



GARDEN SCHOOL NEWSLETTER



Richard Marotta, Ph. D., Headmaster

Volume 93 Number: XXIII

"Cultivating Success in Every Child"

Friday, March 18, 2016



Thoughts for the Week

By Richard Marotta, Ph.D., Headmaster



As well as being Garden School Headmaster, I am also a faculty member, an alumni parent, and also the proud grandparent of a child currently enrolled in our early childhood program. These various roles allow for a unique and valuable perspective on the impact of each group on the well-being of Garden School. However, as different as each of these is, they share some common characteristics. One of the most significant of these similarities is that in each role, the greater my active participation and support, the greater the reward for me, for my family, and for Garden School.

There are many ways I get to be involved at Garden School and many of you participate in your own way. Perhaps you prepare our child for the day, communicate with teachers around homework, and generally support the educational process. This morning, as I registered and paid for my family to attend the Gala, I thought about the role of giving in an independent school. There are several thousand independent schools across our country. All espouse a belief in the individual child and the learning process, in the efficacy of small classes, and especially in the importance of their partnership with parents at every level of school life. And, yes, in order to cover the real cost of providing an enriched education to their students, all independent schools rely on their fundraising activities, such as Annual Giving Drives and an Annual Gala, to supplement tuition and ensure the long-term financial health of their schools.

Our American society has developed a culture of giving unlike any other. In fact, a well-known French writer, Guy Sorman, has written a book on this very subject, *Le Coeur American (The American Heart)*, which pays tribute to the incredible generosity of Americans. Sorman's point is that over the years, American culture has evolved into a culture that recognizes the importance of giving to institutions in which one may or may not have a stake. The idea of giving has become an ingrained part of who we are and also a critical part of our institutions, including our schools.

Independent schools like Garden, have very specific stakeholders—parents-teachers-students-alumni-trustees and administrators. The responsibility for our healthy and thriving future rests with all of these groups, indeed with all of us, and our willingness to actively support the school financially, through volunteering, and the sharing of expertise. Many of our stakeholders have been generous with Garden School both in supporting the mission financially and personally. As the April 8 date of our Gala nears, I urge all of our families and alumni to share this responsibility and to participate in this celebration of our school. Your support is crucial and is part of the culture of giving that sustains our mission, allows us to make key physical and programmatic improvements, and ensures Garden School's future.

Please join my family and me by attending the Gala and proclaiming your support for Garden School.

Buy your Gala Tickets Here -

Buy Gala Tickets!

Summer Camp Registration Now Open!

Summer Registration



DATES TO REMEMBER:

- Monday, March 21 – Tuesday, March 22 : **Rainbow Week** continues for Lower Division
- Thursday, March 24-Friday, April 1 : School Closed for Spring Break
- Monday, April 4 : Classes Resume
- Friday, April 8 : **Garden GALA** [Purchase Gala Tickets Here!](#)
- Friday, April 8 : Marking Period 3 Ends
- Thursday, April 14 : Report Cards Distributed
- Friday, April 15 : Report Cards Returned



Garden School PTA

By: Maria D'Amore (PTA Secretary)

The Garden Gala is currently accepting pages for the Gala Journal!

Every year, each class takes a page or portion of a page in the Gala Journal. Your contribution also helps your child's class earn points towards a Pizza/Pool Party & an Ice cream party! Details on the following page...

Kindly enclose your contribution and have your child give it to his/her teacher. Suggested donation of \$20 and any amount is greatly appreciated! Please send in next week! Thank you!

2016 Garden School Gala Raffle!

They say that “diamonds are a girl’s best friend” and do we have diamonds for you!

The 2016 Garden School Gala will be raffling this beautiful 2 carat weight diamond necklace with a 14k white gold chain. We are grateful to Niza Centurion Polak, owner of [Style Gem](#), for the donation. Niza is the aunt of Valentina M., class of '16.

Take a chance on this lovely piece. The raffle is limited to 100 tickets at \$100 each. Not bad odds! Tickets went on sale on Monday, February 22 from the School Office and, if there are any remaining, will be available at the Gala. For more information or to purchase a ticket, email us at gala@gardenschool.org.



