



THE



# LEAFLETTE

THE OFFICIAL NEWSLETTER OF LCW,  
LARCHMONT CHARTER SCHOOL - WEST HOLLYWOOD

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## CALENDAR

**December 22-January 2:**  
Winter Break, No School

**January 5:**  
School Resumes

**January 19:**  
Martin Luther King Day  
No School

**January 23:**  
End of 2nd Quarter

**January 30:**  
Staff Development Day  
No School for Students

**February 2-6:**  
Parent-Teacher Conferences  
Shortened Days

**February 7:**  
Lottery for new students  
2009-2010 School Year

**February 13-17:**  
Mid-Winter Break

## IN THIS ISSUE...

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## PRINCIPAL'S CORNER

by Kristin Elson

### 50 DAYS

On July 14, 2008, LAUSD signed off on the charter for Larchmont Charter School – West Hollywood. Only 50 days later, on September 3, our doors opened to 60 new students with their families, thrilled to begin a new chapter in their lives. Here's a glimpse of the momentous feats we took on and were able to accomplish during those 50 days, and in the first days of our school year.

First, we needed a faculty. As the new LCW principal, I knew that teachers were the most critical component to delivering the educational program we all visualized for our constructivist school. The hiring process began with a simple ad on Craigslist and grew into weeks of interviews at Starbucks!

Teachers arrived with huge binders of sample lessons, photographs, philosophy statements, and letters of recommendation. After meeting with 30 different applicants, I set up play activities in the park so that I could observe the teachers interacting with students and watch them plan and carry out lessons. With this insight into their styles and approaches, I began to piece together the team that would guide and inspire our students.

Simultaneously, our lottery was planned, advertised, and held. Our outreach to diverse communities proved to be a great success. And as friends told friends, our school population grew.

In August, with not a moment to spare, founding parents and enrolled parents alike stepped forward to help design and create the style of our classrooms. Furniture, paint colors, carpet squares, pillows, and bookshelves began to appear, and an environment to support learning and growth in our three classrooms was created.

In the midst of all of this, our founding parents began a pledge drive that achieved 100% participation and exceeded all hopes and expectations.

Once the school year began, the community came together to find representatives to help things run smoothly. We formed a Family Council and a Principal's Council. We elected LCW teacher and parent representatives to the Larchmont Board of Directors.

Enrolled parents, motivated by the great success of the founding parents' pledge drive, held their own pledge drive and also accomplished their goal of 100 % participation. Enrolled and founding parents came together to conceptualize a year's worth of fundraising events and set about holding one each month.

With the fundamentals of the school in place, the children settled in to their daily routines and began exploring their world. Children met their classmates, got to know kids in the other classes in their language arts groups, worked on integrated projects in the afternoons, and thrilled to the new experiences presented in music, P.E., cooking, gardening, art, and yoga classes.

In the beginning, we were given only 50 days. Not much time, it seemed. But with the right people and the right energy, it proved to be enough time to move mountains—and to create a school from scratch.



# INTRODUCING OUR LCW FACULTY AND STAFF

by Erika Quinn

We'd like to introduce you to the people who work together to make LCW an enriching and nurturing environment: our 2008-2009 LCW administration, teachers, and support staff.



## TURNING THE WHEELS:



This may be hard to believe, but our school's main office is run by just two people – **Dr. Kristin Elson**, our principal, and **Stefanie Fujinami**, our office manager. Together, they make sure each school day goes smoothly. They oversee everything from the carpool line to lunch, from student issues to all administrative tasks. This is on top of Dr. Elson's job of managing the business aspects of running a new charter school and implementing the curriculum, as well as visiting preschools and reaching out to the community so we can continue to grow LCW.



We're also proud to introduce our new executive director, **John Lee**, who oversees both of the Larchmont Charter Schools--LCS and LCW. He is the liaison between the principals of each school and the Board of Directors.



## IN THE CLASSROOM:

This year, we enrolled 60 students: 20 first graders and 40 kindergarteners.

The first grade class is taught by lead teacher **Emery Shiau**, and supported by intern **Alejandra Domenzain**. The kindergarteners are divided between two classrooms: one class taught by lead teacher **Kelly Ferguson** and the other by lead teacher **Jennifer Santangelo**. Our kindergarten intern, **Cecila Wong**, works with the children in both rooms. All of the teachers and interns are credentialed.



