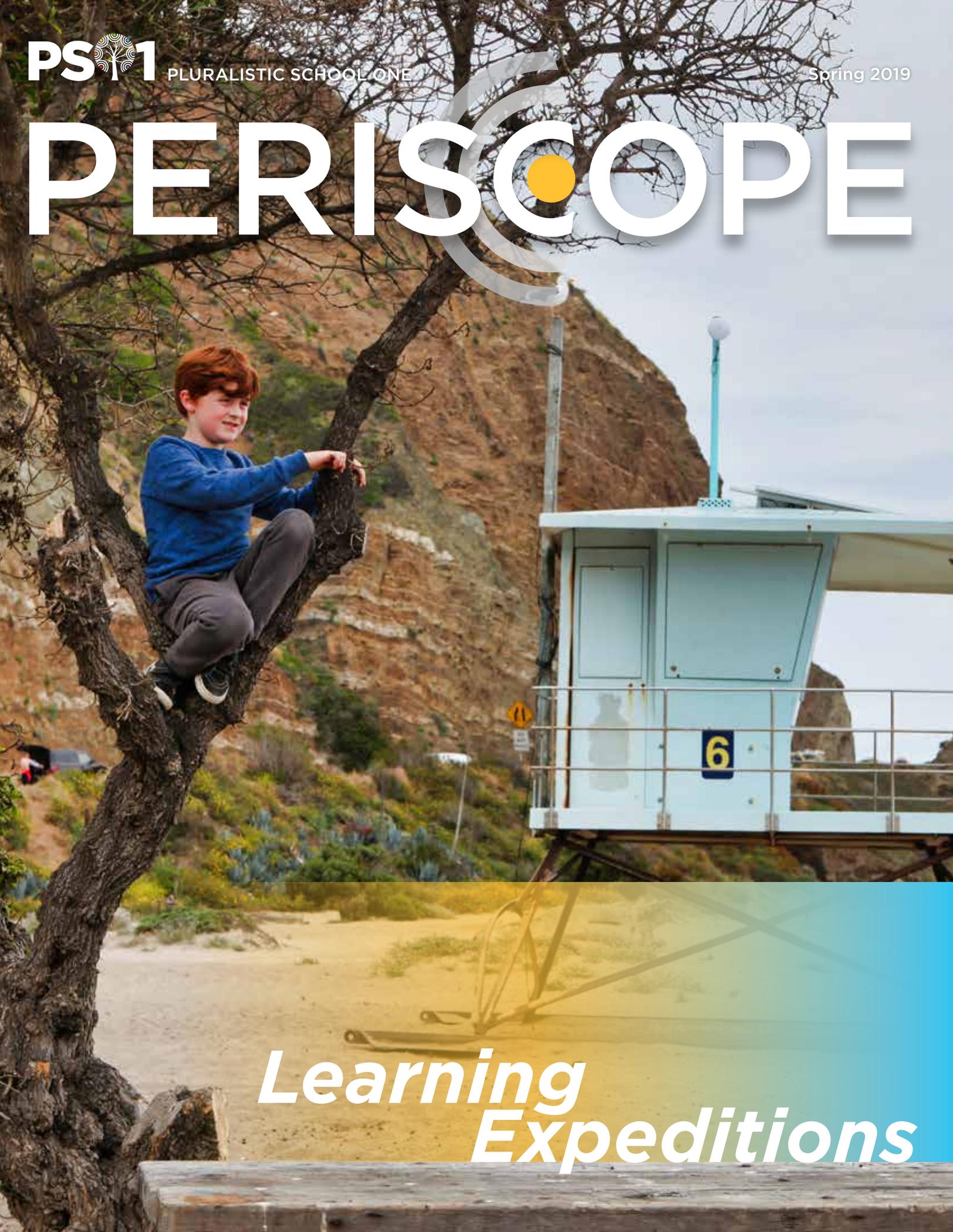


# PERISCOPE



*Learning  
Expeditions*



“A mind that is stretched by a new experience can never go back to its old dimensions.”