Thank you and we look forward to you joining the celebration on April 8th.



*Thank you to the many parents, faculty and staff for supporting International Night!
Enjoy this short video of the evening: [https://youtu.be/ PSQ8fXm-S8](https://youtu.be/PSQ8fXm-S8)*

Check lost and found before the Break next week. They will be donated over the Break.

Model UN Competes at U Mass Competition, March 11-13





Congratulations to the Daniel Webster Society Debate Team!

Last Saturday, Garden School and the Daniel Webster Debate Society hosted the Garden Invitational tournament for the English Speaking Union of the United States' Gotham Division. With 26 teams from schools such as Hackley and Hunter, Garden School placed second, overall, as did the 2-person team of Joelle G. and Liam M. in the individual team category. It was a fine effort, overall, as Garden placed 2 teams in the top 5, and took 2 of the top 5 speaker awards, again for Liam and Joelle. Now it's on to the Regional tournament, with teams coming from the entire Eastern half of the United States. I am wholly confident that we'll show them what it means to be from Garden - and the mighty 718!



HOW CAN I HELP MY CHILD'S CLASS WIN A POOL/PIZZA PARTY OR ICE CREAM PARTY?



Help support the **2016 Garden Gala** on April 8th, 2016, by contributing in any of the ways listed below. You could win a pool/pizza or ice cream party for your class! One upper school and one lower school class with the highest percentage of participation in the Gala will win a pool and pizza party during the school day! Second place will also be rewarded with an ice cream party during the school day.

Why a percentage? A class with 10 students has the same odds as one with 36. How can you help your class win?

Points will be awarded in the following ways:

CLASS POINTS = WORTH 10 PTS EACH

- 1- Purchase a class journal ad together. Journal ads range in price from \$60-\$1000. You decide how BIG you want your class ad to be.
- 2- Create/put together a themed basket as a class to be featured in the silent auction. See back of this sheet for basket ideas. Be creative and have fun! Or....pool together funds as a class for an item of higher value, like an iPad mini for the silent auction.
- 3- Purchase a ticket for your teacher or any Garden teacher to attend the Gala as a class. You and your classmates can raise \$125, the cost of a single ticket, and send a teacher out for a night of fun!

INDIVIDUAL POINTS = WORTH 1 PT EACH

- 1- Buy/Solicit a journal ad. Any size!
- 2- Purchase a ticket to the Gala. Each ticket is worth one point. This includes purchasing a ticket for a teacher as an individual.
- 3- Donate an item to the Live or Silent Auction.
- 4- Make a donation to the Gala of \$10 or more.

The winners will be announced the week after the Gala. In the event of a tie, the class that sold/purchased the most journal ads will be the final winner. Class journal ads and individual journal ads will count equally in the tie breaker.

All donations must meet deadline requirements. Please go to the Garden Gala website for more information on deadlines for the different types of donations, <http://www.gardenschool.org/gala> or email us at gala@gardenschool.org.





**** GARDEN GALA DONATED GIFT BASKET IDEAS ****

- Teacher Basket (teacher favorites)
- Museums
- Neighborhood (Queens / Brooklyn)
- NYC – metrocards/subway map
- Lego gift certificates
- Shabby Chic
- Frozen
- Toys
- Sports
- Mother’s Day
- Father’s Day
- Baby
- Books (children or adult)
- Make Up
- Alumni Basket
- Men’s / Women’s
- Hall of Science
- Math Matters
- DVD Collection
- Bridal Magazine
- Spring Planting
- Senior / College
- Food / Alcohol
- Chef
- Asian Food
- Sushi
- Chocolate
- Champagne
- Shaving Tools
- Zoo Passes
- SciFi
- Tech (iPad mini)
- Craft Beer
- Jewelry
- Coffee / Tea
- Tennis
- Trader Joe’s
- Board Games & Snacks
- Vineyard
- College
- Restaurant Gift Certificates
- Perfume / Cologne



Garden School Pre-K For All Program

By: Laura Gilbert (PKFA Teacher)

This week was a very busy week for the students in the ‘Pre-k For All’ Program. The students went on their first field trip. Before going on the trip the teachers discussed what the students were going to see and the rules for the trip. We went to Queensboro Community College to see the Paper Bag Players perform their show “Pop Pop Popcorn.” The students were very eager to attend the trip. The content of the show was geared towards developing social and emotional skills, interacting with friends and solving problems. The students enjoyed being able to participate in the show and dance along with the actors.

