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 Santa Monica CA 90404

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the periscope

Spring 2010

Save The Date!

May	24-27	Camping Trip
	31	No School, Memorial Day

June	3	School Tour, 8:45-10:45am
	4	New Family Dinner, 6-8pm
	5	PS#1 Celebration w/ Songs and Soliloquies at SM Main Library, 5:30-6:30pm
	7-11	Volunteer Appreciation Week
	8	Volunteer Appreciation Breakfast
	10	Parent/Staff Basketball Game
	17	Graduation, 4pm
	18	Moving Up Day, 10am

Do you hold the key to identifying these PS#1 Alumni?
 Please email Deirdre at deirdre@psone.org



Mystery Photo



Last Issue's Mystery Photo was identified by Joannie Klein, Andy Klein's (1993-00) mom, Jake Faulkner '00 and Aiden Lloyd '01



PS#1
Fact:

Before the Field of Dreams was created in 2003, PS#1 students walked to Memorial Park for PE In step with PS#1's educational philosophy and belief that the city is "our" campus.



Sustain Ability

In This Issue:

The Periscope
Volume 20, Number 2

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PAGE 1
Head's Column

PAGES 2-3
Trashion Show
Zero Waste Lunch
Environmental Potluck
GPSFD
Open House
Buddy Reading

PAGES 4-7
Curriculum Connections
Our Classroom is the City
Green Projects

PAGES 8-9
Alumni Corner

PAGE 10
Mystery Photo
PS#1 Fact
Save the Date

Letter to the Editor

Hello Joel,

After I explained to Ella that I was volunteering for Hot Lunch this Thursday, she asked me why. She does not ever eat hot lunches. I said something like "because that's what I'm here for... to help PS#1 whenever possible." She paused, then said "when someone works at PS#1, they make a good person even better." Thank you for PS#1.

Laura Brown, (Mother of Ella L/H)

Head's Column

Sustain Ability

PS#1

Spring has sprung. What a great time to be celebrating Green as we are throughout this issue of Periscope. About five years ago, the National Association of Independent Schools (NAIS) started trumpeting Sustainability as an important element in the Mission of every independent school. I believe we had a headstart over many schools that only then began their clarion call-in all areas of sustainability.

Environmental Sustainability

As every child on campus can tell you, it is important to reduce, reuse, and recycle. It is important also in our everyday practice to use and to build a campus with an eye to protecting the environment for future generations for both practical reasons and also for the lessons we can demonstrate for your children, the future leaders of our country and community. We all have a right to feel proud about the two Sustainability awards granted to us by the City of Santa Monica and the Chamber of Commerce in both 1998 and 2009 for what we have done on our campus.

Financial Sustainability

This involves efficient and strategic decisions to ensure the long-term viability of PS#1. Many independent schools across the country are suffering these days and are withering under the pressure of trying to sustain their programs and faculty through these difficult and uncertain times. Financial sustainability means taking care of the financial needs of the school, building for the future, assuring admissions choices and maintaining full enrollment, having successful development programs, being well run from an operational, marketing, and communications standpoint, and, perhaps most important of all, making sure that the school adheres to its philosophical principles and provides quality education for its students.

Demographic Sustainability

All independent schools talk about diversity – almost none have it in their name and purpose as we do. We are Pluralistic School #1, and have been for almost forty years. Diversity refers to variety – socio-economically, racially, ethnically, regarding learning differences, gender equity, lifestyles, etc. Pluralism refers to active engagement in diversity – what you do with what you've got, if you will. We are leaders in both areas and do so much on our campus to promote a spirit and a reality of inclusiveness for our students and for so many parents and staff on our campus as well. Demographic sustainability means building a community that embraces and cherishes differences. NAIS has written of it as "becoming more inclusive, providing greater accessibility financially and socially, developing a school climate in and out of the classroom that is supportive of a diverse student and faculty body, implementing a coordinated admission marketing strategy, and promoting a more flexible work environment." We are proud of our accomplishments.