—OLIVER WENDELL HOLMES

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**THE PERISCOPE**  
Volume 29, Number 2

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**Cover photo: Hana Ogawa**

# The Familiar And The New

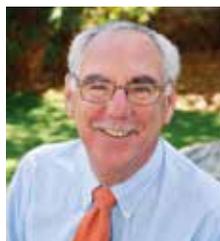
*Learning Expeditions* is the theme for this issue of PeriScope. All of life is a learning expedition. Each day a little different from the day before. Each day where perhaps every little thing does not go as planned. Each day represents the possibility of our travels taking us in a slightly different direction. Each day, planned or otherwise.

When you are a professional in a school, the possibilities for planned learning expeditions for each student and for all students grow exponentially. These can range from individual projects and immersions based on a child's interests and passions to a class-wide study on a specific project, again emerging from knowledge of the students in a specific classroom. At PS1 these expeditions can take the form of a cluster experience or even cross-cluster. A learning expedition can be real or virtual, based on research or interviews, done singly or with a partner.

The most common forms of PS1 learning expeditions are field trips which are always tied into or serve as extensions of the curriculum. Descriptions of some specific examples are included in the Curriculum Connections section of this issue. Suffice it to say, teachers write up their field trips requests for approval based on how they are extensions of the classroom experience. We learn best in many different ways—visual, tactile, auditory, and experiential. These techniques are all evident in our approach, from field trips to Circle Times, where we witness the coming together of specialists and classroom teachers in presenting a coordinated representation and performance of art, literature, STEAM Makers Studio, and music integrated into the demonstrated workings of a classroom or cluster.

I think back to my own learning expeditions as a child. From eight to eighteen years old, I went to a sleep-away camp every summer for eight weeks. It was the highlight of my childhood, serving to overcome the blandness and sameness of my traditional education. Why? Because camp wasn't just one thing; it was a full experience. It always contained a continuation of many traditions that I came to count upon every summer. There was a balance of predictability and newness. I had a large group of friends who I looked forward to being with again year after year in a place where we could be ourselves. The summer camp experience was also always full of surprises, a perfect blend of the familiar and the new. And I felt free... and myself. There was a spirit to the place that was infectious and oh so welcoming—camp made us feel that we were all part of one big family.

Flash ahead some years. I was 24 years old and deciding to start PS1 Pluralistic School. Why? Because I wanted kids to have the same feelings I had had; I wanted to replicate that experience for them all school year long, not just during summer. Why limit it to just eight weeks? And what if you could find a way to include parents in that setting by creating a place where parents were as comfortable as their children, where they also in their own way grew up together, and where the talents and passions of so many could come together and provide a rich and varied environment in A Place Called School? Camp always felt like a place for kids. We set out to create a place for families.



## Head's Column

Embracing nature then and now—A major part of the camping life occurred through regular campfires and overnights. That's where the Head Counselor of the camp led us all in singing, "And the green grass grows all around, all around... and the green grass grows all around." We all still sing that tune together around a campfire every year at the all-school camping trip.

Camping Trips—the penultimate school learning expedition. As with sleep-away camp, you live with others separate from your parents and with a group that you can trust. We have had an all-school camping trip every year the school has been in existence. Our first one was in the 1971–72 school year. We've had them in the rain, with cold nights, through times that the entrance to the campsite was blocked at the last minute for the repaving of asphalt, with kids worrying if it would work out okay, only to have triumphant returns to school and their families. Until 15 years ago, even the Youngers spent the night. (Now they still have the long bus ride, events throughout the day, making meals together, and ending with a bus ride home. The bus ride home is much quieter than the bus ride to the campground—many sleep most of the way home after a long, full day at the beach and in the mountains. Physical exhaustion and psychological achievement—the best of both worlds!)

The camping trip represents a unit of study for each of our classes in and of themselves. There is the planning, the execution, and the debriefing and sharing of favorite moments. Students learn self-sufficiency and interdependence. During the whole progression of the elementary school experience, children gain more and more independence. I love that each PS1 student gets the full year experience that I had for only eight weeks every summer. School can and should be a child's Ultimate Learning Expedition.

