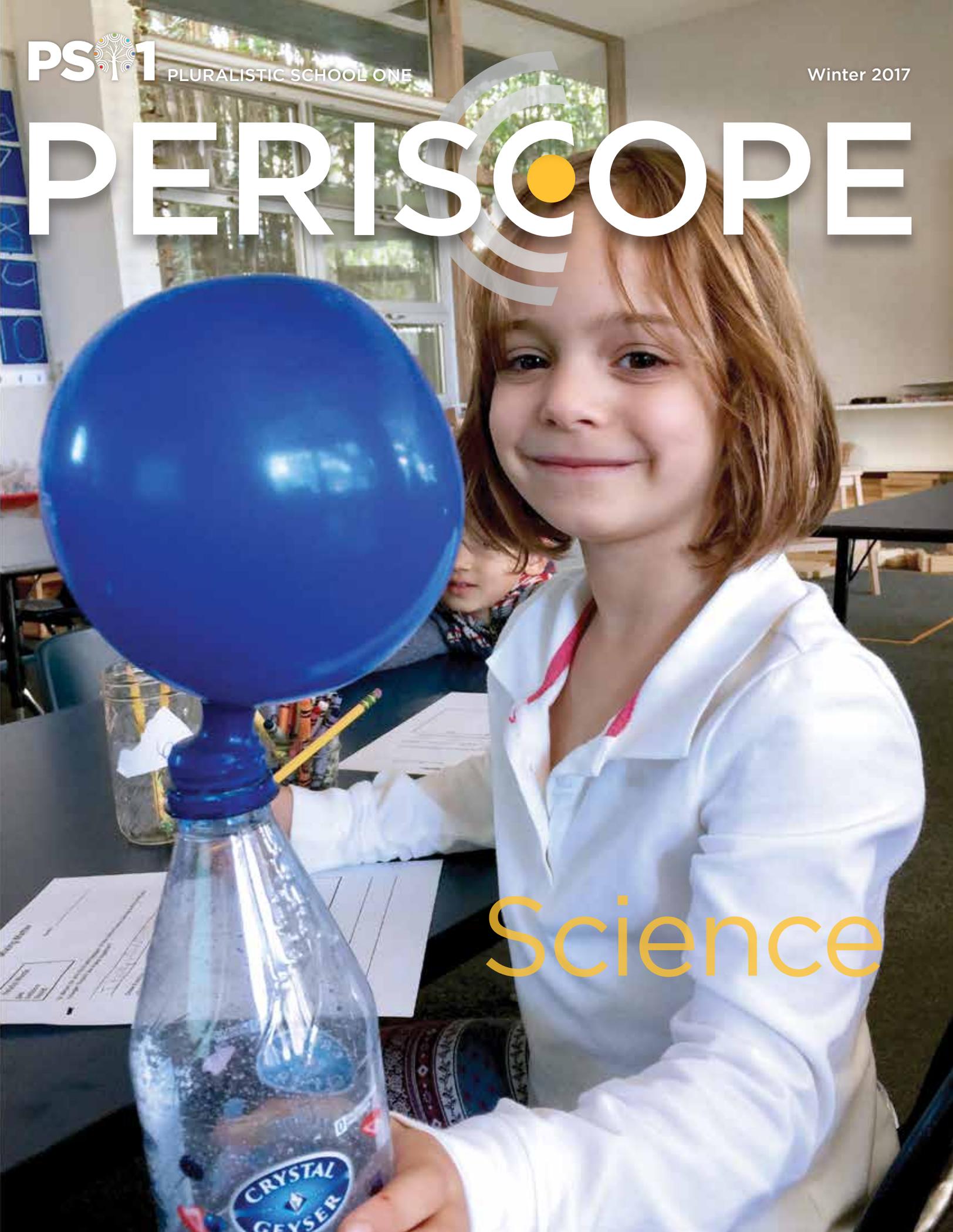


PERISCOPE



Science

“I have not failed. I’ve
successfully discovered
10,000 things that
won’t work.”

– Thomas Edison

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THE PERISCOPE

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A Call to Action



In every election, someone wins and someone loses. Regardless of who won this Presidential election, this split was felt more strongly than in any other election in my lifetime. Regardless of the outcome, the responsibilities of the citizens in this country are the same. We each must stand up for what we believe — this is what we teach the children in our school from the time they are five years old. The same should apply to all of us adults as well. There are special positions and opinions to be expressed in many different areas and we can't always depend on governments to make the changes that we want or need. I believe in the rallying cry: When the government won't, the people can and will.

We are likely to be inundated in 2017 with appeals for the privatization of education under the framework of school choice. What this amounts to are school vouchers that parents can use at a school of their choice as long as their child is accepted. I believe this will further weaken the public school system because, in this wide ranging system, public schools will be left with students who are not accepted to attend private, independent, or charter schools. And the remaining public schools will be asked to meet increasing needs with less money as public funds are diverted to these other schools.

Your school, PS1, will never accept such funding under my watch. Why? Because we support public education at the same time as we work, day in and day out, to make our school the very best it can be for every student, every family, and every person who works at PS1. The demise of the public school system benefits no one. I didn't start an independent school in order to weaken the public school system. As a matter of fact, I named our school PS1 because I believed that an alternate system, not shackled by bureaucracy, could serve as an example for how all Public Schools (PS) can be organized and run.

So, if the voucher system does not represent the change that is needed, what does? This is where the whole *14000hours.org* movement we have initiated to transform the purpose of schooling in America comes in. Why does American education need to change? Because, stated simply, we are not producing a society where children learn to take care of each other and to think critically. Children need to be in a school environment where each and every one of them is valued for the gifts they possess, the character they bring, and the unique insights they have about the human condition.

