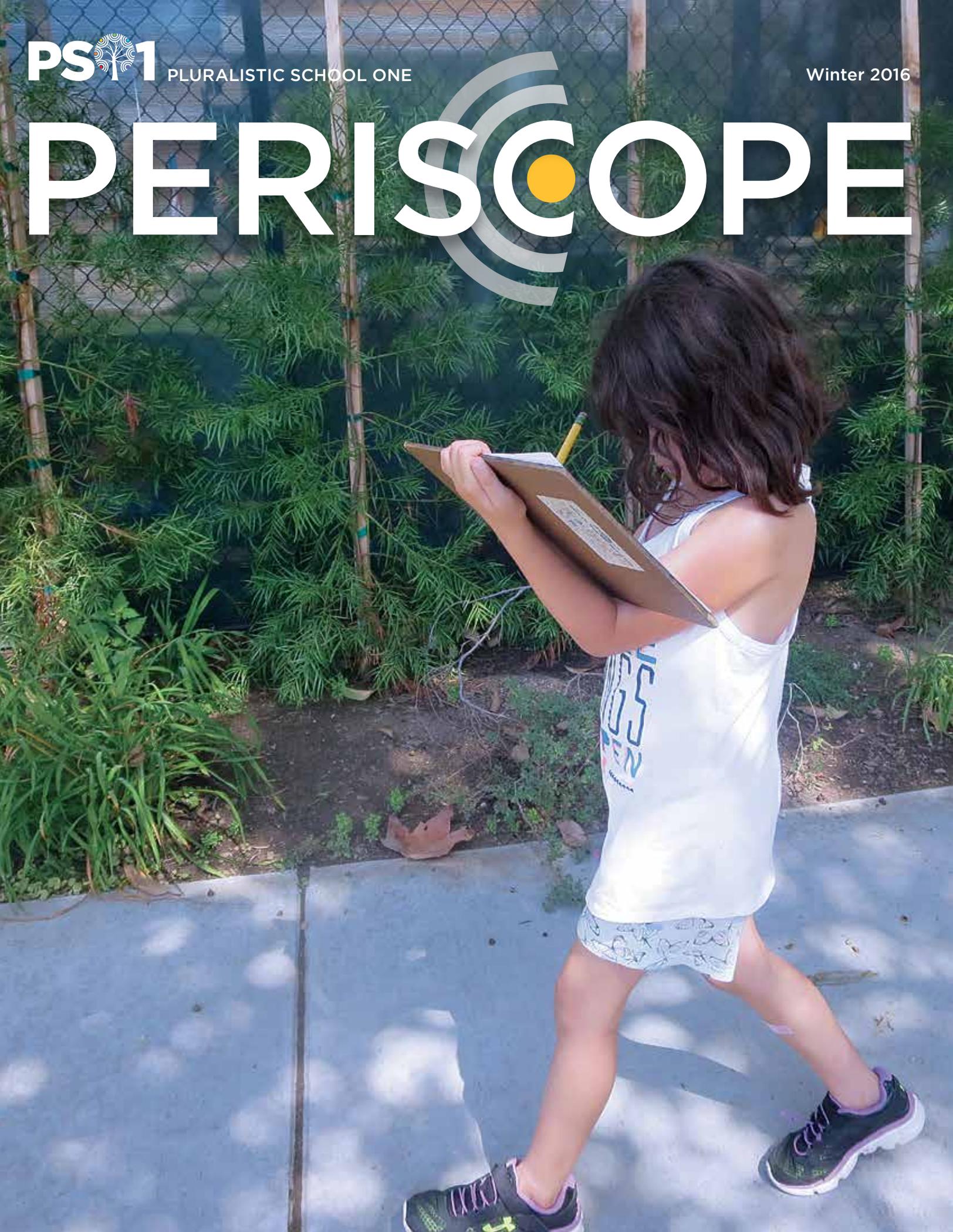


PERISCOPE



In This Issue:

PAGE 1

Head's Column

PAGES 2-3

Traditions Old and New

PAGE 4-7

Curriculum Connections

PAGES 8-9

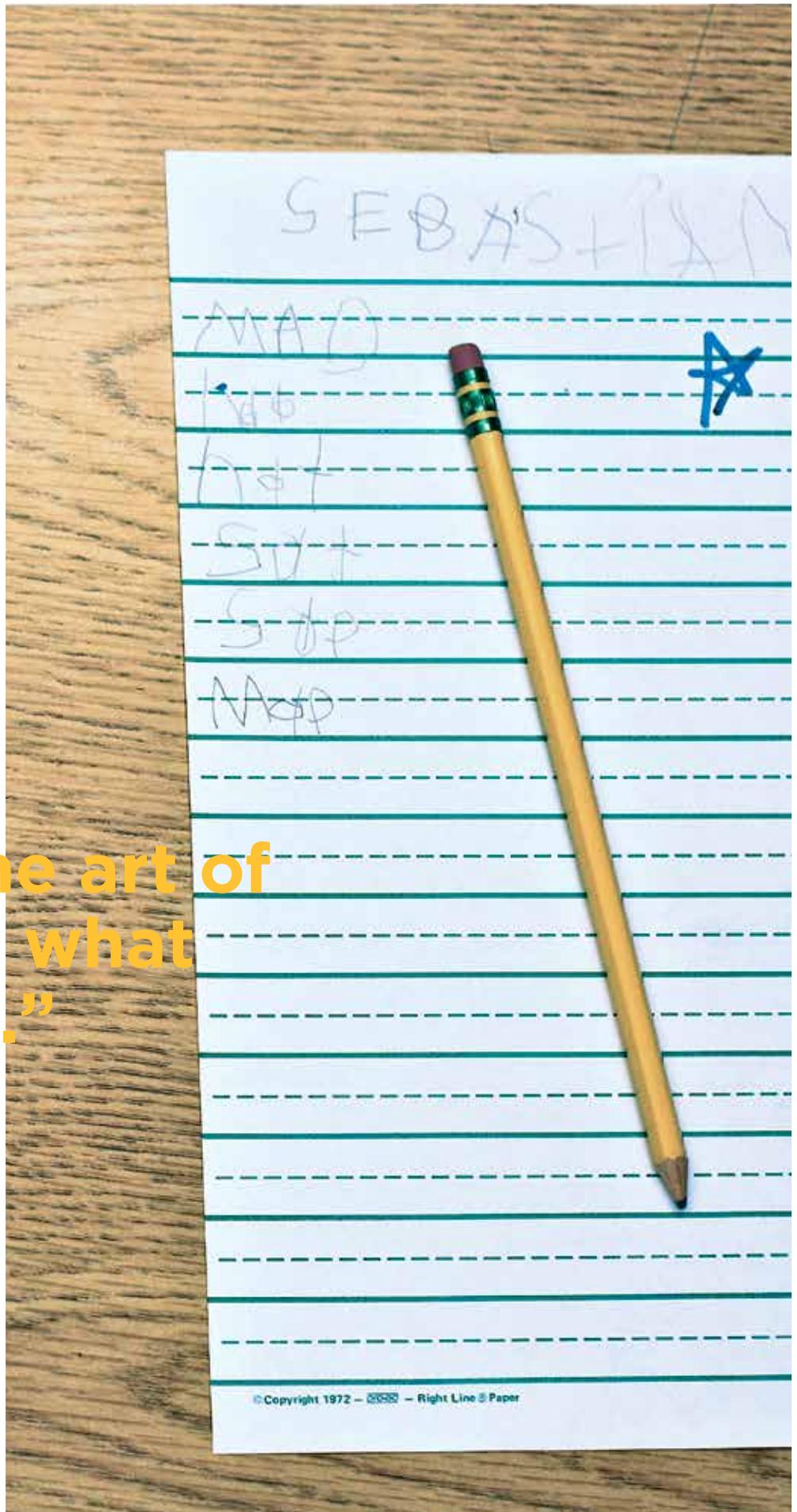
Alumni Corner

BACK COVER

Save The Date!

Community News

Connect With Us!



“The art of writing is the art of discovering what you believe.”

- Gustave Flaubert

THE PERISCOPE
Volume 26, Number 1

Editor:
Amanda Perla

Designer:
David Mellen Design

PS1
1225 Broadway
Santa Monica CA 90404
(310) 394-1313
(310) 395-1093 fax

To learn more about our
school, visit our website
www.psone.org

We encourage our readers to send in their thoughts, opinions and ideas to Amanda@psone.org



IN THE FACE OF CHALLENGE

I am writing this piece today where PS1 Chorus students put on a concert at lunch time for a local preschool. At the end of the day, twenty-five PS1 students proudly and with great enthusiasm put on a dance recital of “The Little Mermaid” as an after care program activity. In the past month, we at PS1 have had parent evenings celebrating *Gratitude Revealed*, Thanksgiving, and *Cocktails and Creativity*. Tomorrow several graduate leaders will be escorting prospective parents on a school tour with perfect confidence, ease, and aplomb.

I am also writing this piece on the day that LAUSD schools are closed due to a bomb scare. In recent weeks there have been violent and incomprehensible acts of terrorism in our state and around the world. It leads me to ask, “What is the world coming to? How do we help our children feel safe and secure?”

The ways that we respond to those threats and those incidents will say a lot about the world that your children will grow up in. My feeling is that the more fearful we are, the more intolerant we become. Every day on the news, in our streets, and in the world beyond, we see, hear, and feel more anxiety being played out. When things go wrong, we seek scapegoats so we can attach blame. Increasingly we live in a time when more and more people feel less and less in control of their lives. Inflammatory language can lead to potential insecurities within ourselves and in the way we work to protect young people in our care. The voices of intolerance so often intimidate. Presently, they clearly draw the most attention in the news media. The voices of sanity and compassion are seldom heard or, if they are heard, they are drowned out. “How do we help our children feel safe and secure, optimistic and realistic at the same time?”