Our classes are taught in a looping rotation where the same lead teacher will stay with a class for two consecutive years. This means, for example, that Jennifer and Kelly, our two lead teachers for kindergarten this year, will move to first grade for the 2009-10 school year, along with their students. This allows the teacher and students to get to know each other well and to build on that relationship the following school year, which in turn helps create a stable long-term learning environment.



In addition to the teachers assigned to specific classrooms, we have three special needs assistants: **Vanessa Goldberg**, **Alan Morales**, and **Marilyn Rivas**. These educators are in the classrooms assisting students who need additional help in particular areas of learning.

## DEEPENING OUR LEARNING:

Beyond the core learning that takes place in the classrooms, we have three teachers helping to enrich our students' education.

Alan Morales teaches physical education. Each class takes P.E. two times a week.

Music teacher **Paul Cummings** leads one music class per week for each class, using the renowned Orff approach. He also brings together the entire school in the Thursday morning *All School Sing*.

Our RSP (Resource Specialist Program) teacher, **Skye Fraser**, offers individual learning support outside the classroom for kids needing help in specific areas.



## OUT AND ABOUT:

Another face you'll be seeing is **Glenda Reyes**, our custodian. She is at the school every day helping keep our children's environment clean and beautiful.



# DECONSTRUCTING CONSTRUCTIVISM

by Kristin Elson

This issue's topic: **ASSIMILATION** and **ACCOMMODATION**

Parents are constantly asking me, what exactly is constructivism and how does it apply to my child in the classroom? It is such a great question that we have decided to create an ongoing column to clarify the concept of constructivism as it relates to our curriculum at LCW. This column will highlight specific learning experiences in our classrooms that demonstrate the benefits of this exciting educational theory.

Fundamentally, constructivism is a psychological theory for the way in which humans construct knowledge. It is linked to the work of many researchers on many continents over the last century.

One of the most noted theorists linked to constructivism was Jean Piaget, a Swiss researcher. Piaget studied the cognitive development of children from infancy through adolescence. Much of Piaget's work focused on the thinking skills that help a child navigate through social and emotional struggles and successes. These skills guide children's interpretations of the world around them and their understanding of their own life experiences – crucial skills in growing up.

Two important cognitive processes were identified through Piaget's work: Assimilation and Accommodation. To help understand these processes, consider the following scenario:

On the first day of kindergarten, Michelle's teacher asked, "Who knows the alphabet?" Michelle raised her hand with confidence. She definitely knew the alphabet. Throughout the first week of school, she sang the song, looked at the letters on the wall, and practiced writing some letters.

A few weeks later, Michelle encountered some new and fascinating ideas: The alphabet is made up of many letters. Each letter has its own sound. Letters can be drawn in upper case or lower case. Some letters make two different sounds. Sometimes, a letter makes no sound at all!

With all this information in her mind, Michelle seemed to focus on nothing but letters and sounds. She noticed that broccoli, beans, and barbeque all sound alike at the beginning. She drew the letter B and turned it into a butterfly with letter B wings! She insisted that her family call her by her "new" name...*Michelle Bichelle!* She sang the Baby Bumble Bee song all day long. Just before Halloween, her mother suggested that Michelle dress up as the letter B, because it seemed to be her favorite letter. But by then, Michelle was done with the letter B and she chose to be a pirate instead!

All parents have lived through this type of experience, yet most do not realize that what they have witnessed represents Piaget's two monumental cognitive processes: Assimilation and Accommodation.

**Assimilation** is the process of fitting new information into already existing cognitive structures, much like placing a library book in its appropriate place on a shelf. Michelle, throughout her preschool years, "constructed" her understanding of language, sounds and letters. She understood the alphabet to be a song that she had memorized. Her very first Kindergarten experiences with the alphabet fit comfortably into her old understanding. She could place those experiences on the shelves of her mind quite comfortably.

However, when she encountered the complex study of the letter B, she realized that much of this new information made no sense based on her simple understanding of the past.

And then Accommodation kicked in.

