



# GARDEN SCHOOL NEWSLETTER



Richard Marotta, Ph. D., Headmaster

Volume 93 Number: XXVII

"Cultivating Success in Every Child"

Friday, April 29, 2016



## ***Thoughts for the Week***

***By Richard Marotta, Ph.D., Headmaster***



As we move into the fourth quarter and into the last weeks of school, I am moved by the amount of work that continues to be done by members of our community. The Gala Committee still continues to evaluate, debrief and finish with any final details. The Walkathon Committee is busy planning that event, which will take place on May 12. The Library Committee is moving ahead with plans for the renovation of our Library into a more effective space. The Technology Committee continues to meet and work on plans for the remainder of this year and for the beginning of next year. The Long Range Strategic Planning Committee is getting ready to continue its work on long term thinking and planning. The Finance Committee is getting ready to put the finishing touches on the budget for 2016-2017.

Clearly an enormous amount of important and necessary work continues to be undertaken on behalf of Garden School. The school is better off for these efforts and all of us benefit and are very appreciative. What is most striking and affirming is how many of these Committees consist of volunteers, among them teachers, administrators and students. Volunteering remains one of the most important aspects of independent school life.

Our schools, Garden School included, depend heavily on the ability and the willingness of parents, teachers, alumni and students to volunteer. We are a community who needs to support the mission of the school through action and an affirmative endorsement of the school's program and culture. This endorsement involves volunteering and donating to support the vision of the school for the future.

This year's Gala established the science and technology initiative as the areas needing support from families and other members of our community. The Walkathon has targeted the library renovation as the recipient of the funds raised. This spirit of giving and active support rests at the heart of the independent school experience—responsibility for our school rests with every member of our community.

I encourage you to support the Walkathon; I encourage you to endorse the mission and vision of the school's future through volunteering for the PTA events and activities, in contributing to fundraising efforts and in taking ownership of the school's future through your active and generous support. These activities go back to the very beginning of independent schools, which were usually founded, as was Garden, by the desire and the vision of a community. Let's all be true to that founding principle and donate time and resources to Garden School.

**Save the Date for this year's Walk-a-thon on May 12th!**  
**Watch last year's video! <https://youtu.be/UuDXdKD2wVY>**

**Summer Camp Registration Now Open!**

**Summer Registration**



## DATES TO REMEMBER:

- Friday, April 29 : Pretzel Sale for Key Club
- Monday, May 2 : **Celebrate Universal Reply Date in college gear!**
- Tuesday, May 3-Tuesday, May, 10 : AP Exams
- **Thursday, May 12 : Walk-A-Thon**
- Friday, May 13: Caumsett State Park Trip for 4<sup>th</sup> Grade
- Thursday, May 19 : Music Recital in the Library – All Welcome
- Monday, May 23 : Dance Recital in the Gym @ 4PM
- Thursday, May 26 : Senior Prom at The St. Regis
- Friday, May 27 : Senior Breakfast
- Monday, May 30 : School Closed for Memorial Day
- Tuesday, May 31 : Senior Dinner
- Thursday, June 2: Lower Division "Spring Fling" Theater Production
- Monday, June 6 – Friday, June 10 : Upper Division Final Exams
- Tuesday, June 2 : Lower Division Talent Show
- Friday, June 10: Moving Up Ceremonies – Kindergarten (9AM) and Grade 6 (10:30AM)
- Friday, June 10: NOON Dismissal - No Afterschool Program
- Tuesday, June 14: Class of 2016 Commencement @ 7PM



## ***Monday, May 2nd - Wear Your College Gear to School for Universal Reply Day***

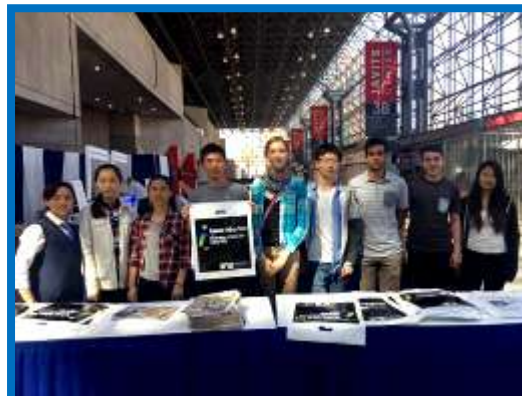
By Lisa Sohmer (Director of College Counseling, Upper Division Coordinator)