—Joel Pelcyger, Head of School



“Learning Expeditions” at PS1 Pluralistic School are an integral part of the learning experience. Our teachers use the rich opportunities afforded us by being an urban school, as well as the access to ocean and mountains and the diverse ecology that exists so close at hand. Learning Expeditions enrich the curriculum and student learning.

The purpose of these trips is to provide students with real-world connections to the curriculum content. From the African American Museum to Santa Monica’s tide pools to the California Science Center, our students are exploring the world as part of

their learning. Research on the power of learning expeditions indicates that enrichment field trips increase critical thinking, motivation to learn, and address multiple learning modes (Neville, 2011). Teachers and students return from these trips with rich anecdotes about connections that the students have made and the thinking that was generated, and teachers then build on these insights back in the classroom. Read on about the diverse expeditions taken this year by each classroom, and the way our Specialists thoughtfully integrate that learning into their own programs.

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



# Learning Expeditions

CURRICULUM CONNECTIONS

# Youngers Cluster

## ORANGE

### Youngers Cluster

As part of our study of our neighborhood and community, the Orange class learned about local businesses. Students went on several walks around the neighborhood to find out which businesses are located nearby and what types of goods or services are sold there. A major emphasis of this study was on the ways people work together within a business to complete a job. One of our learning expeditions was to a local restaurant, The Independence. Students met with the restaurant owner (Jonathan Chu, a PS1 parent) who explained what goes on “behind the scenes” and introduced us to the many people who help make sure things run smoothly, including the head chef and kitchen staff. Reflecting on this experience, students were able to identify the important things that all businesses need to operate, including employees, cash registers, window displays, storage space, and of course, a bathroom! We then worked to synthesize and apply what we learned to create our own “pretend” business or store, starting with blocks. These stores were built in the Orange classroom, transforming the space into a commercial zone.



## RED

### Youngers Cluster

To further our study of solar energy, the Red class took a field trip to the Santa Monica Ferris Wheel. We walked and rode the Big Blue Bus (supporting sustainability!) to the pier to learn more about how solar energy powers the Ferris wheel.

Students learned that it is the only solar-powered Ferris wheel in the world! The solar panels collect enough solar energy to power its 160,000 lights with 71,000 kilowatts of power. Of course, students were most excited about taking a ride on the Ferris wheel.

When we returned to school, we shared what we learned about the Ferris wheel and then worked in the Studio with Chris to build a replica. Everyone collaborated and had an opportunity to contribute to the group project.



## YELLOW

### Youngers Cluster

This spring, students in the Yellow class became aware of a special place that exists on the PS1 campus called the Archives! Students visited the Archives room on the East campus and heard from one of the founders of PS1, Ellie Pelcyger. During this visit, students learned how PS1 started and how it grew into the school we know today. They pored over photographs, past yearbooks, class projects and even saw the very first Periscope! It was written by the students of PS1 at the time. Students learned so much and could not wait to donate their “All About PS1” book to the Archives for future generations to enjoy.

# Bridge Cluster



## GREEN

### Bridge Cluster

For most students in Green, this was their first overnight on the All-School Camping Trip. To prepare, we took a day-long learning expedition to Sycamore Campground to help students become familiar with the environment.

We began by scouting out the best campsites, considering which had shade and sunlight as well as open spaces to play, and of course a good firepit for s'mores! We mapped out the closest bathrooms and planned a spot to draw a chalk crosswalk for crossing the driving path. We hiked one of the many trails leading off from the campgrounds, identifying plants to avoid such as Stinging Nettle and Prickly Pear. Following hiking and picnicking, we headed to Sycamore Cove Beach! The students brainstormed safety guidelines and boundaries, then practiced following them with a little beach romp time.

When we arrived for the All-School Camping Trip, Green students entered confidently and embraced the opportunity to be leaders within the larger group. Traveling to Sycamore Campground in advance helped our classroom community become invested in and excited about their new adventure!