The optimist in me treasures this quote attributed to an elderly Cherokee:

One wolf is evil—he is fear, anger, envy, sorrow, regret, greed, arrogance, self-pity, guilt, resentment, inferiority, lies, false pride, competition, superiority, and ego. One wolf is good—he is joy, peace, love, hope, sharing, serenity, humility, kindness, benevolence, friendship, empathy, generosity, truth, compassion and faith. Which wolf will win? The old Cherokee simply replied, “The one you feed.”

The realist in me turns to this quote by Byron Pulsifer:

Challenges and difficult times aren't just those things that occur to someone else. The secret is in learning to turn problems into positives and attacking each issue with action not inaction.

The world is filled with good guys. And yet the actions of an infinitesimally small minority grab most of the headlines. Young children need both optimism and realism. How does it happen at PS1? I was speaking with a new PS1 family this morning and they told me they thought it was because we have been able to create an open and secure environment. I completely agree. The words ‘open’ and ‘secure’ don’t often appear together, yet that is a perfect description of our school environment.

If you surround children and a school campus with security guards (armed or otherwise); if the emphasis in school is on control rather than careful and free expression of thoughts and ideas; if the talk among all adults on campus emphasizes protection against evildoers and dealing with dangerous situations; if an adult’s strongest memories of school are lockdowns (or air raid drills as it was when I was growing up); then the evil wolf stands a much better chance of winning out.

If, on the other hand, parents and school work to raise children together; if parents feel comfortable, welcome, and needed on campus; if you’re on a first name basis with virtually everyone who walks through your gates; if children and parents, and teachers feel valued and known; then, through conscious and consistent effort, the good wolf emerges. Seeking to foster connection at every opportunity leads to an environment where difference is respected.

I called this column **Pluralism in the Face of Challenge** because building on goodness, strength, connectivity, and conviction can often be criticized as being unrealistic or pie-in-the-sky. *Au contraire*. I admit it is the harder way requiring persistence, diligence, and fortitude. But I am convinced it is the only way to build a more just and fair society through our educational system.

Through no accident, there are countless good wolves on the PS1 campus. Adults and children. It has everything to do with the different WHY of pluralistic education that we practice, embracing the notion that we are on this Earth to work together ... together ... to help build the best versions of ourselves and each other. Some of my most proud moments have come from parents telling me that PS1 has not only made their child a better person; it’s made them a better person. We recognize we are different from each other; at the same time, we embrace the fact that we are in this together. We feed our common faith. Goodness is contagious. Happy Holidays.

CELEBRATE THE MANY; BUILD ONE

–Joel Pelcyger, Head of School

Cocktails and Creativity

The Piazza was transformed into a world of flickering lights, delicious food and wonderful drinks. What a fabulous sight watching PS1 parents learn how to draw a self-portrait under Lina's tutelage, discover the magic in the Studio with Abbie, challenge their leadership skills with Pedro, create innovative crafts with Eva and her aftercare team, discover the deeper meaning of fairy tales with Christina, or uncover their hidden poet with Deirdre. Choosing only one activity was the hardest part of the evening!



Traditions Old and

Parent POP Writers' Workshop

At PS1, writing is a multi-generational experience! Parents had the opportunity to participate in two writers' workshops focused on the upcoming issue of *Parent POP*. PS1 parents John Murray and Elisabeth Arnold-Weiss led the workshops, centered around the theme of Appearance vs. Reality. Look for the next issue coming out soon!

