lives of children with ADHD, dyslexia, and other learning differences has 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. Pilar-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. Pilar-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. Pilar-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.”

Congratulations to Ms. Pilar-Moore and Miss Pepi for being featured in this important article.

---

Gaynor Teachers Climb to the Top of The Rock

March 9, 2016 (Celebration) - “For incorporating drama into the school lives of children with ADHD, dyslexia, and other learning differences has 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. Pilar-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. Pilar-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. Pilar-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.”

Congratulations to Ms. Pilar-Moore and Miss Pepi for being featured in this important article.

---

The New York Times Gaynor’s expert staff was tapped recently for an informative news segment on WNYC-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 exercise, while students in Ms. Schostak’s and Ms. Saad’s classes provided a visual display of students taking a test and doing yoga. Stephen Gaynor School was excited to be highlighted in this segment as we believe in the benefits of yoga and mindfulness exercise as a way to help reduce stress for our students. Congratulations to Dr. Cosentino, Room 793, and the Hudson Room for their participation!

---

APPLICATION TO HOSPITAL ROOM

[Image]
Gaynor Celebrates Its Graduates!

Katie Pepi and Olivia Phillips-Salk 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 failure is 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-Salk 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 Petekrapt, President of the Board of Trustees, Kimberly Heppard, parent of graduate, Ira, and famous Griffin Humphreys (class of 99).

Dr. Gaynor was filled with pride as he praised the 2024 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:

"I am excited about being able to attend college next year." -Ira Heppard

"I am excited about going to Marymount University." -Olivia Phillips-Salk

"I am excited about what I have learned at Gaynor and how it has helped me grow as a person." -Jackson Wong

What places are you looking forward to going?

"I am excited about being able to attend college next year." -Ira Heppard

"I am most excited about being able to attend college next year." -Olivia Phillips-Salk

"I am excited about what I have learned at Gaynor and how it has helped me grow as a person." -Jackson Wong
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.