This month, we are learning about books and where to find books. On Tuesday, a Librarian named Ms. Ellen from the Queens Public Library of Jackson Heights visited each class. Students were able to ask her questions such as “what is her favorite book to read?” and “ How many books are in the library?” Ms. Ellen gave the students forms to fill out so each child was able to receive their own personal library card. The students were very excited about her visit.

The students also worked on subtracting and adding from groups of 0-5. The students were given a cut out of a basket made out of paper and small paper books. They would play a game using the books and baskets. When it was their turn students were asked to pick an index card from a deck. Based on the number they picked from the deck of cards ranging from 0-5, they had to subtract or add to the basket. Subtracting and adding is a skill we will continue to work on throughout the month of March.





Early Childhood

Nursery - Language Arts

By: Carmela Knopf (Nursery Teacher)

Nursery has been learning the colors of the rainbow. This week, we all wore the color of the day. We started with red on Monday, orange on Tuesday, yellow on Wednesday and green on Thursday. We will continue with blue on Monday, purple on Tuesday and on Wednesday it will be Rainbow Day! The children were very excited to have on the same color clothes as their teachers.



Each day, we made Jello, adding a new color layer creating an edible rainbow. We will enjoy this special treat on rainbow day! We also decorated a rainbow by gluing bands of colored fruit loops. On the smart board, we listened to *The Rainbow Fish* by Marcus Pfister and *What Makes a Rainbow?* by Betty Ann Schwartz. We also read *Little Green Peas* by Keith Baker, a big book of colors.

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Pre-Kindergarten - Language Arts

By: Eileen Reyes (Pre-K Teacher, Dean of Early Childhood)

The students in Pre-K are becoming emergent readers. Part of our everyday routine is reading. Books are read to introduce, reinforce, and follow up on areas of study. Books are also read just for fun. Many students have developed the habit of bringing in their favorite story books to share with the class in a read-aloud. It's important to support your child's efforts in a positive way and help him or her along the reading path.

An emergent reader knows some or all letters of the alphabet, understands that writing conveys a message, uses "scribble" writing or letter writing with inventive spelling when writing, and may recognize some words or letters in their environment (words like "stop" or "exit" or labels.) Another way we encourage reading is talking about what happened in the book with ample opportunities to retell the story in the proper sequence. *Goldilocks and the Three Bears* and *The Three Little Pigs* are two of the stories that we worked on this week.

Kindergarten - Language Arts

By: Kristen Ahlfeld (Kindergarten Teacher)

March roars in like a lion and brings with it topics on wind, rainbows with pots of gold, leprechauns and fairy folk associated with St. Patrick's Day.

In language arts the students are working on creative sentence writing that are connected to lessons in the classroom. Some students are composing eagerly stories about catching leprechauns and their treasures, while others are searching for pots of gold at the end of rainbows. Topics that excite the children lead to inspired writing. At this age level the children are using inventive spelling techniques to help them sound out the words they want to write. The children are also learning simple sentence structures, like beginning with a capital letter, spacing words and ending with punctuation. As their writing grows editing will become more involved in the writing process.



