



GARDEN SCHOOL NEWSLETTER



Richard Marotta, Ph. D., Headmaster

Volume 95 Number: XXI

"Cultivating Success in Every Child"

Friday, May 18, 2018

Thoughts for the Week



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



Throughout the history of independent schools, a crucial element has emerged as an indisputable factor in a successful educational approach to children: the partnership between parents and the school. More than anything else, this defines the nature of our schools in general, and of Garden School in particular. Without this relationship, schools become singular and myopic in their approach to the education of children.

A successful partnership depends on a number of factors: communication, trust and the mutual acceptance of the mission of the school. Each of these factors adds to the quality of school life but, more importantly, to the successful experience that a child and family have with the school and with the school's successful experience with the child and family. Success flows in both directions. A school thrives when the relationship with a family reaches the point where everything comes together to ensure the success of the child. Especially helpful during moments of crisis with a child, if the school and family have a strong partnership, then the chances of resolving that crisis are dramatically increased.

Trust, communication and mission enhance all relationships within a school. By accepting and supporting the mission of the school, a family enters into a partnership with the school with the same goal in mind: the successful education of the child. With this commitment to the mission, comes the idea of trust. Trust is the understanding that the school and the parents are open, honest, and truthful with each other, without a hidden agenda. Each understands and accepts that the only goal is the success of the child and that schools and teachers exist for the sole purpose of participating in the educational, social and emotional growth of the child. Each understands the incredible love that a family has for a child, and that the school knows that together with the family the child can succeed.

Supporting all of these activities is communication. Schools and families need to communicate honestly, thoroughly and accurately. Information can only help to move the child's experience forward into a positive and successful conclusion. Sharing information, ideas, and insights means that school and families communicate regularly and openly. Communication can only lead to good.

As we move to the end of the school year and prepare for September's opening of school, these are ideas that we as teachers and administrators take to heart and will continue to develop in our planning. Families over the summer are encouraged to do the same. As we all renew and reaffirm our commitment to each other, we must always remember that all of this exists only for the children, for their success, and for their happiness.

"We believe that all members of the school community share in the responsibilities of learning."

From [Garden School Beliefs](#)

Richard Marotta, Ph.D.
Headmaster



Reenrollment Contracts for 2018-2019 were due to be signed and returned with the deposit by Monday, February 26th. If you have returned your Agreement, thank you!
If you have not returned your contract, we will assume you are not returning next year and will fill your space with another student. If this is in error, please inform the school immediately.

DATES TO REMEMBER:

- **Thursday, May 23: Walk-A-Thon PLEASE COMPLETE AND RETURN PERMISSION FORMS! see p. 3 + 4**
- **Monday, May 21: Honor Society Induction**
- **Monday, May 21: Dance Recital @ 4 PM in the Gym**
- **Thursday, May 24: Senior Prom at The St. Regis**
- **Monday, May 28: School Closed for Memorial Day**
- **Tuesday, May 29: Senior Dinner**
- **Wednesday, May 30: Lower Division Spring Fling- "My Son Pinocchio Jr."**
- **Thursday, May 31: Yearbook Dance for Upper Division**
- **Friday, June 1: Upper Division Awards Assembly and BBQ**
- **Monday, June 4 – Friday, June 8: Upper Division Final Exams**
- **Friday, June 8: Last Day of School (NOON DISMISSAL)**
 - **Moving Up Ceremonies – Kindergarten (9AM) and Grade 6 (10:30AM)**



From Michelle Sclafani - Garden Science/Math Departments Faculty

I am climbing 1WTC again this year in memory of those fallen on 9/11. Donations will be collected again for the Stephen Siller foundation.

[Tunnels to Towers](#) started a stair climb of 1WTC with all proceeds going to the Stephen Siller foundation. The mission of the foundation is to honor the sacrifice of firefighter, Stephen Siller, who laid down his life to save others on September 11, 2001. We also honor our military and first responders who continue to make the supreme sacrifice of life and limb for our country.

On June 3rd, I will be climbing all 102 floors of the tower for a good cause for the fourth year in a row! If you would like to donate please click the link attached, all donations are greatly appreciated!

