



GARDEN SCHOOL NEWSLETTER



Richard Marotta, Ph. D., Headmaster

Volume 92 Number: XXI

"Academic Excellence Since 1923"

Friday, March 6, 2015



Thoughts for the week

By Richard Marotta, Ph.D., Headmaster



A staple of independent school life is communication among the various stakeholders of the community. Whether it is in person, by telephone or via email, communication remains a meaningful and important part of the life of an independent school. It not only allows for an exchange of information that is beneficial to the education of the student but also fosters a sense of community that sustains a long term relationship based on trust.

Our weekly newsletter forms a recurrent part of that communication process. However the recently instituted morning coffee with parents, administrators and trustees has been a wonderful addition in enhancing communication in a face to face forum. While attendance has varied at these morning coffees, the conversation has been open, stimulating and constructive. So much so that it seems to me that these coffees should be a recurring staple of each school year. While there is importance and value in having a one-time meeting, there is an even greater value in making these meetings a regular part of the school year.

One of the themes of the Parent Survey was the articulation of the desire for more communication throughout the school. My sense is that we should all make every effort to insure that we meet this goal. Communication always makes a community stronger and more effective in pursuing its long range plans for growth and development. All communities need to undergo the process of self reflection and self evaluation for the sake of growth. In fact, I would argue that almost all progress begins with the first step of honest self-reflection that then can be followed by thoughtful and strategic actions.

As we move into the Spring (which I have been assured by a very knowing acquaintance will occur soon), we should as a community continue to communicate about our ideas, our concerns and our most important subject of all, our children. The more we talk, the more we grow.





DATES TO REMEMBER:

- Friday, March 6: International Night (4PM – 7PM)
- Thursday, March 12 – Thursday, March 19: **Rainbow Week** for Lower Division
- Monday, March 16 – Thursday, March 19: Spirit Week for Upper Division
- Friday, March 20: School Closed for Faculty Workshop Day
- Friday, March 27: Garden School Gala at Terrace On The Park
- Wednesday, April 1: Marking Period 3 Ends
- Thursday, April 2 – Friday, April 10: School Closed for Spring Break
- Monday, April 13 : School Resumes
- Thursday, April 16: Report Cards Distributed
- Friday, April 17: Report Cards Returned

TONIGHT

International Night

Tonight the International & Diversity Clubs will be hosting their annual International Night from 4-7pm in the gymnasium. This event, acknowledges and celebrates all the wonderful diversity which exists within our school and our community!

Students and their families will have a chance to relish the rich culinary offerings and see firsthand how many cultures come together every day at Garden! We hope to see you all there next week!



Garden School December Pep Rally Video: <http://youtu.be/LTEgQYvZaU>

Gala Raffle Tickets on Sale Now!

The Gala Raffle has begun! We have some great prizes to win and only 100 tickets at \$50 each (3 for \$100!) will be sold per item! So, support Garden and be a winner!

Tickets are available at school by credit card or check or by calling the school (718) 335-6363.

Prizes a great looking, high end Movado men's watch and an elegant and eye-catching Tiffany's leather tote bag...





News from the Gala

Hello everyone, the Gala is right around the corner, Friday, March 27th at Terrace On The Park.

We are honoring two members of our school community, **Eileen Reyes**, Dean of N-K and a member of the Early Childhood Faculty along with **Lisa Sohmer**, Director of College Counseling and Upper Division Coordinator. We will also be honoring Hope and George Alexiou, Alumni Parents, in memory of Melina Alexiou '96.

Please come join us as we celebrate the Garden School Community.

This celebration is made possible by donations from all of us. Be it donations of time, items for our Silent and Live Auction, donations of wine for our Wall of Wine, a purchase of a Journal Ad, ticket purchases, or becoming a sponsor by making a donation to Garden.

We are ready to close the Journal of March 10th so get your journal ads in asap. Each class is in the process of putting together a Class Ad Page. Contact your Class Page rep for more information and contact us at Gala@gardenschool.org if you have any last minute questions. Julia Silber, alum parent '14 and 2015 Journal Chair, is here to help.

