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COVER PHOTO:

Students gather outside of the Massachusetts State House during Mayfest celebrations.

INSIDE COVER PHOTO:

A beautifully decorated maypole standing tall in Boston Common.

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Vision 2028

from JUSTIN HAJJ

With each day that passes, we take another step farther away from the school’s 50th anniversary year and into the future before us. It was an incredible year of celebration – of honoring the school’s rich history, celebrating our community, and of recognizing the tremendous impact that this small, special school has made on those who have been a part of The Learning Project since its inception in 1973. A new chapter in the marvelous story of The Learning Project has opened before us, and it’s a book that’s just getting started.

While some authors simply dive into crafting a novel by jotting down a line and seeing where it takes them (“In a hole in the ground there lived a hobbit...”), it can be quite helpful to have a sense of the conclusion, and, at worst, a working idea for the climax, before diving in. Not surprisingly, The Learning Project’s Board of Trustees has taken this latter, pragmatic, approach when considering the future of the school, and launching ‘Vision 2028,’ the school’s five-year strategic plan.

The practice of strategic planning has long been part of the school’s governance and management. That is, every five years, the plan is ‘refreshed’ based on objectives met, reflecting on the shifting environment in which we find ourselves, and developing new goals in order to sustain the school well into the future. The plan’s creation is a joint venture between the Board of Trustees and the Head of School and, for me, was a wonderful reminder of all of the unique, meaningful and, yes, quirky, things that we not only ‘do’ as a community, but believe deeply in.

Before putting pen to paper, the process begins with community

engagement and information gathering. For the most recent iteration of the school’s Strategic Plan, we began by surveying the community, past and present. We inquired about their experiences, what they hoped never changed about The Learning Project, and where they felt that the school’s opportunities for growth lie. Faculty and staff were engaged in similar conversations and, after gathering a vast amount of qualitative and quantitative data, the year-long process of brainstorming and crafting the school’s Strategic Plan at the Board level began.

The monumental task was led by Izzy Allen, P ’19, ’21, ’25, and at the time, chair of the Strategic Planning Committee. Served well by Izzy’s keen eye for data analysis, we began by examining the many positive remarks from our constituents in order to codify the school’s strengths. That is, before determining where we needed to evolve, we felt it critical to, first, identify what we wanted to preserve and carry forward with us into the future. Pretty quickly, through a number of commonalities among responses from staff, parents, alumni, alumni parents, and Board members, a number of these strengths and core identifiers bubbled to the surface. They included:

- Excellence in academics, driven by a robust character education program
- Intentional and uniquely small size
- Lowest tuition in the downtown area
- Large proportion of the budget dedicated to financial assistance
- Competitive faculty salaries
- Strong sense of community among all constituents
- Continuity and value in school traditions



JUSTIN HAJJ
Michael W. McCord Head of School



- Deep commitment to diversity, equity, inclusion, belonging, and justice
- Identity as a 'city school' and engagement with local resources
- Adherence to core values
- Shared commitment to the Mission by faculty and staff
- Strong placement into secondary schools

We also spent time reflecting on the school's history in order to ensure continuity at our core. And, concurrently, we recognized that since its founding, the school itself has been a 'project,' evolving over time. This intentional balance of change and improvement 'around the edges' while maintaining the school's identity would become the heart of the 'Vision 2028' document to come.

Once the history of the school was unearthed and acknowledged, and the strengths identified, the moment had come to write the lines that would carry us into the future. It was in this step, future-planning, where we spent the bulk of our time. The Strategic Planning Committee engaged in frequent conversations that pulled in research and observations over the past five years pertaining to all aspects of school operations, from admissions to academics, program to facilities and everything in between. We examined what had been accomplished from the former strategic plan, what needed shoring up and even what needed to be expunged because the need no longer existed. From these conversations, the Head of School was tasked with bringing to the committee a working draft of a plan that incorporated the consensus of the Board, and was also driven by the Head's vision for The Learning Project of the future. It was an iterative process, and in the spring of 2023, the final 'Vision 2028' plan was presented to the Board, enthusiastically approved, and shared with the current community of parents at a Head's Town Hall on May 17th.

The plan is organized into 5 key domains that are critical for the school to either continue into the future, or evolve to meet the emerging challenges ahead:

Excellence in Academics

It is paramount that The Learning Project continue to ensure that the school has ample resources to maximize recruiting and retention of top-notch faculty and staff, to provide work conditions that encourage teachers and staff to grow in their skills, and to maintain a best in class academic program. In order to do so, the school will carry forth its commitment to ensuring highly competitive salary and benefits for both faculty and staff; provide a best-in-class professional development program; build partnerships with other educational institutions throughout the city; refine the school's coaching and evaluation process for faculty and staff; and complete a comprehensive review of the The Learning Project's curriculum across all subject areas to ensure best practices and a program that prepares students appropriately for the changing world before them.

Building the Future

In order to confidently ensure smooth operations, The Learning Project will provide adequate space for all of its faculty and staff members, as well as its programmatic needs. The school has already made great strides in this area through the acquisition of 263 Clarendon Street, as announced last spring. While the school will not be renovating the new building immediately, this real estate acquisition provides the long-term solution to our space needs. In the near-term, we have completed a renovation of the Kindergarten classroom beneath the First Baptist Church, which you'll read more about later in this issue. Now, we turn our sights to the McCord Building at 107 Marlborough where we will be doing a space assessment in order to ensure that we are optimizing our existing facilities to meet the needs of the community.

