



PLURALISTIC
SCHOOL

where knowledge meets imagination

periscope

Fall 2010

Flight! Taking



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2011/12 Admissions

If you know a family that is interested in PS#1 but has not yet toured our school, have them make a reservation at our website, www.psonone.org. We have two remaining tour dates for the 2011-12 admissions cycle—December 9, 2010 and January 27, 2011. If you haven't seen PS#1, you haven't done your homework!

Correction

In the 2009/10 PS#1 Annual Report, Gary Garland and Beth Holden Garland's generous gift belonged in the Benefactor Circle of Giving.

PS#40!

Save the Date! Sunday May 20, 2012

PS#1 will be celebrating its 40th anniversary and we want everyone to come. Mark the date on your calendars NOW!

PS#1 News

PS#1 had two Student Winners in the Palisades Library Summer Creative Writing Contest—current student Luke Feegel and alumna Fiona Hayman (2001-2007). Congratulations to Luke and Fiona!

Our Youngers teacher Jennine Rodriguez has accepted the position as the Early Childhood Teacher Representative for the Southern California Council of CAIS.

Head's Column



Taking Flight!

What a perfect theme for an issue of Periscope and a perfect image to describe the course of a PS#1 education! I am reminded of its connection to the PS#1 experience on an almost daily basis.

Taking Flight!

Yesterday I was being interviewed surrounding the upcoming 40th Anniversary celebration of PS#1. We were talking about legacy - what message I hoped had been gained from the PS#1 experience by both children and adults alike. "That you can be yourself," I quickly responded. "That you can both love school and learn at the same time. That schools can be a happy place. And that children can all know that 'I Am Somebody!'"

Taking Flight!

Last week this all hit home as I MC'd the annual Life After PS#1 Parent Education Evening where 15 graduates of PS#1 now in 9th through 12th grade at different high schools return to reflect on their elementary school experience, to help parents and students going through the middle school admissions process, and to describe their personal course on how best to navigate high school and their teen years. I was moved by their passion for learning, their confidence in getting what they needed to learn, and their joy in the process. This was true for each and every participant, and the evening emphasized again how different and unique each child was, each being himself or herself, and each completely comfortable in their persona.

Taking Flight!

Five year olds first come to elementary school filled with the zest for learning. Day in and day out, year in and year out, we get to participate in, and observe, huge and important changes that take place at different times, in different ways, and at different rates for every PS#1 student.

Taking Flight!

We see the thousands of little ways that children build a solid foundation under themselves. PS#1 students keep their curiosity and confidence while they explore, learn and grow. When elementary schools don't build on that initial spark, think about how much time is wasted in high school and beyond getting students back and re-engaged. Taking flight! does not have to be unnecessarily postponed. It is so much easier to accomplish when you have not slipped off course in elementary school.

Taking Flight!

There is no single prescription that guarantees each of us will fly on our first try. Experiencing trial and error; growing up in a school where you learn very early on that it is okay to fail because we learn most from our mistakes; learning to cope with everyday obstacles, often unanticipated, are all important life lessons. Our students are secure in the knowledge they have adults and other children to turn to for guidance, advice, and direction. Most children flourish in Youngers; some emerge so much stronger in Bridge or Middles. Each of us is on our own personal journey. From decades of experience, we know all children at PS#1 graduate as their very best selves.

Taking Flight!

Today a graduate (Mark Juncosa, Class of 1992) came to visit the school for the first time in almost twenty years. Mark transferred to PS#1 later in his elementary school experience than most. What he remembered was PS#1 taught him he could accomplish anything and he was treasured for who he was (his words, not mine). Speaking of taking flight, Mark is now an engineer designing and building 'low cost' (less than \$ 100 million - again his words) rockets and spacecraft. "Taking flight" obviously knows no bounds.

-Joel Pelcyger, Head of School

Fathers' Breakfast

Fathers' Breakfast was TONS of fun! Under the expert leadership of Mike Seplow and Sunu Gonera, a team of dads provided bounteous breakfast treats. We learned even more about reptiles, improved our golf game, and, in between bites, ran around and got our faces painted. A perfect day!

Traditions... New

Parent in Residence

On an average day, sixty students participate in PS#1's after-care program. One of the myriad opportunities for our children is the Parent in Residence program, which features semi-monthly presentations by our parents. This year, PIR kicked off with pizza making by Chef Stefano de Lorenzo, the owner of the famed La Botte Italian Restaurant in Santa Monica and the father of Luca in Youngers. He taught the art of dough making, set-up, layering, and spicing. Selecting from Romano tomatoes, basil and fresh cheeses, each participant made a personal pan-sized pizza pie to cook up later at home.