<https://www.crowdrise.com/o/en/campaign/willtoconquer/michellesclafani>

Thank you again!





GARDEN SCHOOL WALK-A-THON

WEDNESDAY, MAY 23RD

Greetings Garden Families,

The 2018 Garden School Walk-a-thon is now on Wednesday, May 23rd! This is an all day event where your child enjoys a fun-filled day with his/her classmates & other members of the Garden School Community!

The day begins with a walk to 90th Street! Upon returning, the children will enjoy food, music, cotton candy, outdoor activities, indoor activities and overall fun fun fun! This year, the lower division and upper division will be separated throughout the day to ensure safety. Details will follow shortly!

Also, we would greatly appreciate donations of water bottles to keep everyone hydrated! If possible, you may drop off your donation anytime in the office.

Attached please find the permission slip required, along with payment. If you don't send in the form and payment, your child will not participate and will remain in school. And please consider adding your family name/business name on the back of this year's amazing shirt!

Thank you all for your continued support.
Please send in your permission slip no later than May 22nd.



GARDEN SCHOOL WALK-A-THON PERMISSION SLIP & PAYMENT FORM

PERMISSION & PAYMENT

I, _____, give my child(ren) _____ in
grade(s) _____, permission to participate in the WALK-A-THON on Wednesday, May
23rd.

Parent/Guardian Signature _____ Date: _____

So that your child can enjoy all of the festivities & proudly wear a Garden T-Shirt, please enclose:

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

ADDITIONAL PARTICIPATION OPPORTUNITIES

Help the PTA defray costs by sponsoring a Walk-A-Thon activity! Additional Donation:

TOTAL ENCLOSED: _____ Thank you for your support!!!

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



Garden School Summer Camp

ARTS • ACADEMICS • SPORTS • STEAM

June 25th - August 17th • Nursery - 13 years old

Half / Full / Extended Days • 7:30am-6:00pm

Customize your schedule to suit you and your camper

Onsite swimming pool
Lunch & snack included
Special events

Lessons/Free swim 2 x daily
Door-to-door transportation
Drop-in available

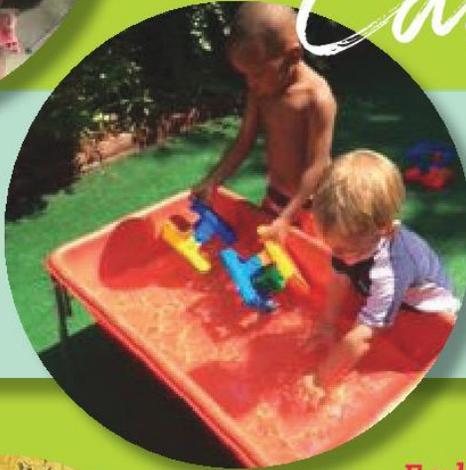


Register
before we
fill up!

33-16 79th Street, Jackson Heights NY
(718) 335-6363 • gardenschool.org/summer



Garden School Summer Camp



PROGRAM HOURS

Full Day: 9:00am to 4:00pm
Half Day: 9:00am to 12:00pm
OR 1:00pm to 4:00pm
(Half days only available in the
Nursery and Junior Programs)

Early drop-off from 7:30-9:00am only \$8
Late day pick-up 4:00-6:00pm only \$10



NURSERY and JUNIOR PROGRAMS (1.5 to 6 years old)

- 5 (five) FULL DAYS – \$600 per week
(or \$150 per full day)
- 5 (five) HALF DAYS -- \$370 per week
(or \$80 per half day)



SPECIALTY PROGRAMS (7 to 13 years old)

Full days only

- 5 (five) FULL DAYS – \$600 per week
(or \$150 per full day)

Lunch and snack included for all campers
Discounted rate for full 8-week program – \$4,500
Door-to-door transportation – \$125 per week



33-16 79th Street, Jackson Heights NY
(718) 335-6363 • gardenschool.org/summer



Gala News

This year's Gala was a success with a record number of parents participating and in attendance. With that said, the Gala Committee would like to announce the winners of the Pool/Pizza and Ice Cream Sundae Class Participation Parties. The results are as follows.

