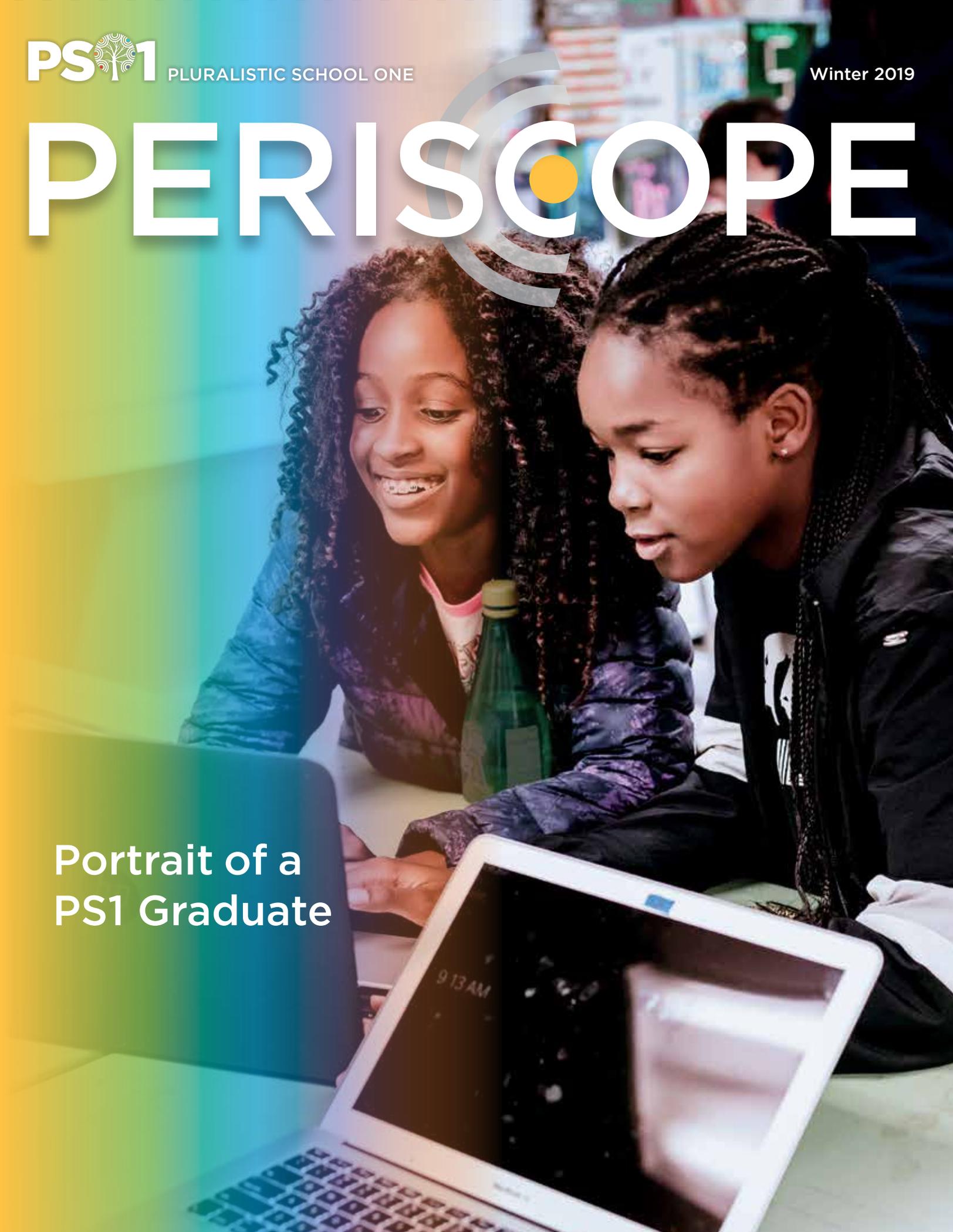


PERISCOPE

Portrait of a
PS1 Graduate



A PS1 Pluralistic School graduate is:

Self-Aware
Respectful
Expressive

Demonstrates a strong sense of identity and resilience as an individual and a learner

Exhibits kindness, consideration, and mindfulness of others

Confidently articulates thoughts, ideas, and emotions

Inquisitive
Collaborative
Problem-Solver

Eagerly satisfies curiosities and acquires new knowledge

Considers others' ideas and points of view to deepen understanding

Investigates problems, sets goals, and develops solutions encompassing multiple perspectives

Connected
Proactive
Prepared

Balances needs of self and others; contributes meaningfully in community and society

Embraces responsibility to stand up to exclusion, prejudice, and injustice; advocates for change

Intrinsically motivated to meet the challenges of middle school and beyond

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Gainor
Connect With Us!

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After almost 15 years of inspiring us with his incredible graphic design, PS1 thanks Dave Mellen, as he heads off to a new position in Michigan. This issue was designed by Mary Walp, who was thoughtfully recommended to us by Dave!