## BLUE

### Bridge Cluster

This year the students in the Blue class were able to learn physics through inquiry, collaborative group work, and in-class experiments. To deepen their understanding they experienced the laws of physics come to life on their learning expedition to Knott's Berry Farm. A docent-guided tour encouraged them to predict which forces they might experience before riding an attraction. Then they had the opportunity to participate in the ride and conclude with a reflection. A bumper car attraction provided the experience of Newtons' Third Law of Motion; for every action, there is an equal and opposite reaction. A circular swing ride allowed them to feel centripetal force and microgravity. The students were abuzz with excitement to feel physics applied to their own bodies. It was an enriching day of learning and fun. Soon after, students were seen making marble run roller coasters during Studio time and moving box cars on the playground. The trip to Knott's Berry Farm inspired them to test physics all around them.



INDIGO  
Middles Cluster

# Middles Cluster



One of the most memorable learning expeditions this year for the Indigo class was our visit to the California Science Center. This trip advanced students' study of potential and kinetic energy in Science and the Studio. In class, students learned about the difference between potential and kinetic energy using Newton's Cradles, rubber-band boats, and swinging pendulums. Then they researched the *six simple machines* to create a group presentation on how work can be made easier by transferring energy using these machines. At the California Science Center, the students enjoyed a roller-coaster workshop where they had to put their knowledge and understanding of potential and kinetic energy to the test by creating a roller-coaster track with hills, bends, and loops. The aim of this experiment was to make a ball travel to the end of the roller-coaster track using only the potential energy that was released from the drop point. After the expedition, students returned to the Studio, where they had the opportunity to further explore the impact of potential and kinetic energy through Rube Goldberg Machines.

VIOLET  
Middles Cluster



The Violet class visited the Autry Museum as part of our California History and Gold Rush study. The museum enhanced student learning through thought-provoking tours and interactive activities. One simulation was the Adventures on the Oregon Trail where students used critical thinking to make decisions on how to survive the journey west. When asked about the connections students made with what they were learning in class, students responded, "I learned how travelers could get some really bad diseases and that it would be best to leave people on the side of the road. It helps me connect because I could see the life choices that you had to make to survive." "It helped me connect to the books we were reading in class. We got to see a carriage like the one Charlie rode in *Riding Freedom*." Students also become historians by using artifacts and primary sources to uncover stories about California communities. One student mentioned, "We learned about the different materials they used to create tools to help them survive, like fishing poles and baskets. I enjoyed learning about the differences such as money and types of entertainment there were during that time period." This visit was a truly enriching experience.





## LH OLDERS



Our study of the press was multifaceted and evolved to reflect our students' interests. In class, we began by examining the role of the press in shaping public opinion. Students rotated through a series of lessons with each of the four Olders teachers where they investigated different aspects of the First Amendment, political cartoons, front page news, and social media. Following this experience, we hosted LA Times reporter, columnist, and editor (and PS1 alumna parent), Robin Abcarian, who shared her insights as a member of the press.

Inspired by our guest, we began to think critically about the differences between news reports and news columns. Students researched and wrote a news report about an impactful event in US history, and then turned it around to write a column the following week. Before writing the column, they considered the stakeholders who may have been impacted by the event and what their varying points of view might have been. By putting themselves into the shoes of others, our writers were able to more clearly express their ideas, opinions, and feelings in their columns.

We tied all of this together with a memorable visit to the *LA Times* Printing Plant where we saw a newspaper made from its original source in a giant roll of paper to a finished copy. Some of our students were so impressed that they started their own edition of the *PS1 Times!*

# Olders Cluster

Students in JA Olders took two learning expeditions this year to the Los Angeles County Museum of Art. The second expedition was particularly poignant, due to the extraordinary artwork that was on display at the time, and because of how the artwork was directly related to students' recent investigations in social studies. Charles White was an African-American artist from the Midwest who moved to Los Angeles in the 1960s. His work melded social activism with his meticulous renderings. One series evoked images of the slaves crossing the Atlantic, a scene many of the students recognized and explored in deeper conversation with the museum docents. To further build on this notion of artist as activist, the students discussed artist Mark Bradford's wall-size mural, 150 Portrait, which explores the fatal shooting of Philando Castille by police officers in Minneapolis. Through stories, poetry, video, conversation, and cuisine, the students in JA Olders have traversed aspects of United States history. This learning expedition added another layer to that study through powerful visual expression.