- The Lower Division Pool Party is a tie. First Grade and Sixth Grade
- Upper Division Pool Party – Grade 9
- Upper Division Ice Cream Sundae Party – Grade 12

Our Gala photographs are back and are now posted. Take a look!

Gala page on Garden's website <http://www.gardenschool.org/gala/>

Gala Facebook Page <https://www.facebook.com/gardenschoolgala/>

Thank you and see you next Spring!

Pre-Season Summer Program!

for Garden School children currently enrolled in Grades N – 8th

June 11-June 15, 2018 and June 18-June 22, 2017

8 AM to 3 PM

After School available until 6 PM

We may use the sprinklers/swimming pool, bring a bathing suit and a towel!

Sporting activities in Gymnasium and Field!

Arts and crafts in Art Studio!

- **Drop-off & pick-up via 79th Street entrance (Front of School)**
- **Children wear sneakers & play clothes**
- **Bring your own lunch!**
- **Nursery, Pre-K & K students bring a change of clothes & blanket/towel for nap**

**\$100 per child per day or \$400 (discounted price) for the week
(Check payable to Garden School with completed Form Below)**

Limited Bus Service available @ \$125 per week

Child's Name: _____ Grade _____

Dates Attending _____

Emergency Contact Person & Phone Number _____

Parent's Signature _____

Phone Number _____

Return completed form and payment by Friday, June 1, 2018



Early Childhood - World Languages, Mandarin

By: [Jie \(Kelly\) Yang](#), (Mandarin Teacher)

In this unit, early childhood students will be able to identify immediate family members in photographs and pictures accompanied by written characters. They will be able to answer questions about the number of brothers and sisters they have and describe their families orally to the teacher. They will be introduced to the Chinese way of talking about older and younger siblings. Students will label a visual and present their families to the class.

Grade 1 Social Studies

By: [Kristen Ahlfeld](#) (First Grade Teacher)

A community is a place where people live, work or have fun together. The first graders have been investigating the common characteristics of communities in urban, suburban and rural communities. We've compared and contrasted these areas, and discussed pros and cons of living in different types of communities.

Our class project was to identify and build a model community. The students brainstormed a list of important places and things in a community. We discussed the needs versus the want of citizens that live there. After compiling an extensive list of places in a community, the children collaboratively began to build their vision. Using a variety of manipulatives, the students were encouraged to use their imagination, language and problem-solving skills to incorporate our ideas. By empowering the students to build and find solutions cooperatively, it provides each student with a sense of being a responsible and contributing citizen in our classroom community.

Social psychologists McMillan and Chavis define a community as "a feeling that members have a belonging, a feeling that members matter to one another and to the group, and a shared faith that members needs will be met through their commitment to be together." Garden School from early childhood through high school and beyond, fosters this greater sense of community in which we live, work and have fun together.



Grade 2 Social Studies

By: [Paula James](#) (First Grade Teacher)

The second grade students are enjoying social studies, and have been learning about the physical features of the land, with a focus on North America. We have been looking at different kinds of maps that identify natural resources and climate as well. This week, we broke out into small groups and took on the challenge of creating a map of a continent. The students were asked to work together to plan and create their own continent. There were several requirements; the continent needed a name, a flag, and at least three land features. The children were invited to have real and imaginary creatures roaming the land, but they had to be living in the correct habitat. No fish out of water, unless it was a special kind of fish! Several groups decided to include natural resources and different climates, which were identified on



legend. It was fantastic to see each student strategizing and working cooperatively on their project. Next week, each group will have an opportunity to present their continent to the class.