Global Sustainability

The problems of the world are more global in nature now than ever before. To be a citizen is to be a citizen of the world. To not learn about different world perspectives is to handicap our children. To not realize and appreciate the impact of a country's decisions on all the world's citizens is to live in ignorance and ignore reality. Our students come from many different nations of origins on their family trees – we do well to incorporate everyone's stories in our work as we make relevant a child's life experience. We get beyond stereotypes, and make connections and learn compassion, when we personalize our experience and truly get to know those different from ourselves.

Programmatic Sustainability

We become sustainable in our educational practice by being open to change. What is demanded of people in a workplace is different now from what it was when our children's parents were growing up. Schools must evolve to address those changes. I speak on school tours now about how we adults grew up in a time that was experience rich and information poor. Children today grow up in an information rich and experience poor society. Schools are being called upon to accomplish different things than before and to be receptive to new models for educating children. That is the heart of educational pluralism – one size does not fit all. PS#1 faculty and administrators are continuously expanding on existing programs and implementing new ones. We are an intellectually curious, personally demanding group of people working hard every single day to create and sustain the best possible environment for our school and community.

When we talk about 'Going Green', it means so much more to me than just being environmentally aware, although I don't mean to trivialize its importance. We have built a social studies curriculum for our students around eight core values – citizenship, global awareness, community awareness, pluralism, stewardship, social justice, identity, and, yes, environmental awareness. Building a sustainable environment is so important on so many levels as we work to be a model for schools, children, and families. It is a shared consciousness that we all bring to our everyday lives that all works together to make this world a better place. Go Green! and Go PS#1!

Trashion Show



Got trash?
MAH-vel-ous!
Then you've got Trashion!
PS#1's first-ever Environmental Circle Time capped the oodles of activities on our campus in honor of our Mother Earth. Members of the Environmental Club created wearable art from—yes!—TRASH! You can see the children's panache as they sing, dance, and vogue for the House of PS#1!

Traditions, New...

Zero Waste Lunch

Environmental Potluck

In honor of Earth Week, PS#1 and the hot lunch program went full green. We dined with reusable plates, cups and cloth napkins. We also found out that lunch tastes great when you are doing your part to save the planet!



The Environmental Potluck was an opportunity for families of the Environmental Club students from all eight classes to meet together while sharing food and a short movie in celebration of Earth Week. Families brought their own plates, cups, napkins, silverware and food to share. We had not one item to throw away at the end of a dinner for 40+people! We watched Annie Leonard's *The Story of Stuff* in a relaxed atmosphere and best of all spent time together.



GPSFD



PS#1 celebrates its special relationship with our students' Grandparents and Special Friends. They enrich our community with their talents, their commitment to their grandchildren and most of all with their love. One day can't even begin to show them how much we appreciate having them in our lives. Nonetheless it was truly a magical day, thanks to all our great parent volunteers, and the leadership of Karen Ciccone, Heather Nevell, Tory Herald Knepper and Lisa Glassman.



and Old...

Open House

Buddy Reading

Does it get better than this? An entire evening, hosted by our students, where parents and loved ones participate in PS#1's curriculum, tackle challenging math problems, participate in a scientific study, attempt to understand the parameters around a logic puzzle, read unique, challenging, and intriguing stories, view art work that inspires the viewer to take more risks, create more beauty, and listen to the assured, animated voices of our students as they share their passion and love of learning. Another Open House at PS#1.



Each Class is paired with a Buddy Class from a different cluster. Throughout the year, there are scheduled and spontaneous meetings of the classes. Valentine making, Circle Time seating and Camping Buddies are among the structured interactions. But, probably the favorite and most meaningful association is when the individuals pair up as Reading with Buddies.

Reading with Buddies not only doubles the fun, it provides for an effective exchange between the participants. Middles student Django describes the impact of his one-on-one read aloud experience with a Youngers buddy, "I notice that kids can explain something to other kids better than an adult can. We're closer and we put a different perspective on the material. Our perspective on what and how the younger kids are reading makes sense to each other. It's one of the things that adults can't do as well as kids."