## ART



We are fortunate at PS1 to be able to enrich our students' lives with fantastic learning expeditions. In the JA Olders class, we took a field trip to the African-American Museum to view the art of Eric Mack and explored his colorful paintings. This expedition gave students a chance to appreciate the arts and culture beyond our school community. It also inspired the subjects we studied in art class and enhanced their learning in the classroom. After discussing and observing Eric Mack's paintings, the students created their own paintings on canvas using similar techniques and colors seen in Eric Mack's paintings. In particular, this learning expedition fostered more knowledge about art and culture, and helped students develop stronger critical-thinking skills and historical empathy.

## MUSIC



The Bridge Cluster visited the Grammy Museum this year to learn more about the American music genre, the Blues, as an expansion of their study of black history. The field trip sparked student' curiosity about Blues history, and it ignited an eagerness to apply the genre to their music class experience. Back at PS1, we learned about different Blues riffs, the history of the Blues and its origin as work songs during the time of slavery, famous Blues musicians, Blues instruments, and how the Blues sound can vary in different regions of the country.

Bridge students learned the difference between the 12-bar Blues and the 8-bar Blues. They wrote lyrics inspired by scenarios that gave them the "Blues." They also played different Blues forms on classroom instruments. Both the Green and the Blue classes demonstrated their newfound passion for the Blues genre in musical performances during their Class Circle Times this spring.

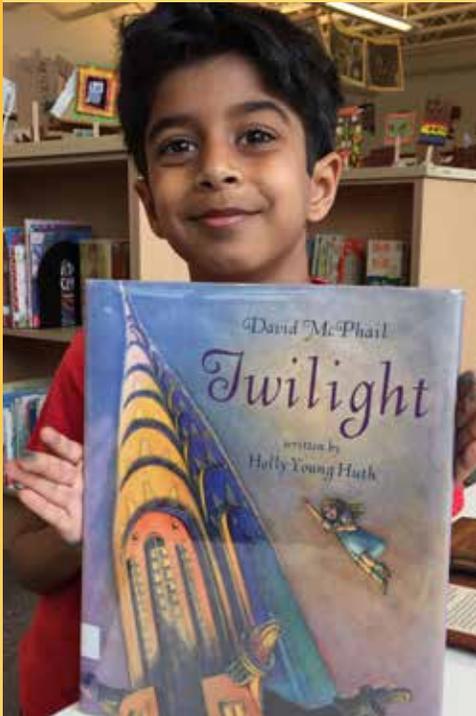
## PE



An important tradition at PS1 is our annual all-school camping trip. Before parting, each class practices how to pitch a tent. Together on the PS1 campus, we clean, check zippers and count to make sure that we have the appropriate number of suitable camping tents and poles for each classroom.

Tent set-up practice teaches children responsibility, teamwork, cooperation, and gives children tools to creatively solve problems. The exercise increases awareness of expectations on the trip and helps ease students' excitement and anticipation.

Sharing tents in the great outdoors brings our school community together and connects the whole school to nature. Camping provides a wonderful adventure, and our tent practice activities provide an opportunity for students to plan and prep for a successful expedition.



The Bridge Cluster had a learning expedition to Watts Towers, as one part of their exploration of towers that they designed in the Studio and constructed in Art (on display in the Library this spring).

Because literature enhances everything, in Library class, we considered these literary ideas about towers:

*What would it be like to stand at the top of a tower?*

Poet Angela Johnson wrote:  
 "...because I can fly as free as  
 I feel / and watch my people /  
 with love / from above."

*What is the perspective from up?*

Poet Laura Kasischke wrote:  
 "Like / the ladder / of a spine /  
 laid down / in the desert. /  
 You can climb / to the world you  
 want. You can paint / the world  
 you see."

*Why go high rather than low?*

*Architecture According to Pigeons* gave us a good answer to this one: "Humans have built towers to make them feel safe and secure: castles and fortresses, beacons and lighthouses. Plus the views are fantastic. THAT's what's with all the upness."