**Accommodation** is the process of creating new cognitive structures in order to "accommodate" information that won't fit into our old understanding. In our library analogy, Accommodation is much like calling in a carpenter to build some new shelving. Fascination, repetition or a seeming obsession with a new topic is a sign that Accommodation, the more powerful of the two processes, is occurring and can be supported through additional opportunities to explore, learn, and build!

Michelle's new name, her fascination with the letter B song, noticing the letter in all of her mealtime favorites, and drawing pictures with the letter B were all strategies to allow her mind to begin building her new understanding of what letters and the alphabet really mean. When Accommodation is complete, and the "shelf" is built, children move on to new fascinations.

The two processes of Assimilation and Accommodation recur constantly throughout life. We see them daily in the Kindergarten and 1st grade. Parents observe them throughout childhood. Introducing children to a rich assortment of activities and experiences is the best strategy for allowing their process of Assimilation to give way to the growth marked by the process of Accommodation. Supporting children's interests, questions, and needs with patience and compassion, will assist them with the challenge of building their newly developing understanding.



## INSPIRED FUNDRAISING

by Hilary MacGregor

One evening last February, West Hollywood parents Marya Francis and Jay Owens invited a group of interested families from the community to hear their ambitious plan to start a new charter school.

They were thinking **BIG**. The school charter had not even been approved by LAUSD. There was no location. There were no teachers, staff, principal, or students. But Marya and Jay had a clear vision. They believed West Hollywood could benefit from a school that could serve a diverse community, foster creative and academic excellence, and harness the energy and spirit of the community through volunteerism and fundraising.

They set an audacious goal – to raise \$200,000 by the end of September to start this school. Raising funds for a non-existent school seemed impossible. But without cash to pay the considerable costs not covered by state money and start-up grants, the school could never exist.

Those who attended that first meeting left inspired, and committed to do their part to make this school a reality.

Seven months later, the school had a charter, a principal, 3 lead teachers, 2 teacher interns, 60 students plus a wait list, and a temporary location. Parents exceeded the \$200,000 goal by holding two pledge drives—one for the 60 founding parents and one for the 60 families of students enrolled at the school.

Within LCW's first two months, every founding parent, every parent of an enrolled student, and every faculty member donated to the school pledge drive. The school community achieved 100% participation.

*continued on pg. 4*

## INSPIRED FUNDRAISING, *continued from pg. 3*

Even more impressive, the LCW community raised \$100,000 in additional funds.

"The short period of time in which parents were able to galvanize, and raise this much money is a sign that this school meets a lot of needs," said Kriste Dragon, a founding parent of LCW, Vice-Chair of the Larchmont Board of Directors, and a former Teach for America Staff and Corps Member. "LCW is the kind of school that will bring public schools back to where they need to be, serving all children in the community."

Here is why fundraising matters:

Our school's ability to raise money is critical for its survival. Charter schools are public schools, which means they offer a free education to anyone. Like any other public school, charter schools are funded by the state, according to the number of students enrolled. However, the state neither provides nor funds a place for the school to live. Finding and funding that location is up to the school, its parents, and its board to figure out.

Professionals estimate that when the cost of the school site is factored into a school's budget, charter schools are under-funded by about 30%. That means that the additional funding must be raised through donations, fundraisers and grants—every year!

And that 30% of additional funding raised by parents is just for the basics – not for music, art, and physical education classes that most people assume are part of every public school curriculum. These days, many regular public schools do not have money to offer such enrichment programs. And the already scarce funding is about to get worse: Governor Schwarzenegger just announced that there will be mid-year cuts in the state budget that will affect all public schools, including ours.

But because of the amazing commitment of our parents, LCW is able to provide exceptional opportunities to our children. Our school offers music and P.E. classes to every student. Each of our three classes has a lead teacher, and we have two credentialed intern teachers. The number of teachers means there is a 12:1 student-teacher ratio for language arts – something virtually unheard of in public schools. Two of our teachers have art backgrounds, which they are drawing upon to integrate arts into the regular classroom curriculum. And finally, our fundraising allows our principal, Dr. Kristin Elson, to offer a slightly higher salary to teachers than LAUSD, so that when she is recruiting, she can present our teachers something to compensate them for giving up the job security they would receive at a district school.

What we have done is incredible. Many city officials, school officials and parents around the city are watching to see what our charter will do, and whether it can succeed in its mission to build a diverse community with high achieving students learning through a constructivist curriculum.

