



PERISCOPE

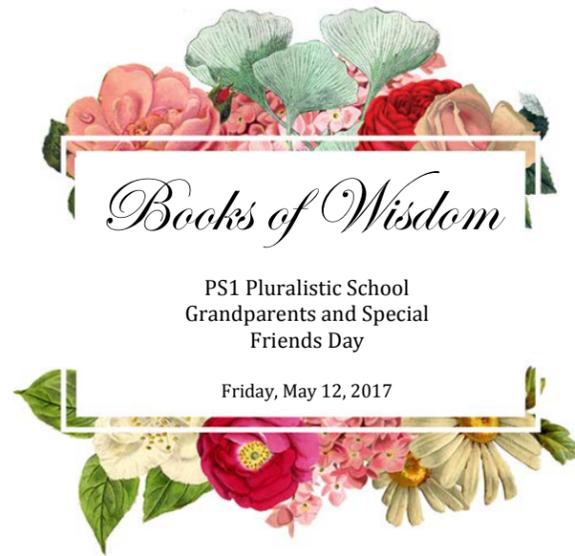
Save The Date!

June	2	SMYO Instrumental Music and PS1 Chorus Circle Time Performance
	9	Olders Shakespeare Circle Time Performance
	12	Olders Shakespeare Circle Time Performance
	12	Alumni Parent Education Coffee
	14	Grad Leaf Ceremony
	15	Last Day of Classes, Noon Dismissal
	15	Graduation
	16	Moving Up Day



Senator Ben Allen Visits PS1!

In April, students in LM Violet met with California State Senator Ben Allen about their study of the Refugio oil spill. An advocate for protecting the environment and one of the key government officials responsible for the clean-up of the oil spill, Senator Allen spoke to the class about the long-lasting effects that the oil spill had along the Southern Californian coastline, and the measures that are being put in place to prevent oil spills from wreaking such widespread havoc in the future. To learn more about the visit (and the project that prompted the visit), see the Curriculum Connections section.



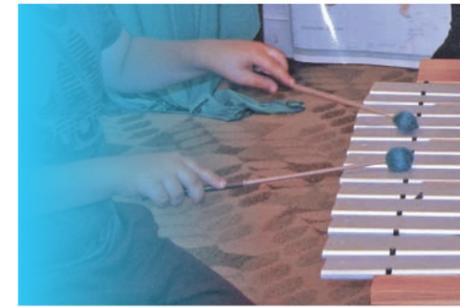
Books of Wisdom

PS1 Pluralistic School
Grandparents and Special
Friends Day

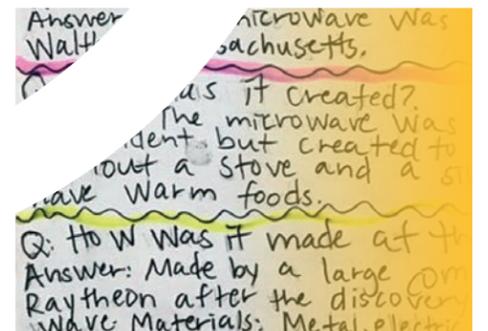
Friday, May 12, 2017

We are grateful for the wonderful stories shared with PS1, now anthologized for students to enjoy. These books will be enriching our school for many years to come. If you want your own copy of the Wisdom Book from your grandchild's class you can buy it directly using one of the links below.

- LG Red:** <http://bit.ly/2r6OZzR>
- JP Orange:** <http://bit.ly/2pCSWKx>
- BJ Yellow:** <http://bit.ly/2q6RLa5>
- HD Green:** <http://bit.ly/2q8hbUs>
- BK Blue:** <http://bit.ly/2ppn7JL>
- LJ Indigo:** <http://bit.ly/2ppxs8B>
- LM Violet:** <http://bit.ly/2q832GU>
- HC Olders:** <http://bit.ly/2qYLFdM>
- JJ Olders:** <http://bit.ly/2q8gfiN>



Emergent Curriculum



“If you open doors for them to freely explore they will find their right answers.”

-Joyce Fetteroll

In This Issue:

PAGE 1
Head's Column

PAGES 2-3
Traditions Old and New

PAGE 4-9
Curriculum Connections

PAGES 10-13
Alumni Corner

BACK COVER
Save The Date!
Community News
Connect With Us!

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Editor:
Amanda Perla

Designer:
David Mellen Design

PS1 Pluralistic School
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

Send thoughts, opinions, etc to amanda@psone.org

Head's Column by Joel Pelcyger, Head of School

I've written many words over the 46 year history of the school. This month, I am devoting my column to quotes from others - quotes that have inspired me and have helped shape the philosophy, mission and the evolving practice of PS1 Pluralistic School. I maintain a growing list of 30 pages of quotes in a file on my computer. I hope you'll derive the same level of insight and inspiration as I have. I certainly have from the ten years of quotes that adorn the bridge connecting both sides of our campus that were the favorite quote of each of the last ten PS1 graduating classes. There are many ways to get our message and commitment across, including:

Here's one I've always loved:

IT'S NOT HOW SMART A CHILD IS - IT'S HOW A CHILD IS SMART.

-Joel Pelcyger

Wait a minute, I mean to quote others, not myself.

What gives me hope that we can transform the purpose of school in the United States: **NEVER DOUBT THAT A SMALL GROUP OF THOUGHTFUL COMMITTED CITIZENS CAN CHANGE THE WORLD; INDEED IT'S THE ONLY THING THAT EVER HAS.**

-Margaret Mead

... even though there is also this quote:

LET US HAVE THE COURAGE TO CHANGE THE THINGS WE CAN, THE SERENITY TO ACCEPT THE THINGS WE CANNOT CHANGE, AND THE WISDOM TO KNOW THE DIFFERENCE.