In connection with the Youngers Cluster's learning expeditions to the Santa Monica Ferris Wheel and Kidspace Museum in Pasadena, students explored how materials affect design solutions in the Studio. Students learned about wind and solar energy. They also considered the question, "How does understanding materials help the designer to create better solutions?" Students tested rock, wood, metal, yarn, fabrics, paper, plastics and clay. They discussed and examined the strengths and limitations of these materials and applied their knowledge to building windmills and simple machines.

Some discussion topics included:

- What is it about this material that you like?
- Why are you connecting these materials in this way?
- Why did you arrange these materials this way?
- How is each person on your team represented in this design?

Together, students created a windmill design that considered both stability and aesthetic impact. The students planned their construction, tested their models, and then shared their learning process about solid materials and their understanding of them.



# Traditions Old

# & New

## Open House

PS1's annual Open House provides an opportunity for students and teachers to share their best work with the community. Students plan for weeks ahead of the event, choosing which aspects of the curriculum to share and designing experiential stations to exhibit their work. 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, to 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. This year, the evening Open House was more exciting than ever with Studio projects on the Euclid Yard, physics experiments in the classrooms, math games galore, and so much more. In classroom after classroom, students' ideas for what to display came alive!





## ^ PS Serves

In the spirit of sharing, PS SERVES culminated another year of service with the presentation of a hearty and healthy meal of meat and vegetable lasagnas plus fresh salad to our neighbors and good friends at Turning Point Transitional Home. The sweet dessert of chocolate chip cookies baked by the Blue Class in the PS1 ovens was the product of that day's math lesson on measurement and ratio.

Each place setting included a colorful place mat personalized with messages of encouragement and affirmation. Center piece vases were filled with handmade paper flowers. Interacting with the staff at Turning Point, students chopped, tossed, decorated, participated in a Q & A, and were treated to a tour. Our work force was representative of students, parents, faculty, and present and former staff.

Thank you to everyone who contributed to the past year of PS SERVES activity. Our association with The People Concern has grown to be one of authentic partnership built on mutual respect and gratitude. Together, we can look forward to continuing the tradition of PS SERVES in 2019-20 under the ongoing leadership and awesome coordination of PS1 parents, Taura and Jade, along with PS1's growing cadre of committed and caring service providers.



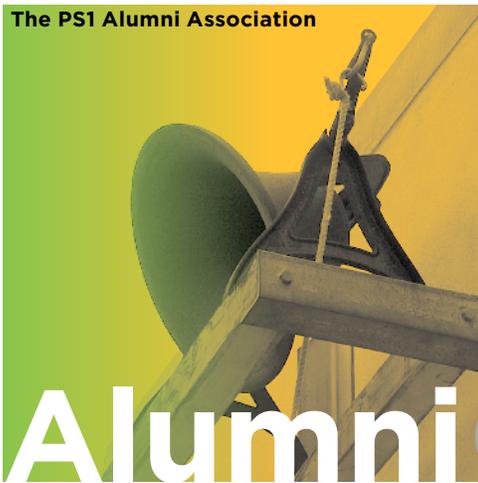
## < The Beach Ball Fundraising Gala

Thank you to everyone who joined the fun, volunteered and donated to The Beach Ball Gala on April 27th! Connected to this year's theme of The Beach Ball, we highlighted the importance of environmental responsibility by partnering with Heal the Bay throughout the year for a Circle Time presentation and two all-school beach clean-ups at Santa Monica Beach. This was PS1's most successful fundraising Gala to date, as we raised more money than ever on Raise Your Paddle to Fund a Need for Financial Aid. The production of our Beach Ball Gala was the result of the collaborative efforts of many volunteers, working together in a community with a shared vision and purpose. We are so proud. See you next year!



## ^ Grandparents and Special Friends Day

Grandparents at PS1 are a vital part of our community. They are engaged in so many ways... volunteering in classrooms, volunteering on committees, and sharing their wisdom with the stories they write for the Memoir Club. This year's Grandparents and Special Friends Day on May 10th was a celebration of these important relationships and an opportunity for our students to share their special school. We planned a wonderful program complete with music, student performances, and classroom projects to celebrate these connections, and we were grateful to welcome so many grandparents and special friends to campus.