Our social studies map activities are also connected to Language Arts with a recent story we read. Flat Stanley is a character from the book Flat Stanley, by Jeff Brown. Stanley is flattened out by a bulletin board that falls on him. He is not hurt, just flat, and is able to travel in an envelope to California visit a friend. Last week, we took a walking trip to the post office and mail our own Flat Stanleys to friends and family members. We had the pleasure of Mr. Roselli's and his students' company on our walk. Our Flat Stanleys will visit with a friend or family member for a week, and then will be sent back to the student at school with a letter and information about the visit. When our Stanleys return, we will learn more about the state they visited, and all returned Stanleys will be posted on the map of the US with their location and distance traveled. Students will calculate the distance their Stanley traveled from Jackson Heights to their destination on a chart. As an added challenge, and practice calculating four and five digit numbers, we will calculate the distances all the Flat Stanleys traveled together. Check out our map and chart for a running total as they start coming in next week.

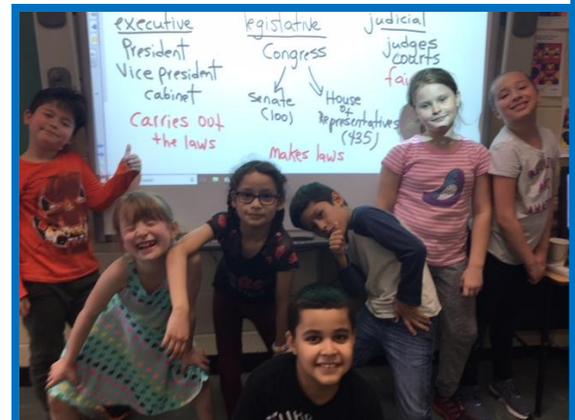


Grade 3 Social Studies

By: [Rachel Vidal](#) (First Grade Teacher)

The third graders have just begun a new unit in Social Studies: the branches of government. The children begun by asking many questions, such as, which branch is the most powerful? They were surprised to learn that one branch is not more powerful than the others. The kids thought that the fact that each branch checks another branch is "pretty cool." They compared this idea of checks and balances with the Monarchy system that the British lived under. They all agreed that they'd prefer to live under our current system of government, than ruled by a king.

Our project for this unit is to construct a tree with three branches. Each branch will represent a branch of our government. It will include facts about each of the three branches. The children can get as creative as they'd like to visually represent the structure of our government. The idea behind the project is to go beyond merely reading about our government; to work creatively and enjoy the process of learning. The children will present their projects to the class and share their knowledge with each other. I can't wait to see what they come up with!





Grades 4 - 6 Physical Education

By: **Michelle Ferreira** (Physical Education Teacher)

We started something new a few months ago and some of you might have noticed it. Each week until the end of school Mr. D and I pick one student from 2nd-6th grade to be Student of the Week. The Student of the Week becomes the stretch leader for the week, help us set up any games we have, and they get to plan the PE class for one day of the week, meaning the class plays any game or sport of their choice. We are doing this to build motivation in class. The students love this and get very excited to see who gets picked each week.

In class, we are playing Alaskan Kickball. The students are about to start playoffs next week and then we go into the championship round.



Grades 7 and 8 - Fine Arts - Art

By: **Chris Zelles** (Art Teacher)

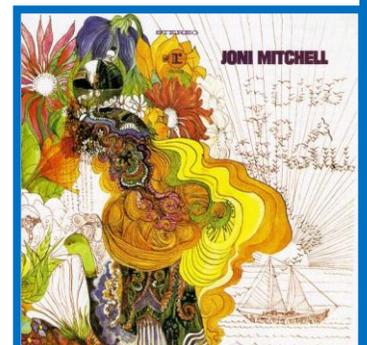
The 7th and 8th grade students are working on their Scream project, which the other half of the 7th and 8th grade did last semester. For this project students put their own creative twist on Munch's famous painting, The Scream. Every student much research a famous painting of their choosing and incorporate it with The Scream painting. The creativity and artistry from these students has been incredible and the results speak for themselves. Here are some examples of student work.