Curriculum Connections

T/M's and J/B/A's classes

Youngers

Throughout the year, the City of Santa Monica has been an extension of Traci and Marie's classroom. In March, these Youngers class went to Ocean View Farms Community Garden. This cooperative garden, located near Santa Monica airport, is shared and operated by community members who rent plots to grow vegetables, fruits and herbs. The children met with a gardener, visited her garden plot, and even got to see the garden's large composting bin! They particularly enjoyed tasting the different fruits and vegetables fresh from the vines.

On a recent excursion to Santa Monica Pier Aquarium, the class boarded the Big Blue Bus and headed down Santa Monica Boulevard to the pier. For many of the children, it was a first time experience riding a public bus! At the aquarium, they visited the different ocean animal stations, and learned all about the five main ocean habitats. They took the opportunity to explore the adjacent beach and look for animals living in the sand. There's so much to learn without leaving town.

In Jennine and Bonnie's class, the Youngers learn about our local community from the immediate surroundings of our school. On nature walks just beyond the Blue Gate, they locate living specimens as part of their science studies on domestic plants. The children have also visited local business establishments in our immediate area, such as the body shop across the street where they were fascinated with the tools and machines. An annual Youngers tradition has been to go shopping at the Von's grocery store near the school to purchase groceries for the camping trip and Youngers' Day picnic. Other local Santa Monica field trip destinations have included the Farmers' Market where students learned about local seasonal produce and where our food comes from, as well as the Santa Monica Public Library.



L/H's and A/B's classes

Bridge

Farmers' Market was a focal study in Louise and Hala's Bridge class this year as part of the scientific investigation and exploration of plants and farming. At the Santa Monica market, the children met with Farmer Alex to learn about his farm stall. Then, in teams, kids self-selected produce to make vegetable soup for the class. At each stall, the students recorded the price per pound and noted when the vegetable was picked. They also asked the name of each farm and its location, and later located and marked these sites on a California map.

As a follow up to the Farmers' Market field trip, a model farmers' market was constructed in the block center back in the classroom. They made vegetables and fruits out of clay and painted them. They put them in the farmers' stalls and made signs advertising their wares. Using their mathematical know how, they made a graph to compare prices of all the produce.

Abbie and Billy's Bridge class enjoyed the good fortune of a science lesson at The Malibu Lagoon featuring adaptation, birds, plants and fish that live in the lagoon and much more. They visited the Cabrillo Marine Museum in San Pedro and the California Science Center including the Imax show about Oceans. With direct links to the values-based social studies curriculum, the Los Angeles Conservancy's Walking Tour was an opportunity to experience the rich history and heart of our amazing city through interpreta-

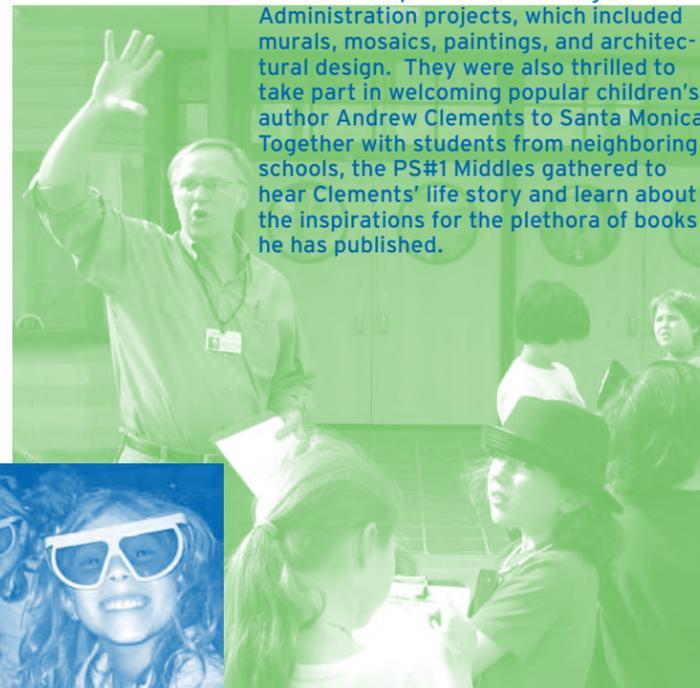


L/L's and H/K's classes

Middles

tion of Los Angeles's unique architectural resources. The highlight of the trip was ice skating outdoors in Pershing Square. After studying about the history of transportation in Los Angeles, the kids rode a replica of an original Pacific Electric Red Car in San Pedro.