Ensuring Healthy Enrollment

To maintain The Learning Project's character and values, it is imperative that the school consistently attract diverse applicant families who understand and embrace The LP's mission and ideals, and also retain students through 6th grade. To do so, staff and Board are committing to ensuring that the school continues to: attract sufficient applications to fill openings with students who are the right fit for the class and school; develop deeper admissions partnerships in target neighborhoods; monitor and evaluate the results of exam school admissions changes and independent school admissions trends; and ensure continued successful outplacement for Learning Project graduates. A healthy 'funnel' of prospective students whose families believe in The LP Mission, and retention through 6th grade have always been critical to the school's success, and will require additional attention as city demographics shift, as cost of living increases in the city of Boston, and the educational landscape changes around us.

Living the Mission: Diversity, Equity, Inclusion and Belonging (DEIB)

Diversity, equity, and a deep commitment to social justice have been cornerstones of a Learning Project education from its inception. As we examine our policies and practices, a key foundational goal is to ensure authentic inclusion for all school constituents, including students, parents, faculty, staff and Board. With this in mind, we plan to: review culturally responsive practices and school policies; enhance school unity, involvement and belonging through additional parent events and community building opportunities; expand recruiting practices to ensure that faculty and staff diversity is reflective of the student body; strengthen resources and/or supports for students with learning differences; and determine assessment methods to gauge our success in DEIB standards, now and in the years to come.

Funding the Road Ahead

Underpinning all that The Learning Project does, and plans to do in the future, is the school's financial health. No strategic plan would be complete, or possible, without the creation, and maintenance of, a multi-year financial plan. For The LP, this is intended to balance the school's frugal approach while ensuring adequate financial resources to meet the needs of the future. In order to bring the school's Strategic Plan to life, and to safeguard the school's longstanding sustainable operations as we forge ahead into the unknown, we strive to carry forward the school's culture of philanthropy among its community members, and, we hope, expand the engagement of our beloved alumni; examine creative, alternative sources of funding; and to refine the school's financial model to fund the school's vision while also maintaining accessibility and relatively low tuition, which are core to The Learning Project's Mission.

The Strategic Plan, in simplest terms, is a vision of where we imagine ourselves to be in five years' time. It is a framework of broad strokes, and certainly not everything that the school will be working on from now through the year 2028. Rather, it is a distillation of several key areas of focus to guide us forward toward another climax in the epic story of The Learning Project saga. The plan's authors do not see it as an ending, per se, but as yet another flourish in the life of this special school – and a beacon that guides us forward. Already, it has served as a wonderful guide to the staff and Board as we march forth into LP Year 51. We hope that you will continue to journey with us, to entwine your own stories with that of this school – whether that's making notes in the margins or playing a part as a main character. While we cannot know for sure what the future holds for The Learning Project, we do know that, through careful planning, a dedicated staff and Board of Trustees, and the supportive community that has defined The Learning Project to date, we are well positioned to thrive. Please join us in turning the page...

GRADUATION



compiled by BEN DUNCAN

Of the many events and traditions that take place at The Learning Project throughout the year, there is none quite like Graduation. Marking both a joyous end to the school year for students, faculty, and staff, and families, as well as a bittersweet farewell to our beloved sixth graders, Graduation is chock-full of emotion. With every moment intentionally planned and meticulously rehearsed, an LP Graduation is truly a day to remember. Aside from the tremendous achievements of the Class of 2023, this year there was even more cause to celebrate, as June marked the conclusion of The Learning Project's 50th year. Below are the remarks given by LP staff and Board members, which commemorate this golden anniversary.

An abbreviated version of Justin Hajj's remarks:

"To our Class of 2023: After having a front row seat to your development over the years, from the moment you applied to The LP as squirrely three-year-olds, to this special day as the impressive young adults you are, I stand before you with immense pride and admiration – not only for the class you have become, but for the bright, talented, spirited and unique individuals you are. While you have coalesced as a class like no other, each one of you has charted your own path. Among you are brilliant artists, dancers, scholars, surfers, chess players, mathematicians, horseback riders and slime enthusiasts, readers and poets, athletes, actors, Shrek lovers, singers, skiers, racecar drivers, musicians, role models, Rubik's Cube geniuses, comedians, scientists, animal nuts, environmentalists, and passionate activists. And yet, this list doesn't even begin to sum up your unique passions, skills, and personalities. You are an eclectic menagerie of individuals who aren't afraid to be different – yet, since day one, you came together as a unit.

I can still remember you all clearly at age five, at the end of your first week together, playing at the Kindergarten picnic. It was as if you had known each other since birth, running and laughing together at the Clarendon Street Playground until the sun set and the lampposts along the city streets came on. And while most of you started the journey together back in that kindergarten year, you had two new classmates join you in 3rd grade, Guled and Owen, and you welcomed them into your tight crew with open arms. Truly, it took less than a day for them to be part of your family. Such a connection, and care for one another, is a special thing, and one that I hope LP classes in the audience today take note of. Your legacy, Class of 2023, is worth remembering, and striving for, once you are gone.

Once you are gone. That concept, the idea that you will no longer be with us each day at The LP, is something that I've struggled with this year as, truly, I wish you could stay. There have been so many moments this year when I just wished that we could freeze time, or at least slow it down for a spell. Parents in the audience today will know this feeling – that desire to slow the train, or pull the emergency brake and stop right where we are, take it all in, and simply be together in the moment.