April is a busy month for Garden's 11th and 12th graders. Juniors are completing their college conferences and attended the spring college fair that Garden School sponsored with Friends Seminary, Loyola School, Marymount School, Regis HS and the United Nations International School on April 25.

Seniors are continuing to receive letters and e-mails from colleges and are finalizing their plans in anticipation of May 1. That's "universal reply day" -- the deadline for college enrollment.

Garden School will celebrate the Class of 2016 and its success in the college process on Monday, May 2 when everyone (especially the Class of 2016!) is invited to wear college gear to school.

**Thank you to the Garden students who volunteered at the NACAC NY National College Fair!**



## ***AP Exams Start Next Week***

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

For the sophomores, juniors and seniors enrolled in the seven Advanced Placement courses that are offered at Garden School, the start of May signals the start of the AP Exam period. The Advanced Placement program, developed and managed by The College Board, offers a curriculum which is used by high schools around the world.

Students in the various AP classes are not required to take the AP exam, but they are encouraged to do so. This year, students will take the following AP exams on the dates shown below

- **Wednesday, May 4 at 8am: English Literature and Composition**
- **Thursday, May 5 at 8am: Calculus AB**
- **Friday, May 6 at 8am: US History**
- **Friday, May 6 at Noon: European History**
- **Monday, May 9 at 8am: Biology**



# Garden Walk-A-Thon

**Thursday, May 12<sup>th</sup>!**

10:30 am – 2:30 pm!

All families ***must*** register in order to participate!  
We want the whole school community of students, teachers, staff and parents to join us for the mile-long walk along 34th Avenue in our neighborhood!

**It's fun and a great day of Garden pride!**

Then, also join us for the...

**WALK-A-THON**

**AFTER PARTY and BBQ!**

***Bigger & Better than ever before!***

You and your child will enjoy a fun-filled day with a huge 40 foot inflatable obstacle course, bouncy house, soccer net, basketball hoops, bubbles, hoola hoops, chalk, cotton candy, music & much more!

Also, feast on a ***delicious BBQ*** from our very own, Chef Josh Cohen (Maggie, 3 & Dylan, 5), and ices to cool off!

***All proceeds go towards library renovations!***

***We need your support more than ever!***

***Many ways to help!***

***Join us for the fun!***

Please contact the Garden School PTA with any questions!

[PTA@GardenSchool.org](mailto:PTA@GardenSchool.org)



# ANNUAL WALKATHON

ALL PROCEEDS GO TOWARDS

GARDEN SCHOOL LIBRARY RENOVATIONS!



- Register for \$40: Get your Garden Walkathon t-shirt and participate in the activities!
- For a **\$100** donation to the PTA, your family name will be printed on your t-shirt!
- Support your walker(s) with a pledge (any amount) and by cheering them on along on the walk!
- Solicit business sponsorships and/or be a sponsor yourself!
- **Fund a Walk-A-Thon activity** (Your name will be showcased)!
- Walk the 1 mile roundtrip along 34th Avenue (UPK will walk around the field).
- Volunteer to help!

**THURSDAY, MAY 12TH**

Upper Division gathers in the Gym! Lower Division gathers in their classrooms!

Walk the route or cheer them on!



**FAMILY / CHILD'S NAME ADDED TO WALK-A-THON SHIRTS!**



Include an additional **\$100** to support the Garden PTA and your child's name or family name will be printed on your **WALK-A-THON** t-shirts!