The **Wall of Wine** is back for a 4th year. We are able, through donations, to put together a collection of wines valued at over \$1,000. Please help us with this year's collection. Help put together our sought after instant Wine Cellar.

Participate in the Auction buy making a donation of a gift. We are amazed with the selections from past years. Theater tickets, sports tickets, gift certificates to restaurants, salons, hotels, fitness centers, use your imagination! Our signature gift baskets will be back and we will be happy to take donations to fill them.

Tickets are on sale and tables are filling up, so please send back your response cards or go to our website www.gardenschool/gala to purchase tickets online. Can't come? **Buy a ticket for a teacher!**

Volunteer your time on Gala Night. Email us if you would like more information.

Sponsor donations are welcome, send Garden a check!

Don't forget that participation in the Gala will earn points for your class towards the Pool/Pizza party.

Let's make this the best party ever. The DJ is waiting to get us all out on the dance floor!

The Gala Committee





Daniel Webster Society Wins 2nd School of the Tournament Award!

By: Richard Kruczek (History Teacher)

One fact is not up for debate, the Garden School debate team, The Daniel Webster Society, won its 2nd "Team of the Tournament" Award this year!

On Saturday, February 28 Garden School played host to the Big Apple Division of the New York Debate League of the ESUUS (English-Speaking Union of the United States). In total, there were 71 debaters on 24 teams from 8 different schools and Garden sent three teams against some of Manhattan's best private and charter schools.

After seven hours of passionate debating, three of our Garden speakers placed in the top seven of the individual speaker's awards. In team awards, all three Garden teams placed in the top ten, and two Garden teams were in the top 5. Finally, the most coveted prize of the day - the overall "School of the Tournament" award, given to the school with the highest win percentage on the day - went to Garden School!

This gives Garden School's Daniel Webster Society two "School of the Tournament" awards in their last three debates, a record UNMATCHED BY ANY TEAM IN NEW YORK!

"Garden's academic focus ensures that our students are encouraged to speak up in class, to make presentations and to participate in school life through student government and athletics. We do this to build confidence and develop their public speaking and teamwork abilities because these are 21st Century skills that are critical to our graduates' success." Said Richard Kruczek, Garden School's Upper Division History and English Teacher and founder of Garden's Daniel Webster Society.

Garden hopes to continue its winning ways at the Regional Finals, held next month in Tarrytown, NY.



Music for Early Childhood

By: Tom Heineman (Music Teacher)

Nursery has begun singing several new motion songs, such as 'I'm a Little Teapot' and 'Head, Shoulders, Knees, and Toes.' Also on deck are the songs 'Do Your Ears Hang Low,' 'Three Blind Mice,' and 'Did You Ever See a Lassie.' Two early Beatles songs, 'Do You Wanna Know a Secret' and 'P.S. I Love You,' have been added to the growing repertoire of material that Pre-K and Kindergarteners have been learning.

Pre-Kindergarten discussed what they need to do before leaving the house on a snowy morning, and then sang about these rituals to the tune of 'Here We Go Round the Mulberry Bush.' Kindergarten provided information and sang,



borrowing the melody from '10 Little Indians,' about the various animals from Antarctica which they've studied. Their knowledge touched on fish, leopard seals, killer whales, and penguins (they hold their egg on their brood patch)! The refrain was 'way down yonder in Antarctica.'

Students in both Pre-K and Kindergarten have been listening to various animal sounds and speculating as to what creature produced the call. After the answer is revealed, they imitate the call and move like that animal. Next week, students will be listening to various instrumental Jazz recordings, covering eras from the 1920s through today. They will determine whether the music is slow or fast, quiet or loud, and sad or cheerful. Students will suggest what animal seems to reflect those characteristics based upon the music's speed, volume, and mood, and then mimic the animal's movements while the recording is played again.