And yet that train has rolled on, and, much too soon, here we find ourselves. This school won't be the same without you, Class of 2023. Your laughter. Your hilarious antics. Your leadership and care for our youngest students. Your dancing, singing, magic tricks and jokes at Performance Fest. Your chatter on the stairs when you should be whispering. Stopping by my office because you need a drum for a play, or to ask if it would be okay if you missed a day of school to do a community service project. Or, in the case of one of you, to sneak an Altoid or something out of my secret candy stash of which only you know the location. I will miss seeing you each day. All of you. And this community will miss you. You have inspired all of us, and are leaving this school a better place because you were a part of it.

I share with you all today my desire to freeze time because, at The LP, we strive to learn from our mistakes. We take responsibility for them. And that desire of mine was a mistake, because the reality is that you have grown at just the right pace. You have embraced every challenge that came your way. You have prepared yourselves fully for life beyond The LP, and holding you back would be selfish. You are ready for the next step. Change is a part of life; and it's a good thing. It's part of growing, and of growing up. And change doesn't have to mean forgetting. As a Learning Project parent, I will never forget the friendships that I've seen you build. Nights trick-or-treating with each other, weekends on the sports fields, playdates and birthday parties that ranged from Jump On In chaos, to ice skating, to days at Castle Island. The buzz of gathering at South Station together as you sat poised to venture off to Washington,

D.C., and then your weary, bleary eyed walk out of South Station at midnight upon your return – sinking into your parents' arms just as much their kid as when you left four days before, yet, somehow, so much older. The way that you always seem to balance your fun-loving ways with hard work, your exemplary care for others, the way you embrace any creative opportunity that comes your way, your sense of responsibility for yourself and those around you, and your ever present positivity. These are things we hold onto about you, Class of 2023.

I think I can speak for each of the parents in our class when I say that I thank you for bringing us all together, for the memories and the joy that you've brought to our lives, for teaching us along the way about the value of good humor, what it means to be a good person, and for reminding us all of the power of friendship.

And, in turn, I hope that you will hold onto us – your LP community. Perhaps most importantly, remember the bonds that you have built during your time here. Elementary school friends are some of the most special bonds you will ever build, for each one of you knew each other – your true selves – before the rest of the world did, and before the world tries to fit you into a mold. I spoke to you yesterday of your own unique stories, and I urge you to continue to write boldly, and, when needed, outside the margins, as you craft your own fantastic flying books. And, if ever you need a helping hand, you can look to each other – no matter how far away you might be, no matter how long it's been since you last talked – to lift each other up. That's what LP friends do, even when they're gone.

Carry with you in your hearts the lessons you learned over these past seven years, and your experiences together, and remember that those will forever bind you as that unit that I saw when you were just five-years-old, playing at Clarendon Street Playground until the sun set, and the lampposts along the city streets came on. And, whenever you need us, remember that those lampposts will guide you back to us.

I end today with the same words that have been recited at the conclusion of each Head's Address at a Learning Project Graduation – Words that remind us of the bittersweet nature of this moment:

Ending we begin. Every break hurts. But that which holds and keeps us together goes on."

—

As is tradition at The LP, the Class of 2023 met with Board Chair, Linda Seeley, over pizza the week prior to Graduation. The following is part of her reflection on that afternoon:

"Two weeks ago, I joined the sixth graders for a pizza lunch and just before that, I gave them a short survey. In one of the questions, I asked them to think about all the assignments they've had during all their years at The LP and to consider which were the most fun and most challenging. Some students answered this question by saying one project was equally the most fun and the most challenging. The projects which made this distinction were the first homework assignment of fifth grade and the fifth grade science ocean project. But even for those who didn't quite agree that the hardest projects were also the most fun, a real sense of

pride was still expressed about their hard work. The ocean project and Ms. Farbo's civilization project were mentioned by several students as assignments that were difficult, with "lots of bumps in the road" and "weeks of work," but still felt like a significant accomplishment once completed. Apparently, Ms. Farbo also assigned a project that involved growing grass, and one student expressed she had not realized "how hard it was to transport dirt to my house on the bumpy Boston roads without spilling."

What struck me about their responses was how many different lessons and projects throughout the years made a lasting impression. Some favorites included melting chocolate and making s'mores with Ms. Garcia, Ms. Barcay reading BFG to the class and using funny voices for each character and then serving frobscottle for everyone to drink afterwards (I had to look that up: apparently, it is a green, fizzy drink, and the bubbles cause you to have whizzpoppers), or simply Mr. Krewson's calming presence when the trying times of 6th grade required a little extra support.

A number of students also remembered Ms. Schmidt with great affection, and how she would, at the end of art class, always say, "Put ZEE name on ZEE back of ZEE paper."

There was a lot of other great information on the survey, too. Of the school's traditions, the big winners were Field Day and Olympics. Field Day, because "you get to put aside academic work to play fun games," "the school gets together and just has fun," and "basically, it's a huge recess." A few chose the Olympics "because it's the one time you get to compete against others at The LP." Read-a-thon and Book



Fair also got multiple votes, but other favorites included the Sixth Grade Dance and the school picnic.