During our study of the Great Depression, the City of Santa Monica became the learning laboratory as LiAnne and Lucia's and Holly and Karissa's Middles students explored real life local examples of artwork that stemmed from one of President Roosevelt's New Deal programs. Santa Monica High School and City Hall offered examples of Works Progress Administration projects, which included murals, mosaics, paintings, and architectural design. They were also thrilled to take part in welcoming popular children's author Andrew Clements to Santa Monica. Together with students from neighboring schools, the PS#1 Middles gathered to hear Clements' life story and learn about the inspirations for the plethora of books he has published.



J/C's and B/H's classes

Olders

Through their participation in school-based service programs including food drives and Pack-a-Sack, Olders have exhibited their responsibility as citizens and humanitarians serving such local non-profits as Step Up On Second and OPCC, respectively.

In the field, the students have joined Heal-the-Bay for local beach clean-ups, and served up water to the participants in our Santa Monica Class 5K. In June, they return to the Santa Monica Public Library - not as customers, but as guest performers presenting scenes from their Shakespearean studies on the Martin Luther King stage. In giving to the community, they are the recipients of the joy and satisfaction that comes from selfless contribution.

Modeling the core values of the PS#1 Social Studies curriculum, through service to our city, the Olders demonstrate leadership, empathy, generosity, stewardship, citizenship, community awareness, and global awareness in their role as learners, and as teachers too!



Curriculum Connections

T/M's and J/B/A's classes

Youngers

Green Project

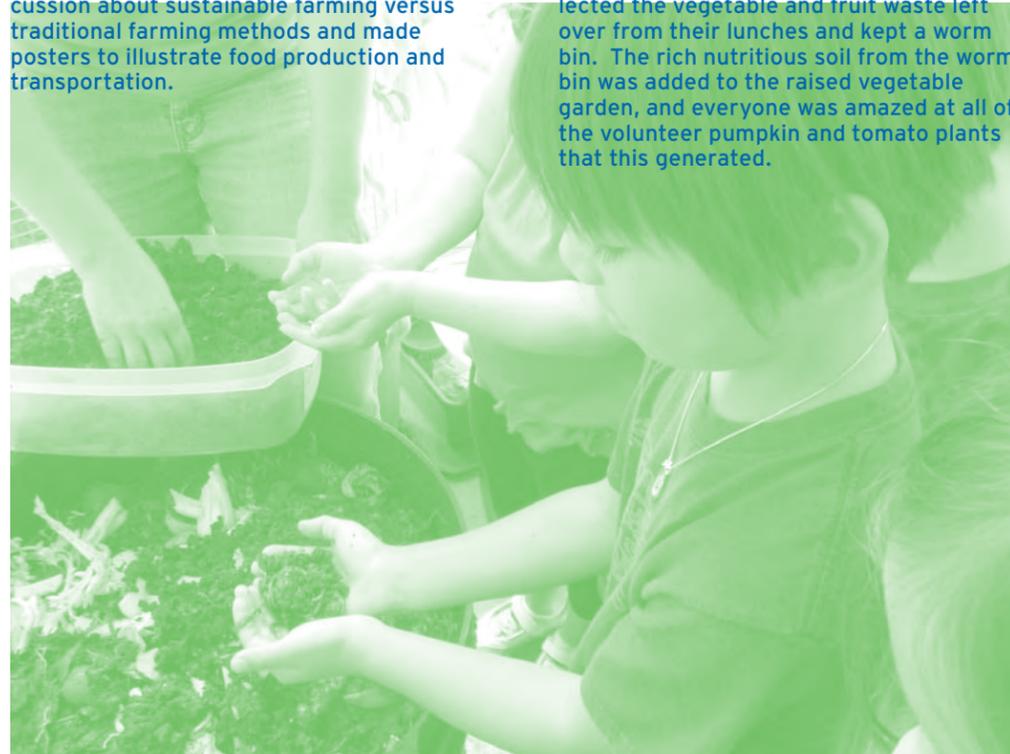
The children in Traci and Marie's class have worked throughout the year on taking care of our environment. In the fall, the Youngers class made posters for the school, and we reminded everyone to reduce, reuse, and recycle, and performed a Circle Time on sustainability! The children painted pictures illustrating Louis Armstrong's "What a Wonderful World," and shared with the audience the different ways that they helped the environment at home with their families. Environmentalist Tom Feegel, father of Luke, introduced composting, and kids started a worm composting bin to use for our lunch scraps. Then Luca Oliver-Green's grandparents, came to the class to talk about organic gardening. Sustainability has really become a passion in TM's class. Most recently, during Earth Week, the children visited the ReDiscover Center, a place that recycles everyday discards donated by businesses and gives them new purpose as hands-on learning materials. Since our class had been learning about animals and their habitats, the children used recycled materials to construct animals. As stewards of the Earth, they delight in knowing that they were reusing materials in such a purposeful and creative way.