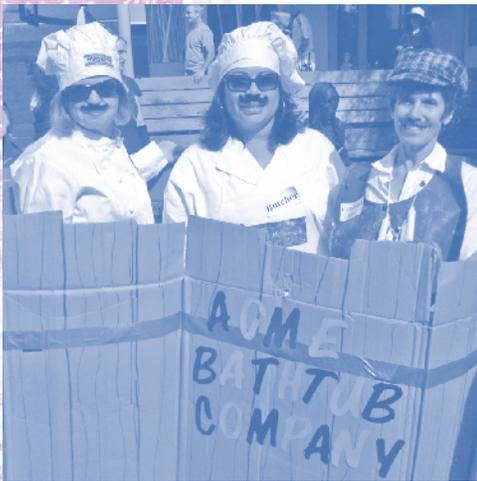
Olders Cluster Circle Time

As a part of their Social Studies curriculum, the Olders students contemplated the Iroquois Nation and Heroes for their Olders Cluster Circle Time. Student authors Sophie A, Clyde M, Rachel S, and Dylan V used their own words and ideas to ask the question: Why am I me? Their exploration of Identity incorporated music, movement, and celebration. "The heroes taught me that Identity isn't about what others think about me—it's about what I think. Now it's going to be so much easier to get to know the real me."



Halloween

Halloween was Spooktacular!! Who were those creatures roaming the 12th street yard and what did the admin team eat to turn them into characters from Mother Goose? An old tradition lives on in all its glory!!



Grad/Alumni Dance

On a night of revelry and an opportunity to connect with old friends, our upcoming grads welcomed the classes of 2009 and 2010 back on campus for our fall Grad/Alumni Dance.



and Old

Pack A Sack

For over twenty years PS#1 has been providing lunches to Ocean Park Community Center to assist them in providing food for our homeless population. Once a month our students make nutritious sandwiches and pack fruit and a snack in the sack.



Lemonade Stand

The eight amazing girls in this photo worked together as a team to create the Second Annual Lemonade Stand Fundraiser. They built their stand from scratch, squeezed fresh lemonade, and baked cookies. Then using their top notch marketing skills and outreach strategies they raised \$198.35 in their neighborhood for their beloved elementary school, PS#1.



Flight! Taking

Some examples of the ways in which each PS#1 class and specialist inspires kids to "take flight"...

Art

Art Class at PS#1 takes place in a Living Art Room, a fun, color-coordinated and organized space where unlimited art ideas can happen. The students have access to see, touch, and use many different types of materials and art tools. The Olders used cane sugar as a medium in their "Molecule Project," melting it without boiling, then dipping their free-form yarn sculptures in it. As the liquid cooled, the yarn stiffened, and a literal and metaphorical transformation took place.

Curriculum Conn

JB

Borrowing from the renowned schools in Reggio Emilia, Italy, JB presents different media for art in an open-ended way. Building on the students' previous experiences with materials and then altering the medium or switching it for something new changes the experience. With the constant additions of such a wide variety of media, from clay to paper to wire to wood, the possibilities for creativity are endless!



PE

It's a whole body workout when the parachute is unfurled in Physical Education Class. Aside from being a wonderful way to develop teamwork and strength, coordination is the key to a safe landing during the group exercises.



Music

Whether they are pretending to be a tadpole turning into a frog, or a toy that came to life in a toy store, or exploring how to make their bodies both large and small, or quick and slow, Youngers find creative inspiration in Music Class through melody, rhythm, movement, and imagination.

Actions



TM

In the Block Center in TM, children plan, design, and build structures of their choice, and then add townspeople, animals, vehicles, teddy bears, or even landscaping to their structures. Role-playing pilots, teachers, doctors and parents, the sky is not off limits in their dramatic play. Spontaneous scenarios evolve, employing the social dynamics of inclusiveness and responsible citizenship.



HL

HL students stretch their wings during Writers' Workshop, writing about big feelings and adding details and emotion to their stories. Publishing parties are a way to celebrate the "published" pieces. "We close our eyes and let our stories take us on real life adventures."