-Reinhold Niebuhr

But then, like Don Quixote, I am not averse to tilting at windmills. When you believe in something, fight for it.

What speaks to many of the tenets of our school:

THE KEY TO EVALUATING A TEACHER'S PERFORMANCE SHOULD NOT REST ON HOW MUCH HER STUDENTS IMPROVE ON THEIR STANDARDIZED TEST SCORES. THE KEY IS TO HAVE SCHOOLS, LIKE GOOD HOMES, WHERE CHILDREN ARE HAPPY, LOVED, CHERISHED, GUIDED, NURTURED, RECOGNIZED, VALUED, AND WANT TO GO TO SCHOOL SO THEIR SCHOOLS WILL BE RELEVANT IN THEIR JOURNEY TO BECOME LIFELONG LEARNERS.

-unknown author

Or this one:

IT IS MORE IMPORTANT TO PAVE THE WAY FOR THE CHILD TO WANT TO KNOW THAN TO PUT HIM ON A DIET OF FACTS HE IS NOT READY TO ASSIMILATE.

-Rachel Carson

From an early inspiration in my professional life:

THE PRINCIPLE GOAL OF EDUCATION IS TO CREATE INDIVIDUALS WHO ARE CAPABLE OF DOING NEW THINGS, NOT SIMPLY OF REPEATING WHAT OTHER GENERATIONS HAVE DONE; PEOPLE WHO ARE CREATIVE, INVENTIVE, AND DISCOVERERS.

-Jean Piaget

What encapsulates my attitude towards diversity and inclusivity:

MAY THE DAY SOON COME WHEN THE DIFFERENCES AMONG PEOPLE ARE LESS IMPORTANT THAN THE HUMANITY WE SHARE.

-unknown author

What combines a favorite artist with my belief that play is children's work:

PEOPLE TEND TO FORGET PLAY IS SERIOUS.

-David Hockney

One of many quotes that parents have written us upon their child's graduation:

I THOUGHT EDUCATIONAL ENVIRONMENTS LIKE YOURS WERE ONLY A FANTASY. BUT YOU HAVE MADE IT A REALITY. YOUR COLLABORATIVE COMMUNITY IS THE PERFECT ETHOS FOR SPIRITS THAT HOPE TO SOAR.

-from a PS1 parent

On motivation:

IF YOU DON'T TRY YOU CAN'T FAIL, BUT NEITHER CAN YOU SUCCEED.

-from a Chinese fortune cookie

Three quotes I turn to regularly in these turbulent and difficult political times:

OUR LIVES BEGIN TO END THE DAY WE BECOME SILENT ABOUT THINGS THAT MATTER.

-Martin Luther King, Jr.

PARTICIPATION IS WHAT IS GOING TO SAVE THE HUMAN RACE.

-Pete Seeger

IF YOU DON'T STAND FOR SOMETHING, YOU'RE APT TO FALL FOR ANYTHING.

-William Sloane Coffin Jr.

On the benefits of working hard:

LUCK IS WHAT HAPPENS WHEN PREPARATION MEETS OPPORTUNITY.

-Darrell Royal

None of us is perfect. The purpose of school is to uncover the genius within each child:

EVERYBODY IS A GENIUS. BUT IF YOU JUDGE A FISH BY ITS ABILITY TO CLIMB A TREE, IT WILL LIVE ITS WHOLE LIFE BELIEVING THAT IT IS STUPID.

-Albert Einstein

And, finally, on the amazing capacities of our brain:

I CDNUOLT BLVEIEE TAHT I CLUOD AULACLTU UESDNATNRD WAHT I WAS RDGNIEG. THE PHAONMNEAL PWEOR OF THE HMUAN MNID. AOCCDRNIG TO RSCHEEARH AT CMABRIGDE UINERVTI-SY, IT DEOSN'T MTTAER IN WAHT OREDR THE LTTEERS IN A WROD ARE, THE OLNLY IPRMOATNT TIHNG IS TAHT THE FRIST AND LSAT LTTEER BE IN THE RGHIT PCLAE. THE RSET CAN BE A TAOTL MSES AND YOU CAN SITLL RAED IT WOUTHIT A PORBELM. TIHS IS BCUSEAE THE HUAMN MNID DEOS NOT RAED ERVEY LTETER BY ISTLEF, BUT THE WROD AS A WLOHE.

Open House

An all-school Open House once a year is an opportunity for students and teachers to share their best work with the community. On the day of Open House, students visit each other's classes to hear about favorite activities and projects in all the clusters. This gives the students the chance to learn from one another, present their work to their friends and fellow students, and to find things that they will want to share with their families in the evening. It's so fun to watch students as they transform from learner to teacher and back again. Year after year this is a day filled with camaraderie, pride, and a sense of great accomplishment.



Grandparents' and Special Friends' Day

At PS1 we value our multi-generational community, and the perspectives grandparents offer as they share their life experience. We planned a wonderful program to celebrate the stories our grandparents and special friends sent in from all over the world. The stories have been anthologized into Books of Wisdom for each classroom that will enrich our school for many years to come. (They are also available for sale. See back cover.) It was wonderful to welcome so many grandparents and special friends to campus on May 12!

PS Serves

For a fitting finale to the 2016-17 PS SERVES, our volunteers served up a hearty and healthy meal of turkey meatloaf, ratatouille, and fresh salads to our neighbors and good friends at OPCC's Turning Point Center. Our work force was representative of students across the clusters, and included parents, staff, a board member, and an alumnus!

PS1 students deserve the credit for meal preparation (under Chef Mindy) and table setting including handmade placemats and cards with messages of inspiration and friendship. Interacting with the volunteers at Turning Point, our students chopped, tossed, decorated, interacted in a Q & A and were treated to a tour. PS SERVES founding parent coordinators Gaby and Susan were present to witness their efforts "paid forward."

