

GAYNOR

Gazette



**DR. GAYNOR
CELEBRATES 20 YEARS!**

**DEMYSTIFYING
ORTON-GILLINGHAM**

CONSTRUCTION UPDATE

**FIRST-EVER
KIDS ONLY PAGE**

Pursuing Passions, Discovering Dreams

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BEN GORDON ('04) - Using Gaynor Skills for the Greater Good

BUILDING STRONG READERS WITH THE ORTON-GILLINGHAM APPROACH

BY DR. SCOTT GAYNOR, *Head of School*

I was recently going through some of my grandmother's old files when I came across an article published by the Orton Society from 1969. The bulletin was written seven years after my grandmother (Miriam Michael) and Yvette Siegel-Herzog started Stephen Gaynor School. The article by Dr. Lloyd Thompson highlights famous people throughout history who had dyslexia. Thomas Edison, Auguste Rodin and Albert Einstein are some examples of people who struggled with reading at an early age, but went on to achieve great prominence. Dr. Thompson wrote, "It has even been suggested that their recognition and acceptance of their language problem by all these young men and its systematic treatment may have been an organizing force which has given them some of the 'edge' they needed for later success."¹

In the mid 1920's, Dr. Samuel Orton, a neuropsychiatrist, began his research into the challenges that some children experienced with reading. Dr. Orton's work coupled with Anna Gillingham, an educator and psychologist, led to the Orton-Gillingham (OG) approach. They developed a remedial instructional approach focusing on the relationship between letters and their individual sounds through listening and kinesthetic movements. For more than 80, years this premiere research-based reading strategy has proven to be the foundational approach for helping struggling readers. Since its founding, Stephen Gaynor School has embraced this methodology with great success.

The question arises, if the OG approach is so tried and tested, why don't more schools



and teachers use it? The challenges lie in the expertise required to deliver this approach. Not only does an instructor need to be versed in the sequence and techniques of OG, but one must also have a strong understanding of the structure and history of the English language. This is essential when teaching the morphology component of OG, which is the smallest unit

of meaning in language including roots, prefixes and suffixes. This is a key skill in reading and understanding higher level vocabulary.

The other essential elements of successfully teaching the OG approach are differentiated instruction and student engagement. The faculty at Stephen Gaynor School is skilled in the art of diagnostic prescriptive instruction. Simply put, within the context of a single lesson, our teachers are constantly monitoring what each student is retaining and adjusting the delivery to meet the individual needs of each student in the group. This is coupled with the ability to deliver the lesson in a multisensory and stimulating way. Teaching the basic mechanics of reading, spelling and writing requires students to retain a great deal of information. Our teachers rapidly move through drills, changing the modalities and using dynamic instruction to keep students engaged.

Based on all the elements that are required to teach a successful OG lesson, it is clear why this approach requires a high level of expertise for proper execution. In the hands of a skilled Gaynor teacher, the Orton-Gillingham approach builds strong readers. This is just the "edge" our students need to reach their true potential and become the next Thomas Edison or Agatha Christie.

1. "Language Disabilities in Men of Eminence," Thompson, Lloyd, MD, *Bulletin of Orton Society*, XIX 1969, Baltimore, MD.

20 YEARS

OF UNWAVERING LEADERSHIP:

OUR SCHOOL CELEBRATES DR. GAYNOR'S 20TH ANNIVERSARY



Adam, Stephanie, Scott



Bookkeeper Extraordinaire



Yvette and Scott celebrate his Masters



Scott & Mom, Ms. Jo Ann Gaynor

Gaynor Gazette

IN 1994,

THE COURSE OF STEPHEN GAYNOR SCHOOL TOOK A TURN WHEN A YOUNG SCOTT GAYNOR JOINED HIS GRANDMOTHER, DR. MIRIAM MICHAEL, AND HER FRIEND AND CO-FOUNDER, MS. YVETTE SIEGEL-HERZOG, AS A NEW STAFF MEMBER AT THE SCHOOL NAMED FOR HIS LATE UNCLE. TWENTY YEARS LATER, DR. GAYNOR IS THE HEAD OF SCHOOL, HAVING LED THE INSTITUTION THROUGH ENORMOUS GROWTH TO BECOME THE LEADING SPECIAL EDUCATION SCHOOL IN NEW YORK CITY.

Leaning on his experience as a banker, Dr. Gaynor began his Stephen Gaynor School career in the Business Office as a Bookkeeper. He was simultaneously pursuing his Masters of Arts in Private School Leadership and later, a Doctor of Education in Organization Leadership from Columbia University, Teachers College. Ms. Siegel-Herzog marvels at all of the responsibilities Dr. Gaynor assumed. "Scott was a father, while working in a new position, studying at Columbia to pursue his Masters - all while dreaming of propelling us where we are today," she recalls. He soon became the Director of Operations, taking over his late grandfather's responsibilities, and subsequently, the Head of School.

But earning the trust and respect of the school's community was not easy. Dr. Gordon Gaynor recalls the reaction when his son took the reins of the school. "Scott was very

young when he became Head of School. Some of the Board of Trustees Members wondered if he was up for the challenge as he hadn't been around long enough to prove himself," he recalls. "But when all was said and done, they agreed, 'If Scott ever wants to leave the school, he can come work for me!'"

Dr. Gaynor's twenty years are full of both small and large milestones - from creating the first computer-generated tuition invoice to developing a two-building campus for our student body. He has lived and breathed Stephen Gaynor School every single day, making a meaningful difference in the lives of our students.

"THROUGHOUT MY YEARS AT THE SCHOOL, I'VE EMBRACED THE CULTURE AND IT HAS BECOME A PART OF ME."

Through Dr. Gaynor's leadership as Head of School, there has been much growth and progress. He realized the importance of being an accredited school and took Gaynor through its very first accreditation process with the New York State Association of Independent Schools, elevating the presence of the school. After utilizing every inch of space in the small brownstone the school occupied for nearly 40 years, he determined it was time to move on and was instrumental in securing funding to construct the new facility on West 90th Street, where the school's main entrance is today. He closely collaborated with the architects to design a space to meet the unique needs of our learners - a model that has since been replicated in several mainstream and special education schools across the city.

"SOME PEOPLE BUILD CASTLES IN THE AIR. OUR CASTLES STAND PROUD WITH DOORS OPEN TO THOUSANDS OF CHILDREN BECAUSE OF OUR MASTER BUILDER - SCOTT." - Ms. Siegel-Herzog

Understanding the importance of reaching students earlier in their academic journey, Dr. Gaynor helped Ms. Siegel-Herzog realize her dream of opening an Early Childhood program. But he hasn't stopped there. Through the years, Dr. Gaynor has worked to extend the co-founders' mission to a larger audience, increasing the school's enrollment from less than 100 students when he joined to nearly 330 students today. "Being able to reach more children and families while still maintaining the integrity of the co-founders' vision - helping one child at a time - is my biggest accomplishment," he explains. In addition, he has worked tirelessly on the expansion efforts into the historic Carriage House to ensure a state-of-the-art facility to support the expanding student body.

For twenty years, Dr. Gaynor has stood at the door greeting students as they entered with a smile, a hand shake, a high five. His admiration for our students and respect for the faculty are evident. When asked what has brought him back to work every day for twenty years, he says with a smile, "Working with an amazing team of professional educators who bring out the best in each child." Congratulations on 20 years, Dr. Gaynor. You bring out the best in all of us.



Scott & Dad, Dr. Gordon Gaynor, at start of construction



South Building Opening



Can life get better than this?



Bridge Ribbon cutting



Family in Peru

Chloe, Dylan and Sydney

Congratulations on 20 years of helping students achieve great things. We are so proud of you, Dad.

Ms. Lauren Pruzan Gaynor

In 20 years, I have watched you effortlessly move from Bookkeeper to Head of School while at the same time seamlessly lead Stephen Gaynor School in its quest to reach even more students and always ensuring that each Gaynor student reaches his/her academic potential.

Mrs. Jo Ann Gaynor AKA Mom

Confident, uniquely fair, a quiet assertiveness. Always a leader who inspires others to dream more, do more and become more.

Dr. Gordon Gaynor

Scott possesses a magnetism that attracts people to him. It is founded on trust and sound judgment. For me the magnet is love.

Mr. Adam Gaynor, Gaynor Photography Teacher

When you think about it, it takes an incredible amount of talent and creativity to make the new Stephen Gaynor School a reality. My brother is a special education architect, building incredible learning spaces for our children to excel and reach their potential. I'm so proud of you, Scott.

Mrs. Stephanie Frostbaum

Scott is the embodiment of Stephen Gaynor School's community values – respect, honesty and courage. So much of who he is, who we are, comes from our family - our grandmother, Mimi, our parents, Jo and Gordon, and from each other. I am so very proud of my brother!

Dr. Miriam Michael, Co-Founder

From the time Scott joined the school, the school has flourished like a beautiful flower. He made all of our dreams come true.

Ms. Yvette Siegel-Herzog, Co-Founder / Director of Education

Although I expected a former banker to come in and 'count the money,' what I received instead was a magical partnership that to this day, has transformed Stephen Gaynor School.

Mrs. Henrietta Jones-Pelligrini, President of the Board of Trustees

Without Scott, we would not have been able to successfully grow the school. His confidence and commitment helped us move forward. At moments it has been hard, but Scott has been able to help make changes so that the school continues to feel like the townhouse he walked into 20 years ago! Scott always has a smile for everyone. He is the rock, with Yvette, he IS the school!!