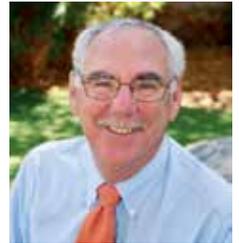
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Looking Back... Looking Ahead

This is a very exciting time on and around the PS1 Pluralistic School campus. Four active and immersing two-hour long workshop sessions filled with ideas, perspectives, and suggestions involving upwards of 150 people (parents, faculty, staff, alumni and alumni parents) working side by side together are informing the Board of Directors' writing of a new Strategic Plan for the school. Our faculty and staff are also continuously doing deep planning and research and attending conferences to make sure our curriculum remains innovative and fully aligned with our mission. Each school day continues to give each student the tools and experiences to become their fullest selves.

Besides looking ahead, we have also been looking back. This issue of *PeriScope* is the result of a one-and-a-half year research project we performed to determine the salient characteristics of a PS1 graduate. We took surveys of recent and past graduates and their families; we probed our teachers and staff; various middle school personnel from a number of schools contributed as well since they are the ones who actually receive our kids as students and people after graduation; and we got input from a lot of current parents as to what first attracted them to PS1 and how they are feeling now that they have completed a part of their journey. We shared the preliminary results and received important feedback. And now we are ready to go public with our outcome. You can see the results in image and descriptive forms on the adjacent page—let us know if and how you agree, and whether we have missed anything important.

What rang the truest for us was the consistency of the responses we received. It didn't matter whether the constituents were of recent "vintage" or not, educators or not, people with direct experience on the campus of PS1 or not. We have long said what we believe. Reading school brochures from any of our five decades of PS1's existence brings you to a similar place of how we see ourselves and what we set out to do. The pulse of the campus has remained constant and consistent over time. We have described our *raison d'être* at various times as:

- "Children learn in different ways at different rates and at different times so we fashion our programs to meet each child's needs;" or
- "It's not how smart you are, but how you are smart;" or
- "We seek to develop the best version of each and every one of us;" or
- "Fitting in is about being yourself;" or
- "The purpose of school is to uncover the genius in each child to help them become contributing members of their school, their community, and society."

We can see that some of the words have changed, but their meaning has not. The features of our program change according to the times, to the particular requirements from one decade or generation to the next, and to the specific passions and enthusiasms of our talented, dedicated, and extremely capable faculty and administration.

Schools often emphasize the features of their program. Features can certainly be selling points but what we savor most, what gives us the most satisfaction, is the depth of the benefits that children and parents alike experience on our campus.

Our features are both functional and purposeful. They include a beautiful award-winning campus with great attention to every detail, dedicated faculty and staff, five extraordinary specialists, two lead professional teachers in each classroom, multi-age groupings, a cluster approach to grouping children to help them develop concentric circles of comfort in their environment, and a well-run organization on many levels. I could go on and on.

The features get you in the door. What can you expect upon exiting that "door?" That's where the benefits come in. When your child turns twelve, what can you expect will characterize them as people, friends, students, and colleagues—both personally and interpersonally? Look as much at the elaborations of each benefit as to the adjectives themselves on the "Portrait" Chart. Our research garnered the following benefits: our graduates, year in and year out, are **Self-Aware, Respectful, Expressive, Inquisitive, Collaborative, Problem-Solvers, Connected, Proactive, and Prepared.**

The list is impressive. What makes it most impressive is that it is true! Our teachers and specialists contribute to and are mindful of these benefits in their daily preparation, in the programs and units of study they provide, and in their individual work with each and every child. The Curriculum Connections section of this issue of *PeriScope* contains various descriptions of some of their efforts. Enjoy. And thank you for your feedback regarding your sense of a PS1 Graduate that will help propel us for the next fifty years at PS1...and beyond!! Together, we make the world a better place.

—Joel Pelcyger, Head of School

Developing the Portrait of a PS1 Pluralistic School Graduate was an inclusive effort, taking into account feedback from many constituent groups. Since teachers work directly with students and thoughtfully develop curricula that support each quality, we asked them to expand on a single attribute and share an example of how they attain that attribute in their classroom or specialist program.

CURRICULUM CONNECTIONS

Portrait of a PS1 Pluralistic School Graduate

RED, Youngers Cluster
Respectful

Exhibits kindness,
consideration,
and mindfulness
of others



An atmosphere of mutual respect in the classroom promotes a safe learning environment, where sharing ideas is valued, supported, and honored. When this happens, students are engaged and motivated to contribute to their own education.

Respect is a value that is integrated into all aspects of our curriculum. In morning meetings each day, students greet each other and then take turns sharing and listening with one another about their lives. We teach students about making eye contact and other ways to show the speaker that you are listening. One of our favorite greetings is our “Brown Bear, Brown Bear” greeting. This greeting requires students to listen for their name, make eye contact and respond in turn.

When conflict arises, we meet with small groups of students or facilitate class meetings. These are opportunities for children to respectfully share and have their voices heard. We often role-play different scenarios and come up with specific language that students can use to promote respectful dialogue within the community. When our class had a conflict over the recess game, “Cops and Robbers,” students listened to one another, shared thought and feelings, and voted about ways to make the game work for everyone in the class.