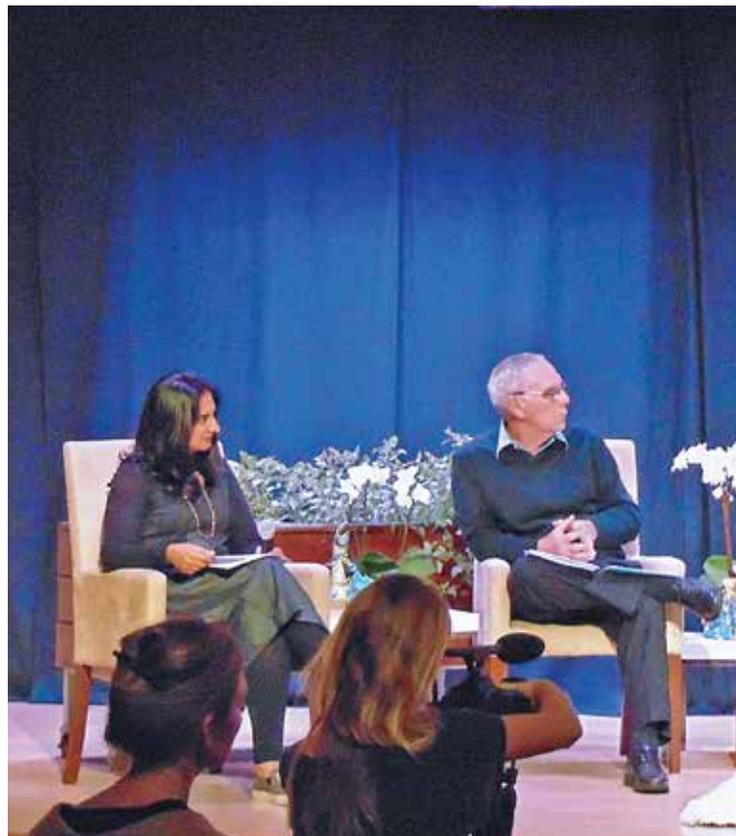


PS1 Grandparent Memoir Club Book Release

PS1's Memoir Club, the grandparents' writing group, is thrilled to announce that its first book, a compilation of true stories entitled *Laughter, Love & Life* is soon to be released. Plans are in the works for a release party in the New Year.



d New



Parent Education

This Fall, PS1 presented two exciting Parent Education evenings:



The first was a talk entitled, "How to Raise Responsible Children" by parenting expert, psychologist, and educator Michael Thompson. We were thrilled to have Michael spend the early part of his day touring the PS1 campus with Joel. He then met with faculty in the afternoon to discuss successful strategies for teaching boys. In his parent talk, Michael described his tenets of good parenting and how parents can best respect and accept a child's individuality.

Next, PS1 hosted "Gratitude Revealed", a discussion based on the film series exploring the science, mystery and pursuit of the building blocks of gratitude. We were honored to feature panelists Louie Schwartzberg, acclaimed director, cinematographer & creator of the *Gratitude Revealed* series; Susan Kaiser Greenland, mindfulness innovator, founder of the *Inner Kids* program & author of *The Mindful Child*; PS1 Head of School Joel Pelycyger; and Dylan Santana, PS1 Class of 2015, featured in the *Gratitude Revealed* film series. The panel was moderated by Mallika Chopra, entrepreneur, author, and founder of *Intent.com*.



Writers' Workshop

When our scholars leave PS1, we want them to be able to communicate effectively both verbally and in written form. Being able to get their point across, retell a story, analyze an event in history, explain a math problem, or write a journal entry are all skills we want them to have. Such skills will sustain them during the rest of their educational career and beyond. Not only have we chosen Writers' Workshop as our core writing curriculum, but most of our teachers have spent a week studying at Columbia University Teachers College where Writers' Workshop was developed. It is our goal that as each year progresses, our scholars are adding to their Writers' Toolkits. Please enjoy hearing from all classes as they discuss Writers' Workshop.



BJY

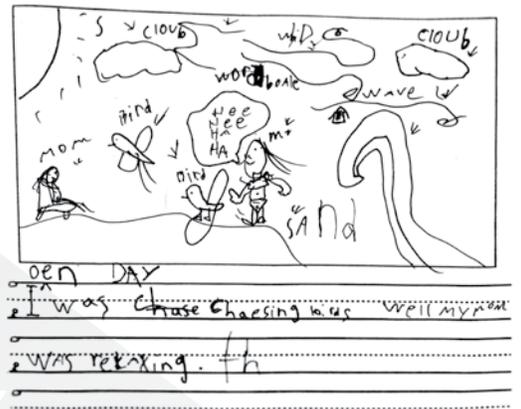
"It's great that you have Writers' Workshop, but when do students learn conventions?"

This is a concern of some, but not to worry! BJ Yellow students learn conventions of writing throughout the school year. A favorite vehicle is Question of the Day. On a regular basis, students are asked to respond to a specific question, for instance, "What are you thankful for?" Initially, kindergarten-equivalent students are asked to write a single word response, phonetically-spelled "the dictionary way." First grade-equivalent students may craft a sentence. It's a platform to address spelling, punctuation, capitalization, spaces between words, letter formation and overall format. By the end of the year, all work towards writing a paragraph with a clear beginning, middle and end. Through this process, students also develop editing skills.



LGR

Writers in LG Red eagerly share their accomplishments at publishing parties to celebrate each student as an author. When writers share their stories with the whole class, they practice their storytelling voice while the audience practices attentive listening. The publishing celebration allows each writer a moment in the spotlight and acknowledges the hard work of writing, revising, and editing. Honoring each student in this way promotes a love of storytelling and writing.