When we were together for lunch, we talked a lot about their D.C. trip. These sixth graders are intrepid: Mr. Krewson helped them calculate the amount of walking they did in D.C. and they realized that, if you included their walks to and from the train and inside the museums, they walked the equivalent of a marathon. Their final day was the major trek – eight miles at least – when they went to Capitol Hill and walked the full length of the Mall, climbed the steps of the Lincoln Memorial, and turned to look at all the buildings and monuments before they came back.

Students mentioned several museums and also spending time together at the end of the day as the best parts of the trip. For some, it was great to relax after all the sightseeing. One student wrote that the ultimate bliss was, “the feeling of belly flopping on my bed after a long day of walking.” For other students who still had energy, part of the fun was “a dance party with DJ PJ in one of the girls’ rooms that we had to do over and over again because nobody could stop laughing.” Many students wrote that what they liked best was spending time just being together, watching a movie and playing games in the common room after all the day’s adventures.

When I started thinking about what I would say today, I was wondering what advice I could give our sixth graders as they start their new schools next fall. But, honestly, I think this class already has all the skills they need: You know how to work hard and take pride in that work and you already appreciate the guidance and support your teachers give you. You know how

to power up. You relish new experiences and learning new things. You value your friends and know how to be a good friend in return.

Your new schools will be different from The LP. But very quickly, those new classes and routines will start to feel familiar and you’ll get to know your new teachers and the other students. You’ll still have your LP friends, but you’ll make new friends, too. So my advice to you is this: in those first weeks, look around at the new faces, and try to guess in advance who will become your close friends: the ones who have a sense of humor like yours, the ones who will be at your side for long walks, long talks, nicknames, homework, maybe a trip to a museum together, and, definitely, plenty of fun games. You’ll find them. And in the meantime, on behalf of the Board of Trustees, I want to congratulate each of you on your graduation from The Learning Project Elementary School, and to wish you all the best as you start your new adventures in seventh grade next year.”

—

During the ceremony, The Learning Project Elementary School presented its annual Honorary Diploma to Reverend Mariama White-Hammond, Boston’s Chief of Environment, Energy, and Open Space. Board member, Will Murphy, P ’14, ’16, ’19, introduced our Honorary Diploma recipient and shared the following remarks:

“Reverend White-Hammond grew up right here in Boston, and, while in high school at the Winsor School, found her voice as an activist and community organizer through her involvement

with Project HIP-HOP, a youth organization she, after college at Stanford, went on to lead as executive director for 13 years. Project HIP-HOP is a brilliant acronym, by the way: it stands for Highways Into the Past—History, Organizing, and Power.

In 2017, Reverend White-Hammond graduated with a Master of Divinity from the BU School of Theology, was ordained an elder in the African Methodist Episcopal Church, and the next year founded New Roots AME Church in Dorchester, where she currently pastors.

The thread that runs through her biography—these and many other accomplishments—is service to others and dedication to economic justice—to using her talents, and hard work, and the power she has earned to lift other people. As the city’s chief environmentalist, Reverend White-Hammond is making Boston a better place not simply by fighting for more trees, cleaner air and water, and greener development, but by creating jobs and economic opportunities, and empowering people and communities.”



TRIBUTE TO RETIRING BOARD MEMBER

by LINDA SEELEY, BOARD CHAIR



At the final Board meeting of the 2022-2023 school year, Linda Seeley, Board Chair, paid tribute to Izzy Allen as she completed her final term on the Board. Please note this tribute was written in May of 2023 and some information may be outdated. Below is an excerpt from Linda's tribute:

IZZY ALLEN and her husband, Chris, have two LP graduates, Eleanor and Lila, from the classes of 2019 and 2021. They also have a current LPer, in the

Class of 2025. Izzy joined the Board in 2013, starting with two terms as a Parent Member. This past year, she completed her second term as an At Large Member, after a full decade of service on The LP's Board. Izzy was appointed to serve as the Chair of the Strategic Planning Committee by our former Board Chair, Jim Duane. Under her leadership, the Planning Committee implemented and recently completed a multi-year outside-in and inside-out analysis of the school. This analysis focused on enrollment trends, the school's long-term sustainability, as well as reviewing how well The LP is living up to its mission. Izzy and the Planning Committee, in partnership with the DEI committee, dug deeply into parent surveys to assess both our achievements and the work still to be done.

This year, Izzy and the Planning Committee worked closely with Justin Hajj to finalize The LP's new, long-range strategic plan, which will guide the focus and work of both the school and the Board into 2028. Aside from Strategic Planning, I believe Izzy may have also established a Board record for the number of committees and task forces served on. In addition to Planning, she served as a member of the Real Estate, Personnel, and DEI Committees. She was an active member of the Pandemic Response Task Force from the onset of the Covid-19 pandemic through last year, and of the Real Estate Expansion Task Force, formed when the school restarted serious consideration of acquiring another building, which ultimately led to the purchase of 263 Clarendon Street this past spring. In her capacity as Strategic Planning Chair, Izzy was a member of the Board's Executive Committee, which met earlier this year with a team from AISNE (Association of Independent Schools of New England) as part of The LP's bi-decennial AISNE accreditation assessment. I think many of us on the Board will, whenever we see a slide deck full of pie charts and bar graphs, think of Izzy. What I will also remember are her comments: throughout her time on the Board, Izzy has brought her thoughtful perspective to each issue under discussion, and our Board has, for a decade now, benefited greatly from her questions, her counterpoints, her suggestions, her encouragement – and, above all, her love for and commitment to this small school we all cherish. Izzy, we thank you for your service.