Mrs. Lallande deGravelle, President of the Parents' Association

Scott is a great partner for our families. With the growth of the school, Scott has never lost sight of what's most important. He has always remained focused on what is best for our students.

Mark W. Lauria, Ph.D., New York Association of Independent Schools Executive Director

Scott's roles at NYSAIS epitomize the best qualities in leadership. Along with actively encouraging the entire NYSAIS staff, he models exemplary leadership by being compassionate, well-prepared, and thorough. Congratulations from NYSAIS on 20 years leading Stephen Gaynor School!

Gaynor Proudly Welcomes New Board Members

Stephen Gaynor School's Board of Trustees is made of a diverse group of people, all of whom are passionate about helping our students reach their full potential. This school year, we are saying saying goodbye to five dedicated members - Susan Burris, Jo Ann Gaynor, Al Kahn, Karin Swain, and Steven Swain - who have collectively served on the Board of Trustees for nearly 50 years. These five members have seen Gaynor through tremendous growth, while helping the school remain true to its mission.

As we bid adieu to Mrs. Burris, Mrs. Gaynor, Mr. Kahn, Mrs. and Mr. Swain, we are pleased to welcome Patterson Chiweshe, Jillian Neubauer, Jennifer Rich, and Hamburg Tang to Stephen Gaynor School's Board of Trustees, all of whom bring a wealth of knowledge, experience, and most importantly, passion.

PATTERSON CHIWESHE

Patterson Chiweshe is an Audit Principal in the Financial Services Group at Aisner Amper with more than 15 years of accounting, audit, and finance experience in the securities and investment management industries. In addition, he has considerable experience providing SEC reporting and other services to public companies in technology, software, media, and telecommunications industries.

Prior to joining the firm, Mr. Chiweshe was the Chief Financial Officer for a mid-sized, private equity focused family investment office, responsible for group treasury and capital structure management, transaction diligence, financial reporting and tax compliance.

Mr. Chiweshe received his B.S. in Accounting from the University of South Africa and earned an MBA from Duke University. He is a member of the American Institute of Certified Public Accountants (AICPA) and South African Institute of Chartered Accountants (SAICA).

Mr. Chiweshe currently serves as Chair of Gaynor's Audit Committee. He and his wife, Angela, live in New York City and have three

children, two of whom attend Gaynor – Ethan (*Lower School*) and Julian (*Early Childhood*). Their daughter, Zoe, attends The Dalton School.

JILLIAN NEUBAUER

Jillian Neubauer is a former business executive with extensive experience as a general manager and in strategic planning and new business development. Most recently, Mrs. Neubauer served as Director of Finance and Operations for the University Alliance for Life-Long Learning, an online learning venture of Princeton, Yale, Oxford, and Stanford Universities. Prior to that, she held a number of positions with The Walt Disney Company. She started with Disney in Orlando as part of the launch team for Disney's America and later moved to NY to be part of the Disney Online start-up team. She ultimately rose to Vice President and General Manager for ABC.com, Oprah.com, Oscar.com, and Disney's Family.com.

Jillian serves on the Executive Committee and Board of Directors of the Children's Museum of the Arts, and on the Children's Board of the Columbia University Medical Center. She served as Co-Chair of the Board of the Nursery School at Habonim for five years. In addition, Mrs. Neubauer has served as an admissions tour guide and class parent at The Chapin School.

Mrs. Neubauer received an MBA from Harvard Business School with second year honors. She received a Bachelor of Science in Engineering in Operations Research, magna cum laude and Phi Beta Kappa, from Princeton University.

Mrs. Neubauer and her husband, Larry, live in New York City with their three daughters: Riley, 11, is a sixth grader at Chapin; Scarlett, 6, is in her second year at Gaynor; Piper, 3, is in preschool at the 92nd Street Y.

JENNIFER RICH

Jennifer Saul Rich earned a Bachelor's Degree in Elementary Education from the University of Pennsylvania, and Master's Degrees in Early Childhood Special Education and Reading from Bank Street College of Education.

Mrs. Rich was an Elementary School Teacher for 10 years, working in renowned schools such as Christ Church Day School, The Browning School, and The Francis Parker School. Following her career in education, Mrs. Rich worked at Cathy Blaney & Assoc., a political fundraising firm.

Mrs. Rich has been extremely successful as a professional fundraiser. She worked as a fundraiser for former Congressman Rick Lazio in his campaign for United States Senate in 2000, and for the New York Republican State Committee for several years. Since 2004, Mrs. Rich has been a member of the National Committeewomen for the Republican National Committee; she has served on its Executive Committee, and was Chair of the News and Media Subcommittee of the 2012 Republican Convention.

Mrs. Rich currently sits on the Board of Trustees of The Town School and serves as Chair of its Development Committee. In addition, she is a member of the Hudson River Park Advisory Council, a Trustee of Randall's Island Sports Foundation, and Vice Chair of the Women's Board of the Central Park Conservancy.

Mrs. Rich is married to Stephen Rich and is step-mother to Alexander Rich, who attends Stephen Gaynor School, and William Rich, who attends Browning School. Jennifer's daughter Caroline Yaffa attends The Town School. Jennifer and Stephen are also parents to two-year old George Rich.

HAMBURG TANG

Hamburg Tang graduated from Harvard College with an AB in East Asian Studies. Following Harvard, he pursued finance and served in the equity research and international institutional sales group at Brown Brothers Harriman (BBH). Consequently, Mr. Tang attended the University of Pennsylvania, where he received an MBA from the Wharton School and an MA in International Management from the Joseph Lauder Institute.

Following graduation, Mr. Tang worked in investment banking for JP Morgan in Hong Kong, then transferred to the institutional money management arm of the company, JP Morgan Investment Management (JPMIM), based in New York. Mr. Tang served as the senior emerging markets debt analyst for JPMIM.

After several years at JPMIM in New York, Mr. Tang joined former JPMIM colleagues as a Managing Director and one of the founding Partners at GIA Partners, LLC. As one of GIA's partners, Mr. Tang is a shareholder and specifically responsible for portfolio management and analysis of GIA's emerging market positions.

Mr. Tang and his wife, Kelly, have two children attending Gaynor, Morgan and Tyler. Both Mr. and Mrs. Tang have been active and positive members of the Gaynor community. They have both also been enthusiastically involved in the school's Annual Fund. In addition, Mr. Tang previously served as Vice Chairman of the Capital Campaign for the St. Bernard's School, which he attended.



Gaynor Gazette

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Watercolor Techniques Evolve into "Strokes" of Creativity

Lower School students in the classes of Ms. Friedman and Ms. Fox discussed the artwork of John Singer Sargent and Vincent van Gogh while learning about primary, secondary, and opposite colors in Ms. Woursell's art class. They studied watercolor techniques, including dry brush and glaze (layers of color), to compose abstract and representational paintings, evoking emotions and ideas.



JOHN SINGER SARGENT
Corfu: Lights and Shadows, 1909



VINCENT VAN GOGH
Oleanders, 1888



HIKMA SALPETER



MATTHEW FISHER



YONI BERNSTEIN

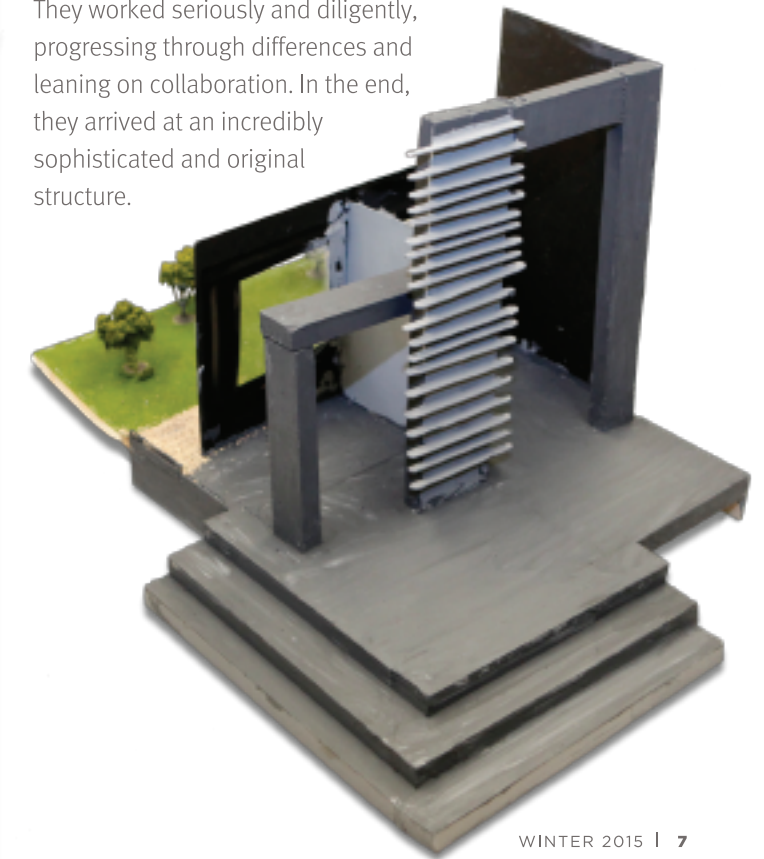


LEA WILSON

FOLLOWING PASSIONS, BECOMING ARCHITECTS:

So many Gaynor students are gifted artistically and thrive when given the opportunity to develop their own projects in Ms. Rachlin's art class. Though Middle School students start the Fine Arts Cycle with an assignment, (this semester it was to draw or paint a single object-oriented art work using pastels or craypas), they then move on to a self-directed piece. They are able to choose the material and subject matter they find particularly compelling – which may include wood carving, traditional painting, mixed-media, ceramics, etc. – and go on to create work they are interested in and passionate about. Projects range from a series of large anime drawings to a mixed-media model of an airport.