Youngers in Jennine and Donnie's class have been learning to be sustainable members of our community. During the science unit on Ocean Animals they discussed sustainable fishing and how everyone impacts ocean wildlife by making smart choices about which seafood to buy or avoid. JB's class was a proud participant in PS#1's no-waste lunches by bringing much of their food and drink in reusable containers. Some of our homework also has had an environmental focus such as the assignment to stow the recyclable trash in their homes for a week, sort the content according to material and then tally the findings on a tally chart. During a field trip to the ReDiscover Center in Culver City they learned about community resources, the 3 Rs and how to use resources in a sustainable way.

L/H's and A/B's classes

Bridge

In February, Louise and Hala's Bridge class took a trip up the coast to Vital Zuman Sustainable Family Farm in Malibu. Sandra, the farmer-tour guide, provided a wealth of information about farm plants, edible wild plants, pests, the water supply, and selling/bartering crops. The farm's philosophy places an emphasis on organic practices such as crop rotation, using local organic manure, allowing weeds that bees and butterflies favor, and conserving water. The children got to harvest lettuce, taste wild plants, observe insects, see a humming bird nest, and play in a meadow. Back at school, the class engaged in a discussion about sustainable farming versus traditional farming methods and made posters to illustrate food production and transportation.



Abbie and Billy's Bridge class delved into being stewards of the earth through a variety of projects. They performed a musical play, The Environmental Show, for Circle Time and again for their guests at Grandparents and Special Friends Day. This light, humorous play taught the need for going green and being conscientious about recycling, reusing and reducing. The children collected plastic, glass, and aluminum throughout the school and brought it to the recycling center in Santa Monica. At the end of this school year they plan to donate the proceeds to a charitable organization. The class collected the vegetable and fruit waste left over from their lunches and kept a worm bin. The rich nutritious soil from the worm bin was added to the raised vegetable garden, and everyone was amazed at all of the volunteer pumpkin and tomato plants that this generated.

L/L's and H/K's classes

Middles



There's no better way to explore Santa Monica than by Big Blue Bus and by foot! Not only were LiAnne and Lucia's and Holly and Karissa's classes considerate of our fragile the environment while making our field trip plans this year, kids and adults also got some fresh air in the process. Middles' conversations on sustainability have been especially fruitful this year as demonstrated in science discussions on topics related to terrestrial and aquatic biomes. History lessons addressed economic sustainability while classroom conversations, both casual and constructed, focused on taking care of each other and our community.