Grades 7 and 8 - Fine Arts - Music

By: **Tom Heineman** (Art Teacher)

Seventh Graders have been immersed in the 1970s, a great era in Popular Music and Rock and Roll. Since Joni Mitchell was an iconoclast and so different in her approach as an artist, I can see the difficulty in understanding and appreciating her music at first exposure. It is filled with emotion and makes you feel that weight, yet the feelings it stirs up may be far from obvious- even to the point of ambiguity. The melodies are sinuous and unique and not necessarily hummable, and the harmonic language is foreign to popular music. Joni Mitchell was a true artist: evolving as her career moved along, incorporating Jazz and styles from around the world long before it became fashionable to do so, and following her own





vision regardless of whether it was popular or lucrative. She maintained artistic control to the point where she wrote highly personal and poetic lyrics, played guitar and sang on her material, employed studio musicians and some of the best Jazz players to perform her music, created her own, detailed arrangements (extremely uncommon for music this complex), and even did most of her own album artwork. Seventh Graders opinions of her music varied greatly, with some students embracing her, others feeling it would take more to time to absorb her style because it was so different, and some who didn't care for her music or calling it an acquired taste. Regardless of her appeal, it is great for students to have the opportunity to experience her music and examine her lyrics. Time will catch up to Joni Mitchell eventually.

Eighth Graders recently completed a unit concerning the musical conventions of West Africa and began one on Latin American & Caribbean music. The focus is now on a number of the unique instruments that color these songs. At the same time, students are uncovering some of the aspects of the music that link these two traditions: the concise, cyclical patterns played by instruments, the way in which the rhythms are interwoven and united to create a larger whole, the shared singing followed by a soloist's reply, the distinctive percussion and drums that help define the music's character. These instruments have patterns they play which change depending on the musical style or dance in which they accompany.

Grades 9 - English

By: [Christopher Vallario](#) (English Teacher)

As the school year comes to an end, the ninth graders and I are reviewing for their final exam, which will be on William Shakespeare's *Romeo and Juliet* and Sandra Cisneros's *The House on Mango Street*. From the start, the students and I have been working diligently on writing the literary analysis. They are constantly writing draft after draft, and they are well prepared for analysis and supporting their thesis with evidence from both texts and films.

On Monday and Tuesday, we watched the 1993 film *The Sandlot*, and they are selecting a theme and composing a literary analysis. Each text and film we read and screen gives them an opportunity to practice and improve their writing skills.

Grades 10 - English

By: [Amira Booth Soifer](#) (English Teacher)

As the 10th grade students finished their reading of "The Catcher In The Rye," they continued to explore Holden Caulfield's relationship with and comfort in his masculinity, and his (clearly waning) self-esteem, they launched into a Psychological Diagnosis Project, which were just finished and presented this week. Students had to use textual evidence from "The Catcher In The Rye" as well as psychological resources (from such sources as the National Institute of Mental Health, the American Psychiatric Association, and the Mayo Clinic crash course videos viewed and discussed in class) in order to diagnosis Holden Caulfield-- and recommend a treatment plan for him. Among the diagnoses which students presented through text and PowerPoint were Antisocial Personality Disorder, Depression, PTSD, Bipolar Disorder, Personality Disorder, and Borderline Personality Disorder.

During the period during which students made these impressive presentations, we as a class began reading some Jhumpa Lahiri's short stories from the collection "Interpreter of Maladies." As we have been reading these stories, students have discussed immigration, the difference between 1st and 2nd generation immigrants, differences in culture and marriage customs in India, the U.K., and the U.S., and the universality of experiences even among diverse groups of people. I look forward to continuing to hear the students share these insights as we end the year by continuing to read "Interpreter of Maladies."



Grades 11 and 12 - Math

By: [Lauren Little](#) (Math Teacher)

In Pre-Calculus Honors we have been discussing sequences and series, specifically, arithmetic and geometric sequences. A sequence is an infinite string of numbers that follows a particular pattern. In an arithmetic sequence the terms have a common difference and in a geometric sequence the terms have a common ratio. The students are learning how to find a particular term in these sequences. A series is when you add the terms of a sequence, so the students are also learning how to add a specified number of the terms in a sequence. Next, we will discuss infinite series.

The students took the AP calculus exam earlier this week. Now, they are busy working on their final projects. The students have the option to choose from a list of possible ideas for the final project. Some examples of projects the students are working on are writing a paper on the history of calculus, teaching the rest of the class a lesson on a calculus topic that we didn't cover, making a puppet show to teach a calculus topic, and presenting how calculus is used in aviation.