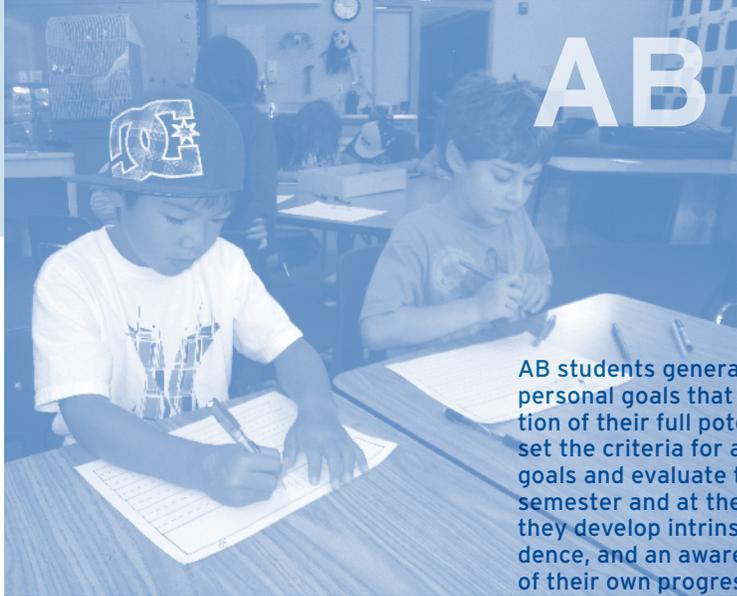
Library

"Give us books! Give us wings!" writes children's author Paul Hazard in *Books, Children and Men*. When a spark inspires their interest, PS#1 kids come to the Library to find out more about it. The strategy in the PS#1 Library is pure and simple: give them books! We do! And they fly!!



LJ

In LJ the students' creativity soars through the practice of envisioning. This skill of being able to create a picture in their minds has intersected with reading, art and writing work. Just by listening to the rhythm and the words of the poem, students created their own visions of the poem and translated these into beautiful artwork.



AB

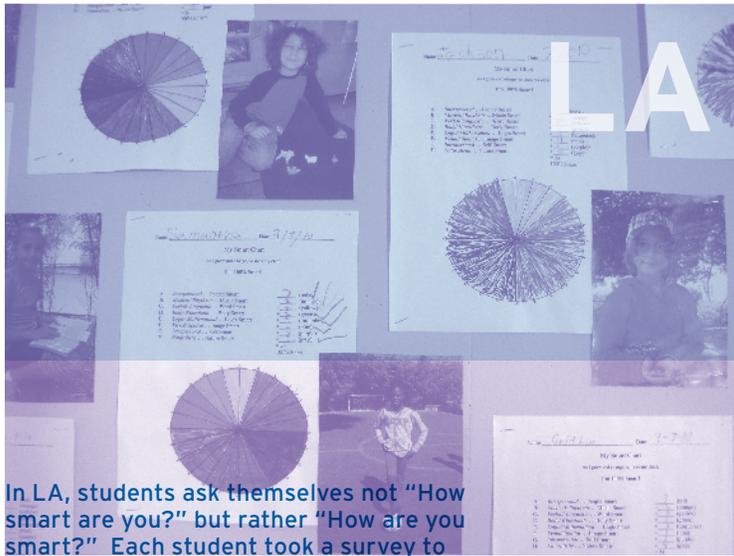
AB students generate their own ideas for personal goals that lead toward the realization of their full potential. When students set the criteria for assessing their own goals and evaluate their progress mid-semester and at the end of the semester, they develop intrinsic motivation, independence, and an awareness and ownership of their own progress and learning.