## **BUSINESS OR CORPORATE SPONSORSHIPS**

We are selling sponsorships in amount of **\$250, \$500 and \$1,000**. The company's name/logo will be prominently printed on the back of the Walk-a-Thon T-shirts. Please be a sponsor, or ask your employer, favorite business, friends and colleagues to participate!

**Deadline for T-Shirt submissions is May 2<sup>nd</sup>!**



# GARDEN SCHOOL WALK-A-THON

## PERMISSION SLIP & PAYMENT FORM

I, \_\_\_\_\_, give my child \_\_\_\_\_ in grade(s) \_\_\_\_\_, permission to participate in the ~~WALK-A-THON~~ on Thursday, May 12.

Parent/Guardian Signature \_\_\_\_\_

Date: \_\_\_\_\_

In order for your child to enjoy the festivities & to proudly wear a Garden T-Shirt, please enclose:

- One Child: \$40 { }
- Additional Child: \$20 { }

Please mark with an {x} those you will generously be providing!

- Family Name on T-Shirt: \$100 { }

Name: \_\_\_\_\_

- Business or Corporate Sponsorship: \$250/\$500/\$1000 { }

Name: \_\_\_\_\_ or email graphics to: [PTA@GardenSchool.org](mailto:PTA@GardenSchool.org)

- Sponsor Walk-A-Thon activity (all of the following are blow-ups):

1. 40 Foot Obstacle Course: \$500 { }
2. Bouncy House: \$250 { }
3. Soccer Net: \$200 { }
4. Basketball Hoops: \$200 { }

TOTAL ENCLOSED: \_\_\_\_\_ Thank you for your support!!!

Please enclose cash/check made out to: GARDEN SCHOOL PTA





## ***Garden School Pre-K For All Program***

***By: Lauren Yandow (PKFA Teacher - Room 2)***

This week is our last week studying plants! We have had so much fun exploring different types of plants such as flowers, vegetables, fruits, and trees. Not only have we studied the life cycle of a plant, but this week we learned more about the different parts of a plant.

To further our language development in this subject area, we learned vocabulary such as stem, root, blossom, leaves, bulb, and seed! Something interesting we learned about plants is that there are certain parts of some plants that we can eat! For example, we can eat the root of a carrot plant but not the stem or leaves. We sorted the vegetables and fruits in our kitchen and determined which were roots, stems, or leaves of a plant. Another way to enhance our language using our new vocabulary was through our new poem *The Little Seed*. This taught us about the life cycle of a plant and what it needs in order to grow!

We look forward to our new unit on insects through which we will learn how some insects use plants to eat and live!



## ***Early Childhood***

### ***Nursery - Social Studies***

***By: Carmela Knopf (Nursery Teacher)***

On Wednesday, the Nursery had a visit from Ms. Jessica at The Long Island Children's Museum to do the "Bubbles Pop!" workshop with us. We prepared for this workshop by reading The Bubble Factory by Tomie dePaola and watching a short clip of Peppa Pig's bubbles episode

Miss Jessica began by reading Bubbles, Bubbles by Kathi Appelt then explained what we were going to do. There were 3 stations. One station had a soapy solution with wands in different shapes such as circles, butterflies and stars. Another station had household accessories such as hangers, a spatula and a whisk. The last one was the bubble print station, where the children popped colored bubbles to make an art piece.



### ***NOTE: Ms. Knopf is Marching for Babies!***

Every day, thousands of babies are born too soon, too small and often very sick, including my own, Cristina Rose. I'm walking in the Match for Babies in May because I want to do something about this. And I need your help. Please support my walk. Making a secure donation is easy: just [click here to donate](#). Thank you for helping me give all babies a healthy start!





## **Pre-Kindergarten - Social Studies**

**By: Eileen Reyes (PK Head Teacher, Dean of Early Childhood Program)**

Kindness has been the school theme this year. Positive character traits have been discussed since September. The children have been encouraged to be caring, responsible citizens.