Valuing high performance in limited areas in our schools shouts out the message that some of us are more equal than others. Accidents of birth and/or personal choice used to separate us — based on color, gender, class, national origin, sexual orientation, religious background or preference — give the same message. If the impact of our school experience separates us, then what do we gain as a people, a nation, and a community? We all suffer when whole groups are excluded from the American Dream.

What if we developed an educational system that sought to bring out the best in every single one of our children through a process

of engagement? We've started a website called *14000hours.org* to do just that — to repurpose education from kindergarten through high school (six hours per day, 180 days per year, for 13 years = 14000 hours). Rather than ranking children according to prescribed achievement, rather than assuming that some of us are less than others, rather than turning children off to the challenges, ideas, and possibilities that human existence offers — what if a small independent school in Santa Monica, California spearheaded the effort to support, encourage, nurture, and empower all children? What if all students looked forward to going to school every day? What if they learned how to respect differences, solve problems, and stand up for themselves in our schools? And, perhaps most importantly, what if these challenges were accepted as the primary purpose of education over the 14000 hours that children are in schools?

We won't stop pursuing these values in our school, PS1 Pluralistic School. As a matter of fact, it becomes more important than ever for us to serve as a model as we extend our voice into the national conversation about educational change. This *Periscope* issue, focusing on our Studio and our Science program, highlights some of the amazing things we are doing on our campus every day. And, as always, we include PS1 alumni who are being the change that they want to have happen.

In every community across America, in so much of the literature and research that has come out in recent years about how children learn best, in the halls of education conferences across the country — there are pockets of positive change already being practiced. We want *14000hours.org* to serve as the umbrella that helps proponents of change become the majority, the tipping point that turns this country around as to why school matters. Who lives under that umbrella? Every one of us who believes that uncovering the genius in every child is the starting point, the lens through which every teacher, every parent, every school administrator, every government official, and indeed every citizen thinks about why children even need to go to school anymore in the 21st Century.

Schools are the only required social organization in the United States through which every child must pass. The purpose of education is to bring us together. Vouchers won't do this. When the government won't, the people will. The best way to bring people together and to support human rights is to find common cause and purpose among people from different backgrounds. Schools working together can develop the best version of each and every student.

The time to start this movement is now. I am doing more speaking around the country at various conferences and getting fabulous feedback. But the people who understand educational pluralism the best are the readers of this column. I want to know your thoughts and ideas. Your perspective and ideas matter. Write me at Joel@psone.org.

-Joel Pelcyger, Head of School

PS Serves

Our parent-led organization, PS Serves, once again teamed up with PAL (the Police Activities League) to see how we could best benefit their constituents. As in the past, PAL asked children under their sponsorship to pick three items they would want for Christmas, one for \$50 or under, one for \$25 or under and one for \$10. The wishes were then affixed to the PAL “fireplace” which was displayed by members of the Parents Guild at pickup and drop off, then taken to the front office where parents were able to select a “stocking” listing the children’s “wishes”. Every “stocking” was selected by a generous PS1 parent and all the unwrapped gifts were brought in on time. Thanks to our community for making the holiday season a happy one for many under-served kids.



Step Up On Second — Our PS1 Thanksgiving Tradition

Every Year, PS1 students prepare a Thanksgiving Feast for Step Up on Second, an organization that supplies Vocational Training and Placement as well as supportive housing for its constituents. Len Lovallo, Program Director of Vocational Services and Kitchen Operations Manager Frank Hendricks arrived to receive the food, then were treated to our traditional Thanksgiving Circle, during which our students performed special Thanksgiving songs and readings, celebrating the true love and meaning of Thanksgiving. Our partnership with Step Up on Second is long standing and one we sincerely cherish.



Clubs

Clubs is an all-inclusive enrichment program designed for students and staff to build new friendships while working together on theme-driven activities. This year’s eighteen offerings included “It’s Easy to be Green, Funky Fabrications, Storytellers without Borders, Paper Crafts and Eclectic Ears, Student Council, Knitting Club, Mad About Science, “No Bake” Cooking Club, Music Tube, Saturday Morning Cartoon Club, Board Games, Golf Club, Ceramics and Clay, Garden Beautification, Food Network Stars, Drama Kings and Queens, Campsite Jamboree, and World of Animals.





Cocktails & Creativity

Friday evening on December 2nd the Euclid yard was transformed to welcome PS1 parents for Cocktails and Creativity, a celebration of all things magical about school—done the PS1 way. Food, drinks, twinkle lights, Library with Christina, PE with Pedro, Poetry with John, Music with Virginia, The Studio with Chris, AfterCare with Eva, or Art with Lina, no one could go wrong.

Thank you to all our current and alumni families, friends, faculty and grandparents for your support of the 2016-17 Annual Fund. Wonderful things happen at PS1 because of your generosity!



A photograph of two young girls in a classroom. The girl on the left is wearing a purple top and a pink skirt, holding a green and yellow paper airplane. The girl on the right is wearing a grey shirt and holding a yellow paper airplane. The background shows a classroom with alphabet letters on the wall, a whiteboard, and various educational materials.

Curriculum Con

Science

What is innovative about the science curriculum at PS1? First, we follow the scope and sequence of the nationally accepted Next Generation of Science Standards (NGSS). Along with factual knowledge the standards include seven cross cutting concepts such as patterning, cause and effect and stability and change. At PS1 the cross cutting concepts are interwoven into many areas of their studies so it is a natural flow into their study of science. The close link between a student's practical hands-on work, their observation of process and outcomes and the ideas that are generated lays the foundation for their continuing scientific studies. Further, at PS1 students are encouraged to generate ideas based on their work. This prepares them for 21st century thinking. As you read the introduction by The Studio Director Chris Kuzina and the teachers' descriptions of Science in their classrooms you can see how this link between observation and ideas is threaded throughout the students' science learning. Nancy Harding, Ph.D., Assistant Head for Teaching and Learning

Connections



The STUDIO (Introduction)

The Studio is PS1's makerspace where students explore and collaborate. Here, students ask essential questions, bounce ideas off one another, and embrace trial and error as a route to solution. The Studio process employs the series of steps that engineers follow when trying to solve a problem and create a design or solution. All of our makers, regardless of age, learn the same methodical approach to problem solving based on scientific method and a 7-Step Design Loop: Ask, Explore, Design, Create, Test, Improve and Share. Each project requires different tools. Some designs are an open assignment and can be built out of anything, while other assignments must meet specifications requiring a move from analog to digital and back again.