Curriculum Conn

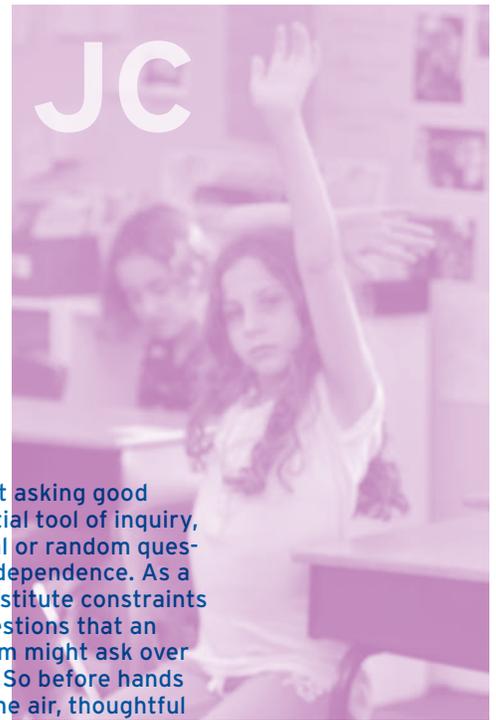
Flight! Taking

In the recent HK Circle Time on sound, performers took on the additional role of poet, artist, singer, or playwright. Original poems were linked to a "sound" from their own soundtrack compilation. From screeching tires to crashing bowling pins, emotion, energy and, of course, sound inspired unique and original compositions. In art, students' constructed homemade rain sticks using sea glass, beans, and rice to simulate varying types of precipitation which accompanied a musical number chosen especially for the occasion.





In LA, students ask themselves not “How smart are you?” but rather “How are you smart?” Each student took a survey to figure out the special and unique ways they are smart, and created color-coded pie graphs to show the different types of smarts (interpersonal, musical, linguistic, kinesthetic, logical, spatial, intrapersonal, and naturalistic). They discovered that even though they all like different things and learn in different ways, all are 100% smart!

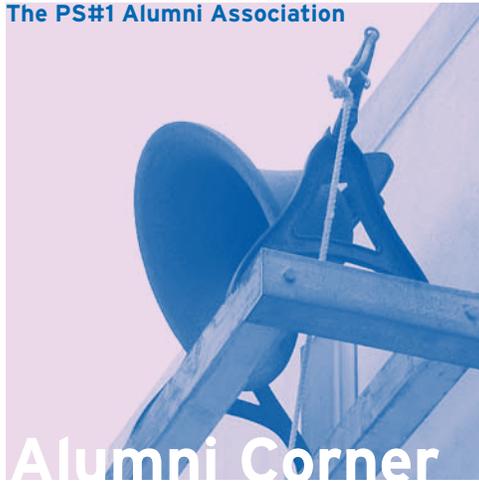


JC students know that asking good questions is an essential tool of inquiry, while asking rhetorical or random questions could impede independence. As a challenge, teachers institute constraints on the quantity of questions that an individual or work team might ask over a specific time frame. So before hands fly haphazardly into the air, thoughtful discretion is exercised in anticipation of maximum benefit, further demonstrating that taking flight requires steady hands at the control.

actions

Need help with an assignment? “Free Help Offered” posters tacked to the notice board in BH highlight individual talents and academic strengths “for hire” such as writing, math, problem solving, and organization. Using the school core values of “competence, confidence, and connection”, each student selects assignments that highlight “Best Work” for their portfolios, then they connect their work to one or more of the Three C’s as a way of making progress on a personal goal or as a way of highlighting a “Wow!” moment.





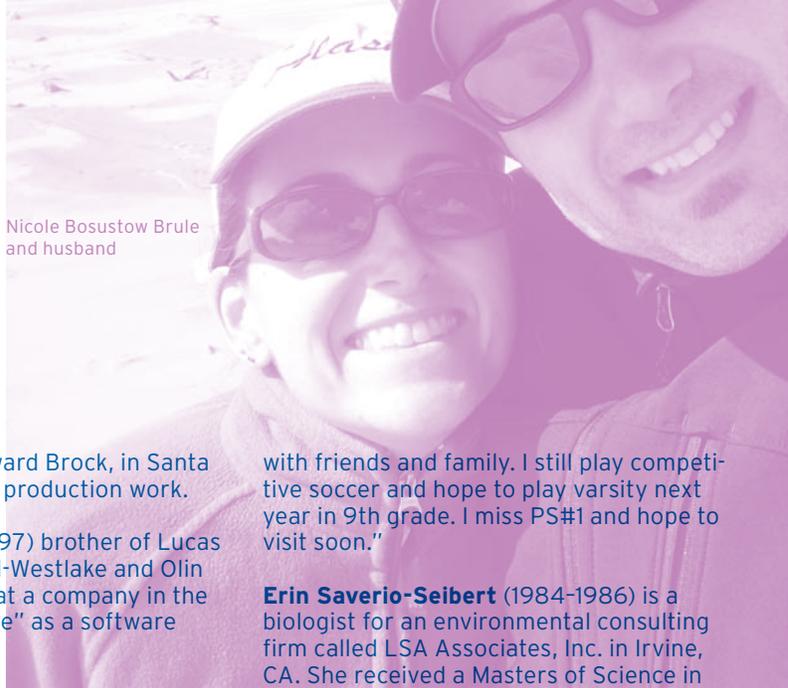
Alumni Corner



Helena Hwang and David Newhouse



Eliza Cohen



Nicole Bosustow Brule and husband

Kathleen Chun (1990-1997) After graduating from Tufts University in 2007, Katie attended the Harvard Graduate School of Education for a masters' level school counseling program. She decided to work toward her Masters in Social Work at Boston University, and graduated this spring with her MSW. She is working for a non-profit organization in Boston doing in-home therapy with children and families as a HomeBase clinician.