Youngers Cluster

ORANGE, Youngers Cluster Collaborative

Considers others' ideas and points of view to deepen understanding



Collaboration is a concept woven through the academic and social emotional programs in the Orange class. Orange students worked together during Reader's Workshop to conceptualize and create a story map for the book *Library Day* by Joy Cowley. Teachers used this book to model comprehension strategies, which children then practiced with a reading partner. The story map was the culmination of these practices, and students used their understanding of the sequence of the story to create a large "map" using pictures and words. Recalling and practicing one of our class norms, collaboration, was an important aspect of successful partnerships and, eventually, a finished project. Student partnerships used active listening in order to agree upon a plan, decide who worked on what, and to ensure this time together felt fair and comfortable. In the end, students felt ownership of their contributions as well as connection to their partner. Partners were proud of their content-rich, collaborative, colorful maps retelling the tale of *Library Day*.

YELLOW, Youngers Cluster Connected

Balances needs of self and others; contributes meaningfully in community and society



In the Yellow class, students learned about identity, what makes us who we are. Through lessons, discussions, and activities, students discovered that by highlighting the individual differences of the many, we empower the whole. After listening to picture books about the diversity of skin color, students were inspired to mix paints showing their true skin tones that they could access for the entirety of the year. Each student started with the same base, either peach or brown paint. At first glance, it appeared that all students could fit into one category, but after "testing" swatches on their skin, they realized that they and we were all different shades! Students then worked to meticulously adjust their shades by mixing in small amounts of white, yellow, red, dark brown, and even green paint. At the end of this activity, students were in awe of the rainbow of skin tones in our small classroom community. They now look to the greater community, understanding that our differences AND similarities (including the colors of our skin) connect us to one another and allow us to gain new insight about the diversity in our world.

Bridge Cluster

GREEN, Bridge Cluster Self-Aware

Demonstrates a strong sense of identity and resilience as an individual and a learner



The Green class has been developing self-awareness by learning about how our brain works and studying **growth mindset**, the belief that intelligence can be developed through hard work. In one lesson, students learned about how the brain communicates messages through neurons and how practicing a skill strengthens the connection between them, making it easier to do that skill with every subsequent attempt. Each student completed an activity in which they identified an area they'd like to improve upon, and wove a string from one neuron to another. This represented practicing the identified skill and the strengthened connection that consequently forms. We also examined our mindsets about making mistakes. After reading *The Girl Who Never Makes Mistakes* (2011), and watching a video on brain research about mistakes, one student wrote in a reflection, "Mistakes can lead to great things we may not have discovered if we didn't try!" Another stated, "Mistakes are good because it makes your brain grow!" Green students also practiced using growth mindset statements, such as, "Plan A didn't work. I'll try plan B," and "I haven't figured it out YET," when acting out role playing scripts depicting different challenging scenarios to help develop their resiliency and grit.



BLUE, Bridge Cluster Proactive

Embraces responsibility to stand up to exclusion, prejudice, and injustice; advocates for change



Students in the Blue class are learning about social justice and injustice by looking at their own identities and how they are the same and different from one another. We have incorporated lessons around inclusion and exclusion and how being left out impacts all of us negatively. In recent months, students participated in a national lunch movement called "Mix It Up" (National Mix It Up Day, www.tolerance.org/mix-it-up). Students move out of their comfort zones during lunch and sit next to someone new. After the lunches, we debriefed with the students to hear about their experiences. One student said, "If I get to know someone new, it is one more person I can connect with in this world." Another said, "We can be different on the outside, but similar on the inside." These are all steps to achieve our goal of students learning about the negative consequences of biases and misperceptions and the positive consequences of inclusion and acceptance. We are empowering students to open their lives to others.

**INDIGO, Middles Cluster
Expressive**

**Confidently
articulates thoughts,
ideas, and emotions**



Indigo students consistently have opportunities to express themselves and articulate their thoughts and emotions. Recently, during a group project, students were required to collaborate, plan, research, take notes, and teach others about one simple machine. The collaborative process depended on children listening to others' ideas and developing a clear and concise presentation about their chosen simple machine. Preparing for their presentation, students watched peers and other public speakers to gauge expressiveness, volume, and to understand the expertise of their topic needed to have a thoughtful and engaging presentation. Each group came to a shared understanding of their simple machine and respectfully collaborated to come up with the best way to communicate their technical knowledge to their peers. With a rubric in hand, students became experts on their simple machine and expressed their knowledge through visual representations, modeling, and memorization of a script. This enabled them to teach their peers what the simple machine is, how it works, why it is useful, and provide real-world examples while clearly articulating their thoughts, learning, and explanations. Classroom projects such as this allow our students to strongly build expressive traits including cooperation, confidence, collaboration, and communication.