It is crucial to maintain the donation levels and dedication of our enrolled and founding parents for the life of the school. In our current budget, LCW will spend almost \$13,000 on each student this year, about \$4,000 of which has to be raised through parents' donations and grants. Creative fundraising events—from cookbooks, to T-shirts, to photo sessions—will continue through the year, so please keep on supporting our wonderful school.

Next year, we will begin again.

To every single family and staff member, take a minute to pat yourselves on the back! In less than a year we have all helped to build a community and a school. We are off to a great start!

## MUSIC IS IN THE AIR AT LCW

by Wendy Moyer Gross

Every Thursday morning at 8:30, the children and teachers of LCS and LCW excitedly troop to the gym for All School Sing. Led by their music teacher, Paul Cummings, and accompanied by children playing such instruments as giant wooden xylophones, students sing, clap, snap, and dance. Parents drop in to hear what the children have learned in their weekly music enrichment classes.



"The sound of their little voices is amazing," said one delighted parent. "Paul commands the children's attention from the beginning to the end."



In his weekly classes, Paul introduces students to every aspect of creating and performing music. They learn melody, rhythm, form, texture, and harmony. Paul incorporates activities young children naturally love to do: singing, chanting, playing

games, dancing, dramatizing, improvising, and playing instruments. The instruments are provided by Music Rhapsody, a company that is contracted by LCW, which prides itself on over 25 years of teaching children freedom of expression through music.

Paul uses the Orff method, which was developed by the famous German composer Carl Orff, and is used in schools around the world. The method is based on the philosophy that experience precedes conceptual learning, and that children learn best by doing. Paul's students don't just sit passively and listen to music; they make it themselves.

Paul teaches the children special songs for the seasons and the holidays, and even writes quirky, original songs about subjects the children are learning in class. When the children studied recycling, for example, he wrote a song about it.

*"Use it again, if you can.....*

*there's only so much oil and trees in the land.*

*If we work together; the whole human race,*

*The world will have a future and be a cleaner place."*

At an All School Sing in November, the children belted out a funny song called "Pumpkin Soup," and in October, they all got up and did the "Monster Dance" for Halloween, jerking their limbs about like tiny Frankensteins.

The children go home singing these silly songs, and teach them to their families.

Paul's musical background is deep and wide. He holds a Bachelor's Degree in Music Education from Bradley

University and a Master's Degree in Vocal Performance from the University of Texas at Austin. He has sung with the L.A. Master Chorale, the Los Angeles Philharmonic, and the L.A. Opera. He has taught college courses, performed, and recorded, but ultimately decided to focus on teaching children.



# GETTING TO KNOW THE PEOPLE IN THE NEIGHBORHOOD

by Beth Wishnie Michaelis

In September, LCW celebrated COMMUNITY MONTH. The kindergarteners and first graders learned about different aspects of the community from real, live people. The kindergarteners welcomed a firefighter, a police officer, a doctor, and a chef, all important professionals in the city community, who talked about their jobs. The students had plenty of questions for the speakers. For example, they asked the police officer "What's in a jail cell?" and learned that there are no doors to the inmates' bathrooms!



The first graders learned about different levels of community by studying how they are all part of the communities that make up their class, school, city, state, country, and the world. They also learned that membership in a community comes with responsibilities. This class got to interview the LCW principal, office manager, RSP teacher, classroom assistant, and custodian, which deepened their understanding of each person's role and helped them compare and contrast each job's responsibility.



Both classes integrated what they learned into detailed art projects. Each kindergartener created a patch for a community quilt using square pieces of paper and a variety



of pre-cut shapes to represent a community helper or a community building of their choice. The first graders walked around their neighborhoods to pick up items that represented their communities and then put together community collages using their items. All of the artwork is on display in the upstairs hallway.