# 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!

### Jasmine Molina Dean, Class of 1993

Jasmine and her husband Jeremy live in Baton Rouge, LA. They recently welcomed baby Harlow! Jasmine's nephew, Oliver, begins his own PS1 journey as a Younger this September.

### Ryan Browne, Class of 1994

Ryan and Tahlia Harbour have a new baby, Rowan Brio Browne... which makes Jackson a Grandpa!

### Brian Kim, Class of 1995

Brian is the General Manager at GumGum Sports, an "artificial intelligence company with a focus on computer vision." As the GM, Brian oversees the company's strategy, sales, and operations. He attended Brentwood School and received his B.S. in Biomedical Engineering from Columbia University. He lives in Los Angeles.

### Nick Cron-DeVico, Class of 2002

Nick won an Emmy in the "Outstanding Short Form Animation" category for his episode of Robot Chicken.

### Tyler Andrew Heineman, Class of 2003

Tyler plays catcher in the Arizona Diamondbacks professional baseball organization. He played college baseball for the University of California, Los Angeles.

### Lexi Fite, Class of 2005

Lexi has been living in Washington, D.C. for the last eight years. She graduated from George Washington University and has recently taken on a politics and government outreach role at Facebook.

### Colette Fletcher-Hoppe, Class of 2005

Colette is a Ph.D. candidate, studying Marine Biology and Biological Oceanography at USC. After graduating from PS1, Colette attended Marlborough School and Vassar College.

### Aidan Fite, Class of 2009

Aidan is graduating from Ithaca College with a bachelor of science in Exercise Science and a medical sciences emphasis. He will also have an EMT certification and plans to continue his studies in medical school.

### Madi Holtzman, Class of 2009

Madi will be taking a gap year while working towards graduate school. She graduated with a double major in psychology and African American studies, magna cum laude, from Loyola Marymount University. She managed to continue horseback riding in competition throughout her years at LMU while maintaining a job researching in the psychology lab at school.

### Jamie Solomon, Class of 2012

Jamie attended Wildwood School and the University of Colorado at Boulder. She says that the hands-on learning at PS1 and encouragement she received from teachers to ask questions taught her to be curious, solve problems, and delve deeper into what interests her.



Alumni Coffee Hosts Christina Mills, Lizzie Murray, Emily Ann, and Sharon Hansen



Ryan Browne, Class of 1994, and Talia Harbour; Photo Credit Zola



Claire Asten and Erika Tinsley, Class of 2017 at Open House

### Alumni Parent Prospective Coffee Hosts From This Year

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 multi-layered gift—alumni parents are reminded why PS1 matters so much in their lives and their children's lives, prospective families gain the calm that comes from our parents' sage advice, and 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](mailto:beth@psone.org) if you are interested in hosting or co-hosting!

**Coffee hosts, Feb. 2019:** Hosted by Sharon Stanley (Haley and Maya Hansen 2018); Co-hosted by Christina Mills (Jack 2018), Lizzie Murray (Violet 2013 and Calvin 2017) and Emily Ann (Minnie Jellinek 2017 and Arthur Jellinek 2021)



Class of 2013 Reunion Lily Gabriel, Danny Seplow, Griffin Gamble, Melina Waldman, and Ruby Riess



February Alumni Bowling Party Erika Tinsley, TaLynn Flonnoy, Izabel Ortega, Class of 2017



Madi Holtzman, Class of 2009

**Sage Brand-Wolf, Class of 2013**

Sage’s mom wrote in to let us know that Sage will be starting nursing school at the University of Delaware this fall. Jacqueline added, “Heartfelt thanks to you and your beautiful community for giving my girls their foundation... I truly believe everything they learned there will be with them for life...”

**Auden McCaw, Class of 2013**

After graduating from Windward School this spring, Auden will be attending Pepperdine, where he also committed to playing on their NCAA Volleyball team.