Common questions from beginning to end:

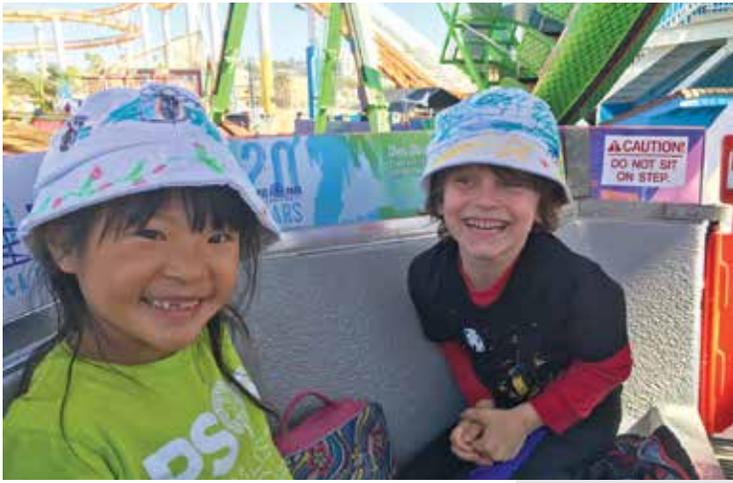
- Why was it done this way?
- Did we think of doing it a different way?
- Why did we rule out other alternatives?
- Does it fulfill our requirements?
- How can we make it function better?
- How can we make it weigh less?
- How can we make it faster?
- How can we make it smaller?
- How can we make it simpler?
- How can we make it more efficient?
- How can we make this easier to construct?
- What other functionality could be added?



Abbie Perttula STEAM Endowment Fund

Thanks to the support of PS1 families and friends the Abbie Perttula STEAM Endowment Fund was launched this past year. We are particularly grateful to Ben and Laurie Trainer, Abbie's brother and sister-in-law, and Josh and Kimberly Perttula, Abbie's son and daughter-in-law, for their generous contributions to the Fund. Their commitment to honoring Abbie and her service to PS1 is deeply appreciated.

Income from this fund will support the STEAM (Science, Technology, Engineering, Arts, and Math) curriculum and the Studio space that Abbie created. If you also want to support Abbie's Fund, visit the Contribute page on the PS1 website.



LG RED

It's all about energy in the RED classroom. Exploring the energy forces in nature with a look at wind, students designed, built, tested, observed, and reconfigured kites. They crafted and tested solar ovens as part of the study of solar energy. On a ride to the top of the solar-powered Ferris wheel on the famed Santa Monica Pier, they learned that solar energy can be stored and, thankfully, relied upon to power them safely back down to earth.

JP ORANGE

Upon launching a scientific study of force and motion in the Orange classroom, questions were posed: What makes a ball move? Or stop? How can you make it change speed? Or change directions? Students tested, reflected and refined their ideas. The process enabled them to construct their own understanding of the concepts and led them to develop new questions for future study. In The Studio, students began exploring how balls of varied size and weight moved on different surfaces such as rubber tracks, the rug, or wooden ramps. As students puzzled over how to make a ball roll uphill against gravity, they began to wonder if they could make the ball roll on a track that turned upside down. The experimentation continued back in the classroom as the students worked together to assemble tracks in different ways and discovered that depending on the slope of the starting ramp, they could make a ball roll upside down without having to push it! Each new discovery leads our young scientists to find the answers to new questions.

Curriculum





BJ YELLOW

Students in the Yellow classroom have been exploring the scientific concept of matter. In this developmental stage as experiential learners, students engaged in hands-on activities designed to allow direct experience and experimentation with three states of matter: solid, liquid, and gas. Students created pinwheels to explore the concepts of air (gas), movement and force, and were presented with the following question: if we can't see, feel or smell air, how do we know it is there? Students were fascinated to see that air exists and takes up space during a demonstration. They watched as a teacher wadded up a paper towel and placed it in the bottom of a cup, and then inverted the cup and submerged it in water. Amazingly, the paper towel stayed dry because the air became trapped in the cup and created a barrier!

nections



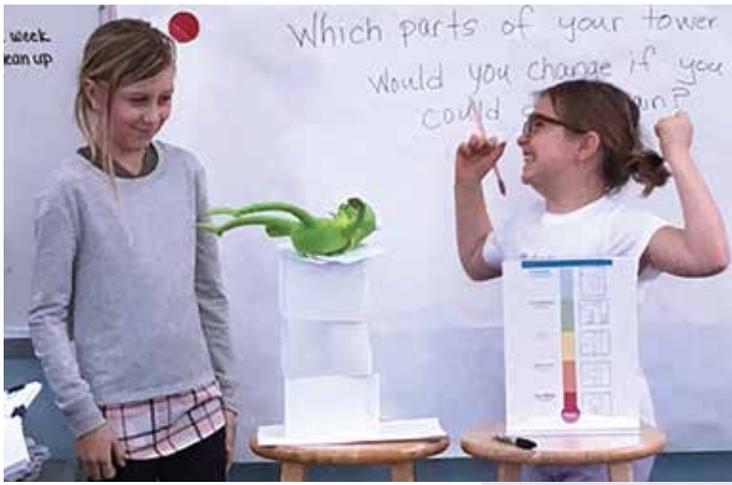
HD GREEN

At the start of the school year, students in the Green classroom noticed that they lacked a cozy area for reading. With The Studio Director they sought scientific solutions through the 7-Step Design Loop: Ask, Explore, Design, Create, Test, Improve and Share. Teams of students created scale drawings, assembled the structure, and addressed safety right down to the creation of a machine-sewn soft surface on the inside of the roof in case anyone bumped their head. Not only does the nook provide students with a special place to read, the functional and aesthetically-pleasing structure is testament to collaboration and hard work.