Middles Cluster



**VIOLET, Middles Cluster
Inquisitive**

**Eagerly satisfies
curiosities
and acquires new
knowledge**



Students in the Violet classroom are inquisitive about many aspects of our curriculum. In science, students learned about Newton's Laws of Motion and simple machines. After researching and gaining knowledge of both, students developed two experiments to test out this new information. The first experiment asked, "Does the shape or size of a ball determine how high it will bounce?" The second experiment asked, "Will a ball roll farther on an inclined plane or a flat surface when struck by the same force?" Students prepared lab reports for these experiments as they worked through the scientific method. This report included the initial question, hypothesis, materials, procedure, results, and conclusions. Students learned that as a scientist, one must be specific, accurate, and should repeat the same experiment more than once before reaching a final conclusion. They realized that results of experiments could deviate based on known and unknown variables. The following are questions that arose while conducting these experiments: "What if the ball isn't inflated the same as other balls?" "What if the height of the inclined plane is different?" "What happens if the ball doesn't roll or bounce in a straight path?" These questions along with many others help guide them to acquire more knowledge to fulfill their natural curiosities.

LH OLDERS
Prepared

Intrinsically motivated
to meet the challenges
of middle school and
beyond



In Olders, we strive to help students meet the challenges of middle school. We understand that, in addition to the development of time management skills and a strong curricular foundation, students will be required to read extensively from a variety of sources and will need to navigate technology independently.

We teach our students to organize their time and materials in a variety of ways. In math, students are introduced to binders as a tool for managing materials. They have sections for organizing class work, homework, tests, and quizzes. Students are encouraged to keep their planner in this binder as well as other homework assignments and tools, like their math template, that they will need for their transitions between home and school. We scaffold these skills with regular check-ins between teachers and students.

Study skills are taught as a collaborative process. Recently, students worked together to prepare for a chemistry test. They brainstormed possible topics that could be assessed and then shared best practices for review. Students were encouraged to go beyond “reading through their notes” to using the benchmark question, “Can I teach this to someone else?” as a way of knowing if they have mastered the material. Some of the strategies that students suggested and then practiced in the class were flashcards and partner quizzing. This repertoire of strategies builds throughout the year so that when our students enter middle school, they have a comprehensive toolbox of study skills upon which to draw.

Being a lover of books and skilled in information gathering is a life-long skill. We go beyond the traditional book-club model and ask our students to self-select, read, and discuss an entire series of books. As a result, students in our classroom have read an average of 7 books each in the first two months of school (that means that many students have nearly doubled their regular reading)! In addition, we accompanied this reading with lessons on how to think critically and analyze the text, which has allowed for a greater depth of discussion and response.



Olders Cluster



JA OLDERS Problem-Solver

Investigates problems, sets goals, and develops solutions encompassing multiple perspectives

At PS1 we understand that problem-solving skills need to be explicitly taught in a way that can be transferred across multiple settings and contexts. In Olders, learning moments are infused with opportunities to problem solve across the curriculum. In math, students apply what they understand about measurement to calculate the volume of our Multi-Purpose Room. In science, they predict how temperature might facilitate physical and chemical reactions. In social studies, students consider how the members of the Underground Railroad might have most effectively communicated with one another. Often, problem-solving is accomplished when students come together in small groups to discuss what they already know about a problem and then brainstorm possible favorable outcomes and solutions to the scenario. The group then seeks consensus for their ideas to finally be presented back to the entire class. We then take this essential discipline, and we solve conflicts. For instance, we created our own Bill of Rights and used the STEAM Studio as a problem-solving laboratory.

The collaborative process is essential for building real-world problem-solving skills. It includes working together towards a common goal, and requires a number of learning skills. Communication is also crucial since the exchange of knowledge and opinions increases understanding. Another critical element is responsiveness, incorporating active and insightful planning, participation, and analysis by students.

Problems are springboards to learning skills that our students will keep with them long after they leave PS1. When our students graduate, they are prepared to not only strategize how to find classroom solutions but also how to solve personal challenges and community challenges. Equally important, PS1 graduates take ownership of their learning to meet their fullest potential.





Art
Respectful

Exhibits kindness, consideration, and mindfulness of others

Respecting oneself and others are important to be able to create a safe and thriving art classroom. In the art room, we start the year discussing expectations and how to support each other's artwork in order to create the best learning environment possible: a place everyone feels safe to be who they are.

While sharing artwork and looking at our own artwork, we use open-ended questions:

- What do you/we see?
- What do you/we notice?
- What do you/we see next?
- Why?
- What could be a title?

Open-ended questions encourage students to be assertive, brave, and articulate about how they feel about their artwork. It also reinforces a respectful classroom climate.

Our Art program fosters respect and consideration of others by encouraging students to observe, start a dialogue, find their voice, self-evaluate, make connections, express themselves, and learn from their mistakes. Students embrace diversity, learn to see another point of view, persevere, and apply innovative solutions!