**Chloe Rosenstock, Class of 2013**

Chloe starred in Brentwood School’s production of Xanadu this spring, alongside fellow PS1 alumna Ruby Riess.

**Ben Knepper, Class of 2014 and Wyatt Peers, Class of 2017**

Ben and Wyatt were among PS1 alumni who performed at Windward School’s Shirley’s Slams n’ Jams in January.

**Josephine Gelinas, Class of 2018**

Josephine is a recent graduate of PS1 and spends her time going to Volleyball practice, dancing, hanging out with her friends, and doing homework (and occasionally joining her brother for PSRun!). She says, “PS1 provided a safe learning environment, and it has taught me to love learning and to be up for new challenges every day when I wake up in the morning. PS1 helped me be my confident self and spread love to those who need and deserve it.”

**Recent Alumni Attended PS1’s Open House on March 28**

We were excited to spot so many alumni students at our annual Open House this spring! Alumni from Class of 2018 included Andy Yu, Max Trilling, Esme Hyatt, Lukas Perttula, and Dylan Reid; Alumni from Class of 2017 included Claire Asten and Erika Tinsley.



Flashback photos of PS1 class of 2013



Flashback photos of PS1 Class of 2013

**TRIBUTE TO MAGGIE ROSENFELD**

This spring, the PS1 community honors Maggie Rosenfeld, Director of Finance & Operations, upon her retirement. Maggie first joined the PS1 community as a parent in 1987 and subsequently served in many roles including head of the PS1 Parents Guild, member and chair of the Board of Directors, head of the Capital Campaign, and finally taking on her current position in 2001. We thank Maggie for her persistent and committed dedication to PS1, her knowledge and wisdom, not to mention her quick wit and sense of humor! Maggie and her husband, Mort, look forward to traveling and spending time with their grandchildren.



**A PS1 Pluralistic School Graduate is:**

Self-Aware  
Respectful  
Expressive

Inquisitive  
Collaborative  
Problem-Solver

Connected  
Proactive  
Prepared

**Alumni Spotlight**

**Delaney Michaelson, Class of 2014**

Delaney currently attends Marlborough School. For her high school culminating project, Delaney developed a presentation for children on the topic of composting. It is based in part on her survey of PS1’s progress in the area of sustainability, which she completed with our facilities team’s input. She piloted the program in early June in our Blue classroom.

Delaney explains how the idea of creating an educational program for young students evolved. She says, “I was on the Grades of Green Food Waste team at Marlborough this past fall where we were assigned the task of reducing food waste in our community. My group decided that we wanted to implement a similar composting system that a friend and I spearheaded at Marlborough this year. For some background, my friend and I decided to tackle Marlborough’s food waste and carbon footprint by implementing a compost system through our trash provider. It took two years to accomplish, and the results are incredible. We worked with the administration to redesign our waste system with new signs and receptacles. So, for the education program, we decided we wanted to give back to our communities by teaching elementary students the importance of eliminating food waste and reducing their carbon footprint in a fun, interactive setting by modeling our compost system at Marlborough.

She notes, “I think PS1’s atmosphere gave me the foundation to be confident and take chances with my visions of a better future.”

Delaney so clearly exhibits the attributes of our Portrait of a PS1 Graduate, and we are so proud of the work she is doing to better our world.





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PS1 is featured in the 2019 Sustainable Quality Awards video because we (most recently) won the 2018 SQA Grand Prize. It's a touching and informative video that summarizes why sustainability (environmental, social, and economic) is such an important part of both PS1's and the City of Santa Monica's mission. You can check it out on YouTube (search: Sustainable Quality Awards 2019).



## Connect With Us!

 Like us on Facebook

 Follow us on Instagram: #PS1inspired

 Network with us on LinkedIn

## Save The Date!

### June

- 13 **Last Day of Classes** Noon Dismissal
- 13 **Graduation** 3:00 p.m.
- 14 **Moving Up Day** 10:00 a.m.

### Happy Summer!

### September

- 3 **Make New Friends Day** Youngers Only
- 4 **First Day of School!**