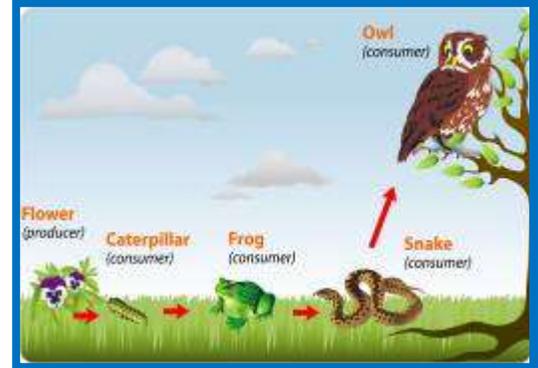


Elementary

First Grade Science

By: Lou Albano (Science Teacher, Dean of Grades 4-6)

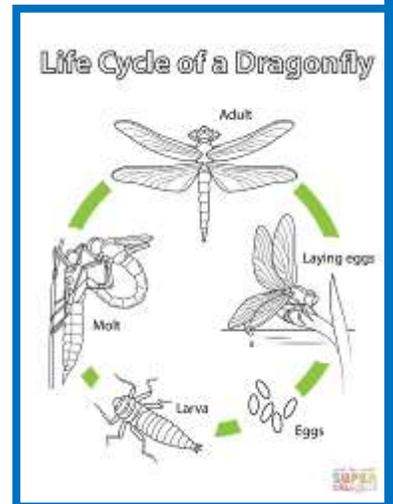
The first graders continued their study of plants, animals, food chains, and life cycles in science class. We have learned what helps animals live in their habitats. The importance of food and shelter is discussed. We investigated the parts of plants and what helps protect plants. We looked at the life cycles of a frog, a butterfly, a daisy, and a tree. In our discussions we focused on how animals and plants change as they grow. Food chains were also discussed. The methods that plant and animals have in order to get food were part of our classroom discussions. We will be moving onto Earth Science in the upcoming lessons. The students are doing classroom activities in order to fortify what they have learned. The curious first graders are working hard in their study of science.



Second Grade Science

By: Lou Albano (Science Teacher, Dean of Grades 4-6)

The second graders have continued with their study of life science. We have discussed how plants and animals live together. We investigated the needs of plants and animals, focusing on grassland and ocean biomes. We expanded our scope of study to comprehend the complicated, yet essential, interactions that occur in a food web. The interactions between plants and animals were also included in our discussion. Life cycles were our next topic of discussion. Turtle, dragonfly, and horse life cycles were discussed. We will be looking at other life cycles in the upcoming class sessions. Several hands-on activities have been part of our science class.



Third Grade Science

By: Lou Albano (Science Teacher, Dean of Grades 4-6)

The third graders have ventured into the fascinating world of Earth Science. We have discussed why water is important and how the forms of water change based on temperature. We investigated the weather. What makes up the weather, and how weather patterns are different were topics of our investigations. Students have engaged themselves in discussions about rocks and minerals. We have completed several activities, including our ongoing observations of our 4 class tadpoles. We are waiting eagerly for them to undergo metamorphosis to froglets.



We will be discussing shortly the Earth's layers, volcanoes, and earthquakes. The third graders are diligently working in their science class.



Fourth to Sixth Grade - World Languages

By: Gabriel Gomis (World Languages Teacher - French)

French 4 completed learning vocabulary for the weather and the season. Now, they can discuss the weather by using their new vocabulary. A test was given to further evaluate their comprehension.

They also watched "*Le Petit Prince*", (*The Little Prince*) . It is the most famous work by French writer and aviator Antoine Saint Exupéry. The story is "philosophical and includes social criticism, remarking on the strangeness of the adult world". Students are strongly recommended to read the book, published in 1943. A story, though childish, that reflects on life and human nature.

In French 5, we have learned the reflexive verbs. Students talked about the daily routine using the reflexive verbs. This past week, they also watched "Le Petit Prince".

French 6 completed lessons on the reflexive verbs and on chores. They can use the newly acquired vocabulary to talk about their daily routine, as well as the tasks they perform at home. They all tested their understanding of the reflexive verbs and the chores through oral practices. We also watched "*Les Misérables*", based from the novel of French poet and writer Victor Hugo. The movie examines the nature of law and grace during revolutionary France.