Editors note: In the photo caption of the Spring Issue we listed the wrong date for Katie's graduation. Corrected above!

David Newhouse (1978-83) writes: "I am married to Helena Hwang, a wonderful woman from Norwalk, Connecticut, whom I met at the World Bank in Washington DC, where we both currently work. I'm a labor economist, mostly analyzing the effects of the recent financial crisis on workers in poor countries, and occasionally supporting a youth employment project in Papua New Guinea. I received my PhD from Cornell in 2002 and worked at the Bank's Jakarta office, the International Monetary Fund, and in consumer protection at the Federal Trade Commission in Washington. Seeing an old photo of Jon Sheldon and Ben Madley (and Ben's exciting news) in the latest alumni newsletter inspired me to write. I love the alumni updates from my era, and the features on the teachers. Some of the many PS#1 traditions I miss include Friday afternoon soccer at Memorial Park, annual camping trips, managing a pretend stock portfolio with Joel, band practice with Jimbo, and the occasional all-school trip to the beach."

Lucas Paul (1994-2000) attended Paul Revere Middle School and Pali High after PS#1, and graduated from UC Santa Cruz this summer in the film program. He is

living with his dad, Howard Brock, in Santa Monica and looking for production work.

Zachary Brock (1994-97) brother of Lucas Paul, attended Harvard-Westlake and Olin College. He is working at a company in the Bay Area called "Square" as a software engineer.

Nicole Bosustow (1982-85) Dr. Nicole Bosustow Brule moved to Eugene, Oregon recently when her husband started a PhD program in Counseling Psychology at the U of O. Brule Counseling, LLC is her private practice where she sees individual adults for psychotherapy. She writes: "I focus on helping people who are struggling with anxiety, depression, relationship issues, trauma and in general help people to find ways to live more vital and meaningful lives."

Frances Perkins (1991-1995) has moved from Paris to New York, to work for the design gallery 20th Century Design in Tribeca.

Charlotte Baskin-Gerwitz (1992-1999) will be attending graduate school in London this September. She will be getting a master's degree from University College London in International Public Policy. She has spent this past year in LA working with a civil rights attorney. She received her undergraduate degree from Tufts.

William Baskin-Gerwitz (1995-2002) attends the University of Pennsylvania. He will be spending his junior year at The London School of Economics. He worked as an intern for Barbara Boxer at her LA Office of Legislative Affairs over the summer.

Eliza Cohen (2001-2007) "Since PS#1, I graduated from Lincoln Middle School and am attending Milken Community High School. I love life and spend a lot of time

with friends and family. I still play competitive soccer and hope to play varsity next year in 9th grade. I miss PS#1 and hope to visit soon."

Erin Saverio-Seibert (1984-1986) is a biologist for an environmental consulting firm called LSA Associates, Inc. in Irvine, CA. She received a Masters of Science in Environmental Studies from California State University Fullerton in May 2009 and her B.A. in Environmental Studies with a minor in Geology from UC Santa Barbara in 2001. She is marrying a wonderful man named Jeffrey Paul Martinelli, so, her last name will be changing from Saverio-Seibert to Martinelli.

Alexandra Yellin (1993-2000) graduated in June from Denver University. She spent a semester in Prague during her junior year and got the bug for living outside of the U.S. She took a supervising position at Ritz Carlton on the island of St. Thomas in the US Virgin Islands. A challenging job managing people twice her age but a great way to earn "her stripes" and learn how to get respect. Her passion lies in sales, especially within the wine industry. She plans to go to grad school in Sonoma where they offer a unique wine marketing degree.

Zoe Morgenstern (1994-2000) is currently a student at Sonoma State University studying Statistics.

Alex Quinlan (1993-1996) graduated from Georgetown Day School and is going to Oberlin College.