## THE STUDENTS SPEAK!!!

Harvested by Pete X

Okay, so we all know kids say the darndest things. Just listen sometime. It's fun. And here's what some of ours said when a question was put to them:

### **What is your favorite animal and why?**

*Horse. Because I like to ride on them. --Amaya*

*Dogs. Because they're really nice. --Case*

*Cheetah. Because it runs really fast. --Declined to Give Name*

*I don't know. A turtle. I don't know why but I like them. --Finle*

*A tapir. Because I like the way it sounds. Dee dee dee dee. --Giovanni*

*Puma. Because they go fast. --Jack*

*Cheetah. Because they run really fast. --Luke*

*Monkey. Because they're funny and I like them. --Max*

*A chicken. They have feathers and make funny "bock bock" noises. --Ran Away Without Giving Name*

*Lion. Because they have hair around their neck. --Trinity*

Admittedly, this sampling was unscientific, but the favorite seems to be the cheetah. And a small crowd of students was asked a follow-up question:

### **What is your favorite part of school and why?**

*Lunch because learning makes me hungry/Reading because I like narratives/Playtime because no one bothers me. --Small Crowd of Students*

So the students have spoken. And they will continue to do so...more and more and more. And that's great. Let's keep our ears open. Until the next time, peace.

# IT TAKES A VILLAGE: LCW VOLUNTEERS

by Yumi Iwama

*The best way to find yourself is to lose yourself in the service of others.*--Mahatma Gandhi

## HATS OFF!

Volunteers are a priceless resource at LCW. With only two administrators on staff, it is crucial that every parent donates time.

Creating our school practically from scratch would not have been possible without lots of help. Thanks to our generous LCW enrolled and founding parents who contributed their time and talents, Larchmont Charter School - West Hollywood has become a reality!

**THANK YOU** to all of you for your help with: designing the classroom "style"...selecting, ordering, and assembling furniture...painting classrooms and the office...cleaning out the assembly room...making classroom materials...picking up the photocopier...finding books and supplies at thrift stores...donating classroom supplies...throwing fundraising parties...making calls for pledge drives...organizing the Family Council...serving on the Principal's Council...teaching yoga...serving hot lunch...organizing art projects...volunteering in the classrooms...making photocopies for teachers...helping run the reception desk...providing lunch for staff development day...leading hands-on cooking activities...organizing Green Sundays...organizing and leading gardening groups...creating Big Tent and training parents to use it...helping with outreach (tours, preschool visits, recruiting)... logging and organizing volunteer hours...helping with grant writing...copy-editing grant proposals...organizing library books...creating the LCW website...writing, designing, and producing the LCW newsletter!!!

Special thanks to our kindergarten student **Case Avron** and his dad, **Neal Avron**, for being such wonderful drop-off volunteers: We appreciate your help and your cheerful greeting every morning, rain or shine.

## BRANCHING OUT

If you haven't had the chance to volunteer yet, or would like more opportunities to log volunteer hours, join a committee. We need everyone's help to make our school the best it can be. Here is a list of the committees, their functions, and the chairs. The committee chairs are looking forward to hearing from you.

### Communications Committee:

Website, newsletter, flyers (writing, editing, design, photography, web design, and building site)

Contact: Dragana Popovic; draganapopovicdesign@mac.com  
Erika Quinn; ejeuler@earthlink.net

### Enrolled Parent Volunteer Coordinator:

Classroom support (room parents, classroom helpers, collecting art materials, field trip organizer, hot lunch sign-up coordinator)

Contact: Romana Samaritani; romanavsc@hotmail.com

### Family Council:

Bringing enrolled families together through organized parent education, Town Hall meetings, monthly Family Council meetings, Family Fun Nights, speakers series, and workshops

Contact: Tammy Ehrenfeld; tammy@betapetrol.net

### Fundraising Committee:

Fundraising pledge drive, capital campaign, special events, BoxTops for Education

Contact: Jonathan Fernandez; jonathan.fernandez@scbglobal.net  
Jay Owens; jcoretro@aol.com  
Maria Alvarado; maria.alvarado.18@csun.edu

### Grant-Writing Group:

Grant-writing research and writing grant proposals

Contact: Dr. Kristin Elson; kristin.elson@larchmontcharter.org  
Elaine Brooks; brookselaine@mac.com

### Green Committee:

Recycling, gardening, worm composting, outdoor education, Green Sundays, public park liaison

Contact: Stephanie Hubbard; huranghu@gmail.com

### Hospitality Committee:

Hospitality, refreshments for meetings and special events

Contact: Marguerita Mees; margueritamees@sbcglobal.net  
Kira/David Sardy; kirasardy@mac.com

### Literacy Committee:

Scholastic Books, public library liaisons, LCW library support

Contact: Romana Samaritani; romanavsc@hotmail.com

### Lost and Found:

Making sure all found items are organized and distributed

Coordinator: Fritz Chesnut; fritz@fritzchesnut.com

### Technology Committee:

School technology, computers, and Big Tent

Contact: Kaustav Mitra; kaustavmitra@gmail.com

## EVEN MORE WAYS TO VOLUNTEER

And if you have small pockets of time to contribute, here are some great volunteer opportunities that would help the school tremendously.