Fourth Grade Trip to Sculpture Center

By: Tiina Prio (Art Teacher, Chair of Fine Arts Department)

The Fourth Grade Artists went to the **Sculpture Center** for a tour on March 10th. This wonderful museum was "Founded by artists in 1928, and is a not-for-profit arts institution dedicated to experimental and innovative developments in contemporary sculpture. Sculpture Center commissions new work and presents exhibits by emerging and established, national and international artists."

The docent, Stephen, had no problem answering all questions about the exhibitions and the art space they occupied. Students wanted to know 'why the museum had an extremely high ceiling' and 'why it had an ominous labyrinth basement with brick arches'. It turns out that this building was a former trolley repair shop which was redesigned by artist and designer Maya Lin. So not only were the exhibitions fantastic but the building itself was art.

After the visit, the starving artists went to the Burger Garage to feast on delicious food. Everyone agreed that the day was fun, educational and needed to be repeated!





Middle School

Grade 7 Social Studies

By: Richard Kruczek (Social Studies Teacher)

The seventh graders are now learning about the causes and ghastly aftereffects of the Great Depression. The stories that evoked the strongest responses are ones that involved kids their age. Like the story they watched of a little girl who had a piggy bank, and was the only person in her family with any sort of savings. One day, she came home to find it empty; her father used the money in an effort to seek employment downtown. He said he'd repay her; he never did. To learn from lecture is one thing; to see how past events affected people their age is wholly another. They get it, and will take the lesson of appreciating what one has long after their seventh grade year has ended.

Grade 8 Social Studies

By: Sarah Sullivan (Social Studies Teacher)

Algebra, the astrolabe, the Blue Mosque, calligraphy, and exquisite rugs are the timeless gifts the Middle East has given the world. Eighth graders have learned how these great works came from the Middle East in addition, to the three monotheistic religions of Judaism, Christianity and Islam. We observed the incredible similarities as well as differences of these religions. Many learned about the divisions of each religion and how that has impacted history and geopolitics today. All learned about the holidays and customs of each religion. This is critical as ignorance of these wonderful ideas and traditions leads to issues and animosity.

Students learned how these religions spread throughout the world and impacted civilization. After our Spring Break we will examine how the end of the Ottoman Empire and the role of both Arab tribes and European nations redrew the lines of the Middle East map. We will examine how this directly affects modern day events in the Middle East.

High School

Grade 9 - Writing

By: Jim Pigman (English Teacher, Chair of English Department)

What do you do with the glorious day in March when the temperature reaches the mid 70's? The ninth graders went outside for a personal reflection on the Park. In this case, it was Traverse Park. Sprawled on benches and leaning on the chess table, writers began to process parks, spring day, memories.

The best story that came in on Friday was the memory of a girl who went back to when she was four years old. She remembered being in a park with her best friend. Then a jump back two more years to when she had first met that girl as their parents were friends. She told of the memories of the great times in the sandbox and on the swings and of how entertained both of them by their enduring friendship. 'We would laugh at everything, even just when we would see each other at the first time. Oh, we had so much fun in the park,' she wrote.

Imagine how her friend will feel when she passes this story on to her. Not only was it a beautiful day, but a beautiful memory came from the students' writing that day, something that they can have forever.



Grade 10 - Fine Arts

By: Tiina Prio (Art Teacher, Chair of Fine Arts Department)

The 10th Grade Renaissance Art students have completed their study of Michelangelo and the Sistine Chapel ceiling. Four drawings of images, along with a cover, using watercolor pencils and their imagination have brought us to begin the Leonardo da Vinci portion of the course.

Learning about Leonardo and his many life fortes give the students a chance to understand why he was called the epitome of a Renaissance Man. " Possessor of a curious mind and keen intellect, da Vinci studied the laws of science and nature, which greatly informed his work as a painter, sculptor, architect, inventor, military engineer and draftsman."

Four images of Leonardo will join the Michelangelo projects in a booklet which most students keep for a long time since it not only shows the excellence of the Renaissance but also the creativity, imagination and talent of the individual.

Grade 11 and 12 Physical Education

By: Vonetta Trotter (Physical Education Teacher)

The 11th and 12th grade PE classes are participating in a Wiffle Ball unit, playing inning-based games, learning how to utilize exercise equipment and perform core strengthening exercises.