To formally revisit this area of study, the Pre-K students read *The Zax* by Dr. Seuss. We discussed alternate endings to the story and how the characters could have solved their dispute. Additionally, the students have been practicing conflict resolution during center time using puppets. It is amazing to see the progress that has been made since first being introduced to this topic seven months ago. Growth can be seen as the children offer suggestions throughout the day as situations arise. To promote kindness and conflict resolution skills, teachers model positive language, give alternatives to various situations that arise during the school day and offer words of encouragement when they are handled appropriately. In addition to *The Zax*, we read *Working Together* by Regina G. Burch, *Mr. Happy & Miss Grimm* by Antonie Schneider and various works by Todd Parr.

## **Kindergarten - Social Studies**

**By: Kristen Ahlfeld (Kindergarten Head Teacher)**

In kindergarten, we have been learning about the Dutch artist Vincent Van Gogh.

We located his native Netherlands on the world map, as well as the source of his later work of art in France. Using our smart board and a variety of books students have become familiar with Van Gogh's works and style of art. The students have created their own paintings using this artist as their inspiration. The children enjoyed going on a Van Gogh hunt in our school community searching for his prints and style of art throughout the building. "Starry Night" and "The Bedroom" are among the class favorites.



## **Elementary**

### **First to Third Grade - Physical Education**

**By: Vonetta Trotter (PE Teacher)**

This week the First, Second and Third Grade PE classes have competed in a variety of relay races, incorporating all skills that we have practiced throughout the year. Key movements related to coordination, balance and core strength are integrated in the team relay games, with more emphasis on technique and form. From tossing a bean bag into hula hoops to balancing on one leg and placing a juggling scarf on their foot, the classes have consistently approached each challenge with the utmost enthusiasm. These races have not only honed their fundamental skills, but have also encouraged students to work together in competitive settings.

The classes have shown progress in the core strengthening games and activities. The group stations consist of 30 second duration fitness movements. Some stations involve performing star jumps and burpees, while other stations are partner based, such as partner plank high fives or plank ball passes. We have also worked on running consistently for 1 minute. This has helped students understand the concept of pacing when running various distances.



## Fourth to Sixth Grade - Fine Arts, Art Program

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

The 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grade artists are beginning their study of the Chinese artist Yue Minjun.

Google says, “Yue Minjun is a contemporary Chinese artist based in Beijing, China. He is best known for oil paintings depicting himself in various settings, frozen in laughter. He has also reproduced this signature image in sculpture, watercolor and prints.”

Artnet states that, “Critics have labeled his practice as part of the Cynical Realism movement in China, alongside artists Fang Lijun and Liu Wei, though this is a label which

he refutes. Often depicting laughter in a variety of multiplicitous poses or landscapes, Yue’s Pop aesthetics influenced by Surrealism in their use of bright colors and bizarre, dream-like imagery. He offers his works as a form of social and political critique, confronting Chinese history while conversing with the Western canon. “I always found laughter irresistible,” the artist has said of his signature smiling figures.”

The class will discuss the why, when and how people smile, which includes duration, assembly, location and symmetry. The artists will also view famous smiles and learn how to draw many different smiles. The project will be to have the artists draw a series of smiles in a surrealistic setting. The materials used for this project are markers and tempera paint. The elements to be used in this project will be color, line and form. The principles to be used are emphasis, balance and variety.

Yue Minjun says that, “I’m actually trying to make sense of the world. There’s nothing cynical or absurd in what I do.”



## Fourth to Sixth Grade - Fine Arts, Music Program

By: **Tom Heinemann** (Music Teacher)

4<sup>th</sup> through 6<sup>th</sup> Grade students are involved in rehearsing for the Spring Musical, **Peter Pan Jr.** It is the story of a boy who would not grow up, and a girl who knows she must. Peter Pan teaches Wendy, Michael and John, the Darling family, how to fly and takes them to Never Land, where they meet Lost Boys, natives, mermaids, and pirates. In order for the children to return home, Peter must defeat Captain Hook with the help of Tinker Bell and the fairies. **Peter Pan Jr.** contains songs from the 1953 film such as, ‘You Can Fly,’ ‘The Second Star to the Right,’ and ‘Following the Leader,’ along with songs from other Disney productions.