JPO

Like a master chef utilizing every inch of counter space to prepare a five star meal, JP Orange writers are learning that sometimes it is okay to be messy. The intention is not that the final product be done in a sloppy manner or difficult to read, but that teachers and kids recognize the value and take comfort in the realization that writing allows freedom. All of the crossing out, the addition to words written carefully into tiny spaces, the speech bubbles and labels filling up the picture space reveal a trail of heavy and important revision and amendment. It demonstrates the habits of a writer who knows that rereading and editing are essential steps in the process of producing a polished piece. With the big picture goal of increasing readability, the stepping stones that illustrate each child's persistence toward improvement are acknowledged and appreciated.



HDG

Already this year, HD Green students have published “small moments” stories. These personal narratives are based on one notable moment that is stretched out into a whole story. Prior to beginning their text, students engage in brainstorming techniques from visualization to illustrations to making lists. In Bridge-appropriate language each small moment story contains its “big moment” (climax) which leads to the conclusion. HD Green students compare the arc to reaching the highest point on a roller coaster! The analogy has become their user-friendly guide to sequencing a plot’s beginning, middle, and end.



BKB

BK Blue students know that grammar and writing go hand in hand. Parts of speech are introduced throughout the day, sometimes in seemingly unlikely venues of dramatic play, music, and brain games. As the students become more aware of their word choices, their spoken and written sentences are enhanced with lively adjectives, verbs, adverbs and conjunctions. Introduced to and soon hooked on Mad Libs writing exercises, the students lured their parents into the classroom to test their knowledge of parts of speech through BK Blue’s own original Mad Libs templates.



LJI

LJ Indigo recognizes the importance of letter writing as a way to express oneself, to share one’s feelings and opinions on a topic, or to simply keep in touch with a friend. To sharpen their letter writing skills, the students turn their attention to the components of a letter—the date, greeting, topic sentence, supporting details, and closing. Because practice develops polish, the students write to their teachers. Their letters about their experiences as readers contain multiple paragraphs and include elements of the books they are reading as well as their personal thoughts, feelings, and insights. In return, the teachers reply to the children’s letters with letters of their own. It is an enjoyable and unique way to keep an open dialogue about each child’s literary encounters while practicing the fine art of letter writing.



JLV

How does JL Violet make literature and history come alive? Through Project Based Learning! Using *Island of the Blue Dolphins* as our entry-point, students chose assignments that demanded knowledge of the story and the larger picture of how people lived on the Channel Islands. Students were asked to imagine themselves in Karana’s shoes, requiring that they also empathize and innovate to create shelters, imaginary friends, winter clothes, and a village memorial for this famous character, based on a real-life woman who lived on San Nicolas Island.

Writing was an integral part of each student’s project. After working individually and in small teams, students wrote about their finished creations, following the writing process of first draft, self-edit, teacher edit, and final copy. These written pieces took the form of description, personal narrative, fiction and report. Visitors delighted in JL Violet’s very own Karana Museum as told through the media of writing and art.

Writers' Workshop



Olders Cluster

When the life science curriculum connects to one's own passions, the result is inspired! Olders students use research and writing to investigate their own wonderments such as "What is dyslexia?" or "Why does a stomach growl?" On the road to becoming an "expert" on their topic, students draw from a variety of primary and secondary resources, both print and digital. After outlining and producing a first draft, they incorporate feedback from their teachers and classmates to produce multi-paragraph essays with a clear hypothesis, introduction, body and conclusion. To share their findings, the writers may choose to display their work on bulletin boards, create a personal textbook entry with an illustration, or make a formal presentation to their peers.

um Conn



Physical Education

PS1 keeps the education in Physical Education. Each Thursday, Olders students participate in "Leadership P.E." Prior to their assigned day, students learn the method of writing a thorough lesson plan for a fitness activity of their choosing. In addition to the supplies needed, the written plan must include techniques to teach the rules or new skills to their peers while ensuring an all-inclusive, friendly, and safe environment. The plan may incorporate a diagram, sketch, or visual aids. With the support and guidance of the P.E. specialist, the "leader" prepares, presents, and reflects on the delivery of the lesson.



Music

Music contributes to a writer's experiential learning. Listening to music can stimulate imagination, thus promoting a more creative writing style. When students listened to musical pieces from different eras, they shared that it awoke in them an array of emotions ranging from fear and anxiety to curiosity, excitement, and joyfulness. They found words to describe their imaginative visions.

Similarly, rhythm and melody inspire poetry and free flowing forms of writing. In Music, students often write lyrics to songs sometimes taking liberties to adjust the melodies. This knowledge of the relationship between words and mood can be added to the writer's toolbox.



Art

Art is both beautiful and an effective way to communicate powerful and important thoughts, ideas and situations. Just like in Writers' Workshop, the artist has to brainstorm, thinking the project carefully through before starting the first draft. During our "Needs and Wants" study, every student had the opportunity to use letters, handwriting and storytelling in their powerful collages about "If I were President I would..." The students selected thoughtful and meaningful topics such as saving the ocean and animals, creating world peace, helping with hunger, saving water, recycling, and solving pollution. Inside a cut-out silhouette of themselves, the students showed the viewer what they would improve if they were president. Just like in Writers' Workshop, they explored words that would convey their messages. They simplified their concept and narrowed it down to one powerful word and used that one word many times inside their silhouette. This project not only supports students' writing skills, but it also gives them a chance to practice storytelling and how to best present their work on paper.