WELCOME TO THE NEW TRUSTEES

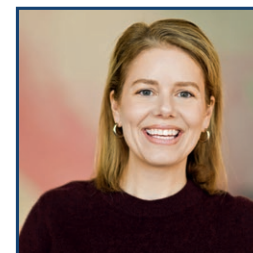


JIM BORDEWICK, P '10, '15, is returning to the Board and to his former role as Clerk. He previously served in these roles from 2009 to 2019, until he reached the applicable term limit. He and his wife, Martha McNamara, are 40 year residents of Beacon Hill and raised both of their children (Nora, '10, and Colin, '15)

in the city. They first learned about The LP from neighbors, Michael and Elisabeth McCord, in 1990 and have been drawn to "the power of small" and the school's high standards and expectations ever since.

Jim is a retired corporate securities lawyer who specializes in representing public and private investment funds and their sponsors, and related corporate governance matters. After practicing at Ropes & Gray, he moved in-house to MFS Investment Management as the chief legal officer of its fund business and then as Bank of America's general counsel for its various investment management businesses. He also served as the chief compliance officer of these businesses at the Bank and for its Private Bank. Since retiring, he has been active as an investor in private companies and with two start-ups in the financial and technology space. He is also on the board of several Boston non-profit organizations.

Jim is thrilled to be returning to the Board and to continue to support and advance the mission of The LP. He looks forward to working with all of the other members of the Board and The LP staff to ensure the continued success of this amazing educational community.



KATE GULLIVER, P '27, '29, is the parent of two current LP students and lives in the city with her husband, Sam, and three children. While growing up, she attended the local public school in her hometown in Maine. She feels lucky to have found The LP as it's the perfect blend

of the community feel of her own school experience with the values and character of the Quaker school her husband attended in Philadelphia. She loves that The LP offers students both a strong academic foundation and a culture of independence, responsibility, caring, and justice. Kate is grateful to have found The LP to be such a welcoming community with families of

diverse backgrounds and very similar values. Since graduating from Yale University, Kate has spent her entire career in business and finance, first at McKinsey & Company and Bain Capital, and for the last nine years at Wayfair, the Boston-based home furnishings e-commerce company, where she currently serves as the Chief Financial Officer. She is excited to be able to serve the community as a member of the Board.



ANN MCCARTHY HACKNEY, P '13, began her career in education as a Spanish teacher at the Pomfret School in Connecticut. After seven years there, she taught Spanish at BB&N in Cambridge and continued her work as an Admissions Officer, among myriad other roles, including Director

of the National Association of Independent Schools (NAIS) New Teacher Institute. After ten wonderful years of independent school life, Ann changed her career. She started her 25 years in the financial services industry, first at American Express, and then for 17 years at Wells Fargo Advisors. Ann is currently a Managing Director – Branch Manager in the Norwell, Massachusetts office. She co-founded the Wells Fargo Advisors Greater Boston Women's Council and is also a Chair of the Women's Manager Initiative.

Ann graduated from the College of the Holy Cross and holds a Master's degree in Spanish Language and Literature from Middlebury College, as well as an MBA in Finance from Northeastern University. She holds two designations from The College for Financial Planning: Accredited Asset Management Specialist® and Chartered Mutual Fund Counselor®. Ann has lived in Milton, MA, for the past 22 years with her husband, James, a former LP Trustee. They have one son, Adrian, a 2013 graduate of The LP who is just beginning his career at Microsoft. In her free time, she enjoys gourmet cooking, collecting art, Pilates, and spending time in Provincetown. The Learning Project has been such an important part of her family's life, and Ann is looking forward to sharing experiences from her unique background with this very special community.

LP50 Time Capsule

by KRISTINA ROYAL AND SASHA ZUFLACHT

At this point and time you might be thinking that the 50th anniversary celebrations have come and gone. While we had a remarkable year honoring our founders, celebrating this school and its bright future ahead, it still felt like something was missing. What would come of the 50th anniversary, when each new decade became the new milestone to celebrate? Would the memories from this golden anniversary and all of its history be forgotten? How could we really cement this year as one for the history books?

Rest assured, we believe in the power of this community to carry its stories and traditions well into the future. It has certainly been the throughline that has gotten us to this point. But, just to be sure, and to truly wrap up the 50th year, Grade Heads from each classroom put together items for an LP50 time capsule.

The hope is that this time capsule will be opened in the school's 100th year in 2073, and the dream is that LP students (it's hard to imagine them as full blown adults, but they will be) come back and celebrate the opening of this time capsule. These are their core memories and, whether they knew it at the time or not, were foundational to their LP years. We dream of The LP in 2073, where, possibly, these traditions have carried on and adapted as needed, and continue to bind the past, present and future together.

Kindergarten: Dot markers from choice time

Kindergarteners get an opportunity to take part in playtime called "Choice." There is the dramatic play area, Legos, wood blocks, the classroom library and art to name a few. This allows students to explore as five-year-olds, while the rest of their day may be a bit more structured. These dot markers have always been a fan favorite.

First Grade: Mittens (a stuffed fox) and pages from the student journal about his travels home with the kids

Mittens, who first graders love dearly, has traveled throughout Greater Boston and beyond on various adventures. These tales are even more entertaining as first graders recount these stories in their own writing. Silly and educational, Mittens has become a core part of the first grade classroom.