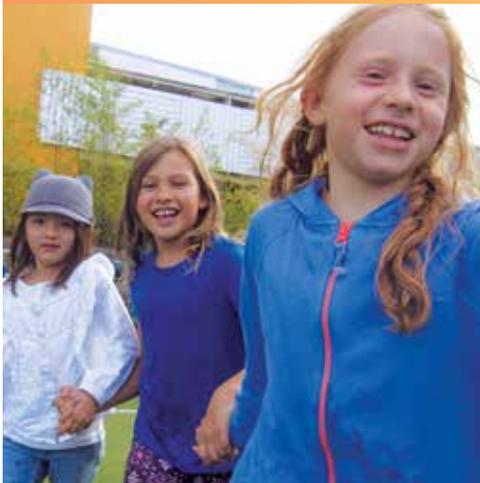


Music
Connected

Balances needs of self and others; contributes meaningfully in community and society

This year's school-wide theme of *Relationships* prompted a discussion in our first music class sessions about how each of us contributes to a creative, explorative, safe space. Students collected words that describe how they want to feel and be treated in the music room and what kind of behavior fosters an environment where they can express themselves and try new things. Our *Creative Space Contract* hangs on the whiteboard in the music room and is signed by every student in the school to remind us of the guidelines we agreed on together.

Our instrumental music program, now in its sixth year, is another example of how PS1 *celebrates the many and builds one*. Sixty-five musicians assemble for classes before school each day of the week. The thirteen classes (taught by instructors in association with Santa Monica Youth Orchestra) include violin, cello, trumpet, woodwind, guitar, drum, and improvisation. This past fall, students in our trumpet class proposed a Halloween-themed performance of *Ghost Busters* and invited the other classes to join them in presenting an informal concert for the school community. The result was a spontaneous, full orchestra rendition of the movie soundtrack that kicked off the holiday with harmony, synergy, and connection.

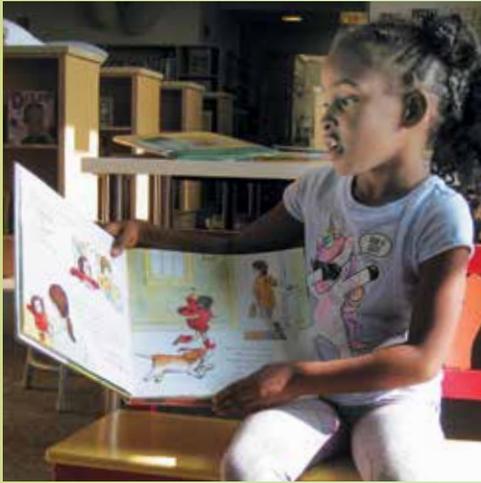


PE
Collaborative

Considers others' ideas and points of view to deepen understanding

Collaborative learning in Physical Education at PS1 is a technique used to group students together and to impact learning in a positive way. Working together increases and maximizes children's learning outcomes. Children find it even more meaningful when they have opportunities to learn in diverse groups and through diverse methods. Students are also challenged to make sure that as a whole group, everyone can succeed during activities. We all succeed if we realize that our individual differences are what make us stronger in a collaborative setting.

This can occur between just two students or within a larger structured group. Through traditional sports and non-competitive variations of games such as Badminton, Volleyball, Handball, Football, Frisbee, Hockey, Tennis, Basketball, Kickball, Yoga, Circus Arts, Baseball, Non-contact Rugby, Soccer, Track & Field, and Team Building Activities, the emphasis is on sportsmanship and cooperation. Physical Education facilitates inspiring academic, social-emotional, and physical development. The hope is that practicing these important life skills during Physical Education will lead to application in many other settings.



Library
Expressive
Confidently articulates thoughts, ideas, and emotions

PS1 Librarian, Christina Garcia, noted a personal inspiration that guides her curriculum in helping students become expressive and articulate. She shares, “Once upon a time, I heard artist / poet / storyteller Ashley Bryan read from his work at a Library Conference. This experience was not only life-affirming but life-changing. Ashley Bryan does not just say his words—oh, no!—he does with words what Miles did with his horn. Every word that comes out is expressed and punctuated and s-t-r-e-t-c-h-e-d out and whispered and shouted—is every other synonym you could possibly think of for the art that is his every utterance. I hear his voice in my head when I read with the students, and by sharing the expression/delight in words, I am fully and righteously intending that every word the children listen to during Library Time glistens. It is my hope that they will fall in love with those words, too, in order to become expressive and confident in their own thoughts and feelings.”



The Studio
Problem-Solver
Investigates problems, sets goals, and develops solutions encompassing multiple perspectives

Giving students a real-life problem to solve, as an intentional reason to implement design-thinking, enhances the quality of their learning. Students in the Studio are not learning because a teacher told them the information they are required to remember. Students are learning because they need and want to solve a problem to make their learning impactful. This thinking has the power to transform students into strong citizens committed to creative solutions to solve real-world problems. This is the type of innovation we focus on in the Studio.

Students incorporate a process to test, improve and design. This process of practicing with iterations is crucial. In design thinking, students expand their understanding by continually revising their builds, designs or codes on an ongoing basis throughout a project.