Thank you to everyone who contributed to the past year of PS SERVES activity. Our association with OPCC has grown to be one of pure partnership built on mutual respect and gratitude. Together, we can look forward to continuing the tradition of PS SERVES in 2017-18 under the new leadership of PS1 parents Taura and Jade and the experienced cadre of service providers in our community.



Traditions Old and



Student Swap/Earth Day

To celebrate Earth Day and our commitment to sustainability, students from Youngers to Olders swap a gently used toy for a "new" treasure at our annual Swap! Each child finds something to suit his or her own unique interests and hobbies. The Grad students' Service Learning Committee coordinates the Swap as part of the Olders' Leadership Program.



Fundraising Gala

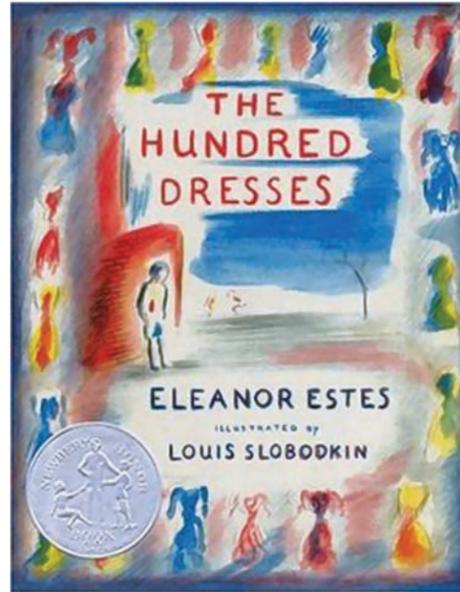
What an amazing community, PS1! Thank you to everyone who joined the fun, volunteered and donated to the Rockin' The '80s Fundraising Gala on April 29! We raised more money than ever on Raise Your Paddle to Fund a Need, making a record for Financial Aid of approximately \$140k. We also raised \$9250 on Class Gala Projects that will go directly to enhancing our Studio program! We are so proud. See you next year for our Cinco De Mayo Fundraising Gala on May 5, 2018!

Emergent Curriculum

In this edition of Periscope, teachers have highlighted examples of *Emergent Curriculum*. At PS1, this is a philosophy of teaching and way of planning curriculum that leaves room for teachers to be responsive to children’s interests as they emerge. This requires what can appear to be opposing goals on the part of the teachers. On the one hand, they must have careful and thoughtful objectives—a clear map for the direction of student learning—and on the other hand, they must be closely attuned with their particular students and be skilled enough to re-think their plans to incorporate the curiosities of their students.

These sparks of curiosity come at unexpected times and in unexpected places. PS1 teachers know their individual students well enough to capture those sparks and to build on them in the classroom. This practice is at the core of the genius that we are nurturing and uncovering within each student at PS1.

-Nancy Harding, Ph.D., Assistant Head for Teaching & Learning



LG RED

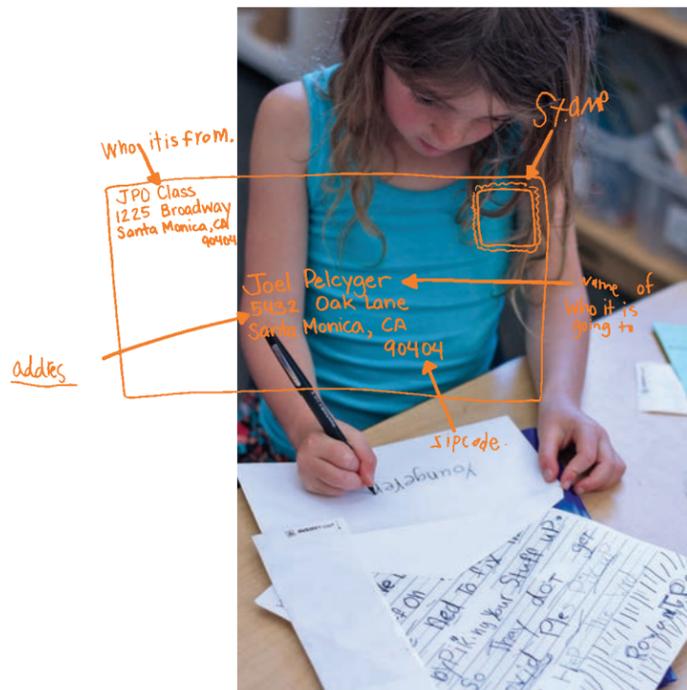
In LG Red, social studies lessons are specifically geared to support emergent curriculum. From problem-solving conflicts in class, teachers noticed that students had difficulty always telling the truth or accepting their part in a conflict. In order to illustrate the effects of telling even a “small” lie, teachers used various sized blocks to stack on top of each other. Each block was bigger than the last, demonstrating that each lie told results in needing to tell another bigger lie to cover up the first lie. After a few lies, the structure came tumbling down, which shows how eventually, lies fall apart and the truth comes out. We worked with Christina, our librarian to select stories to foster conversations about the topic of lying, including *The Hundred Dresses* by Eleanor Estes. Students interviewed parents and school administrators as well. We collected the stories to help normalize lying and provide students with ways to correct a mistake of lying. The class was able to collect a variety of stories from their trusted role models. Students learned that everyone makes mistakes, and there is an overall improvement in students being able to accept responsibility for their choices.