Grades 11 and 12 - Math

By: [Sonia Ambarsom](#) (Math Teacher)

The 11th graders have been studying analytic trigonometry; that is they have studied the graphical and geometric properties of the trigonometric functions. They have recently studied algebraic properties of these functions, by simplifying and factoring expressions and solving equations that involves trigonometric functions. They have used trigonometric functions to model different real world phenomenon, including periodic motion (such as sound waves produced by a band). With teen information from a model, they needed to solve equations. If the model involved trigonometric functions, they needed to solve trigonometric equations. Solving such equations often included using trigonometric identities. They have already encountered some basic identities and are now applying them algebraically to create proves so as to verify them.

The 12th graders have been working on parametric equations in the pre-calculus class. They learned how to graph points in rectangular coordinates and a different way of locating points in the plane, called polar coordinates. The question is why study different coordinate systems? It's because certain curves are more naturally described in one coordinate system rather than another. For example, in rectangular coordinate lines and parabolas have simple equations, but equations of circles or rather complicated those are best graft on a polar coordinate system. We can think of a curve as the path other point moving in a plane; the Exxon Y coordinates of the point are then functions of time this idea leads to the concept of parametric equations and plain curves. It is also possible to find parametric equations for curve by using geometric properties that defined curve, Especially in the form of a polar equation.

Grades 11 and 12 - Computer Science

By: [Sarah Blakeley](#) (Math and Computer Science Teacher)

As the school year is winding down we are finishing up our app programming unit. The students have learned how to combine a type of true false commands (called booleans) with a 'while' function to create a self-sustaining program that only ends when certain conditions are met- like winning the game. Students have also worked on combining self-check functions with set text functions to give the game users score feedback or game commands. At the end of this unit students will use their new knowledge of JavaScript to create a simple phone app game.



Garden School Summer Camp 2018

Early Childhood Registration Form (Ages 1.5 – 6)

Is this your first time enrolling in Garden's Summer Camp? Yes No

Student Name: _____

Grade in Sept. 2018: _____ Gender: _____ DOB: _____ T-Shirt Size: _____

Home Address: _____

Apt #: _____ City: _____ State: _____ Zip Code: _____

School: _____

Mother/Guardian: _____

Home Phone: _____ Cell Phone: _____

Work Phone: _____ Email: _____

Home Address (if different): _____

Father/Guardian: _____

Home Phone: _____ Cell Phone: _____

Work Phone: _____ Email: _____

Home Address (if different): _____

Emergency Contact 1: _____

Phone: _____ Alternate Phone: _____

Emergency Contact 2: _____

Phone: _____ Alternate Phone: _____



Return completed forms in-person at the Garden School Front Office, email a copy to campdirector@gardenschool.org, or fax to (718) 565-1169

Prices Full Wk/Mon-Fri	Prices Per Day	Extended Day	Weekly Bus Transportation
8 Wk Full Day Discount \$4,500	Per Full Day \$ 150	7:30 -9:00 AM \$8 per day	Two Way \$125
Per Wk Full Day \$600	Per ½ Day AM/PM \$80	4:00 - 6:00 PM \$10 per day	One Way \$80
Per Wk ½ Day AM/PM \$370			Partial Week Prorated
Second Child Discount 10%			

(A non-refundable deposit of \$600 secures your child's place. Balances must be paid before start date.)

Select your program: **Nursery (Born 2014, 2015, 2016)** Junior 3/4 (Born 2014, 2015) Junior 5/6 (Born 2012, 2013)

Use the charts below to customize your schedule. Circle the options that work best for you