Students in Olders demonstrated this challenge of design, iteration, failure, iteration, and success through their web-based coding stories about chemistry and the Periodic Table. Using a program called Scratch, students aimed to build a solution in a step-by-step fashion, try it out, and (if it didn't work), try again to fix it. To resolve something through Scratch, one must consider the visual object he or she is trying to create. Codes can be created by putting blocks of specific actions together instead of text. Students can then view others' work, access their classmate's code, and attempt to apply it to their own work to solve their original problem. This is how we create a 21st-century learning experience in The Studio.

Traditions Old

& New



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Family Festival & Itty Bitty Art Sale

Our annual Family Festival is a wonderful opportunity to come together as ONE Pluralistic Community as we celebrate, play, eat, and CONNECT! The Family Festival on December 9th proved to be a fun-filled community event with activities for all ages and an immersive art environment that included Chalk Art, Pastel Painting, a Tinkering Station, Tin Embossing, and a Photo Booth. The talent show featured “acts” from members of our community (parents and students!) who wanted to share their talents with our community on stage. This year’s Festival also featured our 10th Annual Itty Bitty Art Sale, another wonderful year of beautiful, itty bitty, postcard-sized art sold on a first-come, first-served basis. Thank you to all of the artists and wonderful volunteers who made this day such a success!



^ Cocktails & Creativity

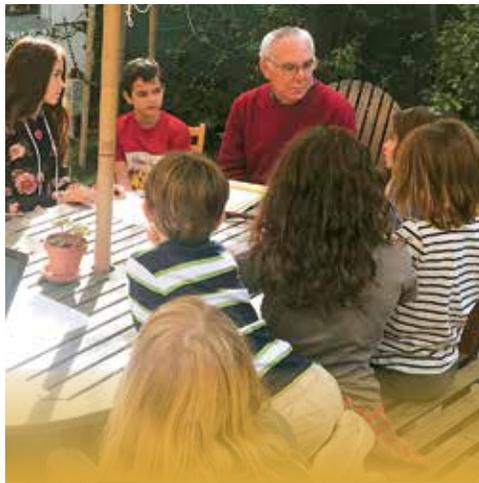
PS1 celebrated 100% participation and community generosity in this year's Annual Fund with an amazing night on campus called Cocktails & Creativity on November 30th. Parents, Board, Faculty and Staff, Grandparents and more were able to enjoy the wonders of our unique PS1 experience. Workshops led by our Specialists focused on Music, Art, Physical Education, The Studio, and Library, as well as a session led by Joel on big-picture educational priorities. These provided a window into the creativity and inspired learning that abounds each and every day. From still-life portraits in Art to an egg-drop challenge in the Studio, we thank everyone who attended for their willingness to try new things and take risks! Included in Joel's opening remarks was an honoring of Deirdre Gainor, who initiated this event and has now completed her final month as the full-time PS1 Advancement Director. He also gave Deirdre a moving tribute at the conclusion of the Winter Holiday Performance. This is an event not to be missed—join us again next year!



< PS Serves

PS SERVES, the after school enrichment program conceived and grown through the efforts of our service-minded students, families and staff, is active again in 2018-19. Each year we deepen our relationship with the nonprofit organization, ThePeopleConcern, through ongoing education about the needs and "whys" of our community partners. The fall session began with a visit from representatives from a neighborhood transitional home. Learning that the needs of the adult residents who are returning to the workforce are new underwear, socks and toiletries, our cadre of volunteers conducted a drive to collect the needed items. Hand delivery of the goods along with a batch of fresh baked cookies furthered the connections.

Next up is the seasonal heart-themed project to create reusable lunch totes for our neighbors, followed by the annual healthy meal production and presentation.



< Clubs

It's another exciting and innovative year for the PS1 Clubs Program. "Clubs" is our very own all-inclusive enrichment program during which students and staff make connections with one another, and build new friendships while participating in theme-driven activities. Students come together across all grade levels and clusters. Students were assigned to one of their favorites from a line-up of nineteen choices, spanning the wide range of interests and talents on our campus. This year's line-up features Relaxation & Yoga, Projects & Recycling, Rockets, Magical Musicals, Helping Hands, and Dioramas.





AlumniCorner

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!

Jake Ehrlich, 1982–89 “The Field Afar,” Jake and Tim Moriarty’s feature documentary won the top award from National Italian American Foundation and The Russo Brothers (“Avengers 4”). Jake says, “We’re still in the final stages of finishing the film, but we’ll be getting it out there soon.”

Frances Perkins, Class of 1995 Fofy wrote in to share a throwback photo she found of her days at PS1!

Nick McAndrew, 1992–1996 Nick stopped by PS1 on August 15th. PS1’s Business and Development Assistant, Avery Breuer (Class of 2006), gave him a tour of campus, and they managed to find his picture in the 90’s collage on the stairway. Nick is now an Oncologist who specializes in breast cancer. He just moved back to the area after 15 years and was eager to come by and say hello!