Simple, teacher-conceived dance moves have provided students in Pre-K and Kindergarten a platform to move to Afro-Cuban and Brazilian music in recent classes. While the footwork was dictated to them, arm movements are of their own making. During the dances, students are also given an opportunity to dance freely and create their own moves.

Math for Grade 1

By: Jacquelyn Renner (Grade 1 Teacher)

First Graders' practice with addition and subtraction continues this week. Strategies that were introduced earlier this year are being revisited as they work on adding and subtracting with numbers through 20. Students used ten-frames to model the addition problems which helps to see how one addend can be broken apart and use the part to make a sum of 10.



Students also looked at the relationship of numbers. They learned that if they know the addition fact for one sum, they can use it to complete another fact. Some students prefer to use a number line when subtracting. The number line is a useful tool for finding differences that cannot yet be recalled. Thinking about subtraction as a whole with its two parts makes it easier to see the inverse relationship between subtraction and addition. Students applied what they knew about related facts and fact families to check their subtraction by adding. Through the examination of different strategies each student can find a method to successfully solve these math challenges.



During the course of the week, students had the opportunity to practice these facts in whole and small group activities. In one activity the class tried to beat Ms. Renner in finding facts to 15. "Alligator Duos and Trios" is a game where players find combinations that add to 15. After practicing with Ms. Renner the class was then divided into two teams to play against each other. In "Read the Books" small groups spun three spinners and found the sum to try and collect the most game pieces. Throughout these games and lessons "this is math and it is fun" was heard often.



Math for Grade 2

By: Stephanie Parker (Grade 2 Teacher)

The Second Graders have been exploring the concepts of money and time in mathematics class with hands-on manipulatives. The manipulatives aid the students in making concrete representations of concepts that can be abstract. Manipulatives also encourage the students to communicate using math vocabulary. While they explore with their friends they are explaining their thinking and making connections. The manipulatives are engaging and they allow the students the chance to move around the room and work with their peers.



The Second Graders used plastic coins, real coins and magnetic money to count money, compare amounts of money and make change. They enjoyed examining coins and bills and some students brought in special coins from home to share with the class. The last bake sale was a great way for the Second Graders to have some real world experience by adding up their own purchases and calculating their change. The Second Graders are also using small clock manipulatives to practice telling time. They also enjoy using a large interactive clock on the Smartboard where they can control the time by adding and subtracting minutes and hours. The Second Graders are also telling the time using our classroom clock and looking at our daily schedule to see when their favorite classes begin and end. This real world experience is motivating them to improve their skills.

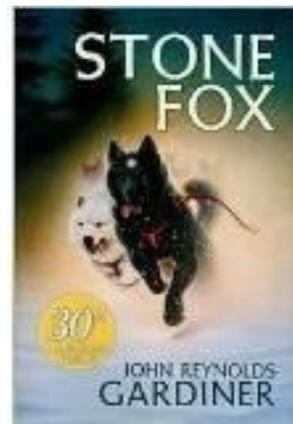


English for Grade 3

By: Nilla Ingravallo (Grade 3 Teacher)

Can a determined ten-year-old boy win a dog sled race to save his Grandfather's farm?

Over the last couple of weeks, the third graders have begun reading *Stone Fox*, a Rocky Mountain legend about an adventurous race with a surprising finish. During the reading, the students are working on utilizing information from the text to support answers, inferences, and conclusions about the characters and the plot. They are also making connections as well as analyzing the main character's actions. The students are discussing themes, such as responsibility and determination, addressed in the text. Figures of speech such as similes and metaphors as well as expressions enhance this text and have helped the students visualize the characters.