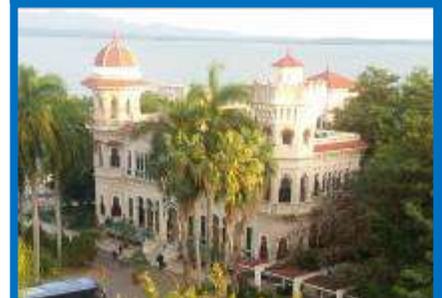
Prior to our sports and fitness activities, students begin with a cardio warm up, consisting of quick movement games, light jogging around the gym and group stretches. For the past few weeks, we have worked on many different styles of core strengthening skills in one-minute duration stations. Some of the exercise stations include jumping over hurdles, passing a weighted ball to a partner, and consistent arm waving of a heavy rope. These quick rotating exercises have encouraged the class to challenge their performances and, more importantly, have instilled a level of enjoyment for fitness. We then conclude our class with various modified sports games.

In the coming weeks, 11th and 12th grade will begin a new sports unit, review healthy eating habits in relation to the food pyramid and practice strength training form with a variety of light weights.

Garden School Travel Program - Cuba in February 2016

By James Pigman (English Teacher, Chair of the English Department)

How often does a person have the chance to stand on the edge of history? On February 11, 2016, sixteen Gardenites journeyed to Cuba. The seven days were a whirlwind of activities as we journeyed over 1100 miles, zigzagging the island in order to take in all the wonders, from flora and fauna, to World Heritage sites. Cuba has been closed to American travelers since 1958. Groups like ours had to have special permission to enter, special visas, a government guide with us at all times, and a pre-approved itinerary. Our guide turned out to be a young man, Abel, who spoke perfect English and had a wicked sense of humor. We went from the beach to the mountains, from the valleys to the cities. We saw every kind of conveyance imaginable: American cars from the 1950's, bicycles, and carriages pulled by horses. We even saw cowboys! There were chickens everywhere, even along the highway in Havana! The architecture of the island spans 600 years, and several places are World Heritage sites, like Trinidad, founded in 1514 by the Spanish. It has narrow, winding





streets paved in cobblestone, buildings with beautiful iron work, reminiscent of New Orleans, and sunny, open plazas. Havana, the nation's capital, has buildings almost as old, but most are crumbling remains of the city's glorious past. There are large homes from the elegant belle époque and beautiful hotels from the 1920's, all in need of repair. As the government is committed to refurbishing not replacing these majestic structures.

The people were friendly, though reluctant to talk to strangers. From what we could see, they work hard, mainly at physical labor, still cutting sugar cane and tobacco, Cuba's largest exports. We stayed at a modern hotel on Varadero Beach. If Cuba ever builds enough hotel rooms, Americans will surely fill them. It was low 80's every day, with nights cool enough to have a blanket on your bed. Mrs. O'Sullivan and Ethan made sure to apply lots of sunscreen! Everyone donned bathing suits and enjoyed the water and walking on the beach. Downtime was balanced by things like hiking two different cave systems. The first revealed the most fantastic rock crystal formations, and the second offered a boat ride down an underground river. The tobacco farm, the cigar-rolling demonstration, the organic farm, the synagogue in Havana – all these are indelibly printed on the travelers' minds.



The Garden School travel program continues to offer unique experiences to students. Traveling with teachers, who connect what you are seeing to what you learned in the classroom make these worthwhile experiences. It is important for students to see the passion with which their teachers approach their jobs. Mr. Melara was a sponge, asking questions, photographing everything, connecting this part of the American world to his own heritage. Mrs. O'Sullivan was agog as she gazed at the "Granma," the boat on which Fidel Castro, Raul Castro and Che Guevara traveled to Cuba as they was about to begin the revolution. And Mr. Pigman was eloquent as he spoke about Hemingway and his works, his life and love for the Cuban people. The student reports were great. Our travel agent couldn't get over how much effort students had put into their research. She was impressed with their serious approach, and how well behaved and mature they were in all instances. We only almost got into trouble once, at the airport waiting for the plane home. Some students took out a deck of cards to help pass the time. The guide came running. It's illegal to play cards in public! Yes, it was a very different world we visited. Cuba is on the cusp of change. With diplomatic relations opened and travel about to commence, the 9th grade will tell you, "Trade things, trade ideas." Cuba is changing.