BK BLUE

As students in the Blue classroom began exploring forces of nature and their effects on the earth, they rekindled a fond connection with the classic tale of the Three Little Pigs. Students worked in teams to design a structure that could withstand a tornado, an earthquake or a flood. They learned about engineering and design in order to construct three structures: one out of straw, one out of sticks, and one out of Styrofoam bricks. Students drew blueprints in which they had to abide by specified dimensions. With a budget of \$50 per house, they filled out material order forms with accurate calculations. Upon simulating the force of nature's effect upon their structures, students completed a formal lab report and presented it symposium-style for a parent audience.



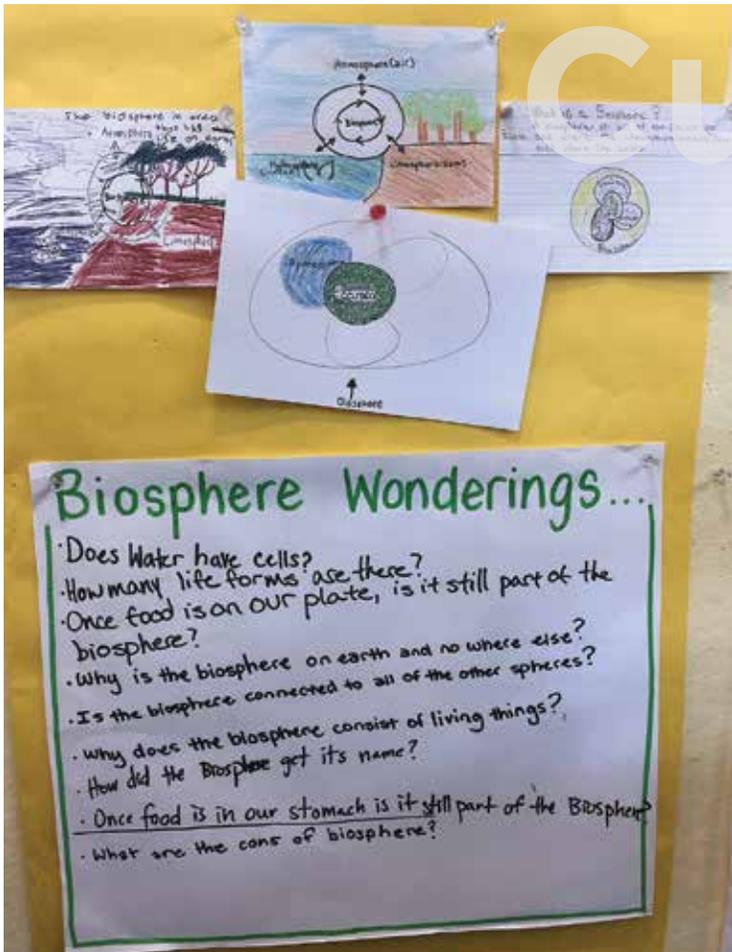
LJ INDIGO

What is a natural resource? Why can't they be man-made? Where do they come from? Can glass be a natural resource? These are queries by students in the Indigo classroom as they investigated natural resources and how to use them. After finding out what the students thought they knew, they formed groups to take a critical look at natural resources that they could find in Santa Monica as well as in Hill Valley, the simulated community they created for their project based learning unit. Students researched food, the sun, bees, leaves, wood, water, wind, grass, dirt, and minerals. Ultimately, they discovered that a natural resource is something that is found in nature and is necessary or useful to humans. They also tapped into their photography skills and took pictures of local natural resources.



LM VIOLET

Architecture and physics come together in the Violet classroom. After an introduction to Newton's Laws of Motion, students designed and crafted a couch and armchair to withstand the weight and daily usage of the Grade 3 and Grade 4-equivalent students. The experience led to the challenge of building a bridge that would not bend, break or pull apart. In groups, they studied the three basic forms of arches: corbeled, Roman and catenary. From errors resulting in collapse or structural defects, students turned their attention to the central keystone. Using K'Nex blocks, they experienced the foibles and tribulations associated with the many types of bridges including beam, truss, cantilever, bascule, arch, suspension, and cable-stayed. Today they are proud bridge builders.



Curriculum

OLDERS Cluster

During their cross-curricular unit on elections, Olders students researched environmental issues for their own political platforms. They discovered complex problems in our environment and advocated for policy change. Holly and Carol's students wrote persuasive essays based on environmental concerns that they felt strongly about such as the burning of fossil fuels and the creation of greenhouse gases. John and Jennine's students crafted informative essays discussing problems in the spheres from fracking in the geosphere to methane in the atmosphere. As they delved into their research, they began to observe and recognize the interactions between the hydrosphere, atmosphere, geosphere, and biosphere, and the cause-and-effect relationships that compound the deterioration of our ecosystems and biomes. Learning about the Earth's spheres and their interactions, students in both classes pursued a topic of choice, and sought connections between these subsystems. Students collected data, cross-referenced facts and cited valid studies in their essays. Choosing an image to represent one of the four spheres, they created a wood-burned or laser-cut panel in The Studio that became part of a banner now decorating the cluster space.