J/C's and B/H's classes

Olders



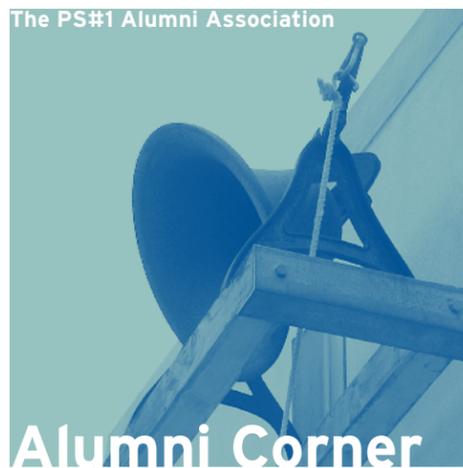
Water was identified by students in BH's class as a priority topic for the Olders' attention. In small research groups the students created dynamic presentations of facts, their own "Did you know...?" and posters made from recycled materials. The activity awakened new wonderments for the students and produced some amazing statistics. For instance:

- Did you know that only 3% of the water on the planet is fresh and drinkable?
- Only 1/3 of that is available, the rest stored away in glaciers and ice caps.
- Or, did you know that tap water has a higher standard of filtration than bottled water, but we pay 1000% more for bottled?
- Also, The cost in gallons of water consumed to produce one pair of blue jeans is close to 700 gallons based on irrigation, transportation, and consumption.

- And, An American taking a five-minute shower uses more water than a typical person living in a developing country might use in an entire day.

For many more such nuggets of wisdom on water, ask an Older.

John and Chris' students keep a Diary of Our Planet. Each day they enter news items that have impact on the environment. Recent entries have included facts and opinions on the volcanic eruption in Iceland, earthquakes in Southern California and around the world, oil spills, vehicle emissions, and cell phone transmissions. As stewards of the environment and leaders of tomorrow, their reflections have potential to be springboards for action.



The PS#1 Alumni Association

Alumni Corner



Jody and Kent Donnelly



Anne Sweet



Charlotte Baskin-Gerwitz



Peter Hopelain

We would like to correct an error from the Winter 2009 Periscope - In the photo of Colin Lennington, Cody Dashiell-Earp, Katie Chun and Adrienne Quinlan, Katie's graduation year is listed as '00. Katie graduated in '97. It was her sister Christine (see note below) who graduated in '00.

Jonathan Allen 1998-04

Jonathan is graduating from Windward School this June and then travels to Europe with his family. In the fall he will be attending MIT where he hopes to study mechanical engineering and aeronautical engineering. As we go to press he writes: "As far as hobbies go, I still love to ski and have started to learn how to bake."

Charlotte Baskin-Gerwitz 1994-99

Charlotte graduated from Harvard-Westlake in 2005 and graduated in May 2009 from Tufts University. She is interested in pursuing International Relations and Law. In September 2010 she will go to University College in Central London to get a masters of science in international public policy. She's had some experience in this field when she worked in the British Parliament and the American Embassy in London for her Junior year abroad.

This year, she is working for a public interest attorney and looking for a full or part-time, paid position. (If there is anyone in the PS#1 community who is looking for a bright, motivated, hard-working young person, please contact me. My resume is available upon request.)

Daniel Brown 1991-98

Daniel Brown graduated from Santa Monica high school in 2004 and took a couple years off. He wanted to experience another part of the country, and thought

perhaps there was no better place than Washington, DC. When he returned, he went to Santa Monica Community College, then transferred to George Washington University in D.C. Danny reports: "I got hooked on the excitement of the capitol. I graduated in August and began interning with the U.S. House of Representatives Committee on Education and Labor." He was offered a job with the committee and has been working there during the tumultuous period leading up to and including the passage of the new health bill. Danny still sees Justin Harris, David Perlman, and Danny Barreira from time to time when he comes home to visit his family.