Garden Seniors Are Coding!

By Sonia Ambarson (Math and Computer Science Teacher)

Garden School seniors in the Introduction to Computer Programming elective course have been learning the integral concepts of coding using JavaScript, the programming language of the Web. JavaScript is a scripting language based on the programming language of Java. After exploring the concept of artificial intelligence and its implications from the Turing machine during World War II to our modern world of smartphones and gaming, the seniors understand that programming makes computers do what you want them to do from the minutest task to the most colossal. Thus far, the students have explored JavaScript data types, functions, object and various methods which allow them to code any given event. Focusing now random numbers and using Math methods to limit the range of 1 to 11, they can simulate the cards in a given deck of four suits. Next, focusing on loops, which facilitate repeated action of dealing a card, find the current sum, and comparing that value to 21, the coder can program the next step in the game; that is, whether to hit or stand!



Coding becomes real and valuable when the students can relate these concepts to their own lives and events. Video games especially, take on a new perspective once the actions are dissected and broken down to their basic programming actions. In this sense, coding truly becomes limitless!



CATCH A WAVE

at
Garden School Summer Camp
We Make Summer Easy & Fun!



Fine Arts **A**cademics **S**ports **T**echnology



Garden School Summer

June 27th - August 19th • Nursery - 13 Years Old

Half/Full Days • 7:30 am-6 pm Available

Choose As Many Days or Weeks As Needed

- ✓ Swimming Pool + Lessons
- ✓ Special Events
- ✓ Lunch & Snack Included
- ✓ Flexible Scheduling
- ✓ Drop-In Available
- ✓ Door to Door Transport



Register Before We Fill Up!

33-16 79th St., Jackson Heights, NY 11372

(718) 335-6363 • gardenschool.org

More information and download Summer Camp 2016 brochure here:

<http://www.gardenschool.org/programs/summer/>



Garden School Summer Camp Registration

Student Name: _____ Gender: ____ DOB: _____

Grade in Sept. 2016: _____ School: _____ T-Shirt Size: _____

Parent Name(s): _____

Address: _____

Home Phone: _____ Cell Phone: _____

Email 1: _____ Email 2: _____

Parent 1's Name & Business No: _____ () _____

Contact person if Parents unavailable Name & Telephone No: _____

Parent 2's Name & Business No _____ () _____

Circle your week of interest @ \$600 per week:

Week 1 June 27

Week 5 July 25

Week 2 July 4 (4 days)

Week 6 August 1

Week 3 July 11

Week 7 August 8

Week 4 July 18

Week 8 August 15

Choose your program:

RATE

• Nursery (Ages 1.5 to 3) # of Days _____ AM/PM Full \$ _____

• Junior (Ages 3-4) # of Days _____ AM/PM Full \$ _____

• Intermediate (Ages 5-6) # of Days _____ AM/PM Full \$ _____

• FAST Specialty (Ages 7 to 13)

IMPORTANT: PLEASE CHOOSE AND CIRCLE YOUR SPECIALTY BELOW

Fine Arts

Academics

Sports

Technology

Second Child - Deduct 10%

Less Discount \$ _____

Total # of weeks: _____ x \$600 = \$ _____ +

Add transportation option (circle one/two way below) x \$125 per week \$ _____

Round Trip Bus / One way Bus-AM or PM

TOTAL FEE: = \$ _____

A non-refundable deposit of \$600 secures a place for your child. The balance of the total summer fee must be paid in full by May 27th, 2016. Payment can be made by cash, check, MasterCard, Visa or American Express.

Parent Signature: _____

How did you hear about our Program? _____

Scan/send to: campdirector@gardenschool.org Fax to: (718) 565-1169 Apply online: www.gardenschool.org/summer