Seizing the opportunity to explore their passions, Middle School students Conrad Fallon and Noah Greenberg set out to create an architectural model of a modern building. They researched many designs, including those of Frank Lloyd Wright, and put together a sketch which incorporated the features of several different concepts. Conrad and Noah chose to use wood and plexiglass as their primary materials. In the construction process, and by building and rebuilding, they learned about proportion, scale, and the relationship of forms. They worked seriously and diligently, progressing through differences and leaning on collaboration. In the end, they arrived at an incredibly sophisticated and original structure.



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Composition Simplicity & Spooky Graphic Design

Gaynor's Fine Arts Photography students acquired impressive photography and computer skills during their classes with **Mr. Gaynor** this fall. One lesson focused on a simple topic for a photograph: a hand. The students worked with one another to photograph a hand in front of a background, leading them to uncover the beauty within a simple composition. The classes discovered backgrounds that compliment and add to the subject, allowing the simplicity of the composition to shine through the lens.

Middle School Fine Arts students created spooky book covers, while learning the impressive skills involved with graphic design. After using Canon Rebel XT SLR cameras to take pictures of various objects, **Mr. Gaynor** taught students from the classes of **Mr. Meyer, Ms. Barnwell, Bentsen, Kasindorf, Rebocho, and Rubel** the basic principles of graphic design. Working in Adobe Photoshop, students learned about page layouts, color schemes, and the personality of fonts, while they created their very own book covers with an eerie theme. **Mr. Gaynor** explained, "We were able to discover the balance of designing a flowing page that sends a clear message and is effective to the viewer." It's clear to see that our Fine Arts Photography students have gained an important skill set in this modern age of computers and design.



SAMUEL WEISS



CHARLOTTE THOMPSON



JASON MAGGIO



DECLAN RENNICK



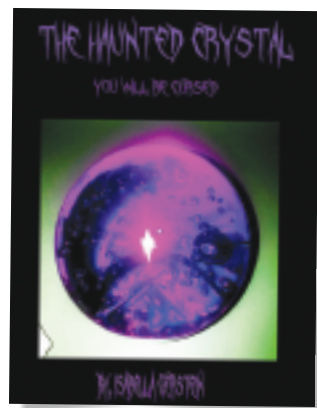
ALEXA BLACKMAN



CHRISTIAN GRANDELL



HANNAH YEKUTIEL



ISABELLA GERSTEIN



JONATHAN SOKOL

Gaynor's Youngest Musicians Work on Solos, Pitch, and Note Values

Our youngest students have been busy in **Ms. Robinson's** (AKA **Ms. Amelia's**) music class. Aside from preparing for their group performances in the Winter Arts Festival, students in the classes of **Ms. Fazio, Geller, Hartman, Homlish, Saad, and Yetzi** have been singing solos in

front of their peers every day. These brave musicians spent the fall working on ear training by matching pitch through songs and listening to music with interpretative movement and imagery. **Ms. Fazio's** class also worked on learning to identify note values and recognize



Rhythm is Going to Get You: Lower School Students Clap it Out

The Lower School classes of **Ms. Arbesfeld, Buckles, Cohen, Costello, Davis, and Michalos** have been studying rhythm and beat by clapping rhythmic patterns and playing various percussion instruments in **Ms. Shuppy's** music class. To help foster musical creativity,

they enjoyed music games aligned with this theme and worked diligently on matching pitches. To round out the fall, students sang in ensembles and practiced calculated movements with songs in an effort to prepare for their Winter Arts Festival



Building on Fundamental Music Skills: Middle Schoolers Perfect Their Craft

In the Middle School, students work to build on the foundational musical skills they've been taught at a younger age. Students in the classes of **Ms. Borders, Larson, Morabito, and Wrobel** developed their ability to participate in an ensemble by playing xylophones, pianos, and percussion instruments. After learning to play a variety of instruments to numerous songs – a challenge in itself! – students closed the rotation with a brave performance for their peers.

Intensifying their efforts, students in the classes of **Mr. Meyer, Ms. Barnwell, Bentsen, Kasindorf, Rebocho, and Rubel** added a new instrument to the mix – the guitar – and worked with **Ms. Shuppy** in an ensemble playing pianos, guitars, drum sets, and bucket drums. They focused on more difficult melodies and rhythms, with some students singing in addition to playing musical instruments. After perfecting their craft, they, too, seized the opportunity to perform in front of their peers.

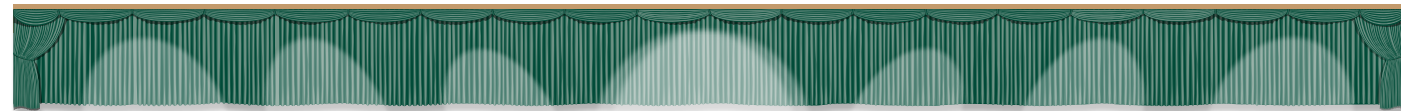


Telling a Tale: Lower School Drama Performances

In Ms. Plylar-Moore's (AKA Ms. Kristen's) drama class, students have the opportunity to help curriculum come to life. Lower School students in Ms. Cohen's class created a play based on a Native American tale, *The Legend of the Shooting Star*, in support of their social studies

curriculum. After many weeks of development, refinement, and rehearsals, students revealed their skits to their peers in live performances. Bravo!

Students in the classes of Ms. Arbesfeld, Buckles, and Davis are looking forward to their participation in this drama class rotation in the coming months.



The Forum Theater Approach: Middle School Students "Act Out" Problems and Solutions

Through Forum Theater, students in the classes of Ms. Borders, Larson, Morabito, and Wrobel have been working to understand problems in a community in order to determine solutions. Ms. Plylar-Moore (AKA Ms. Kristen) exposed these Middle School students to Forum Theater, developed by Brazilian dramatist, Augusto Boal, as a way to foster discussion around important issues in an effort to build a stronger and

more equitable community. Through this approach, students identify a variety of problems, then determine one to focus on. They develop short skits with a beginning and middle, but no ending, hence, no solution to the problem. Middle School thespians excitedly performed their skits in front of their peers and invited their audience to offer plausible solutions by participating in an improvisation with the actors.

Soccer

This fall, the Gaynor soccer team had an impressive season, as the white and green squads displayed Gaynor pride and exhibited teamwork and grit. The green squad finished in third place overall in the American International Private School League with a league record of

4-2-2. Led by a strong group of returning players and a few new additions, the team fought hard each and every game, keeping it exciting as always.

The white squad also had a very strong season with a mix of both indoor and outdoor games. The team played very well during

THE GAYNOR SOCCER TEAM DISPLAYS SCHOOL SPIRIT

the three games hosted at Gaynor, as both squads came together for a 4-3 victory in their final game of the season against The Gateway School. Coach James Melillo commented on the end of a great season by saying,

"It will be difficult to see some of our graduating soccer players leave the program, but they should take great pride in the athletic traditions they established here at Gaynor." He continued, *"Exemplifying self-confidence and teamwork, these players served as role models for current and future students."*

Congratulations to all of our athletes on a successful season!



Volleyball

VOLLEYBALL HAS ARRIVED: Gaynor's Newest Athletic Addition is a Hit

When volleyball became popular amongst a group of Gaynor students, the Athletics Department decided to organize its first competitive girls' volleyball team. The inaugural volleyball season was extremely successful, as the pioneering players improved their athletic skill sets throughout every match. Coach Vareles and Coach Moraz agree, "It was amazing to see every player leave a game or

practice smiling because they knew that they had gotten better that day. However, the thing that stuck out most to us was how supportive the girls were of one another." Since this was the first year, some members of the team had never played organized volleyball before. The more experienced

players did a wonderful job taking on leadership roles and encouraging teammates to take risks.

Director of Athletics, Coach James Melillo, described his respect and confidence in the burgeoning team by saying, "I could not be more proud of the coaches and players this

past volleyball season, as they truly came together as a team and represented our school in a superb manner. The girls worked very hard during practice and games and demonstrated a high level of sportsmanship."

Way to go, Gaynor Gators! We are all very proud of your first volleyball season.

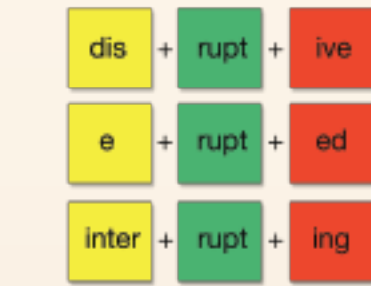


Demystifying Orton-Gillingham

By SLOAN SHAPIRO, Reading Department Chair

The Orton-Gillingham (OG) approach to reading was developed in the early 20th century based on the research of neurologist Dr. Samuel T. Orton, and language therapist Anna Gillingham. It is the basis of every remedial reading program on the market to date, and in its pure form, the gold standard of remediation for students with language-based learning differences. A multi-sensory, systematic and flexible approach has always been at the core of Stephen Gaynor School's reading program. With the help of **Ms. Ann Edwards**, a Fellow from the Academy of Orton-Gillingham Practitioners and Educators, Gaynor recently began a school-wide initiative to sharpen teachers' skills, build our toolbox and deepen our understanding of the layers and complexity of the English language. OG empowers our students as readers by giving them the tools to sound out the 85% of language that is phonetic and the resources to make intelligent responses to the 15% of language that must be memorized.