YOUNGERS

JP ORANGE

This spring, JP Orange students started noticing problems in how our school was being cared for. For example, some students saw belongings that were left scattered around campus and others noticed that toilets were not getting flushed. Immediately, the students thought about how they could use writing to solve these problems. Through signs, books and petitions our class practiced using words to create change. Students soon realized that solving problems required the help of specific people. Students found letters to be the perfect way to reach their desired audience and wondered how they could get their letters to the right place. Soon students brought in mail from home for us to study. We also began to receive letters and postcards from family members all around the world. As we studied each piece of mail, students figured out that they would need certain materials such as envelopes, stamps and addresses to send letters of their own. They began writing letters to staff members to request these materials. One of the most exciting realizations was that when they write letters, people actually respond! With each new realization, a new path for the study emerged. From locating where our mail comes from on the map to creating a post office of our own, the momentum continues in new and exciting directions.

YOUNGERS



BJ YELLOW

In BJ Yellow, stewardship emerged as a central focus for our community. Our class spent the first half of the school year learning how to take care of one another. Students learned to communicate their needs to one another, to notice what another person prefers, and to be an ally on the playground. The second semester led students to turn their focus outward. After learning about key historical change-makers, students felt inspired to make a difference at home and at school. Working in small groups to brainstorm, students identified the ways that they could be stewards at school. Some decided to take care of classroom supplies. Others posted safety signs around campus. We turned our attention and energy to making the world a cleaner, kinder, more fair and joyful place. We posted a large weekly schedule of our stewardship commitments in the classroom. Now the class is happily engaged in the work of being everyday heroes for one another and for our school community!

YOUNGERS



HD GREEN

On Free Write Fridays, students in HD Green have the opportunity to use what they know about writing and publish a work in a genre of their own choosing. Some students prefer to find inspiration in our current writing unit, while others have chosen to publish a work of fiction. A writing team of two published a book following adventures and misadventures of a turkey on a rampage. After sharing with the class, other students were intrigued and wanted to join the team for the next installment, *Turkey on a Rampage II*. During a recent Free Write, a team of thirteen took over our class retreat to work together. They divided their duties into jobs: writers, “idea” people, checkers, and “drawers” to name a few. These work times are truly collaborative and productive. Stay tuned for the turkey’s future adventures!

BRIDGE



BK BLUE

BK Blue has traveled near and far studying the cultures of Los Angeles. We have investigated many aspects of cultural similarities and differences. While learning about the Japanese culture, students became captivated with both Origami, the art of paper folding, and Samurai warriors. As these interests emerged, BK Blue teachers saw an opportunity for these interests to come together in geometry lessons incorporating the art and the era. Students created Samurai head gear through paper folding. This included learning how to find and create polygons and varying angles. Students followed step-by-step directions to make both large and small origami samurai helmets.

BRIDGE



LJ INDIGO

If you could study any time and place in history, which would you choose? The LJ Indigo class discussed and debated this very topic this spring when shaping the focus of our history curriculum. Students shared ideas that intrigued them as well as bits of information they already knew. Discussion over several days helped students narrow down their choices as they honed in on the times and places that most intrigued them. A final vote determined the American Revolution as the period that would be studied (with the French Revolution and Dinosaur Age coming in close behind). Allowing students to choose the time and place in history to focus on, while also honoring teacher determinations of appropriate learning objectives, fueled a highly motivating and engaging history study that has taken us through a spring filled with history-themed book clubs, Circle Times, a living history field trip, and other geography and history activities. The students even became their favorite characters and shared their personae with parents and school administrators.

MIDDLES

Curriculum Connections



LM VIOLET

Beginning in February, LM Violet dug into an Earth Science unit focusing on cleaning up an oil spill. The class began by experiencing first-hand the technologies utilized by and responsibilities of an environmental engineer when tasked with cleaning up an oil spill. Students tested soil samples in order to track the spread of pollution and its various effects within the ecosystem it contaminated. In small groups the class tested the effectiveness of assorted materials, such as sponges, nylon, coffee filters, yarn, rubber bands, felt, pipettes etc. to be used for containing or removing oil when spilled.

A question that continued to arise throughout our investigation was: "Why is our society oil reliant?" We visited the California Oil Museum in Santa Paula as well as the George C. Page Museum and La Brea Tar Pits to help us gain answers to that recurring question. These experiences sparked more questions. Students brainstormed a list of experiments they are eager to conduct to find more answers. This is where the concept of emergent curriculum took over full speed ahead, taking our planned unit of study to a new level; all of our studies of oil from this point on have been student driven.

As a class we have recreated oil rigs and rock settlements where oil is found, we have used our knowledge of how oil acts to create no heat lava lamps which lead to a mini side investigation into chemical reactions, and we have conducted a long term experiment involving oil evaporation. Our final, and perhaps most anticipated experiment, will be to recreate an oil spill on a body of water where the oil catches fire.

MIDDLES



HC OLDERS

Bright lights, quick-cooked meals, instant communication, streamlined navigation, green transportation—all these familiar concepts that we take for granted in the 21st Century—have come from the innovation of other human beings. Our modern conveniences have their roots in the science and technology of ages past. This year HC Olders students came together to find passion and inspiration stemming from their research into U.S. History. As they learned about life in previous decades and centuries, they began to find out about the innovations and inventions of various time periods. What emerged was excitement and curiosity about microwave ovens, electricity, Morse code, solar powered vehicles, navigational tools, and primitive weaponry. They recreated models of these early products and tools, realizing how they directly related to the lifestyles of those that have come before us. In doing this, they also gained a profound sense of respect, awe, and connection with ages past. Students were excited to share the outcomes of this inquiry as they demonstrated newly acquired, and self-directed learning in design, science, and engineering in the classroom and in the Studio. This creative and collaborative work sparked a palpable sense of their capabilities as future innovators. What's in store? We'll have to wait a decade or two to find out!