**Front Desk Reception.** We need volunteers for one- to two-hour shifts manning the front office (answering phones and giving support to Kristin and Stefanie) during the week.

Contact: Romana Samaritani; romanavsc@hotmail.com

**Hot Lunch Servers.** Volunteers sign up for a 10:40-11:45 a.m. shift one day a week for a month to help serve lunches to our students.

Contact: Stefanie Fujinami; stefanie.fujinami@larchmontcharter.org

**Small Group Gardening Activities.** No special gardening skills are required of parents who sign up to lead small groups of students at our beautiful garden. A single training session will teach you everything you need to know to share planting and gardening info with small groups of aspiring green thumbs.

Contact: Stephanie Hubbard; huranghu@gmail.com

# DID You Know???

by Tammy Ehrenfeld and Beth Wishnie Michaelis

...that LCW is fast approaching its goal of having a uniquely diverse community?

Compared to the city of West Hollywood, LCW already has a higher percentage of African Americans, Asians, and Latinos.

...that in the hallways of LCW, seven different languages can be heard? In addition to English and Spanish, you might hear Korean, Serbian, Estonian, Bengali, and Malayalam being spoken.

...that your kids might soon be requesting kim chee instead of mac 'n' cheese? You will find tasty recipes from many different cultures, including Indian, Serbian, Salvadoran, Korean, Persian, Jewish, and Mexican in the recently published LCW Family Cookbook. The cookbooks are available in the office for \$15, just in time for the holidays.

...if each LCW family were to clip just 9 box tops by February 20, we could exceed our goal of raising \$500 for our school? For a list of participating products go to [www.boxtops4education.com](http://www.boxtops4education.com).

...that our chicken nuggets are coated in yogurt, rolled in breadcrumbs, and baked at the LCS Hollygrove campus kitchen? Stay tuned for more hot lunch menu items. They aren't your usual school lunch fare.

# ...AND Do You REALLY Know WHAT A CHARTER SCHOOL IS???

by Beth Wishnie Michaelis

Word of mouth is spreading about Larchmont Charter School – West Hollywood. Everyone knows it's a cool new Charter School, but what exactly is a charter school, and what makes ours unique and different?

Here is a Top Ten List of general information about charter schools:

1. A charter school is a public school and does not charge tuition.
2. Every charter school is affiliated with a school district. Our charter school is affiliated with Los Angeles Unified School District.
3. The goal of a charter school is to make sure every child has access to a quality education. The school may be started and operated by dedicated individuals outside the traditional school district system such as parents, educators, or community leaders.
4. Charter schools are non-sectarian and may not discriminate against any student on the basis of ethnicity, national origin, gender, or disability.
5. Charter schools offer an alternative to traditional public education.
6. Charter schools are generally exempt from some sections of the education code that apply to regular public schools, so they can provide the opportunity for innovation and creativity in school curriculums.
7. Charter schools are judged on how well they meet the student achievement goals established by their "charter" which is a contract made with the local school district or state Department of Education. If the school does not perform as well as it should, the school can be closed.
8. Charter schools are funded on the same per-pupil basis as other public schools, however they are not provided with facilities, so funds must be stretched to cover the cost of the physical site of the school. In Los Angeles, this results in a discrepancy of approximately 30 percent of the school budget. The deficit must be collected through fundraising and grants. Any additional programming that a charter school provides, such as music, P.E., gardening, yoga, field trips, etc. must also be funded as these programs have been cut from most public schools due to budgetary limitations.
9. To build community, establish good communication, and maintain high standards, charter schools require enrolled families to volunteer a set number of hours over the course of the year. Some volunteer efforts may be directed toward fundraising or grant writing on behalf of the school.
10. Charter schools encourage community and parent involvement in public education in order to support children's learning.