Christine Chun 1993-00

Christine Chun is about to graduate from Oberlin College. Her last research paper on the significance of "Romeo and Juliet" in Renaissance society is almost complete. She will continue her studies at the USC Rossier School of Education, pursuing a master's degree and credentials for teaching middle school English next fall. Based on her experience teaching, for the last three summers, in the Summerbridge program - San Francisco University High School's academic enrichment program for low-income middle school students, Christine has made it her career goal to start a Summerbridge in Los Angeles. She recently served on the planning committee and co-captained a team for Oberlin's Relay for Life, which raised about \$12,000 for the American Cancer Society. Christine continues to tutor inner city middle school students with learning disabilities—an experience she calls "life-changing."

Katie Chun 1994-97

After graduating from Tufts University

in 2007, she attended the Harvard Graduate School of Education for a masters' level school counseling program and then went for her Masters in Social Work at Boston University. She graduates this spring and will be job-hunting for clinical social work jobs in Boston and California.

Jody Donnelly (formerly Mead) Teacher (1991-94 and then again 1999-01)

Jody writes" "There are two things from working at PS#1 that are constants in my life. The first is my friendship with LiAnne. We met as first year teachers at PS #1 in 1991 and now nineteen years later, we are still great friends, who like to go to museums together, visit with each other, and eat great food. Also, in 1991, I started taking yoga classes at Yoga Works on Montana Avenue in Santa Monica. I am still doing yoga today and that is what "makes my heart sing." I really enjoy reading the Periscope, especially learning what all the kids are doing. I can't believe they are so old, because I am so very young! My kids will be grown in the next 10 years and I will start my own business and travel. I want to incorporate yoga, meditation, and healing foods in my business. My traveling will include dogsledding and watching the Aurora Borealis in Alaska and taking Conor to Australia to see his hero Steve Irwin's zoo. I never knew I would love being a mom as much as I do. But I fell in love, first with Kent and then with Conor and Luc and being with them is what makes my heart sing the most. I definitely want to come to the 40th Anniversary party and bring my family."

Alex Hartung 1998-04

Alex is graduating from Crossroads this spring and will be attending UCLA this coming year. His passion is soccer and he will

be playing it in college. He says in a recent e-mail, "PS#1 was incredible, thank you all."

Peter Hopelain 1980-87

Racecar driver, Peter Hopelain starred in a documentary called "Race Team" that showed at the Los Angeles United Film Festival in early May. You can see a trailer for the film: www.RaceteamFilm.com and watch Pete in action behind the wheel. The film is a cinema verite style documentary shot at various racetracks in California. It explores the little known world of club circuit amateur sports car racing. There are no multi-million dollar sponsorship contracts here. It is a world where people race cars, not for money but rather for cheap trophies and bragging rights. It is a constant struggle for many just to be able to build a car and keep it racing. It's expensive, time consuming, and a lot of work for a little bit of glory. And Peter loves it all.

Michael Jacoby 1980-85

Michael Jacoby is married to Deborah and living in Tarzana with their two children, Sarah, 5 and Josh, 2. He owns his own business, Jacoby and Associates Insurance and Financial Services, which works closely with his father Marc's JMAR Associates. Marc served on the Board of Trustees for several years at PS#1, and then became a financial advisor to the school. In the 1980's when Terry and Marc enrolled their two children, Michael and Michelle, in PS#1, they became strong advocates for the school. After the untimely death last December of Michael's mother Terry, Deborah is carrying on Terry's account managing business.

Chloe Kiester 1997-04

Chloe is graduating from Windward this June and will be attending Berkeley in the fall.

Jack Robbins 1998-04

Immediately after Jack's high school graduation he will spend the summer as a California State Lifeguard. He will be attending Cornell University in the Fall with his twin brother Ben. His current passions and interests include technology, swimming, water polo, bodysurfing, and debate.

Nick Starr 1983-90

Nick Starr graduated from Berkeley and took his MFA at the New School in New York. He continues to write plays and has one in pre-production in New York. He still lives in Brooklyn but is an adjunct screen writing professor at SUNY New Paltz and does the commute once a week. Meanwhile, he holds down a job as an Interim director of the Jewish social club, Hillel, where he writes grants and tutors children who are aiming for placements in good high schools. He's taking acting classes, and keeps up his friendship with Casey Mortensen and with Joe Blitzein, who is still teaching at Harvard.