Reading Specialist **Kristi Evans**, already OG-certified, felt "rejuvenated" after this summer's professional development. This is a sentiment shared by many, as the best teachers are really life-long

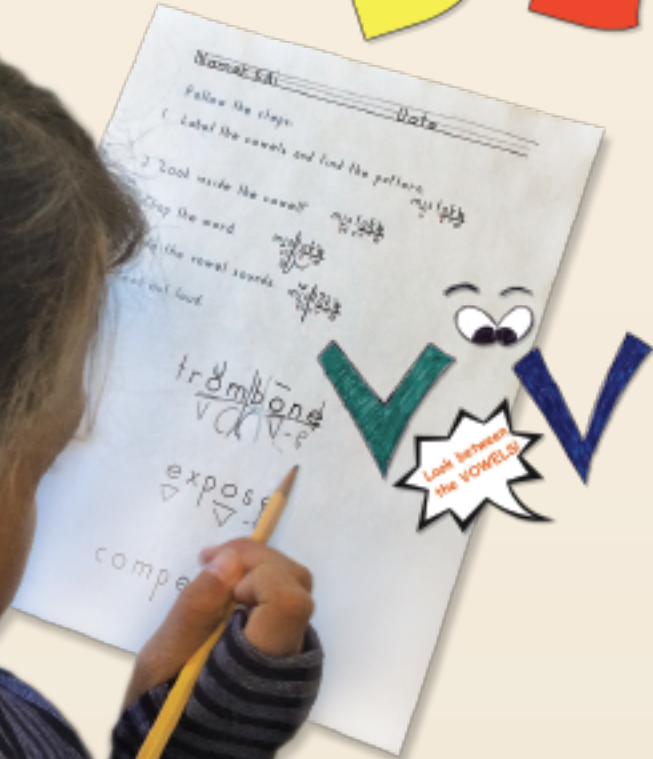


learners. In the Middle School, 18-year veteran Head Teacher **Chris Meyer** was particularly inspired by Ms. Edwards' approach to morphology (the study of the smallest units of meaning), which he feels has "great value across the curriculum, particularly in the areas of science and history." Applying what they've learned through morphology, students are armed with the skills to tackle unfamiliar polysyllabic words like "subordinate" and "hydroponic." **Cristina Fabricant**, Science Department Chair, agrees and explains, "They have a better understanding of how meaning can be found by actually pulling apart the word."

Lower School Head Teacher **Michelle Fox** also appreciates how our OG training permeates throughout the day by giving us a "common language to support student development." Error analysis and questioning techniques are critical aspects of the OG approach because they allow students to understand their mistakes, internalize the reason and make the necessary correction. When a concept or rule has been taught, errors made during any class can be brought to the attention of the student by asking thoughtful and familiar questions. For example, if a student confuses a vowel sound within a syllable, a teacher will prompt them with "Consonant at the end?" and the student will respond, "Makes the vowel short!" which instantly triggers the correction. Walk into any academic classroom and you might also hear a teacher cueing a student to "look between the vowels," "code the vowel sound," or "identify the syllable type" to help correct decoding errors.

In my own teaching, I have found "Rapid Exchange" to be a valuable tool. Students practice skills in real time, reading rapidly changing real and nonsense words, training the brain to act quickly, switching from long or short vowels as is required in actual reading. Rapid Exchange also helps to guide instruction by giving me an opportunity to quickly assess student skills and mastery of concepts or rules.

In the hands of our skilled and dedicated staff, OG is a powerful tool that demystifies language for our students. We are thrilled to see them literally cracking the code before our eyes. We look forward to continuing to refine our OG approach with Ms. Edwards throughout the year.



TECH MOMENT

Check out **Common Sense Media** (<https://www.commonsensemedia.org>)

The website provides reviews of movies, games, apps, and websites, while offering helpful hints for managing kids' technology.

Media reviews are based on age appropriateness and learning potential.

AGE 2 4 6 8 10 12 14 16 17

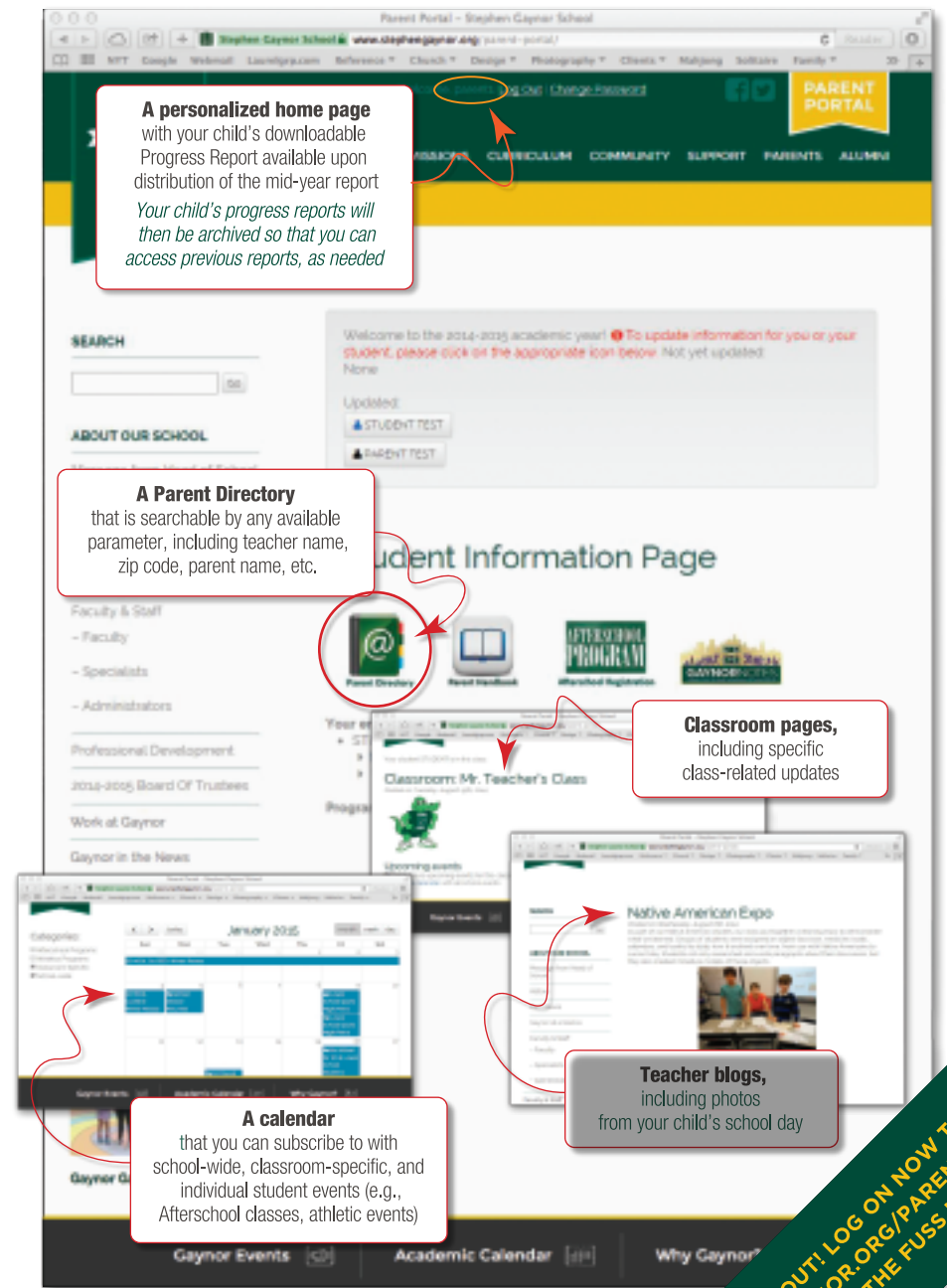
- **Best:** Really engaging, excellent learning approach.
- **Very Good:** Engaging, very good learning approach.
- **Good:** Pretty engaging, good learning approach.
- **Fair:** Somewhat engaging, OK learning approach.
- **Not for learning:** Not recommended for learning.
- **Not for Kids:** Not age appropriate for kids; not recommended for learning.



Gaynor2.0

Stephen Gaynor School's new website is as tailored as our curriculum.

The new and improved Parent Portal features personalized components that are password protected for each individual family member. Some new features include:



DON'T MISS OUT! LOG ON NOW TO WWW.STEPHENGAYNOR.ORG/PARENT-PORTAL AND SEE WHAT ALL THE FUSS IS ABOUT!

Gaynor Takes on the ALS Ice Bucket Challenge

This summer, the **ALS Ice Bucket Challenge** became a philanthropic blockbuster with a viral boom on social media outlets. The Gaynor community took on the chilly challenge to fundraise for ALS research and boost awareness of the disease. This social media-powered charitable act has raised more than \$100 million for the ALS Association.

events lessons, **Ms. Barnwell's** Middle School class decided to take on the challenge themselves. Students collectively donated more than \$100 to the local chapter of the ALS Association and supported the cause by dumping ice cold water on each other and their teachers! The challenge served as a team-building activity, while supporting a significant cause. Good job, Gaynor community!