In honor of David Bowie’s passing, 4<sup>th</sup> graders sang ‘Space Oddity.’ We discussed how the song conjures up the feeling of outer space, what was transpiring in the 1960s with regard to space exploration, and why we can’t hear sounds in space (there is nothing to transmit or carry the sounds such as air or water). 5<sup>th</sup> graders have experienced the Be-Bop era of Jazz, listening to and reading about a few of the major artists, such as Charlie Parker and Dizzy Gillespie. Students





viewed photos of Parker's home in the East Village, a landmarked Gothic Revival Rowhouse, and the street on Tompkins Square Park named 'Charlie Parker Place.' They also played a portion of Dizzy Gillespie's tune 'Manteca' on recorders with the original recording, and sang 'Listen to Monk,' a song which took the clever melody of Thelonious Monk's 'Rhythm-a-Ning' and added words.

6<sup>th</sup> Grade students are well along in their theatre unit, and have been focused on expressing emotions verbally and without any words at all. Each student in 6<sup>th</sup> grade has a character to play in the musical, and they are working toward understanding and conveying their particular characters' personality and motivations and delivering expressive performances.

### ***Fifth and Sixth Grade - Trip to Williamsburg***

***By: Phil D'Anna and Sarah Smith (Social Studies Teachers)***

Fifth and sixth graders will never forget the years 1607 and 1776 — not after spending three beautiful days in Colonial Williamsburg, Monticello, and Jamestown. These novice historians explored the rich history of the American Colonial period. The students utilized the tools of the Powhatan people in Jamestown to understand how our natural resources provided food and shelter and, consequently, were greatly valued. They navigated the tight quarters aboard the *Susan Constant*, the largest of three ships which brought the first European settlers of the Virginia Company to our shores.

As they traveled through history, they investigated the political climate between the British monarch and her North American colonies. While touring Williamsburg, they experienced the roots of our government by participating in the House of Burgesses. In doing so, the students gained a deeper understanding of the events that led to the American Revolution and the importance of a representative government.

Finally, the students were fortunate enough to tour Monticello, the home of our third president — Thomas Jefferson. Though some parts have been restored, most of the estate is filled with original artifacts. Students learned about our American "Renaissance Man", who mastered feats in agriculture, natural science, engineering, and most importantly, politics. Their visit to Monticello culminated in a short walk through Mulberry Street — to recognize how this self-sufficient estate functioned — where the students saw Jefferson's burial plot and tombstone, a tombstone which pays tribute to his greatest accomplishment: The Declaration of Independence.

Such an amazing trip could only serve to enrich the knowledge learned by our students. They may grow to learn the importance of other historical events in our country, but they will not forget 1607 and 1776!





## ***Middle School***

### ***Grade 7 Mathematics***

***By: Sonia Ambarsom (Math Teacher)***

The seventh graders have begun to build the foundations of linear functions and inequalities that will continue through to geometry in 9<sup>th</sup> grade and trigonometry in 10<sup>th</sup> grade. The first step, this week, was to identify relations and functions, and examine direct variation. Domain and range of linear functions was explored in order to find and graph linear solutions. The seventh graders reviewed the concept of ordered pair (x,y) of numbers used to locate a point in a coordinate plane. The focus this week was on the slope-intercept form of a line and all the information that can be attained from one single statement.

### ***Grade 7 Mathematics***

***By: Natalie Sangiovanni (Math Teacher)***

The 7th grade students have been exploring binomials and trinomials. They learned how to factor by using a variety of methods and strategies, such as GCF (greatest common factor), difference of two perfect squares, regular trinomials factoring and the "AC" method. Factoring binomials and trinomials is an important element of Algebra.

Our next topic will be to study linear equations. We will learn how to find the slope and y-intercept of a line. The 7th graders will learn how to plot, read and interpret the graph.