Second Grade: Props from their fables play and a copy of Aesop's Fables

In second grade, students learn that there are "special stories" that have been passed down for hundreds, if not thousands, of years. In these lessons, students create a story with elements of a fable included and they put their own creative twist to a known fable!



Third Grade: Zaner-Bloser Handwriting cursive workbook

Third grade is the first year of cursive instruction at The LP (while it may have been second grade for some LP alumni), but the importance of 'mastering' this craft remains intact. Many students have learned a chant to remember the strokes: "undercurves swing, downcurves dive, overcurves shoot, and diagonals slide." Third graders also sing a song about the guidelines on the paper (headline, midline, baseline) to the tune of head, shoulders, knees, and toes.

Fourth Grade: A copy of the book Bud, Not Buddy

This isn't just a book that the Head Teacher loves, but a book adored by students for the past 18 years. In the Winter 2022 edition of *The LampPost*, fourth graders chose this book as their "favorite" book, and for good reason. The main character, Bud, is charismatic, brave and funny. This historical fiction novel, taking place in Flint, Michigan, in 1936, lends itself to rich conversations around the Great Depression and segregation.

Fifth Grade: A copy of the Greek Plays script written by 5th graders

A core part of the fifth grade curriculum is around Greek mythology and history. Students collaborate in small groups to write play acts based on the Greek myths they read. Students examine mentor texts and compare the structure of plays to prose. Mini-lessons include writing with a specific audience in mind, developing characters through dialogue, and using stage directions effectively. The culmination of their hard work is seen in their creative, thoughtful and reliably hilarious performances.

Sixth Grade: A copy of the "rum" cake recipe from Lunch Week

Lunch Week is one of the biggest fundraisers that the sixth graders undertake as they work toward their trip to Washington, D.C. During this week, the sixth grade class prepares lunch for their schoolmates (1st-6th grade) and their parents receive a brief respite from the daily chore of planning and preparing lunch for the week. The "rum" cake is one of the signature recipes that's been passed down from year to year.

Other commemorative items:

The last addition to the time capsule includes the 50th Anniversary Gala invitation and the LP50 program, which, among many important community members that are mentioned, lists all LP alumni and students from 1979 - 2029—it is the people at the heart of The LP, after all.

LP "Rum" Cake Recipe

Ingredients

Cake:

1 pkg yellow cake mix (18 ¼ oz)
1 pkg instant vanilla pudding (4-serving size)
4 eggs
1 cup water
½ cup (1 stick) butter, softened
2 tbsp imitation rum extract

Glaze:

½ cup sugar
¼ cup (½ stick) butter
2 tbsp water
½ tsp imitation rum extract

Instructions

Preheat oven to 325° F. Grease and flour 12 cup bundt pan. Mix cake mix, pudding mix, eggs, water, butter and 2 tablespoons rum extract in large bowl with electric mixer on low speed for 30 seconds. Beat on medium speed for 4 minutes. Pour into prepared pan.

Bake 1 hour or until cake begins to pull away from sides of pan. Cool in pan 15 minutes

Meanwhile for the glaze, mix sugar, butter, and water in small saucepan. Stirring constantly, bring to boil on medium heat and boil 1 minute. Remove from heat. Stir in ½ teaspoon rum extract. Invert cake onto serving platter. Pierce with fork. Spoon glaze over warm cake.

Gala Memories Captured

The following is a collection of photos taken on May 20th, 2023 at The Learning Project's 50th anniversary Gala.





Thank You From the McCords



Dear LP Community Members:

For the two of us, the school’s stupendous 50th Anniversary Gala — now more than three months past — was one of the most heart-warming and pleasurable evenings of our lifetime together. We are grateful beyond what words can express to all who made that magical evening possible— to the Gala Committee for all its hard work; to the hundreds of parents, alumni/ae, faculty and friends of the school who were there (some having travelled from great distances); to those who couldn’t attend but sent greetings; and to the scores of people who generously supported the phenomenally successful paddle raise. We should probably also mention our deep appreciation to Alicia Towns-Franken and Justin Hajj for their exaggeratedly complimentary, but very kind comments.

We both know — absolutely — that the school’s success over the past 50 years is the direct result of an immense collective effort that includes everyone involved with the school from its beginning to now. And if we had one regret when the evening ended, it was that there simply wasn’t enough time to catch up with each person at the Gala and to thank them for their help in “founding” and creating the school of today.

When we later talked about the Gala, we spoke of two things that are closely connected. First, we were reminded of the idea that small schools can touch hearts and minds in disproportionately large and powerful ways. One manifestation of that ‘touch’ is a strong sense of the importance of caring and honest relationships and — a step further — an appreciation of being ‘in community.’ The Gala was about both types of relationships — individual and communal — and the ‘connectivity level’ in that large room seemed, to both of us, extraordinary. Second, we were reminded (this time by the sheer magnitude of Gala attendees) of how many people we are indebted to and profoundly grateful to for helping us during some portion of our own very long LP journey.

A school that nurtures connection, caring, collaboration and community has a bright future.

With affection and profound gratitude,

Michael + Elisabeth

Michael and Elisabeth

P.S. We’ve hung our LP diplomas in a prominent place to remind us of the grand adventure we were lucky to share with all of you—and of a very clever and fun moment in the Gala celebration!