Dr. Gaynor took on the challenge with a little help from **Ms. Siegel-Herzog** and the **Gaynor Gator**. "This was a fun, light-hearted way to be a part of a larger cause that deserves every ounce of support it gets," explained Dr. Gaynor. While the challenge proved to be so cold, Dr. Gaynor helped a major cause by continuing to boost awareness of ALS.

After learning about the Ice Bucket Challenge in their current



Students Help Stock the Pantry of the NY Ronald McDonald House

For the first time ever, Stephen Gaynor School proudly participated in the Ronald McDonald House Parents' Pantry Drive. The **Ronald McDonald House** is a home away from home for families around the world while their children are being treated at New York City Cancer Centers. The Gaynor community worked together to support these families by stocking the pantry with various food and personal items that they could need while staying in the NY Ronald McDonald House. By partnering with the Ronald McDonald House, Gaynor students and faculty made a huge impact on the lives of families facing pediatric cancer.



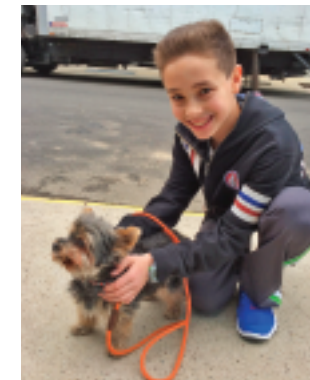
Community Service Day: Gaynor Students Give Back

Gaynor students exemplified the spirit of giving back by demonstrating good will and generosity throughout the community. During Thanksgiving week, Middle School classes participated in Gaynor's Community Service Day in four separate philanthropic projects around the city.

The non-profit organization, **Literacy Inc.**, organized an event for our students to visit first graders at **PS 197**, where they made arts and crafts and read stories together.

Additional students visited the **Brooklyn Animal Resource Coalition** (BARC) where they donated goods to animals in need and made new furry friends!

Other Gaynor students served a hot lunch to those in need at **St. James' Church Soup Kitchen**, while another group visited the **Goddard Senior Center** where they socialized with residents and created holiday cards. All of these trips were incredibly rewarding, leaving many students requesting additional opportunities to allow them to give back to the community. We applaud the charitable spirit of our students and look forward to even more community service projects in the future.



Shooting Hoops for Gaynor's CLC

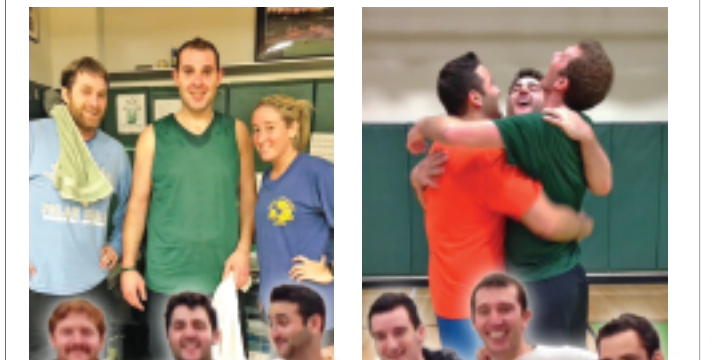
The Community Learning Center (CLC) hosted its annual basketball tournament in style. This 3-on-3 basketball fundraiser is named the **Jackie Long Memorial Tournament** in celebration of the life of Ms. Jackie Long, Gaynor's long-time Director of Admissions who passed away in 2012.

The CLC is a free after-school reading program for public school students in our community. This annual fundraising event is critical to ensure the program can continue to serve neighborhood students who truly need the extra support. This year, Gaynor faculty, parents, alumni, and friends came together in eight teams to compete in this tournament to support a great cause. Spectators and players enjoyed the friendly competition, while enjoying pizza, baked goods, and taking part in an exciting raffle.

After a morning of tough competition, the tournament came down to the last game, where returning team **From 3 Portland** matched up against the **Gaynor Coaches**. It was a tough match up, but **From 3 Portland** took the prize this year – receiving the sought after CLC trophy. With the support of our Gaynor community, we raised \$5,000, making this event a huge success.

The program's Co-Director, **Ms. Kate Adlin**, explained the importance of this tournament. "Year in and year out we have a core group of teams who return to compete for the win. We are so grateful to our steadfast supporters as well as our newer teams who show their spirit of the CLC," she said. "These events make a huge difference in how many students we are able to help each year."

Thanks to everyone who participated in this event – especially fellow Co-Directors **Ms. Adlin** and **Ms. Evans**, who worked diligently to plan this exciting tournament to support such a worthy cause.



Apple Adventures in the EC

This fall, the Hudson Room began an exploration into life cycles combining math, science, social studies, and cooking lessons. These EC students transformed into scientists by acting out the life-cycle of apples and making observations on the parts of the fruit. **Ms. Saad** and **Ms. Chan** awakened the students' senses by conducting apple taste tests, then helping the students make mathematical graphs to depict their favorites.

Social studies took center stage as students learned about all the various places apples can be found. The Hudson Room even ventured out to a local fruit stand near Gaynor to find one example. Each student had a chance to buy an apple, which they sorted by attributes, such as size and color, to round out the math lesson. In a fun finale to these lessons, the Hudson Room students used their cooking skills to create delicious applesauce.



Geography and Culture in the Country Expo

Ms. Glazer's class took their geography lessons to the next level by creating their own countries. After spending time learning about culture and the many different components that mold it, like diversity, family types, occupations, customs, and celebrations, these Lower School students transformed into geographers.

Utilizing their creative imaginations and knowledge of geography, students broke out into groups to create their own

countries. They decided on topics such as types of families, landforms, location, food, homes, and government. To celebrate their hard work, the class invited other students, teachers, **Dr. Gaynor**, and **Ms. Siegel-Herzog** to "travel" to their countries to explore their new lands.

Every visitor left with a homemade passport stamped from countries like "Farm Land," "Joe Land," and "Blob Land."



Gaynor Gazette

The Pattern Train

Ms. Geller's Lower School students combined math studies with their artistic talents to learn more about patterns. Math Specialist **Mr. Kaufman** worked with the students on mathematical patterns by organizing colored cubes. Mr. Kaufman teamed up with art teacher **Ms. Rachlin** to create an application of the class' work with patterns that incorporate art, creativity, and team work.

Each student creatively crafted his/her own train car with a black rectangle foam board and colored jewels. To complete this project, students combined train cars into one large pattern train, which they hung proudly in the hallway.



Gaynor Gazette

A Flag that Symbolizes Me

As their first end of week review writing project, students in **Ms. Borders'** class were asked to write a descriptive paragraph explaining a flag they made in social studies

that symbolizes who they are. Though their audience was meant to be a person who has not seen their flag, we wanted to share a visual of each flag to accompany the text.

Rehannah Baksh 9/12/14
End of Week Review Ms. Borders

Symbols on My Flag

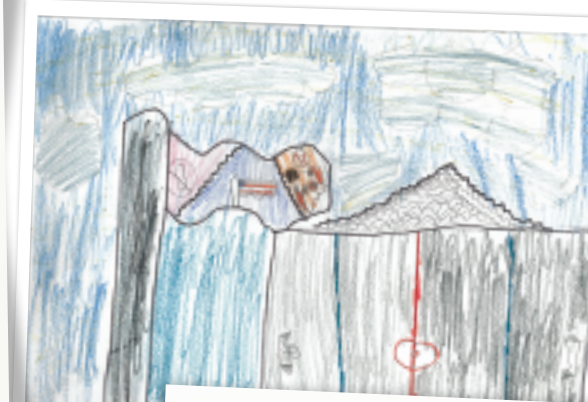
When creating my flag there were many different ideas that I wanted to incorporate. The flag has many different symbols that represent me. For example, I grew up in New York so I made a sky line on my flag. Other symbols were added to represent activities I love, which include reading and dancing. I tried to make my flag look like everything was coming out of a book like my life is a story. The buildings are popping out of the book and so is everything else. The main idea of my flag is that the book is my life and I can choose whatever I want to write or do in it. The main colors I used on my flag were purple, green, blue and red. I feel those colors tell how I'm feeling and who I am as a person. I like using calm colors like blue and green because I like relaxing. Colors like purple and red show that I sometimes make bold choices. My flag is a great way to get to know me.



Michael Bernstein 9/12/14
End of Week Review Ms. Borders

My Flag

My flag symbolizes me! While generating my ideas I thought that it would be a good idea to draw a peanut and cross it out because I am allergic to peanuts. Just after I started to get really good ideas I thought of my next idea. It is my first year at this school and the only one thing I don't like about the school is the stairs, but they give me such good exercise. So I drew stairs up and down weaving in between all of my symbols and made a triangle with the stairs in the middle of the paper. Under the triangle I made a baseball, a basketball, and a basketball shoe. I like both sports and love shoes. On my flag I drew a picture of my flag and placed the American flag inside that flag. I made an American flag because I love learning history about wars such as World Wars I and II. I am really bad at drawing so I was really surprised when I saw my flag after it was done, it turned out outstanding. I was just so proud that the flag I made represented me just how other flags represent someone or something else.



Discovering Dreams, PURSUING PASSIONS

“Find your passion and don’t give up.”