Wk 1 (June 25-29)	Wk 2 (July 2-6)	Wk 3 (July 9-13)	Wk 4 (July 16-20)
M-F M Tu W Th F	M-F M Tu W Th F	M-F M Tu W Th F	M-F M Tu W Th F
Full Day	Full Day	Full Day	Full Day
Half Day (AM)	Half Day (AM)	Half Day (AM)	Half Day (AM)
Half Day (PM)	Half Day (PM)	Half Day (PM)	Half Day (PM)
Extended Day AM	Extended Day AM	Extended Day AM	Extended Day AM
Extended Day PM	Extended Day PM	Extended Day PM	Extended Day PM
Wk 5 (July 23-27)	Wk 6 (July 30-August 3)	Wk 7 (August 6-10)	Wk 8 (August 13-17)
M-F M Tu W Th F	M-F M Tu W Th F	M-F M Tu W Th F	M-F M Tu W Th F
Full Day	Full Day	Full Day	Full Day
Half Day (AM)	Half Day (AM)	Half Day (AM)	Half Day (AM)
Half Day (PM)	Half Day (PM)	Half Day (PM)	Half Day (PM)
Extended Day AM	Extended Day AM	Extended Day AM	Extended Day AM
Extended Day PM	Extended Day PM	Extended Day PM	Extended Day PM

Parent/Guardian Signature: _____

Totals: Full Wk/Mon-Fri

Totals: Per Day

Full Days	# weeks =	\$	Half Days AM	# weeks =	\$	Half Days PM	# weeks =	\$	Ext Day AM	# days =	\$	Ext Days PM	# days =	\$

Registration Date: _____ Total: \$ _____ Down Pymt: \$ _____ Balance: \$ _____ Bus: Yes No

OFFICE USE



Garden School Summer Camp 2018

Specialty Program Registration Form (Ages 7-13)

Is this your first time enrolling in Garden's Summer Camp? Yes No

Student Name: _____

Grade in Sept. 2018: _____ Gender: _____ DOB: _____ T-Shirt Size: _____

Home Address: _____

Apt #: _____ City: _____ State: _____ Zip Code: _____

School: _____

Mother/Guardian: _____

Home Phone: _____

Work Phone: _____

Home Address (if different): _____

Father/Guardian: _____

Home Phone: _____

Work Phone: _____

Home Address (if different): _____

Emergency Contact 1: _____

Phone: _____

Emergency Contact 2: _____

Phone: _____



Return completed forms in-person at the Garden School Front Office, email a copy to campdirector@gardenschool.org, or fax to (718) 565-1169

Prices Full Wk/Mon-Fri	Prices Per Day	Extended Day	Weekly Bus Transportation
8 Wk Full Day Discount	\$4,500	Per Full Day \$150	Two Way \$125
Per Wk Full Day	\$600	7:30-9:00 AM \$8 per day 4:00-6:00 PM \$10 per day	One Way \$80
Second Child Discount	10%		Partial Week Prorated

(A non-refundable deposit of \$600 secures your child's place. Balances must be paid before start date.)

Select your program:

7-9 Years of Age

10-13 Years of Age

Use the charts below to customize your schedule. Circle the days you will attend and 1 or 2 specialties per week.

Wk 1 (June 25-29)	Wk 2 (July 2-6)	Wk 3 (July 9-13)	Wk 4 (July 16-20)
M-F M Tu W Th F			
Culinary Arts	Culinary Arts	Fine Arts	Fine Arts
Dance	Dance	Musical Theater	Musical Theater
Jewelry Making	Architecture	Ham Radio	Ham Radio
Soccer	Soccer	Basketball	Basketball
Wk 5 (July 23-27)	Wk 6 (July 30-August 3)	Wk 7 (August 6-10)	Wk 8 (August 13-17)
M-F M Tu W Th F			
Fine Arts	Fine Arts	Graphic Novel	Graphic Novel
Circus Arts	Circus Arts	Dance	Dance
Math Games	Math Games	Lego-Robotics	STEAM
Basketball	Basketball	Soccer	Soccer

Parent/Guardian Signature: _____

OFFICE USE			
Totals: Full Wk/Mon-Fri		Totals: Per Day	
Full Weeks	# weeks =	Full Days	# days =
Ext Day AM	# days =	Ext Day AM	# days =
Ext Days PM	# days =	Ext Days PM	# days =

Registration Date: _____ Total: \$ _____ Down Pymt: \$ _____ Balance: \$ _____ Bus: Yes No