Physical Education

A favorite way to support the classroom learning is to perform scientific experiments in the physical education environment. Students make predictions and then measure running speed, how high one can jump, or the distance it takes to throw an object at a target. They discover the muscles required to dodge and flee or strike and catch, while their working knowledge of caloric intake and output enhances the field experience.



Art

Bridge students experimented with primary colors while working on a large scale flower painting inspired by Georgia O'Keeffe. Discovering how paint was historically made fascinated the students. The highlight was when they had the opportunity to make their own paint from different types of plants.



Connections



Library

Exploring, observing, and collecting data are terms common to scientists and writers. PS1 students engage in the arts and the sciences when they share books of poetry inspired by the earth sciences. Lines such as "I come across the marks of roe-deer's hooves in the snow. / Language but no words." (Tomas Tranströmer) help us realize that, even when we understand why these things happen, there is always something wonderful and magical about our planet.

Science



Science

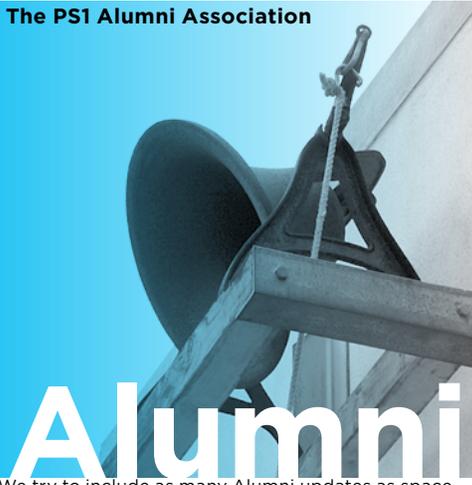
Curriculum Connections

Music

At PS1 the language of music is the language of science. We observe, explore, analyze and experiment in innovative and non-traditional ways. We are open to new discoveries and finding multiple solutions. The trial and error process of finding solutions is practiced. What can sometimes be a purely mental experience becomes a physical one when the musician engages kinesthetically.

Youngers process music through movement exploration. They experiment with the size, level, and direction of the movements in space by changing the speed and rhythm of their movements in order to broaden our movement vocabulary. The Bridge cluster listens to, analyses and discusses music from historical and modern genres in an effort to be better educated listeners. Middles conduct experiments by improvising and composing original music. Many theories, conclusions, successes and failures have occurred during the creative process of collaborating as composers. Olders continually research the many ways in which music is connected to the greater world, realizing its relevance as a vehicle for conveying creativity, self-expression, independence, and community.

The PS1 Alumni Association



Alumni Corner

We try to include as many Alumni updates as space allows. If you were not included in this column, and you sent us an update, please look for your feature in an upcoming issue. We love hearing your news!



Violet and Harold Ramis

photo:splitsider.com



Scott Tamaki (center)



Daniel and Lauren Rosenfeld with Sheridan

Dear PS1 Alumni,
As the Director of Alumni Relations, I feel a great honor in being charged with keeping the connections, especially now that my son is a PS1 student and one day will be an alumnus like you. There is a definite PS1 language from which we mutually understand each other and the abundant stories, information and memories you share enrich us all. In preparation for our 50th anniversary, we are seeking to create an active alumni association with alumni parents and students involved in all aspects of the planning. Please let me know if you would like to be involved. It is going to be a lot of fun.

For alumni parents, come back and connect at our Alumni Parent Coffees and Alumni Parent Education Coffees. For alumni students in college: would you be willing to share your wisdom with the next class of PS1 alumni headed to college? We could call it *Life After PS1 2.0 – The College Years*. Drop me a line and let's make it happen.

We look to the future with great hope because of you.

Yours in staying connected,

Beth Kemp

Director of Admissions & Alumni Relations

Beth@psone.org

310 394-1313 ext. 119



Alexandra McCown



Jon Sheldon

photo: IMDB



Maggie Rosenfeld and Jake Mindel



Todd Schreiber

In September, Todd Schreiber (Class of 2005), generously donated *Sahasrara* (Crown Chakra Love), his original work of art that has been installed in PS1's Front Office waiting area. Todd reports that the piece was inspired by sacred geometry and by time spent in Seville, Spain. After PS1, Todd attended Wildwood and is a graduate of the University of Oregon. Not limited to creating works of art in water color and oil, he also enjoyed playing roles in various PS1 Circle Times and in community theatre productions. He remembers his PS1 days with great fondness. We are honored to have his beautiful art grace our waiting room.



Dylan Vecchione



Will Baskin-Gerwitz



Luca Robbins and Mason Allport

Benjamin Madley, Class of 1982

Ben, who is Associate Professor of History and American Indian Studies at UCLA, has a new book out. *An American Genocide: The United States and the California Indian Catastrophe, 1846-1873* was published by Yale University Press in May and has been reviewed in the *New York Times*, *Los Angeles Times*, *Newsweek*, and *The Nation*. In October, it was honored with the 2016 Heyday Book Award. Ben lives in Los Angeles with his wife and two children, both of whom are also PS1 alumni.

Jonathan Sheldon, Class of 1983

On November 1st, indie film producer Jonathan Sheldon, released *Swing State* featuring an all-star cast in a political comedy like no other. *Swing State* is the directorial feature film debut for Jonathan Sheldon from a script he wrote and produced. *Swing State* is a raucous take on contemporary politics that is at once timely and timeless.

Violet (Ramis) Stiel, Class of 1985

Social worker, writer and mother, Violet lives in New York with her family and is writing a book called *Ghostbuster's Daughter* about life with her father, the late and great Harold Ramis.