—DR. GAYNOR

The entire foundation of Stephen Gaynor School was built on a shared dream by two pioneering women who wanted to help bright children with learning differences realize academic success. Thanks to the persistent pursuit of their passion, Gaynor’s nurturing and supportive environment now allows students like Sam, Alexa, Wyatt, and Owen to explore their interests beyond the classroom, which in turn, instills a self-confidence and belief that anything is possible if you work hard and follow your dreams.

From the very beginning more than fifty years ago, Stephen Gaynor School’s mission has been to provide children with a nurturing environment in which they can grow academically, while discovering their dreams and pursuing their passions.

Gaynor’s individualized and well-rounded curriculum encourages students to explore their interests in the hopes that they will discover their dreams along the way. After all, that is how the school was created.

FOLLOWING DREAMS:

“Dreaming is the road to reality!”

—MS. SIEGEL-HERZOG,
Co-Founder and Director of Education

Stephen Gaynor School was created because of a dream our two pioneering Co-Founders, Dr. Miriam Michael and Ms. Yvette Siegel-Herzog, shared. Their passion for helping children realize success led to the school’s creation in 1962. Today, their dream has become a reality with a school that has touched the lives of nearly 3,000 students.



Ms. Siegel-Herzog explains the importance of pursuing her dream, *“Like grains of sand, or fields of stone – each one different from the other – the uniqueness of our students exemplifies their strengths and individuality to be nurtured so that they may flourish.”*

Head of School Dr. Gaynor shares in the vision of our Co-Founders. He, too, took a risk and followed his dream. Twenty years ago, he left the world of banking to help motivate children to perform at their best. To Dr. Gaynor, the most valuable currency is a child’s education. *“I count my success based on the smiles on children’s faces, and I get that feedback every day,”* he says.

EXPLORING PASSIONS:

“Don’t be afraid of others’ criticism. There are so many places you could go and so many things you could do if you just follow your dreams.”

—ALEXA KLIPPEL, Middle School student

Since Dr. Gaynor, Dr. Michael, and Ms. Siegel-Herzog followed their dreams, Gaynor students now have the opportunity to explore their interests, boosting self-confidence and academic success. Lower School student **Sam Lung** and Middle School student **Alexa Klippel** discovered a passion for photography, which they have pursued during their time at Gaynor.



ALEXA KLIPPEL

After discovering an interest in taking pictures, Sam Lung worked with photography teacher Mr. Gaynor to capture artistic moments during school trips. Someday, Sam hopes to be a *“great photographer who takes pictures of city buildings,”* and his work with Mr. Gaynor is helping him follow this dream. Similarly, Alexa Klippel discovered her interest in photography five years ago. She remembers, *“I started playing with a camera and began to see the beauty in capturing great moments.”* Alexa’s passion for photography is woven into her academic studies, as she connects her writing and poetry with her artistic images. Alexa also works with Mr. Gaynor to take pictures of school sporting events, so that she can explore her passion while perfecting her craft.



BY ALEXA KLIPPEL



BY ALEXA KLIPPEL



BY SAM LUNG



SAM LUNG

ACHIEVING SUCCESS: INVASIVE - NYC

“Don’t put your dreams on the back burner. Start pursuing your passions as early as you possibly can.”

—WYATT ACCARDI, Gaynor Alumnus

With a solid educational foundation, self-confidence, and a thirst for knowledge, Gaynor alumni are armed to follow in the footsteps of our Co-Founders. **Wyatt Accardi** and **Owen Colby**, High School students and Gaynor alums (2012), recently became entrepreneurs, creating their own company called Invasive NYC. Since starting this screen-print based clothing company in the spring of 2013, Wyatt and Owen have

seen great success by focusing on minimalist, yet intricate designs. They obtained an LLC and are maintaining a profitable business – all before graduating High School.

Wyatt, a junior at Churchill, who discovered his passion for design in Gaynor’s art classes, explains the school’s role in pursuing his dreams. *“Gaynor is a safe environment, like a second home, where we had creative freedom, but were also pushed to work as hard as we could,”* he expounds. *“The teachers were very supportive and motivating, while making anything seem possible.”* Wyatt is currently looking into art and design colleges.

His colleague, Owen, agrees. *“Build connections with your teachers!”* he advises. *“Being able to talk to teachers allowed us to develop what we wanted to do and learn more about ourselves.”* Owen is currently a junior at the Beacon School and plans to major in economics in college, while pursuing a career in business.



INVASIVE NYC



MS. KURRE, MS. RUBEL, AND MS. YOUNG BRING ENTHUSIASM TO GAYNOR EVERY DAY



TEACHER FEATURE 10 Things You Don't Know About Gaynor's Newest Teachers!

MS. RUBEL:

Middle School Head Teacher

WHAT LED YOU TO BECOME A SPECIAL EDUCATION TEACHER?

I always knew I wanted to work with children. Through my undergraduate

studies in psychology, I focused on child development with an emphasis on different learning styles. My master's program exposed me to programs that were more inclusive of a wider range of students, which led me to special education.

WHAT SCHOOL DID YOU GRADUATE FROM?

I went to the University of Michigan for my undergraduate studies (*GO BLUE!*). For graduate school, I attended Teacher's College at Columbia University.

WHAT WAS YOUR FAVORITE SUBJECT WHEN YOU WERE IN SCHOOL?

Math

WHAT IS YOUR FAVORITE CHILDREN'S BOOK?

The Giving Tree by Shel Silverstein

AS AN ADULT, WHAT IS YOUR FAVORITE PASTIME?

I like to do anything active; in the summer I love to golf.

WHAT IS YOUR FAVORITE FOOD?

Chocolate!

WHAT FOOD WILL YOU ABSOLUTELY NOT EAT?

Cole slaw

DO YOU PREFER CATS OR DOGS? VANILLA OR CHOCOLATE?

Dog

Chocolate

IF YOU COULD MEET ANY HISTORICAL FIGURE, WHO WOULD IT BE?

Jackie Robinson

TELL US ONE FUN FACT ABOUT YOURSELF.

I was "athlete of the year" in my High School.

MS. YOUNG:

Early Childhood Assistant Teacher with Ms. Homlish

WHAT LED YOU TO BECOME A SPECIAL EDUCATION TEACHER?

I benefited from an individualized education as a child and always looked up to those teachers. I wanted to do the same for young students.

WHAT SCHOOL DID YOU GRADUATE FROM?

I graduated from Brandeis University in Massachusetts and am currently pursuing my Master's degree at Bank Street College of Education.

WHAT WAS YOUR FAVORITE SUBJECT WHEN YOU WERE IN SCHOOL?

I loved math class a lot because I had a great teacher!

WHAT IS YOUR FAVORITE CHILDREN'S BOOK?

The Day the Crayons Quit by Drew Daywalt

AS AN ADULT, WHAT IS YOUR FAVORITE PASTIME?

I love "rushing" Broadway plays.

WHAT IS YOUR FAVORITE FOOD?

Soup (my mom's chicken soup is the best but I love any soup).

WHAT FOOD WILL YOU ABSOLUTELY NOT EAT?

Fish

DO YOU PREFER CATS OR DOGS? VANILLA OR CHOCOLATE?

Neither cats nor dogs!

Vanilla

IF YOU COULD MEET ANY HISTORICAL FIGURE, WHO WOULD IT BE?

Janis Joplin

TELL US ONE FUN FACT ABOUT YOURSELF.

When I was in the third grade, I was "called back" to audition for *Annie* on Broadway, but I didn't make it.

MS. KURRE:

Lower School Assistant Teacher with Ms. Sandler

WHAT LED YOU TO BECOME A SPECIAL EDUCATION TEACHER?

When I was very young, I would teach in my imaginary play classroom. That love of teaching never left me as I majored in education and special education in my undergraduate years. As I began my teacher observations in various classroom settings, I knew I wanted to make a difference to a child who may need extra care and attention. I have taught children with both physical and learning disabilities and these experiences have been very rewarding.

Being able to make even a slight difference in students' lives who struggle in so many different ways is the most fulfilling and rewarding career that I could have imagined for myself. I truly love teaching and I am honored to be able to help children discover the joy of learning.

WHAT SCHOOL DID YOU GRADUATE FROM?

I earned my undergraduate degree from Marist College and just completed my Master's program in December at Teachers College, Columbia University to become a Reading Specialist.

WHAT WAS YOUR FAVORITE SUBJECT WHEN YOU WERE IN SCHOOL?

Math

WHAT IS YOUR FAVORITE CHILDREN'S BOOK?

Stellaluna by Janell Cannon

AS AN ADULT, WHAT IS YOUR FAVORITE PASTIME?

I love hip hop dancing!

WHAT IS YOUR FAVORITE FOOD?

Sushi

WHAT FOOD WILL YOU ABSOLUTELY NOT EAT?

Tomatoes

DO YOU PREFER CATS OR DOGS? VANILLA OR CHOCOLATE?

Dog

Vanilla

IF YOU COULD MEET ANY HISTORICAL FIGURE, WHO WOULD IT BE?

I would like to meet Eleanor Roosevelt because she was a strong voice and trusted advisor to her husband. She was a great role model for women as she was ahead of her time.

TELL US ONE FUN FACT ABOUT YOURSELF.

I'm really close to my family, who live on Long Island, so I always make a point to commute out for Sunday night dinner. I really enjoy the balance between the city and Long Island.