Anne Sweet, Teacher (1996-99 and then again from 2003-07)

Anne Sweet wrote to us from Chennai, India where she has been a teacher in the American International School, a K-12 school of about 800 students, which includes a preschool, middle school and high school. The address of its website: <http://www.aisch.org/>. "It's been my privilege to spend the last two years of my career teaching in Chennai, India. In the 2010 school year, I will take my career to a new level as I begin to work as AISC's new Assistant Elementary Principal. I am excited to put my many years of teaching experience - seven of which were at PS#1-to use in a new way. I feel grateful for the years I spent working at PS#1, which emphasizes professional growth, as well as

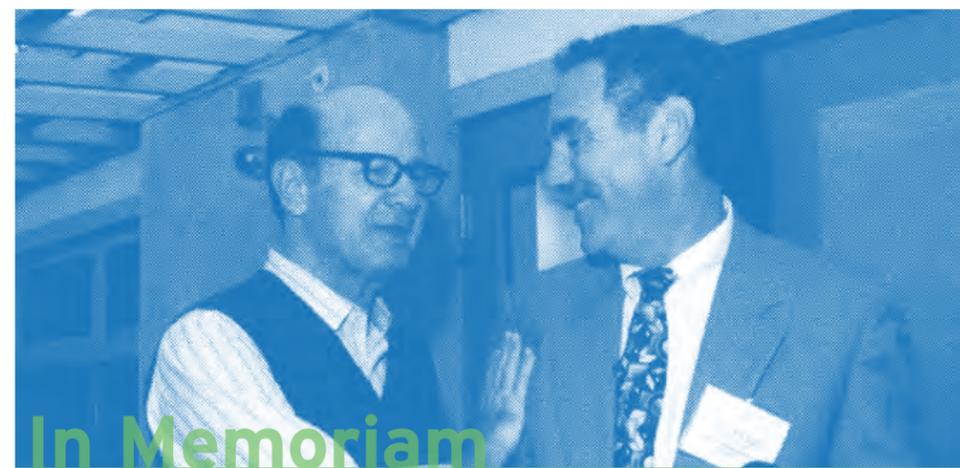
teacher involvement in the development of the school. A fine preparation for the new path I am taking here in the country of India! The boundaries of my everyday life have been pushed to new limits, and my outlook on life and teaching expanded. Chennai is the fifth largest city in India, with 6,550,100 people all-brushing up against one another. There is little sense of the personal space, which we take for granted in the US. In addition, Chennai is very traditional and not on the tourist route, so I am an anomaly worthy of many good-natured stares. There is no possibility of being anonymous here. Life thrusts itself at you in India, with a constant bombardment of all the senses: bold colors, riotous honking of cars, Tamil music blaring, the intense smell of jasmine flowers coupled by the wafting smells of trash, spicy flavors of mustard seeds, chili powder, turmeric, and curry leaves. I have learned to savor the moments of peace alongside the excitement of daily life here." Purely by coincidence when Ann first got to the International School, she found that Joel was quoted on the school's website. "It's not how smart you are; it's how you are smart!"

Zoe Thomas 1997-04

Zoe is graduating from Marlborough this spring and heading off to Goucher College in Baltimore, Maryland as a Dance Major. She is interested in pursuing her degree in Arts Administration, so she can run her own dance studio one day.

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.



In Memoriam

PS#1 pays tribute to Max Palevsky, a PS#1 alumni parent, who died on Wednesday, May 5th. Max was a philanthropist of the highest order, contributing to many worthy causes throughout his long lifetime. He made the largest contribution ever to PS#1 which helped us build our classrooms 13 years ago. Our Administration Building is named the Max Palevsky Building. Max's son, Matthew, attended PS#1 from 1990-1997.