Sarah Elzas, Class of 1989

Anthea Elinore Elzas Schaul, was born in Paris on Friday July 1. Sarah reports happily, "I am still working as a radio producer, and I've started taking ceramics classes, which reminds me of when we did clay with Barbara many years ago at PS1!! We'll be headed to LA before the end of the year so Emile can meet his granddaughter, Anthea, and to introduce her to her second home country."

Alexi Glickman, Class of 1993

Alexi married super surfer, Emily (Em-J) Staples, in San Francisco October 8.

Annie Killefer, Class of 1994

Annie is a Humanitarian Technical Manager in Nepal for Oxfam.

Daniel Rosenfeld, Class of 1997

Daniel and his wife Lauren are excited to announce the birth of Sheridan Rosenfeld on March 6, 2016. This makes our Director of Finance and Operations, Maggie Rosenfeld, a very proud first-time grandmother!

Tani Brown, Class of 1995

Tani attended Brentwood and Princeton. She received a Fulbright English Teaching Fellowship in 2013 to live and teach in Northern Vietnam. Tani is currently the Head of Partnerships for a diversity recruitment and hiring platform called Jopwell. Although she only attended PS1 for a few years, Tani reports that it laid the foundation for her education and values as a small child through pluralistic learning. She says: "At a very early age, I was introduced to the concept of multiculturalism (which, coming from a mixed race asian/black household) was critical to my understanding of self and others."

Joe Killefer, Class of 1996

After graduating from Dartmouth College in 2006, Joe played for the US National Rugby 7s Team. He is a licensed contractor and has

been working as an owner's representative in real estate development and project and construction management for 4 years. Joe was married in October, 2015.

Cody Dashiell-Earp, Class of 1996

Cody attended Marlborough, Yale, and completed her medical residency at UCLA. She joined a practice at UCLA and recently welcomed a son, Henry Dashiell Schwed.

Nicole Haskins, Class of 1999

Nicole now has her own website with photos and video of her choreography. It is nicolehaskins.com.

Anna Rabinovitch, Class of 1999

Anna attended Crossroads and then Wesleyan. She is currently working on a novel.

Christine Chun, Class of 2000

Christine attended Marlborough School and Oberlin. She is currently teaching at Oakwood Elementary in North Hollywood.

Nick Rabinovitch, Class of 2000

Nick attended Crossroads and USC. He is an attorney.

Alexandra Yellin, Class of 2000

Alexandra is a private lender at Rodeo Capital, Inc. in West Los Angeles. She recently joined a growing FinTech startup, PeerStreet, which is based locally in LA. PeerStreet is an online platform for investing in real estate backed loans. Alex is part of the company's Business Development team, which sources lenders who provide the investment opportunities for the platform. The company provides unprecedented access to an asset class that was previously open to just a select few. If you're interested in learning more, go to PeerStreet.com.

Will Baskin-Gerwitz, Class of 2002

Will attended Harvard-Westlake and University of Pennsylvania. He is working as the Spokesman for the Missouri Democratic Party and worked on Jason Kander's Senatorial Campaign.

Alexandra McCown, Class of 2002

Alex attended Crossroads and the London College of Fashion, and is the Private Event Coordinator for Opia Restaurant at Renaissance New York Hotel 57, midtown New York City.

Scott Tamaki, Class of 2004

Scott attended JAMS, Santa Monica High School, and California State University Northridge (Communication studies). "I'm an English teacher for Japanese middle school students in Shikoku, Japan. My interests include basketball, reading, gay rights, and gender equality issues. Attending PS1 taught me to maintain my curiosity and never lose it. Life was so fun back then, so simple, so pure. I believe attending PS1 has helped me become someone who wants to always keep learning. It's hard to explain how, but it's something I just feel and believe."

Lindsay Rapkin, Class of 2004

Lindsay graduated from the University of Southern California with a BA in Philosophy, Politics and Law. After graduating from USC,

she spent a year in AmeriCorps working for a nonprofit that helps bring a love of reading to kids in LA. Then she moved to Washington, DC, and is currently working in the Auxiliary Programs Department at Sidwell Friends School in Northwest DC, assisting with after school programs, the Early Childhood Learning Center and the school's large summer camp programs. She hopes to get a Masters in Education or Education Policy!

Sam Mindel, Class of 2005

Sam attended Brentwood and Tufts University. He had ACL surgery in January of 2016. An avid skier, he is hoping to get back to his role of Ski Patrol on Mammoth Mountain this year and live the dream. He stopped by PS1 for a visit in November 2016.

Gina Segall, Class of 2006

Gina attended Windward and graduated from Columbia University in May with concentrations in anthropology, linguistics, and Russian. While attending Columbia, she was able to study abroad in Russia and in France. For now, she is staying in New York, working for an artist on an archival project about endangered languages and apprenticing at an art print shop. She hopes to pursue a graduate degree in the future. She thinks of PS1 often and still keeps in touch with many friends she made there!

Kuniko-Leilani Houston, Class of 2008

Leilani attended The Archer School for Girls and Wesleyan. She is a junior at the University of Southern California majoring in communications studies and minoring in dance. An honors student, she participated in a summer study-abroad program in summer 2016 to London, Rome, Paris, Madrid, and Prague. She has garnered a spot in a semester study-abroad program for spring 2017 and will study in London for the entire semester. She is an intern at Anonymous Content, a preeminent entertainment management firm and has been selected to participate in a Creative Artists' Agency pre-professional program. Last summer, she interned with Eleven Arts, a Japan-U.S. film company. She is a member of Alpha Phi sorority.