Apple Picking

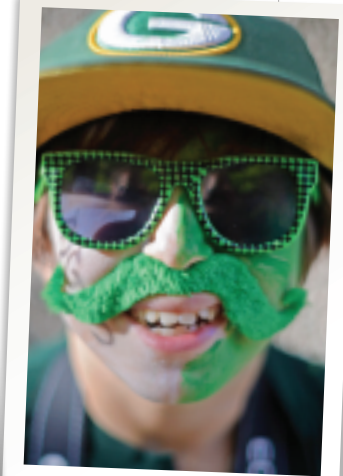
There is no better way to bring in the fall season than Gaynor's annual Apple Picking field trip! Continuing with tradition, the entire Gaynor community ventured to Demarest Farm for an exciting day of outdoor activities. Students meandered through the apple orchards and picked some of the biggest apples they had ever seen! They concluded the trip by picking out an enormous pumpkin to adorn Gaynor's lobby for the entire fall season!



Green, White, and Denim Day

The Gaynor community showed off its school pride during this year's Green and White Day! The entire school came together in a display of Gaynor spirit by wearing our school colors. To celebrate, some buddy classes worked together to create bracelets and necklaces with green and white beads.

On the same day, we celebrated Lee National Denim Day. To raise money for breast cancer awareness and research, faculty and staff donated five dollars to wear jeans, while students from the seventh floor also took part in a small philanthropic bake sale. What a great day to be a member of the Gaynor community!



Fall Fest

The Parents' Association put on another cheerful and fun Fall Fest this year! To celebrate the fall season, Lower School students enjoyed a festive dance party, before watching a magician perform amazing tricks with the help of Gaynor students. Abracadabra was also heard in the Early Childhood as students enjoyed a magic show before heading out on a costume parade throughout the school!



Big Apple Circus

The "Big top" called Gaynor students and faculty out again for the annual field trip to the Big Apple Circus. Everyone marveled at the daring trapeze artists and contortionists, while laughing at the silly clowns and alpacas. The "Metamorphosis-themed" show truly entertained and wowed our entire community!



Gaynor Community TAKES OVER THE ICE AT Annual Skate Night Event

Bundling up on the ice is a fun-filled annual tradition at Stephen Gaynor School. This November was no exception as our community took over the entire ice skating rink at Winter Village, Bryant Park. Families, friends, alumni, faculty, and even the Gaynor Gator mingled over pizza, cookies, and hot chocolate. The Manhattan skyline framed this community event, as students zoomed gracefully over the ice and laughed with friends and family.

Amongst the skating, Lower School student David Gray had a chance to ride the Zamboni (a "special experience" his parents won during last year's Gaynor Gala auction).

The entire Gaynor community had a magnificent time ringing in the winter season at our annual Skate Night. Thanks to the Parents' Association for sponsoring this extraordinary school event!



Middle School Students
Dance the Night Away at their

Masquerade Ball



Masquerade Balls are typically associated with the 15th century and involved elaborate processions celebrating events of late medieval court life. In December, Gaynor's Middle School students created their own Masquerade Ball-themed Middle School Dance, complete with homemade decorative masks and costumes befitting any royal court.

In preparation for the ball, students from the classes of **Ms. Barnwell, Bentsen, Borders, Kasindorf, Larson, Morabito, Rebocho, Rubel, Wrobel, and Mr. Meyer** joined forces with the Parents' Association to transform our gymnasium into a vintage ballroom complete with balloons, decorations, and lights.

The Student Council worked extremely hard to coordinate dance committees, who planned details to convert the night into a 15th century ball. Student **Jane Crowley** designed the amazing artwork featured on this year's invitation and posters. Ball participants enjoyed a fabulous evening, playing games and feasting on pizza and cupcakes, before dancing the night away.

Thank you to the Parents' Association for sponsoring this magnificent Masquerade Ball!



FOSTERING

RESILIENCE

IN CHILDREN WITH LEARNING DIFFERENCES

By RACHEL MATOTO, PSYD. and CLARE COSENTINO, PH.D.

Whether it is getting a poor grade on an exam, not getting picked for a sports team, or forgetting lines in the school play, the process of childhood often includes being let down, dealing with disappointment, and facing frustration. Children with learning differences (LD) experience these let-downs even more acutely than children unencumbered by LD. An important social-emotional goal

for all children, particularly those with LD, is to develop a resilient mindset, which includes growing both an inner strength and optimism to deal competently with the challenges and demands of everyday life.

The concept of teaching children to become resilient comes from the Positive Psychology research of Martin Seligman and his colleagues at the University of Pennsylvania.

According to Seligman, children experience solid self-esteem through effort and experiencing mastery, persistence, overcoming frustration, and meeting challenges.

Resilience and optimism are known to inoculate children from stress and anxiety. How can parents and educators help children develop a resilient mindset?



GAYNOR FUND DOLLARS AT WORK

The Gaynor Fund (Annual Fund) supports every single student, teacher, specialist, classroom and program at Stephen Gaynor School. It is a vital source of funding that provides the resources to meet the present and evolving educational needs of the children we serve. Contributing to the Gaynor Fund is one of the most meaningful and powerful ways to demonstrate your appreciation of Gaynor, our expert teachers, and our unique learning environment.

Every gift, no matter the size, is important and instrumental in maintaining our standard of excellence.

Below are just some recent achievements made possible with donations to the Gaynor Fund:

- iPad program roll out
- New laptops for all teachers
- New campus WiFi System installed
- Professional development on the Orton-Gillingham approach for all faculty and staff
- Expanded roster of Afterschool Program activities
- Re-designed Website
- 100% of families who requested financial assistance received tuition relief in the 2013-2014 academic year

THANK YOU FOR YOUR SUPPORT!

THANK YOU TO ALL WHO CONTRIBUTED TO OUR IPAD INITIATIVE AT LAST YEAR'S GALA, HELPING BRING IPADS INTO MORE CLASSROOMS.

MR. & MRS. ANDREW J. BAST	MR. & MRS. KENNETH FRIEDRICH	MR. JAYAVEERA KODALI & MS. LARA MARCON
MS. KRISTINE BAXTER	MS. LAURIE GIDDINS	MR. & MRS. JOSEPH A. MASI
MR. CHARLES BROWN & MS. DARIA PIZZETTA	MR. & MRS. FREDERICK N. GLASSER	MR. & MRS. LAWRENCE A. NEUBAUER
MR. & MRS. DAVID BURRIS	MR. & MRS. SCOTT GORDON	MR. & MRS. JAMES O'HARE
MR. PATTERSON CHIWESHE & DR. ANGELA KADENHE-CHIWESHE	MR. JAMES LANSILL & MS. JANE GORRELL	MR. & MRS. STEFAN OTT
MS. COURTNEY CRANGI	MR. DAVID GRAY & MS. KATHLEEN L. JENNINGS	MR. & MRS. TIMOTHY E. QUINN
MR. RICHARD LEVY & MS. ROBYN DIETZ	MR. MATTHEW GREENFIELD & MS. MOLLY M. JONG-FAST	MS. TOD E. SENNOTT & MRS. JENNIFER R. KELLOGG
MR. GRANT DUERS & MS. JANE GUNDELL	MR. BARRY JUPITER	MR. & MRS. DANIEL SILVER
MR. & MRS. THEODORE DURBIN	MR. LAURENCE D. KARR & MS. MARY E. LARUFFA	MR. & MRS. HAMBURG TANG
MS. ALEXANDRA EITEL	MR. & MRS. ARTHUR LANGHAUS	MR. & MRS. PAUL VACCARI
		DR. & MRS. ROBERT YESHION

Hello, Hello, Construction Site

Reminiscent of Sherri Duskey Rinker's children's book, *Goodnight, Goodnight, Construction Site*, crane trucks, concrete mixers, and excavators have been spotted around Stephen Gaynor School. Our construction crew has been hard at work making strides toward our rooftop fieldhouse and expanded Middle School. New steel columns were erected over the summer to support the construction of the sixth floor fieldhouse and outdoor science lab. This gets us one step closer to the development of new classrooms, an indoor athletic field, and more.

"It's been really exciting to witness the tremendous changes to the South Building over the summer and fall," explains Dan Watson, Director of Construction and Facilities. *"The additional space we will be able to offer our students will be a valuable asset to their overall experience at Gaynor."*

Recognizing how current students and their families are greatly benefitting from the generosity and foresight of those before them, many in our community have donated to help fund our expansion efforts, investing in the future

of our school. By doing so, they've paid homage to our visionary co-founders and astounding educators.

Gaynor's growth and success could not have been possible without the generous support and wise counsel of our parent community.

If you'd like to become more involved in supporting the school, please contact the Development Office, 212.797.7070, ext. 1115.



EC Scientific Explorations in the Community Garden



On one special field trip to our local community garden, students from the Casco Room transformed into observational scientists on a treasure hunt for fall foliage. After learning about different types of trees and their matching leaves, these EC students ventured down the street to find some of the leaves for themselves. Using a "Leaf Hunt" map, the class searched for and found leaves in the garden.

Ms. Hartman and **Ms. Sprung** helped the students scientifically observe and note the different traits of the leaves, which they matched to the trees within the garden. In an exciting turn of events, the class even made a new friend, a bunny named Shadow!



Lower School Japanese Cultural Immersion



This fall, Lower School classes delved into a study on Japanese culture as part of their social studies curriculum. Students in the classes of **Ms. Bermel**, **Glazer**, **Howard**, and **Sandler** didn't have to travel to the Far East. They expanded their knowledge with exciting field trips throughout New York City!