Justin Harris (1994-1998) graduated from University of San Francisco in spring of 2009 with a BA in Communication Studies. He's working for the East Bay Express newspaper, as an Account Executive selling



David Jacob



Mark Juncosa



Joel, Samantha Counter-Kurtzman (1977-82) and Ellie

ads, in Oakland, Ca.

He started *Jahlectrik*, an eight-piece Reggae fusion band, with a group of friends. He started singing and then two years ago became the drummer. Justin reports: "We gig in and around San Francisco and just released our "Balance EP". Info can be found at www.jahlectrik.com and also on Face Book. Music performance and production are definitely my passion. Still very close with Danny Barreira from my PS#1 days."

Chassity Griffin (1998-2000) "I graduated from USC this past May with a Bachelor of Science in Health Promotion and Disease Prevention Studies. I'm currently working as an Institutional Review Board Coordinator/Clinical Research Administrator with AIDS Research Alliance in Downtown LA and planning to attend grad school in two years to receive my Masters in Public Health. Until then, I love life, and am extremely excited to be able to find a great job right out of college."

Anne Killefer (1988-1992) "I am at American University in Washington DC in the International Peace and Conflict Resolution Masters program. I am also a facilitator of a community dialogue group focusing on race relations between students, faculty, and staff on campus and in the greater DC area. I work at the United States Institute of Peace, a peace-based government think tank. In this capacity I am doing research for a Sudanese scholar-practitioner who is writing a book on the upcoming independence referendum in Sudan, which will determine whether or not the South will secede. I realize that most of the seemingly complicated theories I study now were basic principals at PS#1: build community, sit in a circle, share your lunch, express yourself nonviolently, and respect each other's

differences. Thank you PS#1!"

Editors' note: USIP provides the analysis, training and tools that prevent and end conflicts, promotes stability and professionalizes the field of peace building.
<<http://www.usip.org/about-us>>"

Nicholas Henry (1990-1997) After graduating from Brentwood in 2003, Nicholas graduated Magna Cum Laude from Washington University in St. Louis in May of 2007 with majors in Accounting, Finance, and International Business. Nick played quarterback for the varsity football team all four years, and was a member of the Phi Delta Theta fraternity. He became a CPA in 2008 and will be taking his final Chartered Financial Analyst exam in June 2011. Nicholas, together with his brother Paul Henry (1988-1994) and father Bill, have created Henry Development, LLC to develop residential real estate in NYC and LA, and syndicate corresponding investment partnership interests in the properties. Meanwhile, Nicholas has started his own accounting and financial services practice, Forbes Capital Solutions, Inc. in Santa Monica.

David Jacob (1986-1992) David is a graduate of SaMo, UC Berkeley, and U. of Miami Law School, where he graduated with honors. After being admitted to the California Bar and the Central District of California Federal Court, he became a consumer bankruptcy attorney in Los Angeles and Woodland Hills. He writes: "As you can imagine in this economy, I am busy. The Central District of California has more bankruptcy filings than any other district and most other states! The best part of my job is using what I learned at PS#1. I never thought I would be using anything I learned during circle time but it is clear that having a good interpersonal skill set is critical for

the success of my business. Silent Sustained Reading is also key. I still play tennis with another PS#1 student Mark Juncosa, who when not building a spaceship, is out surfing, skating and snowboarding. I live in Santa Monica down the street from PS#1."

Mark Juncosa (1990-92) graduated from Cornell University and now lives in Playa del Rey. He has been working as an engineer for five years at SpaceX, a privately held start up company that builds low cost rockets and spacecraft. He writes to Periscope: "I work on the structure of the Dragon spacecraft—an Apollo like capsule that is designed to take cargo and crew to the International Space Station. It is a fun company to work for and so far we have launched a few of our rockets successfully so that is also exciting. If you are interested, you can check out more about the company at www.spacex.com."

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!

Check out the website this spring . We are creating a portal where all the alumni updates will be available.

Save The Date!

December	7	Dishiversity Day: A Global Feast
	9	School Tour
	17	Holiday Performance
	20	Winter Break begins
.....		
January	4	School Resumes
	14	Pluralism Circle
	27	School Tour



PS#1 Fact:

PS#1 rolled out a new Master Plan for a unified campus that will make room for the whole community to be able to gather together in the multi-activity room. It will provide space for art and music to be taught to our students without their needing to cross the street and the Euclid yard will be transformed. All of this work will require the administrative offices to move and our library to be reborn in its permanent home in the center of our campus.