Mason Allport, Class of 2009

Mason attended Wildwood, USC Thornton School of Music, Popular Music Performance (BFA). "Since 2013, I have produced and hosted a quarterly series at Beyond Baroque in Venice called Mason's Noise Parlour. I feature young adult musicians, comedians, and writers. The show is my way of giving back to the LA arts community and the people who have supported my music. PS1's pluralistic philosophy influenced my future school decisions. I knew after going to PS1 that I wanted to continue going to schools that would provide individual attention and value diversity in their students. PS1 provided me with a community that I'm still connected to today. I made lifelong friends there and had some of my very first public performances at Circle Time and the Book Fair. I just released a self-produced album of original music, *Gunpowder Tracks* by Mason Summit. Available on iTunes and Spotify!"

Keith Hill, Class of 2009

Keith went to JAMS, Santa Monica High School, and is now at Case Western Reserve.

Luca Robbins, Class of 2009

Luca's father, Ken Robbins reports, "Luca just started his aerospace engineering education at ASU. I am a proud father of this PS1 alum!"

Emily Surloff, Class of 2009

Emily graduated from Windward and now attends Columbia University. She was selected to participate in the 20th Maccabiah Games in Israel next summer as a member of the U.S. women's basketball team. She was also named 1st team All America by the Jewish Sports Review after her freshman year.

Nicole Gurzeler, Class of 2010

Nicole is a student at Marlborough School focusing on math, science and volleyball.

Dylan Vecchione, Class of 2011

Dylan is a senior at Wildwood and participated in Wildwood's Discover Wildwood Brunch. The morning is designed for those who counsel rising 5th-8th graders about where to apply for middle and high school. He was able to reflect on his Wildwood and PS1 experiences.

Will Gaynor, Class of 2012

Will is a student at Brentwood. Recently, he combined his passion for community service through his work for the Milk and Bookies Book Drive, with PS1, at this year's Family Fall Festival. It was a pleasure collaborating with him. Thank you, Will!

Griffin Gamble, Class of 2013

Griffin plays for the HB Militia Hockey Club, which is based in Huntington Beach. He plays on the Militia Grey Team. Most recently, his team won the Amateur Athletics Union Winter Nationals tournament held in Corona. There were eight teams in his division and it was a great win because they had one of the toughest schedules and still came back to win. This tournament was their third championship win of the season.

Zachary Leete, Class of 2013

Zach is currently in 10th grade at Windward and loving the high school experience. In 2017, the International Origami Society Conference will be in LA and Zach will be working at it!

Olivia Fishman, Class of 2014

Olivia is a student at Windward School. "I have competed in junior golf tournaments around Southern California as I aspire to be a college golfer. I am also involved in the Windward STEAM program and had the opportunity to speak in the 2016 student technology conference (studenttechnologyconference.com/). I have had the opportunity to travel to really cool places like Guatemala and Spain!"

Jade Freed, Class of 2014

Jade attends Brentwood School focusing on art and swimming. "[PS1] made me more open minded." Biggest takeaway from PS1, "Everything."

Eve Jackson, Class of 2014

Eve is a student at Brentwood School and is pursuing her passion for gymnastics.

Claudia Johnson Stone, Class of 2014

Claudia is a student at Milken Community School, focusing on math and history.

Maggie Marks, Class of 2014

Maggie is a student at Marlborough School, focusing on math, science and English in school and participating in theatre, singing and piano. Biggest PS1 takeaway, "To learn whenever possible. [PS1] encouraged me to be open minded and to try my best."

Delaney Michaelson, Class of 2014

Delaney attends Marlborough. Her focus areas are World History, Math, Dance, Instrumental Ensemble, and competitive gymnastics.

Zander Solomon, Class of 2014

Zander is a student at Windward focusing on math and soccer, guitar and volleyball. Zander also volunteers at an animal shelter.

Maddie Boudov, Class of 2015

Maddie attends Harvard-Westlake, where she has been focused on all her academics in middle school and also focuses her attention on theater, dance and visual arts. "[PS1] allowed me to be an involved student and be open to working with others. It also has

helped me be very close with my teachers and have a positive outlook on school and my education." Biggest PS1 takeaway, "That you don't have to be good at everything but you can always get better at anything."

Emily Lippman, Class of 2015

Emily volunteers at an animal shelter (NKLA). Emily shares, "PS1 made me into who I am today." Biggest PS1 takeaway, "That everyone is different and special in different ways."

Olivia Rosen, Class of 2015

Olivia is a student at The Archer School for Girls. "I love to play tennis and soccer. I'm currently doing cross country at school for the first time. In the winter I love to ski, and in the summer I love to go to my sleep away camp. I am part of an organization called Pet Partners."

Noah Eatman, Class of 2015

"I live and breathe music. I play three instruments, sing, produce and everything in between. Music is the best thing that has happened to my life and I don't know where I would be right now if I hadn't started playing piano when I was five years old."

Alumni Class Reps by Year

Find your graduation class representatives listed below and send them your updates, news & announcements. Our Director of Admissions and Alumni Relations, Beth Kemp, will collect them throughout the year for future editions of Periscope. We would love to hear from you! You can also email Beth directly at beth@psone.org or click on the alumni section on the PS1 website (psone.org/alumni/community) and fill in the alumni update form.

1971-1999

Please email beth@psone.org if you'd like to volunteer as a grad rep for these years.