Along with literary discussions, the third graders have learned about dog sledding and the Iditarod. They watched Iditarod videos as well as listened to the text, *Mush! Sled Dogs of the Iditarod*. During this unit, they will also read an article named "Leader of the Pack," which is about a young musher, or dog sled racer, named Ellen King. Then, they will





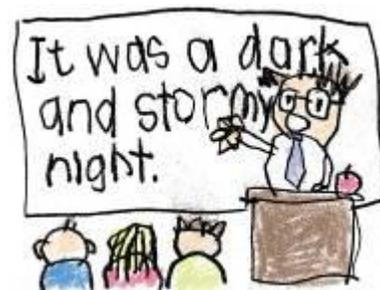
compare this young musher's experience with the protagonist's experience in *Stone Fox*. The third graders also discussed how to advertise an event. They learned what elements to include on a flyer as well as how to use text, pictures, and language to persuade people to participate. The students applied this knowledge as well as story facts when they created flyers advertising the story's dog sled race.

English for Grade 4

By: Philip D'Anna (Language Arts and Social Studies Teacher)

Creativity and imagination: two of the strongest tools that any child learns to use. They allow students to invent games to play, make up jokes to share, and develop stories to tell. The imagination of a child is endless and, when harnessed correctly, can lead to remarkable innovation. Storytelling, in particular, has been the staple of oral traditions for thousands of years. Legends and folklore have been passed down from generation to generation, often stemming from imaginative place in conjunction with some known event.

The fourth grade has taken this brave step to create their own stories from their experiences and add elements from their vivid imaginations. Stories of intergalactic battle, being transported to a magical land of candy or princesses, or winning lego competitions; being lost in a common neighborhood, or searching for rupees in far-away lands. These are just some of the stories that the fourth grade class has conjured up. By understanding the necessary elements of a story and implemented a touch of imagination, the class has grown small ideas into longer written works. Each should feel proud to have taken the risk of telling a story from an experience they've had, new or old.



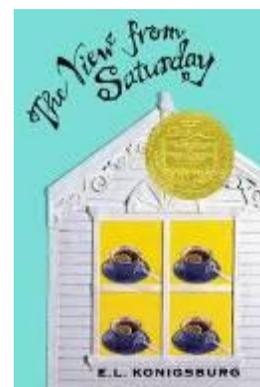
4th, 5th, 6th Grade "Alphabetic 50 States" Video: <http://youtu.be/7h64EGAYE8w>

The 4th through 6th graders performed at the Parent Coffee Morning this week.

English for Grade 5

By: Sarah O'Sullivan (Language Arts and Social Studies Teacher)

Teamwork is the central theme of the fifth grade. Every day one can see students participating in activities that illustrate this critical idea. Recently, we have finished reading the novel "The View From Saturday" by E.L. Konigsburg. As a summation lesson, students discussed events in the story where teamwork was utilized to achieve a goal. In addition, all students completed an author study book report. This project consisted of two components. One, all students had to write a one page summary of the novel. The second part required students to complete a book trailer. You may have seen them in the hallways acting out scenes in the novel and videoing the events.



Thus, the theme of teamwork in full action without students realizing it. The goal is for important ideals to become intuitive in their daily actions.



English for Grade 6

By: Philip D'Anna (Language Arts and Social Studies Teacher)

Prioritizing responsibilities can be very difficult, especially for an 11 year old student. With so much on their plates – basketball, dance, clubs, soccer, sleep-overs, family, etc. – things can fall to the wayside. Tending to obligations outside of school while still ensuring that assignments are completed requires a delicate balance. In the last month, the sixth grade has been challenged with this task. In language arts, they have juggled several different assignments at once: creating a collage, writing a comparative essay between a novel and a movie, understanding grammar lessons, and all the while reading an author study novel of their choice and writing a summary of it.

It is with great pride that I can say that the sixth grade has not wavered in their efforts. Collages were submitted which display each student's unique and individual passions; essays were submitted on time, that aptly demonstrate an understanding of the material we have discussed at length; grammar lessons are being taught and retained daily.

The best part of it all, is that the class has done all of this with a smile. Naturally there are grunts and groans. Any assigned work will inevitably receive a few of those. These aversions, however, haven't stopped any one student from putting their best foot forward and completing assignments diligently. As a teacher, there is little more that I can ask of my students than to always give your best effort. And that is what they've done.



Science for Grade 7

By: Marlene Dapice (Science Department Chair)

The 7th grade is studying human body systems, currently the skeletal system. They are learning about the bones and joints of the human skeleton.