The Studio

We need to know how to write for many purposes. That is why keeping a journal is a perfect segue into learning to write across many genres. In Studio, students keep journals of their thoughts, ideas, hypotheses and reflections. They learn to make lists of materials that they plan on using for their projects. They write about their plans and thoughts about solving the challenge before them. Learning to describe a plan using detail, descriptive language, and thoroughness is an essential part of writing. Keeping an accurate journal of the progress of a project is a challenging writing activity for many of our students. Being able to write about a failed project and the process that was taken to revise the project is a valuable writing experience that enhances critical thinking skills.

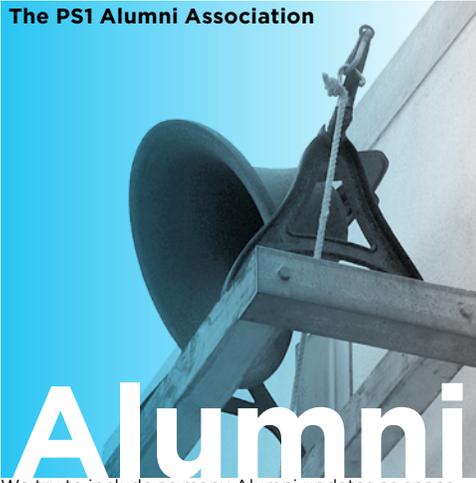


Library

When children hear good writing—words used deliciously; details; beginning, middle, end; storytelling voice; complex plots; complex dialog—they become acquainted with what is, in the words of children's author Jack Gantos, "genuine, commanding, and emotive within." When children know this about themselves, they write easily and fluently, simply because they have a lot to tell to the world.

In the PS1 Library, children explore the world of books and are exposed to the very best of the very best books to share. There are even stories about writing and creating and the endless variations of that process. So, with a freshly sharpened Ticonderoga and a journal full of empty pages, they are simply ready to fly.

The PS1 Alumni Association



Brandon Bogajewicz holding volumes 1 and 2 of Vinyl Moon. Photo credit: *LAWeekly*



Dustin Yellin. Photo: Ricardo DeAratana, *LA Times*

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!

1970-1979

Allison Hopelain, 1972-1974

Allison and her husband, Russ, celebrated the 7th anniversary of their very successful restaurant, Camino, in Oakland. *Saveur Magazine* featured Camino in an article called "Making Sausage with a Master." Allison and Russ also released a new cookbook called *This is Camino*. Get your copy now!



Allison Hopelain and Russell Moore of Camino Restaurant



Sam Gaynor, Jake Mindel, Aidan Fite at Brentwood School's graduation



Alissa Rodriguez

1980-1989

Dustin Yellin, 1983-1987

In the past few months, Dustin has commanded a 15 page spread in *Vanity Fair* and has been featured in the *New York Times Magazine*, *Architectural Digest*, *LA Times*, *Wallpaper.com*, in addition to filming a TED talk at TED@NYC. Acclaimed for his life-sized "sculptural paintings," the Brooklyn-based artist recently opened his first permanent installation along Sunset Blvd. in Los Angeles.

1990-1999

Brandon Bogajewicz, Class of 1994

LA Weekly and *Forbes.com* reported on the success of Brandon's new venture "Vinyl Moon" (a mixtape vinyl subscription club, featuring a curated 10-track album mailed out every month). To find out more about Vinyl Moon or sign up for a subscription, visit vinylmoon.co.



Dean Abuneimeh, Daniel Sabet, Eva and Pedro



Charlotte Smith, Maggie Marks and Maddie Boudov

Isabella Lebovitz, Class of 1999

Isabella recently ran the Brooklyn Half Marathon! She graduated from Loyola Marymount University in 2009, and works for Deutsch Inc. and Droga 5 in New York City.

2000-2009

Gina Fama Rockenwagner, Class of 2000

Gina writes: "In the past year, I have knitted on the beach in Mexico, in my mother's yard in L.A., on the train between Paris and London, at my aunt's inn in Germany, and



Mindy and Caroline Watts



Gratitude Revealed, Mallika Chopra, Louie Schwartzberg, Joel, Dylan Santana and Susan Kaiser Greenland



Oliver Curry and Marie Line

logged so many hours on the couch in Brooklyn. But by far my favorite place to knit is in Arequipa, Peru, where I am surrounded by skilled knitters. We all teach each other our newest tricks and tips. I thank the knitters for welcoming me so warmly and allowing me to take part in a small slice of their lives. Every visit, they ask, 'When will you come to work on your own line?' Today is that day, thanks in large part to the support of these incredible women!"