New Roles



MIKAH FARBO:
Former Fellow and 5th Grade Head Teacher, Mikah Farbo has assumed the role of **Director of Academics, Faculty, and Inclusion**. Mikah earned her M.Ed. in Human Development and Psychology from the Harvard Graduate School of Education, her B.A. in Psychology from Bryn Mawr College, and has been at The LP since 2016. Dedicated, thoughtful, and passionate, she knows the traditions and community at The LP well and looks forward to furthering our school’s diversity efforts. She’s excited to strengthen teachers’ access to professional development and continue to move The LP’s curriculum forward so that our students continue to grow into knowledgeable, thoughtful, inclusive human beings.



KRISTINA ROYAL:
In addition to continuing as our Third Grade Head Teacher, Kristina Royal has assumed the role of **Director of the Fellowship Program**. As a former Fellow herself, and with 18 years of experience and mentorship at The LP, Kristina is well suited for this leadership role. She is looking forward to the opportunities this new path will provide in order to strengthen her own competence and proficiency as a teacher, while also providing expert training, coaching, and advising that will allow the Fellows to demonstrate their enthusiasm, passion, and skill in our classrooms and beyond.



EMMA RUSSELL:
Emma’s role as School Counselor and SEL Teacher has been expanded this year, and her new title is **School Counselor and Student Support Coordinator**. Emma Russell has advanced our student support process by pulling together ‘student success teams’ as appropriate, which include teachers, parents, administrators, and external providers as needed. Emma serves as parents’ and faculty’s main contact when seeking support for their children. She coordinates student evaluations and accommodations, provides training to staff and parents regarding social-emotional education, Restorative Practices, and more.



SASHA ZUFLACHT:
While Sasha’s responsibilities related to advancement and admissions remain the same, she has also been appointed Assistant Head of School. Her new title is **Assistant Head and Crawford Director of Community Relations**. As second in command at the school, Sasha oversees all events, is a source of information for the community, assists Justin Hajj with all school operations, Board support, parent events, and the rollout of the school’s new five-year strategic plan. Those who know Sasha know that she is ‘LP’ through and through, operates with mission and relationships at the heart of all she does, and brings a diverse skill set to the role, from communications to an understanding of institutional dynamics and, of course, a deep passion for ‘The LP Way’. Sasha’s impact on a broader scale has already been a huge benefit to The LP community, and she is equally as delighted to step into this leadership role.

New Faces

Faculty and Staff

by BEN DUNCAN



CATE COSTIGAN, FIFTH GRADE HEAD TEACHER:
Cate holds a Bachelor’s Degree in Elementary Education from Indiana University and a Master’s Degree as a Literacy Specialist from Manhattanville College. Cate is passionate about literacy education and hopes to one day publish a children’s book. She joins The LP after shining as an Associate Teacher at the Brunswick School in Greenwich, CT, for the past two years. Cate’s dedication to her community, her passion for equity and justice, and her commitment to teaching is a perfect match for The Learning Project. As a new Boston resident, Cate can be found exploring new restaurants, enjoying the outdoors, or relaxing with a good book.



ANNE ZANAZZI, LEARNING SPECIALIST AND CURRICULUM COORDINATOR:
Anne, former Second Grade Head Teacher from 2016-2022, left The LP last year to complete her Certificate of Advanced Study in Literacy and Language through MGH. Having recently completed the program, she is over the moon to be able to return to The LP where she can apply her newfound knowledge and skills as the school’s first ever Learning Specialist. Anne has her M.Ed. in Elementary Education through Lesley University, and a B.S. in Culture & Politics through Georgetown University. In her new role, Anne also assists our Director of Academics, Faculty and Inclusion with curriculum development and rollout. Anne works directly with children in early literacy development, as well as intervention in other areas as needed.



ZOE CONTRUBIS is excited to work at a city school that utilizes all the resources Boston has to offer. Feeling called to The Learning Project, as it reminds her of her own elementary school experience at a small school in the heart of New York City, Zoe is fond of the memories and impact that city learning has on a child’s development. Having recently graduated from Smith College, Zoe holds a Bachelor’s Degree in Education and Child Studies and a minor in Art History. While at Smith, Zoe worked as a Student Teacher at the Campus School. Here she developed her ability to accommodate diverse learners through differentiated instruction. Beyond her classroom experience, Zoe has also worked with students in after school and athletic settings.



JESSIE FRIEDMAN, ‘12, graduated from The Learning Project in 2012 and is excited to return as she launches her career in education. Reflecting on her time as an LP student, Jessie remembers the values and traditions that make up a Learning Project education and hopes to integrate her experiences since graduating to create meaningful educational moments for students. Jessie earned her B.A. from Brandeis University in Hispanic Studies and minored in Education Studies. She has recently worked as a long-term substitute at Hooks Elementary School in Chelsea, Massachusetts, and has been teaching Spanish at The Boston Children’s School since the fall of 2021. Jessie feels inspired when witnessing students have “a-ha moments” and hopes a career in education will allow her to keep having this impact on children.



JACOB IARUSSI is a graduate of the University of Vermont and holds a Bachelor of Arts in Anthropology. He is currently studying at Moreland University, where he hopes to earn a Master’s in Special Education. Jacob has held numerous positions in educational settings, most recently as a Third Grade Assistant Teacher at Brooklyn Charter School. He has also worked as a tutor, substitute teacher, summer camp program director and coach. Jacob believes in the power of education as a means to create positive change and hopes to foster an inclusive and equitable learning environment for all students. Outside of school, Jacob enjoys rock climbing and is excited to explore all Boston has to offer.