Although it is interesting to look at a model, it is not the same as being tasked to mimic a movement the skeleton makes numerous times on a daily basis. Students are working in groups to design and build a prosthetic hand. The hand must be able to grasp and pick up a pen and then release it. They looked at devices that humans' use that imitate this grasping motion, e.g. pliers, scissors, forceps, etc. Each group must come up with a design and a list of materials needed to build their hand. They will then construct it and test the efficiency of their product, redesigning it and fine tuning it as needed. The next phase will involve their assembling a more realistic prosthetic hand produced on a 3-D printer. The project will culminate in their designing, building, and programming a robotic hand. Each group at this point, will have their robotic version required to complete a different task.

Students will gain an appreciation of how technology can help improve the quality of human life in the case where a person has lost a limb or part of a limb.



Science for Grade 8

By: John Hale (Science Teacher)

Throughout the past week and a half, the Physical Science class has been investigating the properties of Fluid Dynamics. The students worked through a progression of activities to help them understand these properties.



First, they investigated Pascal's Principle by attempting to see how many straws they can link together and still be able to drink. Second, they made Cartesian Divers to help them understand Archimedes Principle. Third, they competed in a Paper Airplane Building Contest to put the key concepts of Bernoulli's Principle to the test. Finally, the students had to design and build their own Marshmallow Shooter.



History for Grade 9

By: Marcia Elkind (History Teacher)

While some of my students toured England and others enjoyed February break in other ways, I went off to Queens Boulevard to serve as a juror on a criminal case. My ninth graders were studying Roman law, and here I was engaged in a process that has its roots in that ancient judicial system. It was quite serendipitous.

Roman law, my students learned, was predicated on five basic principles: 1-a person is innocent until proven guilty; 2- the accused has the right to know and face his accuser; 3- the person making the charge must prove his case; the accused individual need not say anything; 3- a person cannot be guilty unless there is evidence "as clear as the light of day;" 5- all people of the same status are equal before the law. These all sound so familiar to us for they are the basis for criminal trials in this country today. It was interesting as a citizen and as a teacher to engage in this exercise of civic duty.

Several things stand out, the first is the difficulty in finding a jury. Three jury pools of 50 people each, were exhausted to find only 7 jurors! A fourth and fifth jury pool finally yielded the other seven. It seems most American citizens do not want or cannot find the time to be jurors. But the fourteen people who were finally selected and sworn in, were the second stand-out revelation for me. We all followed the judge's directions to the letter. No one talked about the case, or even speculated about it until all the evidence had been presented and the jury given its instructions by the judge. Once in deliberation, my thirteen jolly, convivial new friends, were all business. Each charge was reviewed carefully, evidence examined over and over to miss no detail. We had to review a video tape of the incident several times before we agreed about what we saw. We watched it twice going frame by frame so we would miss nothing. We had the judge re-read his instructions several times to be sure we understood the law. Respectful discussion and debate accompanied each session.

In the end, we were unanimous in our decision. It was also unanimous that we had done a thorough and fair job. The judge, Assistant D.A., and the defense attorney all came into the jury room to tell us so. They each shook our hands and thanked us for our service. I felt like I had done something important.



I hope my students understand the essential service I was doing for our democracy. Many places in the world today wish they had a system as fair and thorough as ours. Part of what we do as teachers is prepare students to be productive members of their communities, fulfilling their responsibilities and engaging in activities that make them citizens, like voting and serving on juries. My students were all ears and eyes today as I recounted my experiences. I hope this stays with them and when they get jury duty notices in the mail their first response will be, "Yes, I need to do this."

Foreign Language for Grades 11 and 12

By: Agustin Melara (Foreign Language Department Chair)

Eleventh and twelfth grade students have been learning the proper use of the Future and the Conditional tenses.