Conrad Liebowitz, Class of 2003

Conrad is working for NRG Home Solar and is looking forward to sharing the bounty of knowledge he has gained about solar energy, and what his company is up to, in an upcoming Alumni-in-Residence event at PS1 on January 11, at 3:30pm.

Liam Stevens, Class of 2008

Liam attends Dartmouth College and writes in: "This past winter I worked as a ski instructor at the Dartmouth Skiway. I taught beginner skiers as well as fellow students. I am on the Dartmouth Club Ski Team and the Dartmouth Club Swim Team. I work with STAR (Steps toward Adult Responsibility Mentoring), a program between Dartmouth students and adolescents. STAR's mission is to make a positive difference in the lives of teens with chronic health conditions." Liam is majoring in Economics with a minor in Linguistics. He says that PS1 taught him to be true to himself. He adds, "I have always had an unconventional approach to problem solving and at PS1 this was not only honored, it was fostered."

Caroline Watts, Class of 2008

On a break from school at the University of St. Andrews, Caroline stopped by PS1 to say hello!

Sam Gaynor, Jake Mindel, Aidan Fite, Class of 2009

Sam, Jake, and Aidan celebrated together at their Brentwood High School Graduation last spring. They currently attend Syracuse University, University of Wisconsin at Madison, and Ithaca College, respectively.

Dean Abuneimeh and Daniel Sabet,

Class of 2009, visited PS1 and stopped for a photo with Eva and Pedro!

Marie Line, Class of 2009

Marie's mom Mary-Dorothy sent us an old photo of Marie with **Oliver Curry**, PS1 Class of 2008. She reminded us that Ollie and Marie first attended PS1 together, then went on to Windward, and now both attend George Washington University!

2010-2019

Zachary Leete, Class of 2013

Zachary is enjoying Windward very much, and taking all honors classes in his 9th grade year. He spends his free time at school serving as a Steward with **Lily Gabriel '13** at the CREATE studio, where they have state-of-the-art 3D printers and laser cutters for the students.

Michelle Tovar, Class of 2014

Michelle attends Lincoln Middle School, where she participates in soccer, photography, and music. She says that one of the most important things PS1 taught her is to accept everyone for their differences.

Trevor Nevell, Justin Ciccone, Reece Robinov, and Harrison Ornest Leslie, Class of 2011

Trevor, Justin, Reece, and Harrison got together to enjoy a hip hop show at the Sports Arena in Nov. All are juniors and each goes to a different school. Each also began PS1 together as kindergartners where they were in the same class. It's great to see how PS1 friendships stand the test of time!

Ruby Riess, Class of 2013

Ruby is thriving at Brentwood, and has made a seamless transition to high school. She recently took to the stage in the school's production of *Les Miserables*.

Chloe Rosenstock, Class of 2013

Chloe was honored with Brentwood's *Book Award*, presented to high school students with the highest GPA in their grade. We are thrilled to report that 3 of the 15 recipients were PS1 alumni!

Charlotte Smith and Maggie Marks, Class of 2014 (shown here with Maddie Boudov, '15)

Charlotte, Maggie, and Maddie tore up the slopes together in Mammoth this Thanksgiving!

Jackson Garland, Class of 2014

Jackson testified at a hearing at the Los Angeles County Board of Supervisors in opposition to a new development in Marina del Rey that could threaten local wildlife. Jackson and his younger sister, Avalon (BKBBlue), have raised nearly \$1,500 for the legal fund on behalf of The Ballona Institute, whose mission is to champion the restoration and protection of the Ballona Wetlands.

Alissa Rodriguez, Class of 2010

Alissa sent in a photo of her and her mom from her Aztec performance for *Dia de La Virgen de Guadalupe* in December 2014.

Billie Riess, Class of 2015

Billie attends Brentwood and says she loves her teachers, her classes, and her new friends. She was featured in the *Gratitude Revealed* film series (www.gratituderevealed.com), directed by Louie Schwartzberg's Moving Art, giving her insight on the topic of Generosity.

Dylan Santana, Class of 2015

Dylan had the fastest time of any Chadwick middle schooler at both the PV Intermediate School and Mt SAC invitational cross country races. We got to hear a little bit about Dylan's running talents when he participated in the *Gratitude Revealed* parent education event at PS1 this fall, speaking alongside a panel of distinguished guests on the subject of teaching gratitude.

Alumni Class Reps by Year

Find your graduation class representatives listed below and send them your updates, news & announcements! Our Director of Admissions, 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.