Class of 1995:

Brian Roth, br Roth@gmail.com

Class of 1996:

Cody Dashiell-Earp, codyde@gmail.com
Heston Liebowitz, heston@hestonliebowitz.com

Class of 1997:

Brianna Dollinger, bfdollinger@gmail.com
Zachary Brock, zbrock@gmail.com

Class of 1998:

Nora Frankel, nora.frankel@gmail.com
Zachary Meredith, zacheredith@gmail.com

Class of 1999:

Beryl Liebowitz, beryl.liebowitz@gmail.com
Isabella Lebovitz, Isabella.lebovitz@gmail.com
Harley Wertheimer, harleyjusticew@gmail.com

Class of 2000:

Michael Larson, michaelkentlarson@gmail.com
Erica Everage, Erica.v.everage@gmail.com
Gina Rockenwagner, gina@poppyandpima.com
Jake Faulkner, jbfaulkner@gmail.com

Class of 2001:

Devin Carli Singer, devincarli@gmail.com
Kylie Clark, kylie.d.clark@gmail.com
James Weinberger, james.m.weinberger@gmail.com
Alex Marshi, alexandermarshi@gmail.com
Sam Alper, alper.sam@gmail.com

Class of 2002:

Hayley Lloyd, hayley.d.lloyd@gmail.com
Brad Thompson-Moreland, bradleytm@gmail.com
Molly Wertheimer, mollyrosew@gmail.com

Class of 2003:

Rosie Achorn-Rubenstein, SRAR1290@sbcglobal.net
Michelle Cortrite, mcortrite@gmail.com
James Larson, thatjameslarson@gmail.com

Class of 2004:

Lindsay Rapkin, lindsrap@aol.com
Griffin Harris, saucemang@gmail.com
Alex Hartung, abhartung@gmail.com
Elijah Tilghman-Eddings

Class of 2005:

Elle Brosh, epbrosh@gmail.com
Lili Cohen, oldbritishman@gmail.com
Sam Mindel, samuel.mindel@gmail.com
Natalie Swain

Class of 2006:

Gabe Schuman, febesons@yahoo.com
Wade Clement, wade01@aol.com
Gina Segall, ginaSegall@yahoo.com

Class of 2007:

Ariel Fenster, naturalist.child@gmail.com
Emma Laurent, esl2@st-andrews.ac.uk
Leslie Dinkin, leslied1017@aol.com
Morgan Pantuck, mpantuck@gmail.com

Class of 2008:

Zak Fenster
Louly Maya, loulumaya@aol.com
Hero Stevenson, hero.b.stevenson@gmail.com

Class of 2009:

Kalia Bornstein, Kalia@bornarch.com
Nicki Shapiro, Caligirl81297@gmail.com
Jake Mindel, jakemindel@gmail.com
Marie Line, Mariejline@yahoo.com

Class of 2010:

Asa Germann, asa.germann@gmail.com
Veronica Crow, misscrow98@gmail.com
Rudy Frayre, rudyfrayre@yahoo.com
Kelly Riopelle, Kerio311@gmail.com

Class of 2011:

Amanda Reymer
Rod Henley, rhenley123@gmail.com
Olivia Bornstein, oliviajordan99@gmail.com
Dylan Vecchione, Dylan@vecchione.com

Class of 2012:

Matthew Tovar, dkm3tov@gmail.com
Sadie Abraham, sadiejean@me.com
Lukas Mitchell
Camille Riopelle, catlover131@gmail.com

Class of 2013:

Melina Waldman, mwaldman2019@bwscampus.com
Sage Brand Wolf, sbrand-wolf19@archer.org
Farid Adibi, farid@adibi.me
Zachary Leete, pelicanmouth@verizon.net
Katie Raphaelson, kraphaelson2019@bwscampus.com

Class of 2014:

Isobel Mosley-Brown, Isobellola@gmail.com
Maggie Marks, maggiemarks@icloud.com
Jackson Garland, jackcatnip@gmail.com
Delaney Michaelson, del.m@hotmail.com

Class of 2015:

Emily Lippman, emily@thelippmans.com
Dylan Santana, Dbestsantana@yahoo.com
Charlie Kortleven, charliekortleven@yahoo.com
Jay Jay Venegas, JayJayvenegas@gmail.com

Class of 2016:

Angus Ebeling, aceebeling@gmail.com
Teala Fishman, tealafish@gmail.com
Ted Greenberg, tedpatriots@icloud.com
Izzy Hyman, izzybizzabee04@icloud.com



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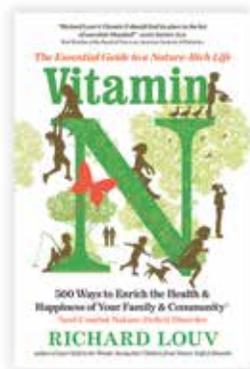
Join us to discuss
THE HYBRID MIND

The more high-tech our lives become, the more nature we need. Learn how to live simultaneously in both the digital and physical worlds, using computers to maximize our powers to process intellectual data and natural environments to ignite our senses and accelerate our ability to learn and feel.



**Wednesday,
February 1st
at 6:30PM**

PS1 Pluralistic School
1225 Broadway
Santa Monica, CA 90404
www.psone.org



PS1 Pluralistic School, Wildwood School,
and Crossroads School present...

Richard Louv
parent education speaker, bestselling author,
and founder of the Children & Nature Network



Save The Date!

January	22	"Tales to Tell"
February	12	Itty Bitty Art Sale
March	26	"Tales to Tell"
	30	Open House
April	29	PS1 Fundraising Gala
May	12	Grandparents & Special Friends Day

People of Color Conference

Evelyn Cazun (Alumni Parent and Admissions Coordinator) writes: "Last week I had the privilege of attending the 29th Annual People of Color Conference in Atlanta. It was my 3rd time attending the conference. I was joined by Joel, Daniel (Bridge-HDGreen) and Gina (Youngers-LGRed). This year's theme was, 'Advancing Human and Civil Rights, Fulfilling The Dream Together'. The topic couldn't have come at a better time. Over the course of four days more than 5,000 attendees from across the Country told stories, attended workshops on various topics relating to human and civil rights, and joined affinity groups. Keynote speakers throughout the conference told stories that caused my body to chill and my eyes to tear, not just because of the sadness that some of the stories evoked but because of how powerful each story was. Being at a Conference with so many educators with the same purpose, the hope and love was empowering and humbling. It's an experience that I will hold in my heart for a long time".

Connect With Us!