The Future tense allows students to express ideas related to events that will take place in the future (hence its name) while the Conditional tense is related to the occurrence of hypothetical situations, only when certain conditions are met. They have also completed the first three chapters of, *Como agua para chocolate (Like water for chocolate)* by Laura Esquivel. Set during the Mexican Revolution, it is the story of a young woman named Tita who is forced to renounce to any aspirations of getting married because she is the youngest of three sisters and, as such, she must take care of her mother until the day of her death. Never a conformist, Tita will defy obsolete traditions and will start a revolution in her own way.

Students in eleventh and twelfth grade French classes have been studying *le passé simple* (a tense used mainly in formal or historical writing). Although this tense is no longer used in conversation, students are expected to recognize it because it is used in the novels we have read this year, such as *Le Petit Prince, Jean de Florette, La Symphonie Pastorale,* and *L'étranger*.

Theater Trip

By: Jim Pigman (Chair of the English Department)

What a wonderful adventure when Garden School bounces into Manhattan and enjoys one of the cultural resources available! On March 2, the English classes from 7th to 11th were enchanted by the Classic Stage Company's version of Shakespeare's *A Midsummer Night's Dream*. Ms. Massand arranged for 100 student tickets, almost buying out the theater. Half the group rented Garden School buses and the older students went on the subway, arriving in plenty of time for the 11 AM curtain, even though there was no curtain for the theater in the round performance.

The 7th and 8th graders were especially keen for the show as they had just studied *Dream* in their English classes. They had acted out scenes, talked about costumes and props, and thespianated all over the place. But what a treat for them to have members of the Classic Stage Company come to Garden and conduct an acting workshop a few days before the trip. For an hour the guests lead acting and breathing exercises, discussed what it's like to be in a Shakespearean play, and about the roles and tone especially of *A Midsummer Night's Dream*.

Aneesh D. '18 remarked, "Such fun to see how real actors put life into the lines I had studied in 7th grade, a couple of years ago." Dylan K. '15 was surprised at the quality of the actors in the off-Broadway performance. "It was just like being on Broadway as their mastery shone through." "You know, to take Shakespeare and his 400 year old play, and add dancing, and rap songs, and visual jokes, and still have the same vibrancy and meaning---amazing," opined Deshawn M. '15.



The day was brought to a happy conclusion as the group had lunch at Chipotle's, the Pizza King, Panera's, or even the corner falafel cart. And Manhattan is only a subway ride away but it can seem like 400 years ago and that you are on an enchanted isle when Shakespeare is your vehicle.

Theater Trip

By: Matthew H. (Garden School, Upper Division Student)

On Tuesday, March 3, students from grades 7-12 took a trip into Manhattan to see *A Midsummer Night's Dream* performed by the Classic Stage Company. Although some of us had already seen a version performed at the Metropolitan Opera House, this performance was a completely different interpretation and took a modern twist on the story.



For instance, some of the Old English used in Shakespeare's play was replaced with more current terms that were easier to understand. While it may seem that changing words diminishes the quality of the play, it actually gave us new insight and helped us understand the meaning of the story more deeply.

The theater's intimate setting heightened the experience. Everyone was close to the stage and microphones weren't necessary. Some of us sat in the first row, less than 5 feet from the edge of the stage. It made the performance personal and again offered a completely different view compared to the Metropolitan Opera House.

After the play, we all enjoyed a late lunch. This trip, like the many others Garden School offers, was a worthwhile, educational experience. Seeing a live performance increases our understanding of the story and offers a deeper perspective. My classmates and I are glad we had this great opportunity.

The Importance of Engagement

By: Lisa Sohmer. (Director of College Counseling, Upper Division Coordinator)

When I prepared this year's Junior College Counseling Questionnaire, I added the following question: "What is your role in the Garden School community?"

The way that each 11th grade student answers the question will give me insight into his or her level of engagement and how he or she has impacted the school. Who are the leaders? The innovators? The team players?

As I work with students in the upper division, I encourage them to join clubs, play sports and perform community service. By participating in these activities, students gain self-confidence, enhance their ability to work cooperatively and increase their connection to the school and their peers.