Gina Fama Rockenwagner, Class of 2000 Gina and filmmaker, Alex Lake, are engaged to be married in 2019. Gina lives in Los Angeles and is the founder of Soft Haus, about which she says, “In 2012, I traveled to Peru and discovered a community of the most talented knitters and dyers and their commitment to eco-friendly and ethical practices, giving women and men a way to earn a fair income making a sustainable product in safe working conditions. Each and every artisan contributes their hard work to make the beautiful clothing we offer. We are happy to support women and developing communities. We don’t participate in the fast fashion industry—we are trailblazing the mindful fashion industry.”

Lindsay Rapkin, Class of 2004 Lindsay attended USC and is currently in graduate school for education policy at George Washington University. Previously she participated in AmeriCorps and worked for two years at Sidwell Friends School in Washington, D.C. She remembers fondly, “I learned to knit in 5th grade at PS1 and it’s still one of my favorite activities!”

Lara Garrison, Class of 2006 Lara’s father, Andy, wrote in to share that Lara is now an EMT in northern California. Andy also shared that he has been a Peace Corps Volunteer (PCV) since April, 2015, and is halfway through his fourth year in Namibia.

Peyton Kim-LaTona, 2004–2006 Peyton attends Mount Holyoke College, where she is focusing on Engineering, Biology, Mathematics and Fine Arts. Though she was only enrolled at PS1 for two years, she reflects that PS1’s commitment to individualism allowed everyone to shine and be themselves without fear of judgement, adding, “PS1 allowed me to experience the joys of learning and play within a delightful community of diverse peers and teachers.”



Coltrane Marcus, Class of 2010



Jasper Merlis and Evan Karsian, Class of 2012



Class of 2018 alumni hanging out—Haley and Maya Hansen, Josephine Gelinas, Jessica Rosen, and Noah Korngute



Jay Jay Venegas, Class of 2015, with Maggie and Evelyn



Liam Douglass, Class of 2012



Gavin Abraham, Class of 2010



1990’s throwback photo of Julia Shapiro, Aria Starus, Abigail Rossmoore, Katie Purtil, Fofy Perkins, Emily Greenfield



Celeste Marvin Strong, Class of 2007, with John and LiAnne

Celeste Marvin Strong, Class of 2007

Celeste visited PS1 on August 28th, after graduating from UC Santa Cruz. She recently moved to Sydney, Australia to start a graduate theater program.

Leilani Houston, Class of 2008

After PS1, Leilani attended the Archer School for Girls and University of Southern California. She writes, "I have traveled a lot, including two study-abroad programs. I lived in London, England, and attended university courses there. I graduated from my university in May, 2018 and began a job at Creative Artists Agency, Los Angeles." She adds this sentiment about her PS1 experience, "My elementary and secondary educations fortified my confidence and enriched my academic landscape, which helped me to navigate my university education and hone life skills." She also is the proud mom to Ruby, a micro-poodle.

Gavin Abraham, Class of 2010

Gavin shared, "I am heading into my junior year at Cal Poly San Luis Obispo, majoring in Construction Management and minoring in Dairy Science. In 2016 I started working in residential construction, and for the past 2 years I've been building high rises in San Francisco and Los Angeles. At the moment, I am working on the Century Plaza Hotel development in Century City. I also work as a cattle feeder during the school year at a 600 cow dairy in San Luis Obispo, and at a 1000 acre Organic Carrot farm in Cuyama. Cal Poly has enabled me to pursue my interests in construction and agriculture at the same time, and I couldn't see myself anywhere else."

Cruz and Lila Avendano-Dreyfuss, Class of 2010 and 2013

Cruz and Lila's mom shared that Cruz spent the fall semester of his junior year in Japan and Lila is currently college hunting. Lila also attended a diversity conference at Mount Holyoke before visiting several Massachusetts colleges.

Coltrane Marcus, Class of 2010

Coltrane is a junior at Middlebury College in Vermont. He is studying economics and plays on the football team.

Halle Jacobs, Class of 2011

Halle graduated from the Archer School for Girls and is now a sophomore at Barnard College at Columbia University. Last summer, Halle worked three jobs, running the administration of Coast Sports Camp in Brentwood, working the sales floor at the Madewell clothing store at the Grove, and hostessing at Truxton's restaurant (not to mention, tutoring, too!).

Liam Douglass, Class of 2012 This past summer, Liam started classes and training at USC, where he was recruited to play football. He is enrolled in the Annenberg School of Communications and Journalism and is thriving both academically and athletically. His goal is to study year-round and receive his B.A. in 3 years, and hopes to eventually get a Master's degree as well as play in the NFL.

Julia Hallin-Russo, Class of 2012

Julia stopped by PS1 this summer after graduating from the Archer School for Girls and heading to begin college at St. Andrews in Scotland.

Jasper Merlis and Evan Karsian, Class of 2012

Jasper's mom, Jennifer, shared a photo of PS1 alumni Jasper and Evan attending Prom together last spring! Jasper is studying at SMU in Dallas and Evan is at Mills College.

Jamie Solomon, Class of 2012

Jamie attends the University of Colorado, Boulder, majoring in Sociology. She shared about her PS1 experience, "Hands-on learning and being encouraged to ask questions taught me to be curious, solve problems, and delve deeper into what interests me."