### ***Grade 8 Mathematics***

***By: Sonia Ambarsom (Math Teacher)***

The eighth graders are nearly finished exploring the concept of algebraic fractions as a quotient which involves algebraic expressions in the numerator, denominator, or both. This week, they have been working with first-degree equations and inequalities involving fractions, whether they contain fractional coefficients, or variable expressions. They worked on the procedure and solution, keeping in mind that each solution must be checked in the given equation. The true test was the application to solving verbal problems involving fractions, which required the students to use these recent discoveries as well as past knowledge of translating verbal phrases and applications to area and perimeter problems, coins and distance problems as well.

## ***High School***

### ***Science - Biology***

***By: Marlene Dapice (Science Teacher, Science Department, Chair)***

Students are in the midst of conducting an experiment on the effect of enzymes in the digestive system. As a guided activity, students are exposing egg white cubes to various combinations of water, hydrochloric acid, and pepsin to determine which combination will best digest the protein present in the egg white. Next, students will design an experiment to determine whether or not these chemicals will digest the starch in potatoes. As a conclusion, students will perform an extension of the lab experiment to see the effect of amylase on egg white as well as potatoes.



## **Science - Chemistry**

**By: Marlene Dapice (Science Teacher, Science Department, Chair)**

Students have completed an experiment, and submitted their reports, on the determination of an empirical formula from data obtained by performing a chemical reaction between magnesium metal and oxygen. They are currently completing a series of double-replacement reactions. Using the data obtained, they will identify an unknown solution by comparing the results of known combinations to those observed and recorded for their unknown.

## **Grade 11 and 12 English**

**By: James Pigman (English Teacher, English Department, Chair)**

***When are you caught in a Catch-22?***

Joseph Heller's classic eponymous novel has prompted the juniors and seniors in the Comedy elective to question life from mortgages to college credit to religious certainty.

What was it like in World War II to be a bomber pilot, being shot at by anti-aircraft guns and fighter planes? How could Black Comedy about life and death make us laugh?

It is a testament to Heller's artistry that he could write a scene of Lt. Scheisskopf's marching troops and their Sunday drills and still get a laugh from Garden students. Why is it still funny? Heller has a way to go to endure the four hundred years that Shakespeare's, but on the basis of the first 75 years and his current popularity, Heller may still be drawing laughs a hundred years from now.

## **Grade 11 and 12 English**

**By: Marca Elkind (English Teacher)**

The Epic Hero class is currently reading and discussing the King Arthur legend. As the hero's challenges accrue and his character develops, we note the ways in which he is similar to and yet different from the other great epic heroes, like Gilgamesh, Achilles, Beowulf. The stories reveal also the basic mores of their culture. Almost all heroes emanate from warrior cultures, where battle is how you test and prove your worth to your community, and personal honor is of paramount importance. In the Arthur legend we see two traditions at work: the Celtic bards sang of great battles fought to repel the Angle and Saxon invaders of the fifth century.

But on top of the series of stories that tell of great military strategy and skill at arms, there is the overlay of another culture. With the Norman invasion of 1066, comes the values of the people of continental Europe. Their refined manners, language, and tales of romance become additions to the historical accounts of Arthur, and thus is born the love of Lancelot for Guinevere, and the creating and destroying of the Round Table.

As the school year nears its end, the class is looking forward to viewing some modern myth about heroes and their fight to destroy evil. Myths are always in the making. Societies continue to express their dreams, their fears, their hopes and desires in the characters with which they populate their stories. While the myths we read come down to us through the ages and reflect the shared experience and insights of the generations before us, so modern myth seeks to inform us about the continuing quest for good in the world, even if we present it as a future world. Our next major topic: STAR WARS, myth for the 20-21st centuries.





*Garden Gala 2016 Terrace on the Park, April 8th, 2016*







# CATCH A WAVE

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



**F**ine 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](http://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](mailto:campdirector@gardenschool.org) Fax to: (718) 565-1169 Apply online: [www.gardenschool.org/summer](http://www.gardenschool.org/summer)