1971-1994:

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

Class of 1995:
Brian Roth, Bririth@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;
Zachary Meredith, zachmeredith@gmail.com

Class of 1999:
Beryl Liebowitz, berylliebowitz@gmail.com
Isabella Lebovitz, Isabella.lebovitz@gmail.com

Class of 2000:
Michael Larson, michaelkentlarson@gmail.com
Erica Everage, Erica.v.everage@gmail.com
Gina Rockenwagner, ginarocca@gmail.com
Jake Faulkner, jbfaulkner@gmail.com

Class of 2001:
Devin Carli Singer, devincarli@gmail.com
Kylie Clark, kbclark@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, babyridr@aol.com

Class of 2003:
Rosie Achorn-Rubenstein, SRAR1290@sbcglobal.net
Michelle Cortrite, mcortrite@gmail.com
James Larson

Class of 2004:
Lindsay Rapkin, lindsrap@aol.com
Griffin Harris, theroastedplum@aol.com
Alex Hartung, mvpmonkey6@yahoo.com
Elijah Tilghman-Eddings

Class of 2005:
Elle Brosh, ellebrosh@gmail.com;
Lili Cohen; 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, creepycrawlies54@aol.com

Class of 2008:
Zak Fenster
Louly Maya, summergeirl5896@aol.com
Hero Stevenson

Class of 2009:
Kalia Bornstein, Kalia@bornarch.com
Nicki Shapiro, Calgirl81297@gmail.com
Jake Mindel, jmindel@bwscampus.com
Marie Line, mjl913@yahoo.com

Class of 2010:
Asa Germann, 121497@gmail.com
Veronica Crow, misscrow98@gmail.com
Rudy Frayre, rudyfrayre@yahoo.com
Kelly Riopelle, Kerio311@gmail.com

Class of 2011:
Amanda Reymeyer;
Rod Henley, rhenley123@gmail.com
Olivia Bornstein, Olivia@bornarch.com
Dylan Vecchione, Dylan@vecchione.com

Class of 2012:
Matthew Tovar, dkm3tov@icloud.com
Sadie Abraham, sadiejean@me.com
Lukas Mitchell
Camille Riopelle, catlover131@gmail.com

Class of 2013:
Melina Waldman, mew3221@gmail.com
Sage Brand Wolf, sbrand-wolf19@archer.org
Farid Adibi, farid@adibi.me
Zachary Leete, pelicanmouth@verizon.net
Katie Raphaelson, katesfluffy@aol.com

Class of 2014:
Isobel Mosley-Brown, Isobellola@gmail.com
Maggie Marks, MargaretMarks20@marlboroughschool.org
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



1225 Broadway
Santa Monica CA 90404

Non-Profit Org.
U.S. Postage
PAID
Mercury Mailing
Systems Inc.

Save The Date!

A Parent Education Evening With Yalda Uhls at PS1 on January 19th at 7:00pm

Are you curious about what research says about how media and technology are impacting childhood? If so, please join us as Yalda Uhls, MBA, Ph.D (an award winning child psychologist researcher and leading expert in how media affects children) presents her new book: *Media Moms & Digital Dads*, a great read that breaks down the social science. To learn more about Yalda, visit: <http://www.yaldatuhls.com/>.



PS1 student Samantha Gardner had the opportunity to interview Vice President Joe Biden at the Clean Energy conference on November 17th, through her participation with KSM Kidscoop Media. He reassured her everything was being done to prevent more attacks like those in Paris. On a lighter note, his favorite dessert is chocolate chip ice cream! (Photo taken at Los Angeles Cleantech Incubator.) ●



PS1 parent Mick Ebeling presented his work with Not Impossible Labs to the Olders Cluster this fall. Mick shared how his team started making the Eyewriter (“a low-cost, open source eye-tracking system that allow ALS patients to draw using just their eyes”). Students tried out the device and learned about his vision to “find creative solutions to tackle social needs of the world, one person at a time.” ●

Community News

PSServes, PS1’s after-school community service club, ran a successful men’s clothing drive this fall for the Ocean Park Community Center. Students from all Clusters collected items and delivered them to clients at OPCC just before Thanksgiving. Next, PSServes will be focusing on Canine Connections. ●

Brody Gray and McKenzie Royo, current PS1 Olders students, represented the USA at the Children’s Climate Change Conference in Sweden. Brody spoke at the conference in front of 300 delegates. They were honored to receive the invitation to work alongside children from all over the world on this important issue. ●

Glenetta Pope, PS1’s Assistant Head for Teaching and Learning, presented at two conferences this fall: The first workshop was called “Top Ten Ways to Help Families and Staff of Color Feel Comfortable on Your Campus” at the Across Colors Diversity Conference. She also presented a TEDx talk entitled “Education Changes Lives.” In addition, Glenetta attended NAIS’ Peoples of Color Conference on “Art, Science, Soul, and the Equity Imperative” in Tampa, FL. ●

Connect With Us!



Like us on Facebook



Network with us on LinkedIn

PS1 Club called Neighborhood Newscasters interviewed Geoffrey Bender, the general superintendent for the new Expo Line project (the newest addition to the LA Metro). The students visited the new station at 17th and Colorado and learned about the history of the line, details about the project, and how the electric light rail works. ●