Specifically, our charter school, Larchmont Charter School - West Hollywood, is based on three tenets - embracing cultural and economic diversity of our school population, fostering creativity and academic achievement of our students and encouraging dedication to working with the community. Eco-literacy is also a part of our LCW charter and a key element of our curriculum.

## FOOD, FACTS, FUN--AND FAMILIES!

Get to know some of the fascinating and creative LCW parents at the LCW Family Council meetings, held on the 3rd Thursday of every month, from 7-8 p.m. in the Assembly Room. All enrolled LCW families as well as founding families are welcome, and principal Kristin Elson and most committee chairs are there as well. Childcare for enrolled students is available for \$2.

## LEAVE NOTHING BUT FOOTPRINTS

You know how when you hike, you carry out all that you carry in? We're aiming for the same philosophy with snack and lunch, striving to make them closer to waste-free (other than what our sometimes-finicky kiddos choose not to eat, that is). Please try to send non-disposable water bottles, and pack snacks and lunch in reusable containers with reusable utensils. Our school lunch program currently uses regular paper plates and cups, napkins, and plastic utensils; we hope to one day send most of our lunch waste straight into the compost pile rather than the dumpster, by using compostable or recyclable products.

**NEED GIFT WRAP? WE HAVE AN ACCOUNT ON GREENRAISING.COM TO**

**HELP RAISE MONEY FOR THE SCHOOL AS YOU BUY GREEN ITEMS LIKE GIFT WRAP, REUSABLE BAGS, AND MORE.**

**THE MORE YOU BUY, THE MORE MONEY THAT COMES BACK TO THE SCHOOL.**

## LCW T-SHIRTS

SHOW YOUR SCHOOL SPIRIT WITH SUPER-SOFT ORGANIC ALTERNATIVE APPAREL. LCW T-SHIRTS ARE AVAILABLE IN 3 COLORS AT FAMILY COUNCIL MEETINGS, IN THE OFFICE DURING SCHOOL HOURS, AND AT MANY FUNDRAISING EVENTS.

KIDS' SIZES ARE \$15; ADULT SIZES ARE \$20;  
MEN'S VINTAGE-INSPIRED GOLF SHIRTS  
& WOMEN'S LIGHTWEIGHT  
PULLOVER HOODIES,  
BOTH IN CHARCOAL GRAY,  
ARE \$30.

## COOL COMMUNICATION TOOL

Some families still haven't signed up for Big Tent. You're missing out on the instant gratification of seeing photos of school activities, as well as helpful school info. Plus, if you need another parent's phone number for setting up a playdate, Big Tent will hook you up. Go to [www.bigtent.com/groups/lcw](http://www.bigtent.com/groups/lcw) to get started.



**OUR SCARECROWS NEED FRIENDS**  
Remember the endearing scarecrows the kids made out of recycled art supplies? There's more creativity where that came from. Give new life to creative recyclables such as bottle caps, lids, corks, rope, string, twine, fabric, felt, ribbons, buttons, beads, scrap wood, and pine cones. Leave them in the green crate in the recycling area next to the back door of school. Instead of cluttering up your house, these things can become the next great school art project.



## GREEN SUNDAYS

The kids love Green Sundays! Don't sit home on Sunday mornings gorging on carbs. Upcoming GreenSundays include trips to Will Rogers State Park, Franklin Canyon, and the tidepools at Point Dume. Whale-watching too! Also coming up: An overnight trip to the snow over Christmas break. Check Big Tent for details. (\*\*please note that these outings are NOT school-sponsored events)

## GOTTA SWING ON THE GARDEN GATE!

But first we need a garden. Johnna Walker, the LCS gardening teacher, has begun training parents in the principles of the Edible Schoolyard gardening program so we can get the kids started creating their own garden. We're planning some hour-long training sessions in the next few months, so please contact Stefanie, in the main office, to sign up. For more information on the Edible Schoolyard program, go to [www.edibleschoolyard.org](http://www.edibleschoolyard.org). Once we get our volunteers trained, a few days a week we are going to have parents leading the kids in the garden in the hour right after school lets out.

# BULLETIN BOARD