JJ OLDERS

Although the periodic table of the elements and the difference between chemical and physical change are essential pieces of information when studying chemistry, there is really nothing quite like an experiment. The JJ Olders class had some pressing questions that needed to be answered:

- "What happens to slime when it is heated?"
- "Will sparkling salt water mixed with baking soda explode?"
- "Is the melting point of tin affected by mass?"

As JJ Olders students learned the concepts of chemistry, naturally they wanted to experiment, so experiment they did! They proceeded to heat, freeze, mix, observe, and record. The teachers provided the materials and the framework for the scientific method and the students provided their questions and tested their hypotheses.

OLDERS CLUSTER



PHYSICAL EDUCATION

When the Middles Cluster was participating in their basketball unit in PE, some students noticed that the ball was not being passed equitably to all of the players.

Following the traditional rules, some students were not participating fully in the game. The students talked among themselves and came up with new “non-traditional” rules that they proposed to me. When the ball was passed from one player to another, instead of dribbling, the player that had the ball would stop and then pass the ball to another player. This student-led change in the rules created a more inclusive game. -From Pedro

MUSIC

There is a sign propped up on the wall as the students enter the music room that says, “Welcome to the Music Room! Dance, Sing, Listen, Compose, Play, Explore.” These words invite the students to interact with music in an improvisational, creative way that is deeply personal and meaningful to each student. The emergent curriculum in the music room begins with the question, “What do you want to try?” It sparks a conversation about how young musicians want to use the tools they have gained through exploration to express their individuality. The students at PS1 spend a great deal of time trying on different performance hats: dancer, actor, singer, instrumentalist, and composer. When the time comes for collaboration, “What do you want to do?” is the question that encourages students to take what they have discovered about their creative selves and learn about how that identity can successfully interact with other creative identities; choreographer, director, conductor, producer.

The students in Youngers have enjoyed an emergent music curriculum when deciding how they want to portray the story of Swimmy or Frederick the Mouse in a dramatic way.

The Bridge classes have listened to and analyzed the great works of classical composers and movie scores as a base of inspiration for movement, story, dance and composition.

The Middles have most recently been jamming with their recorders in small groups, supporting each other’s ideas in improvisations, melodic phrases and rhythmic sentences.

The Olders are working on making music videos using a song of their choice in small groups. They are independent and productive, and fully charged to see their ideas come together. The emergent curriculum is the most meaningful to children because it came from them, is guided by them, and represents them. I am absolutely thrilled to teach a subject for which this experience is vital. -From Virginia



ART

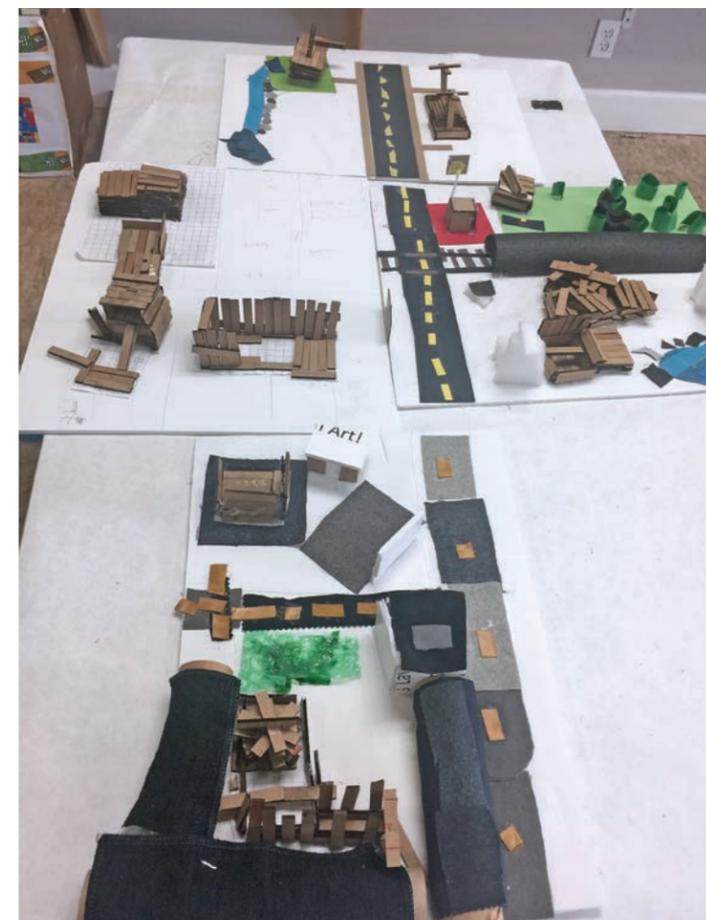
The planned lesson was for Youngers students to observe fruit and draw what they saw. But I admit I couldn’t resist picking a sampling of wild flowers blooming my yard. When the students saw the flowers in the Art Room, they gathered around and absorbed their colors, textures and shapes. They touched them with their fingers, examined the markings, and smelled the fragrances, wanting to investigate every part of the flower. We talked about the importance of flowers and how it would be very difficult for humans to survive without them. Bedazzled, students remarked how they never realized that flowers give us food, with comments such as, “I thought they could only feed the bees.” Our conversation continued and we decided to use our beautiful flowers for our next art project. The students deconstructed the flowers and provided a whole new way of examining their beauty. -From Lina

LIBRARY

Reading passions are emergent full-time in the Library, as children are choosing their own books, or picking up a book that catches their eye, or asking for help in finding an answer to a vitally important question. We share poetry and books when the students come for their weekly Library Time, and the children are always making suggestions about a favorite book or well-loved story to share. A student of Guatemalan heritage was eager to have a story from Guatemala as a part of Library Time. *The Hero Twins*, a graphic novel version of *Popol Vuh*, provided history, entertainment, life lessons, geography, vocabulary, thrills ‘n’ chills, and a satisfyingly happy ending to the struggles of our heroes, *Hunahpu and Xblanque* (Hunter and Jaguar Deer). In truth, every good book offers many such threads to untangle, breadcrumb trails to follow, and worlds to explore and make your own. Thanks to the student’s suggestion, we all received life lessons in Quiché Mayan literature, history, art and architecture! -From Christina



Curriculum Connections



THE STUDIO

The goal of emergent curriculum in The Studio is to respond to every child’s interests. Our practice is open-ended and self-directed, and lends itself to a play-based environment.