It's important not to spend too much time on the sidelines; instead, students need to use the opportunities that are available to them through Garden School and their community to explore and cultivate their interests. Since many students begin to discover what will become life-long passions while still in elementary and middle school, there is no reason to delay experimenting with different activities.



MORE News From the Gala



HOW CAN I HELP MY CHILD'S CLASS WIN

A POOL/PIZZA PARTY OR ICE CREAM PARTY???

Please support the **2015 Garden Gala on March 27th** by contributing in any of the ways listed below and 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 Gala participation **will win a pool and pizza party during the school day!**

Second place will also be rewarded with an ice cream party.

Why a percentage? A class with 10 students has the same odds as a class with 36 students.

How can you help your class win?

Points are awarded like this:

CLASS POINTS = WORTH 10 PTS EACH

- 1- **Purchase a class journal** ad together. Journal ads range in price from \$60-\$1,000. 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. Be creative and have fun! (See next page for basket ideas.) Or....pool together funds as a class for an item of higher value, like an iPad mini for the silent auction.
- 3- Your class can **purchase a single \$125 ticket to the Gala for your teacher** or any Garden teacher. Your class can 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 March 27th, 2015

The 2015 Garden School Gala will be held on March 27th at Terrace on the Park. We will be honoring the following: Hope and George Alexiou, alumni parents, in memory of Melina Alexiou '96; Eileen Reyes, Dean of N-K and PK Faculty celebrating the beginning of Thirty years of service to Garden School and Lisa Sohmer, Director of College Counseling and Upper Division Coordinator.

Journal Ads and Message pages will be printed in color and are available in the following sizes:

- | | | | |
|--|----------|---|-----------|
| <input type="checkbox"/> Young Alum 2004-2014 Ad | \$35 | <input type="checkbox"/> Full Page (gold) | \$500.00 |
| <input type="checkbox"/> Third of a Page | \$60.00 | <input type="checkbox"/> Inside Cover Front | \$750.00 |
| <input type="checkbox"/> Half Page | \$125.00 | <input type="checkbox"/> Inside Cover Back | \$750.00 |
| <input type="checkbox"/> Full Page (white) | \$250.00 | <input type="checkbox"/> Back Cover | \$1000.00 |
| <input type="checkbox"/> Full Page (silver) | \$300.00 | | |
- Class Page: _____ Grade: _____ \$ _____
 Email Art Work to gala@gardenschool.org
 Copy Attached Copy to Follow Repeat Last Year's Ad

All sponsors and other contributors will also be listed on one of our Generous Contributions Pages, in one of the following categories:

- | | |
|---|--|
| <input type="checkbox"/> Blue Diamond | \$10,000 |
| <input type="checkbox"/> White Diamond | \$5,000 |
| <input type="checkbox"/> Sapphire | \$2,500 |
| <input type="checkbox"/> Platinum | \$1,000 |
| <input type="checkbox"/> Silver | \$500 |
| <input type="checkbox"/> In Memory of Melina Alexiou \$ _____ | <input type="checkbox"/> In Memory of Joan Zinner \$ _____ |

Sponsorship \$1,000 each: Coat Room, Cocktail (Griffin), Flowers, Music, Printing Fees, Photography

Name: _____ Email: _____
 Address: _____ City, State, Zip Code: _____
 Home Phone: _____ Business Phone: _____
 Cell Phone: _____ Previous Name - Class Year: _____
 Credit/Debit Card Type: Amex Visa Master Card Cash Check
 Name on card: _____
 Number: _____ Expiration: _____ Security Code: _____

I have enclosed my employer's Matching Gift Form.

Please return this form by March 10th, along with payment and any enclosures to the address below.

For more information or questions, please go to the Gala page at gardenschool.org/gala, email us at gala@gardenschool.org or call us at 718 335-6363. Garden School is a Not for Profit 501(c)3 organization, Tax ID #111631783. Your contribution is tax deductible as allowed by law.



GALA WINE TASTING KICKOFF PHOTOS

Friday, February 27, 2015