Lucas Dante, Class of 2013

Lucas attends New Roads and says he has fond memories of PS1 and all the great learning experiences. He plays lacrosse, and loves music and spending time with friends.

Lucy Hayes, Class of 2013

Lucy's mom, Holly (PS1 teacher in Orange), shared that Lucy authored a bill that was selected by her Youth and Government Club to be presented in Sacramento next year!

Walker Jacobs, 2008-2014

Walker finished middle school at Westmark where he "hit it out of the ball park" with a 4.0 GPA and led their high school varsity basketball team to first place in their Division as point guard. Walker completed the Leadership program at Skylake Camp last summer where he also earned his Junior Lifeguard Certification and swam the five mile length of Bass Lake! Walker is a freshman at New Roads School and also plays on a Club Basketball team competing in tournaments most weekends.

Viswa Douglass, Class of 2015

Viswa is a sophomore at Harvard-Westlake. He plays football, boxes, and practices Jui Jitsu. Last year, his favorite classes were Biology and History. Viswa's dream is to be a cardiothoracic surgeon.

Jay Jay Venegas, Class of 2015

Jay Jay wrote in to request the opportunity to volunteer in PS1's aftercare program, saying, "I am interested in volunteering at PS1 specifically because I want to give back after everything PS1 gave and taught me."

Lorenzo DeFelitta, Class of 2017 Lorenzo attends Harvard-Westlake and is currently focused on going to school, creative projects, and working on a refugee community service project. He states, "PS1 helped me become socially confident, and taught me the values and virtues of being a good person."

Luca De Lorenzo, Class of 2017

Luca volunteered several afternoons in the PS1 aftercare program as part of his middle school community service leadership project.

Mattea Sokolow, Class of 2017

Mattea attends John Adams Middle School and is still swimming her heart out, attending training camps in addition to going to practice and competing at frequent meets. For community service she works with the coaches on her team to help the younger swimmers improve. She says she carries the idea of Pluralism with her, conscious of being kind to others, not giving up, being friendly, including people, talking to anyone when there's a problem, and engaging with her teachers and principal.



Life After PS1

On October 23rd, 2018, PS1 welcomed twenty-three alumni for our annual Life After PS1 event. Students from a range of high schools (both independent and public) returned to talk about their experiences in middle and high school, discuss how PS1 set the foundation for their education, and share how they continue to be #PS1inspired. One alumnus offered this advice, "I think it's really good to try out a lot of different things in middle school. As for making friends: Just be kind to everyone because it will pay off! And make sure you're starting good habits for yourself instead of going off onto a path that will not help you succeed." Head to our website to watch the video! www.psone.org/community/alumni/2018lifeafterps1



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Save The Dates!

TOWN HALL MEETINGS WITH JOEL

COMMUNICATING THE WHYS & WHEREFORES OF OUR MISSION-DRIVEN SCHOOL
WHAT DO YOU WANT TO TALK ABOUT?



Jan 16, 6:30 p.m.

Our first meeting will focus on all the BIG WHYS! Why are we a K-6? Why do we have Clusters? Why do we have multi-age classrooms? Join us for a dynamic discussion. Come with your own questions.

Upcoming

Feb 12, 6:30 pm
Traditions at PS1:
The collective ties that bind!
Mar 14, 9:00 am
Class Placement
Apr 17, 9:00 am
Camping
May 7, 6:30 pm
TBD (will be seeking parent input on this topic)

www.psone.org/parents/events/town-hall-meetings
RSVP to esther@psone.org | Childcare Available

Community News

Alumni Parent Coffees

For five years now, PS1 alumni parents have found a delightful way to walk down memory lane with a twist! The Alumni Parent Prospective Coffees bring alumni parents together to share their experience with prospective parents who are just about to begin their elementary school journey. The joyful and candid sharing of memories coupled with wise hindsight advice is a multilayered gift—alumni parents are reminded why PS1 matters so much in their lives, and prospective families gain the calm that comes from our parents' sage advice... thus the PS1 connections continue to grow. This kind of parents-connecting-with-parents tradition is the essence of PS1. Please contact Beth Kemp at beth@psone.org if you are interested in hosting or co-hosting a future alumni parent coffee!

Strategic Planning Events

Over the past two months, multiple community gatherings took place in preparation for PS1's own strategic planning process. Parents, graduates, alumni parents, faculty, staff, and members of the Board engaged in a highly interactive and collaborative exercise. Current parent and Board member Heidi Hendrix facilitated the workshops, which will help inform the school's strategic plan for the coming years.



PS1 Honors Deirdre Gainor, Advancement Director

In December, PS1 celebrated Deidre Gainor as she transitioned from full-time Advancement Director to head off on a new journey. We surprised her with a book of memories signed by parents, faculty, and staff in honor of her 31 years being part of the PS1 community, assuming various roles from parent to classroom teacher, outreach coordinator to advancement director. We thank her for her continued and steadfast dedication! Her amazing spirit inspires us all.