First, students ventured to the Metropolitan Museum of Art where they explored an exhibit on Japanese kimonos through the ages, allowing students to deepen their understanding of Japanese culture. After marveling at the historical attire, the students returned to school to create their very own kimonos and Japanese calligraphy characters.

The cultural immersion continued as the classes of **Ms. Bermel** and **Sandler** visited a Japanese Tea House, where they discovered the ins and outs of this historical ceremony. These students not only gained a meaningful understanding of Japanese culture, they also had a wonderful time bonding with friends and making memories!



History Comes to Life: Middle School Students Travel Back to the 1700's



In conjunction with their Revolutionary War studies, students in American History I classes traveled downtown to the Fraunces Tavern Museum, a famous colonial-era tavern that served as a meeting place for the Sons of Liberty and many Patriot activities. On this field trip, **Ms. Bentsen** and **Ms. Kasindorf's** Middle School classes learned more about the history of New York during the Revolutionary War. Students manipulated reproduction pieces related to tavern life such as a lantern, measuring cups, and a canteen.

The most exciting part of the trip was visiting the Long Room, the site of George Washington's final farewell to his generals after the Revolutionary War before heading back to his home in Mount Vernon. Students took a quick trip back in time as they experienced the room as it appeared in 1783 with original objects from the time period.



STUDENTS SHINE IN GAYNOR'S FIRST

WINTER ARTS FESTIVAL

Stephen Gaynor School hosted its first ever Winter Arts Festival this December under the theme, "Our Journey." In addition to the annual concert performance, this year, photography and art galleries were added, allowing even more students to showcase their artistic work. The Gaynor community crowded into the gymnasium over two evenings to celebrate our students' shining talents.

Classes of **Ms. Arbesfeld, Buckles, Cohen, Costello, Davis, Fazio, Geller, Michalos, and Yezzi** participated in the first night of the Winter Arts Festival. Performing songs from a variety of genres, students artistically illustrated Gaynor's mission of

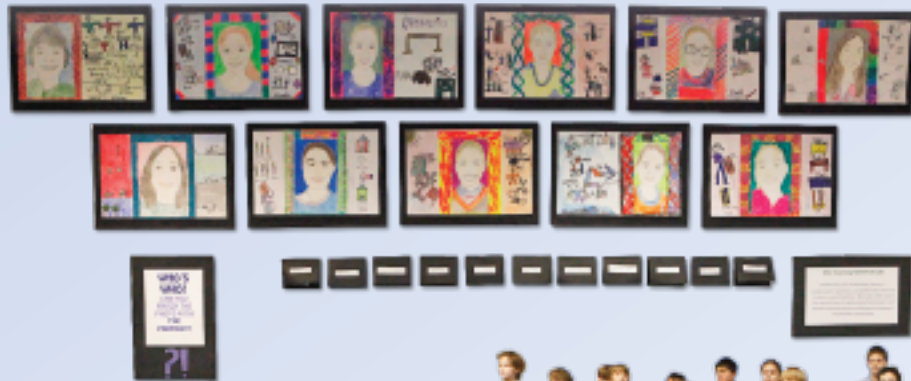
helping children along life's journey to overcome challenges and reach their full potential. Groups of students sang proudly to tunes from Broadway's *Pippin*, *The Lumineers*, and "Don't Worry, Be Happy," as the crowd danced joyfully in their seats.

The spotlight continued to shine the next evening with songs, poetry, art, and photography from the classes of **Ms. Bermel, Fox, Friedman, Glazer, Howard, Sandler, Savage, and Stein**. With the help of **Mr. Gaynor, Ms. Woursell, and Ms. Rachlin** students created a professional art gallery to display their photography and art created in class. The Gaynor community perused the gallery before enjoying a festive performance in the gymnasium.

The concert included songs from *Pippin*, *Fleetwood Mac*, *Imagine Dragons*, and *The Lumineers*, all of which tied thematically into our students' journeys. Poetry performances, song, and dance closed out this successful Winter Arts Festival, leaving everyone with a smile and a sense of community.

Drama Teacher **Ms. Plylar-Moore**, exclaimed, "We are so proud of the way all of our students rose to the challenge to create a whole new kind of performance this year. They really stepped up to make our inaugural Winter Arts Festival an amazing success."

Thanks to **Ms. Robinson** (AKA **Ms. Amelia**), **Mr. Gaynor**, **Ms. Plylar-Moore** (AKA **Ms. Kristen**), **Ms. Rachlin**, **Ms. Shuppy**, and **Ms. Woursell** for helping our students shine in the first Winter Arts Festival.



Kids Only!

WELCOME TO OUR FIRST-EVER KIDS ONLY PAGES IN THE GAZETTE!
PARENTS, PLEASE SHARE THESE FUN PAGES WITH YOUR CHILDREN. ENJOY!

GAYNOR WORD SEARCH:

Can you find the Gaynor-related words?

L	P	D	V	W	L	E	D	L	T	O	D	H	W	P	R
T	I	E	K	S	S	G	T	U	H	P	K	F	A	Y	E
M	O	Z	V	S	I	A	A	A	G	P	X	X	H	O	S
L	N	I	B	T	Q	R	D	L	I	O	J	Y	E	R	P
A	E	L	S	F	Q	U	K	M	N	R	Y	O	V	E	E
F	E	A	Y	C	W	O	Z	S	E	T	Y	Z	U	C	C
N	R	U	C	T	I	C	H	B	T	U	U	E	E	U	T
O	H	D	B	O	I	E	V	S	A	N	H	U	P	T	G
I	J	I	G	C	N	N	N	V	K	I	S	Y	Y	A	N
Y	M	V	V	R	R	F	U	C	S	T	D	U	T	L	Q
P	L	I	Q	S	L	V	I	M	E	Y	T	O	X	T	S
Z	U	D	T	D	V	E	A	D	M	F	R	D	S	B	U
T	C	N	G	A	Y	N	O	R	E	O	A	P	Q	I	K
P	A	I	H	O	N	E	S	T	Y	N	C	I	C	C	S
S	K	Y	B	R	I	D	G	E	G	Q	T	T	R	L	I
V	S	P	X	X	J	X	I	B	R	I	G	H	T	W	C

BRIGHT CLC COMMUNITY CONFIDENT COURAGE GATOR GAYNOR
HONESTY INDIVIDUALIZED OPPORTUNITY PIONEER RESPECT
SCIENCE FAIR SKATE NIGHT SKYBRIDGE

Kids Only!

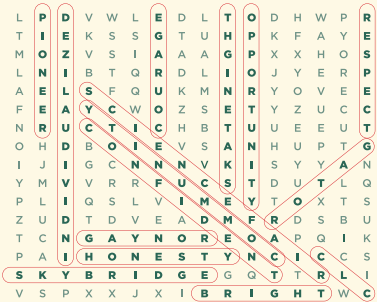
NAME THAT GAYNOR GATOR:

Can you identify a familiar face from Gaynor? Which of these baby pictures matches one of the below Gaynor teachers, specialists, or administrators?



Ms. Arbesfeld Mr. Beich Ms. Bermel Ms. Borders Ms. Geller Ms. Homlish Ms. Stein

GAYNOR WORD SEARCH SOLUTIONS:



NAME THAT GAYNOR GATOR ANSWERS:

1. Ms. Stein; 2. Ms. Borders; 3. Mr. Beich; 4. Ms. Geller; 5. Ms. Homlish; 6. Ms. Bermel; 7. Ms. Arbesfeld

Kids Only!

SPOT THE DIFFERENCES:

Can you spot the five differences between these two pictures of Ms. Siegel-Herzog and the Gaynor Gator?



SPOT THE DIFFERENCES SOLUTIONS:

1. Ms. Siegel's shoes change color | 2. Gaynor Gator missing teeth | 3. Green picture moved on the wall | 4. Coffee cups on table | 5. Gator's stripes change color

Using Gaynor Skills for the Greater Good:

Spotlight on Ben Gordon ('04)



Here at Stephen Gaynor School, nothing makes us prouder than when our alumnus use their education to help transform the lives of others, and that's exactly what Ben Gordon is doing today. As a Communications Associate at GrowNYC, a hands-on non-profit which improves New York City's quality of life through environmental programs, Gordon credits his time at Gaynor with giving him lifelong skills that will allow him to pursue any path he chooses.

"Gaynor was a really good foundation for what I needed to go on for the rest of my life," says Gordon. "I never would have succeeded in high school, college, or professionally without the foundation I built at Gaynor. And without the experiences I had at Gaynor, I wouldn't be anywhere near the type of person I am today," he adds.

Ben started at GrowNYC as an intern pursuing a career in Public Relations, and was soon hired as a Communications Associate, which he says wouldn't be possible without his Gaynor teachers who taught him to read and write. "When I arrived at Gaynor, I couldn't read whatsoever," he says. "I was so frustrated before I got there, but the school challenged me so that when I moved on, I was reading above a lot of the other students in my new school."

Ben recalls his fondest Gaynor memories as hanging out with his classmates, playing on the school's basketball team, and enjoying a sleep over night at the school.



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TICKETS & INFORMATION AT WWW.STEPHENGAYNOR.ORG

Save the Date

Gaynor Gala 2015



HONORING *Jennifer Rudolph Walsh,*

Board Member at WME, oversees the Literary, Lectures, and Live Events Departments

WEDNESDAY, MARCH 11, 2015
FROM 6:00 PM TO 10:00 PM

AT THE AMERICAN MUSEUM OF NATURAL HISTORY