The students in BJ Yellow were excited to explore and report on their study of community, identity and neighborhoods. They designed city blocks from what they love about their own neighborhoods and in The Studio using one of their favorite centers to explore; The Block Area.

We used a variety of measurement tools and our counting skills to figure out how to shrink their classroom *CitiBlocs* using our Studio’s *The Full Spectrum Laser Cutter*. Students asked: What’s my design? How many blocks will it take? What’s the perimeter of my mini-house’s footprint in cm? We sketched our block plans together in groups of three and created our city with materials they love from The Studio. -From Chris



The PS1 Alumni Association



Kate Berlant, Class of 1999, performs with John Early (photo: NBC.com)



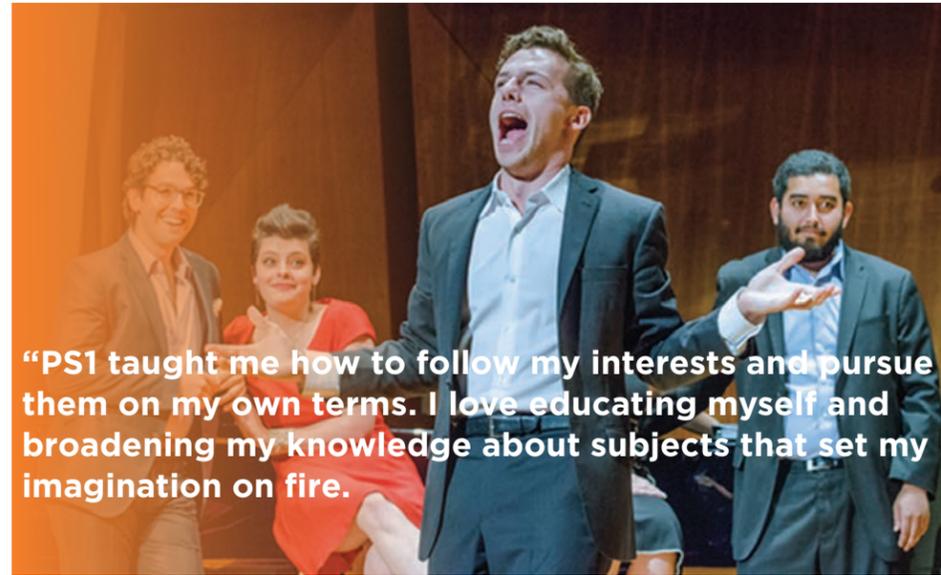
Gemma Brand-Wolf and Julia Hallin-Russo, Class of 2012, at Archer Prom



Annie Killefer, Class of 1993, at 2017 Womens March

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!



“PS1 taught me how to follow my interests and pursue them on my own terms. I love educating myself and broadening my knowledge about subjects that set my imagination on fire.”

Jeremy Hirsch, Class of 2003 (photo: jeremyhirschbaritone.com)



Gina Segall, Class of 2006, graduating from Columbia University

Dear Alumni,
In the spring, we look forward to the Annual Camping Trip, final Circle Time performances, Graduation, and Moving Up Day. What memories you must have of your time here!

Please enjoy this issue of *Periscope* and the alumni updates enclosed. Thank you for all the wonderful submissions! Do you have an update? You may send your news to share through our online Alumni Update Form at psone.org/community/alumni or email me directly at beth@psone.org. Bring on the photos! We love any and all updates.

Your ideas, energy, and engagement are a necessary force to keep connections active. We have an Alumni Committee at work and need more alumni on the Committee. This could be you or your parent. Please join us in our alumni efforts. We miss you!

Yours in staying connected,
Beth Kemp, *Director of Admissions & Alumni Relations*, 310.394.1313 x119

Alumni Class Reps by Year

1971-1999
Classes of 1990-1994: Please email beth@psone.org if you'd like to volunteer as a grad rep for these years

- Class of 1995:**
Brian Roth, Brirouth@gmail.com
- Class of 1996:**
Cody Dashiell-Earp, codyde@gmail.com
Heston Liebowitz, heston@hestonliebowitz.com
- Class of 1997:**
Brianna Dollinger, bfdollinger@gmail.com
Zachary Brock, zbrock@gmail.com
- Class of 1998:**
Nora Frankel, nora.frankel@gmail.com
Zachary Meredith, zachmeredith@gmail.com
- Class of 1999:**
Beryl Liebowitz, beryl.liebowitz@gmail.com
Isabella Lebovitz, Isabella.lebovitz@gmail.com
Harley Wertheimer, harleyjusticew@gmail.com
- Class of 2000:**
Michael Larson, michaelkentlarson@gmail.com
Erica Everage, Erica.v.everage@gmail.com
Gina Rockenwagner, gina@poppyandpima.com
Jake Faulkner, jbfaulkner@gmail.com
- Class of 2001:**
Devin Carli Singer, devincarli@gmail.com
Kylie Clark, kylie.d.clark@gmail.com
James Weinberger, james.m.weinberger@gmail.com
Alex Marshi, alexandermarshi@gmail.com
Sam Alper, alper.sam@gmail.com
- Class of 2002:**
Hayley Lloyd, hayley.d.lloyd@gmail.com
Brad Thompson-Moreland, bradleytm@gmail.com
Molly Wertheimer, mollyrosew@gmail.com
- Class of 2003:**
Rosie Achorn-Rubenstein, SRAR1290@sbcglobal.net
Michelle Cortrite, mcortrite@gmail.com
James Larson, thatjameslarson@gmail.com

- Class of 2004:**
Lindsay Rapkin, lindsrap@aol.com
Griffin Harris, saucemang@gmail.com
Alex Hartung, abhartung@gmail.com
Elijah Tilghman-Eddings
- Class of 2005:**
Elle Brosh, epbrosh@gmail.com
Lili Cohen, oldbritishman@gmail.com
Sam Mindel, samuel.mindel@gmail.com
Natalie Swain
- Class of 2006:**
Gabe Schuman, febesons@yahoo.com
Wade Clement, wade01@aol.com
Gina Segall, ginasegall@yahoo.com
- Class of 2007:**
Ariel Fenster, naturalist.child@gmail.com
Emma Laurent, esl2@st-andrews.ac.uk
Leslie Dinkin, leslied1017@aol.com
Morgan Pantuck, mpantuck@gmail.com
- Class of 2008:**
Zak Fenster
Louly Maya, loulymaya@aol.com
Hero Stevenson, hero.b.stevenson@gmail.com
- Class of 2009:**
Kalia Bornstein, Kalia@bornarch.com
Nicki Shapiro, Caligirl81297@gmail.com
Jake Mindel, jakemindel@gmail.com
Marie Line, Mariejline@yahoo.com
- Class of 2010:**
Asa Germann, asa.germann@gmail.com
Veronica Crow, misscrow98@gmail.com
Rudy Frayre, rudyfrayre@yahoo.com
Kelly Riopelle, Kerio311@gmail.com
- Class of 2011:**
Amanda Reymer
Rod Henley, rhenley123@gmail.com
Olivia Bornstein, oliviajordan99@gmail.com
Dylan Vecchione, Dylan@vecchione.com

- Class of 2012:**
Matthew Tovar, dkm3tov@gmail.com
Sadie Abraham, sadiejean@me.com
Lukas Mitchell
Camille Riopelle, catlover131@gmail.com
- Class of 2013:**
Melina Waldman, mwaldman2019@bwscampus.com
Sage Brand-Wolf, sbrand-wolf19@archer.org
Farid Adibi, farid@adibi.me
Zachary Leete, pelicanmouth@verizon.net
Katie Raphaelson, kraphaelson2019@bwscampus.com
- Class of 2014:**
Isobel Mosley-Brown, Isobellola@gmail.com
Maggie Marks, maggiemarks@icloud.com
Jackson Garland, jackcatnip@gmail.com
Delaney Michaelson, del.m@hotmail.com
- Class of 2015:**
Emily Lippman, emily@thelippmans.com
Dylan Santana, Dbestsantana@yahoo.com
Charlie Kortleven, charliekortleven@yahoo.com
Jay Jay Venegas, JayJayvenegas@gmail.com
- Class of 2016:**
Angus Ebeling, aceebeling@gmail.com
Teala Fishman, tealafish@gmail.com
Ted Greenberg, tedpatriots@icloud.com
Izzy Hyman, izzybizzabee04@icloud.com

Peter Hopelain, Class of 1987
Peter was featured in a recent story on NBC 10 (Johnston, R.I.) about his work as a mentor with the Foster Forward Real Connection Mentor Program. To watch the inspiring video of Peter with his mentee, Derek Dunbar-Boucher, visit: <http://turnto10.com/station/tuesdays-child/tuesdays-child-derek-finds-mentor-in-fellow-car-buff>

Brandon Bogajewicz, Class of 1994
Brandon wrote about his experience at the Women's March in Washington, D.C. He says: "Creativity and dedication of so many thousands adds up and feels so strong and powerful. I didn't vibe with every message but reading so many helped me hone in on the ones that mean the most to me. Thank you sign makers."

There is no way to truly summarize the day. Nor should it really be summarized. It's not over! The whole world is watching what we do next. Let's show them something good."

Heston Liebowitz, Class of 1996
Heston is currently working as a senior design engineer at LYFT and lives in the Bay Area.

Beryl Liebowitz, Class of 1998
Beryl is completing her first year at Bastyr Naturopathic Medical School.

Kate Berlant, Class of 1999
Kate was a featured guest on *The Tonight Show* starring Jimmy Fallon with fellow performer John Early. The two comedians have performed together and separately on stage in New York City for years. Congrats Kate!

Nicole Haskins, Class of 1999
Nicole is a professional ballet dancer with Smuin Ballet in San Francisco, as well as a

freelance choreographer working on companies and schools across the country.

She writes: Hey Joel, I was reading this book and I found this passage that I felt perfectly summed up what I love about PS1 (and my parents agreed). It's a short novella by a Swedish author named Fredrik Backman who wanted to try to help explain Alzheimer's to his children. But the passage was more about learning. The novella is called *And Every Morning the Way Home Gets Longer and Longer*: "Our teacher made us write a story about what we want to be when we're big," Noah tells him. "What did you write?" "I wrote that I wanted to concentrate on being little first." "That's a very good answer." "Isn't it? I would rather be old than a grown-up. All grown-ups are angry, it's just children and old people who laugh." "Did you write that?" "Yes."

"What did your teacher say?" "She said I hadn't understood the task." "And what did you say?" "I said she hadn't understood my answer." I hope you are fantastic. Thank you for believing in and understanding children!

Jacob Faulkner, Class of 2000
Jake connected with PS1 about a project he is working on, led by a USC doctoral grad student. He shared his knowledge about the early and great women guitar players in America with PS1 Olders students, performing the music that these women played, talking about their lives, and discussing how they helped influence the development of guitar playing.

Jeremy Hirsch, Class of 2003
After PS1, Jeremy attended Brentwood School and The Peabody Conservatory/

Johns Hopkins University, where he earned a Bachelor of Music in Voice and a minor in English. Jeremy works as a professional classical musician (singer) and lives in N.Y. He says, "PS1 taught me how to follow my interests and pursue them on my own terms. I love educating myself and broadening my knowledge about subjects that set my imagination on fire. At PS1 I learned that knowledge and education can unlock profound personal joy; that joy can galvanize the individual to want to share and engage in the community at large for the benefit of all. PS1 also taught me a respect for individuals, ideas, nature, and the environment. There were so many wonderful teachers through my years at PS1. I'll never forget how John Waldman's poetry opened my eyes and ears to depth of feeling that good art can provoke. There was a class where we did an exercise with his poem 'Of Madrid' that permanently oriented the course of my life towards art making. It's that type of experience that seems uniquely PS1."

Gina Segall, Class of 2006
Gina's dad Ron writes in: "Gina graduated from Columbia University last May with a triple concentration of Linguistics, Anthropology, and Russian. She currently lives in the West Village area of N.Y. She has enjoyed exploring her creative side with internships in artist and print studios, plus writing music and practicing on her growing variety of musical instruments."

Rudy Frayre, Class of 2010
Rudy graduated from Crossroads and currently attends The University of Redlands. He plans on declaring his Business Administration major and potentially a minor in studio art. He just completed his first season on the men's soccer team that finished last season ranked 8th nationally.



Wyatt Winfrey, Class of 2010



Halle Jacobs, Class of 2011



Denmark Visits PS1!

HC Olders welcomed Sommer Jacoby from Denmark in February as part of her educational requirement at the Bernadotteskolen. The children there are required to spend a week in another school in another country. This fortunate opportunity for PS1 was made possible by alumni parent, Peach Reasoner (Gina Segall, Class of 2006). In the photo, Sommer is pictured with one of her co-hosts, Erika Tinsley. Claire Asten also co-hosted.



Walker Jacobs, Class of 2015, and his dad, Rob



Holland Visits PS1!

Kindergarten equivalent student Julie-Alice hosted two visitors to PS1 in May. Her two teenage cousins were visiting from Holland and were excited to experience Julie-Alice's elementary school. After getting a tour of campus, they joined in a spirited game of basketball on the Euclid Yard!

Wyatt Winfrey, Class of 2010

Wyatt's mom Mary writes in: "I am proud to say Wyatt will be attending NYU as a freshman in fall 2017! He is interested in the arts, film, photography and more. For his senior high school project he is in LA, interning for gallery Blum and Poe, working on a photography project and doing a bit of modeling. He lives with me in New York City as he attended high school in the city. We both still spend a lot of time in Los Angeles with friends and family."

Halle Jacobs, Class of 2011

Rob Jacobs tells us: "Halle is graduating from The Archer School for Girls with honors and will be attending Barnard College at Columbia University in N.Y. and is VERY happy about it. Halle was on Archer's Honor's Counsel, won three gold medals in the National Foreign Language Assessments in Spanish, and anchored the school Tennis team. Halle attributes much of her academic success to the confidence, competence and connections she acquired at PS1 (and to the fact that she did all of her homework on her Dad's treadmill desk)."

Nicole Gurzeler, Class of 2014

Nicole attends Marlborough School and plays competitive club volleyball in Southern California. She says PS1's approach to learning helped her keep an open mind when trying to solve issues in life, learning to take an equal look at her range of options rather than focusing on one answer.

Walker Jacobs, Cohort Class of 2015

Walker Jacobs is graduating Westmark Middle School this year where he's won the Critical Thinking Award, the Anti-Bullying Award, honored for Resiliency and been anointed a History Legend. In addition Walker has led Westmark's football, basketball and soccer teams to numerous

victories. This year Walker was captain of the Westmark basketball team which won their division Championship. Walker plays PPBA Pony League baseball and also plays with the Southern California Allstars Travel Basketball team.

Noah Eatman, Class of 2016

Noah currently attends Crossroads and tells us that his main interests are English, History, Math and Music/Music production. He plays piano, guitar, produces music, and sings. When reflecting on his PS1 experience, he says, "One of the major things that I learned at PS1 was to accept each other no matter race, religion, etc."

Eli Kaplan-Packer, Class of 2016

Eli attends Crossroads and plays in a middle school jazz/rock band. He also runs the Star Wars and Minecraft clubs and recently completed a service learning project about programs that help underprivileged kids play music. He says PS1 helped him learn "that being myself is a good thing and should always be encouraged, never looked down upon."

GRADUATING CLASSES of 2011

Amanda Reymers	Becket Hamel	Bud Kuhns	Benji Cakir	Clyde Mulrone	Dylan Vecchione
Ethan Chasen	Haley Holbrow	Halle Jacobs	Hannah Gratch	Harrison Ornest-Leslie	Ivey Burns
Jasper Merlis	Joey Wilson	Justin Ciccone	Justin Eatman	Louis Waldman	Olivia Bornstein
Rachel Seplov	Roderick Henley	Reece Robinov	Rita Pisegna	Sophie Aaron	Trevor Nevell
		<p>PS1 Pluralistic School Class of 2011 Reunion</p> <p>at PS1</p> <p>Sunday, May 21, 2017 4:00-6:00 PM</p>			
Will Holbrow	Yasmine Ghodsi				

#PS1SeniorReunion

After this issue went to print, PS1 hosted an alumni reunion celebration for the cohort Class of 2011 (students who are graduating from high school this year). We aim for this to be a yearly tradition for our alumni to gather and connect with each other informally on campus as they graduate from high school.