LAUREN WATERS, having attended a small middle school while growing up, is no stranger to the "power of small." She relates to The LP’s mission of not confining education to only the walls of your school, but instead using all resources available to you. Lauren is excited to draw from her own school experience to help create memorable learning opportunities for LP students. Lauren graduated from Bowdoin University with degrees in Francophone Studies and Cell and Molecular Biology. For the past year, Lauren has been working as an English Teaching Fellow at the University of Clermont-Auvergne in Clermont-Ferrand, France. Prior to this role, Lauren has worked as a Kindergarten Intern, Assistant Teacher, and Learning Assistant.



HANNAH YELNOSKY recently graduated from Skidmore College with a B.A. in Sociology and a double minor in Education Studies and Dance. Previously, Hannah has worked as a tutor, ballet teacher, teaching assistant, and educational researcher. Last summer, Hannah was employed through Generation Teach as a 5th Grade Teacher in Providence, Rhode Island. She describes this as an experience which solidified her passion for teaching and taught her the importance of recognizing the whole child. Hannah values building trust and embracing diversity in the classroom and is excited to help cultivate a positive and safe learning environment at The LP.

Fellows



TIMOTHY CHANG graduated from Boston University with a Bachelor’s Degree in Sociology and a minor in Computer Science. With a passion for finding the joy in any learning experience, Timothy has worked in various positions, including as a tutor, teaching assistant, and daycare teacher, as well as a soccer coach and after school teacher. Timothy recently worked as a ‘Code Sensei’ at Code Ninjas, an organization aimed at teaching coding skills and computational thinking to children ranging from ages five to fourteen through a game-based curriculum. In his time at The Learning Project, he hopes to develop his classroom instructional skills and continue to integrate fun and laughter into the classroom environment.



ANNABEL COHEN comes to The Learning Project after having graduated from Carleton College this past spring. While there, Annabel earned a B.A. in Sociology and Anthropology and minored in Educational Studies. Most recently, Annabel worked as a Teacher’s Assistant at the Prairie Creek Community School. Annabel has also had the opportunity to work as an Applied Behavior Analysis Intern at the New England Center for Children and in several other teaching roles. Annabel sees great value in recognizing the whole child and prides herself on helping students feel comfortable in new situations. Annabel has a passion for working and volunteering with non-profit organizations and is committed to advocating for the needs of others.

Transformation at 110 Commonwealth

by TARA VUONO



While we currently know 110 Commonwealth Avenue as the “kindergarten classroom,” its role in the history of The Learning Project is fixed in the mind of our community. It is where The LP first began as a one-room schoolhouse in 1973. Although updates to the space have been made since then, we truly reimagined the space as a whole last summer.

In recent years, The Learning Project has experienced significant space challenges, especially when it comes to administrative offices and meeting spaces. Last year, the school purchased a new building at 263 Clarendon Street for future use, but this was intended as a strategic, long term solution. In the near term, we needed to make a swift change, so we launched a project to make better use of the space available to us at 110 Commonwealth. The result is a makeover of the kindergarten classroom, with the addition of three offices and a conference room, and some ‘freshening up’ of the rest of the space. The result is transformative.

We first reached out to Board member, Diane Lim, P’18, of Lim Design Studio to see what creative ideas she might have to make more effective use of our large kindergarten space. By utilizing one back corner of the classroom, leaving ample space for our kindergarteners, she was able to create a plan for three new office pods and one meeting room (it’s hard to believe, but the space actually feels bigger, even with new walls and spaces constructed within it!). Thanks to a recommendation and connection from current parent and Board member, Callon Walker, P’24, ‘26, the school contracted with Josue Velney, of Velney Construction, to manage the project.



As soon as school let out for the summer, work permits were secured and Velney and his team hit the ground running to begin the renovation. Over the course of the eight-week project, the old tiles were removed and new flooring was installed throughout the space, the old fluorescent lighting was replaced with new LED light fixtures, and the entire classroom received a fresh coat of paint in a stunning light blue, navy and white color scheme. Three new office pods and one meeting pod were constructed and outfitted with new desks, chairs and other office furniture. Finally, the kindergarten entryway and quiet reading area received new bookcases and new rugs were put down throughout. With much hard work by the construction team, the project finished on time, on budget, and most importantly, the classroom looks amazing! Now, more than “just” a kindergarten classroom, 110 Commonwealth Avenue, the place of our humble beginnings, will better meet the growing needs of our community for years to come.

Thank you to all of The LP community members who were a part of this project, including Diane Lim, Callon Walker, Garrett Hatton ('99 and Chair of the Real Estate and Facilities Committee), and the Board of Directors. This project, from start to finish, is a clear example of the power of LP connections and an unwavering commitment to reimagining what’s possible.





The 2023 Annual Report Summary

BREAKDOWN OF GIVING 2022-2023

Annual Fund:	\$366,328
LP50 Gala (gross):	\$67,583
Community Scholarship:	\$20,000
Read-a-thon (gross):	\$16,030
The Prindle Scholarship Fund:	\$5,650
Fall Book Fair (net):	\$9,771
The Caroline Schmidt Arts and Inspiration Fund:	\$2,329
The Gary Hatton Mental Health and Wellness Fund:	\$24,686
Other Restricted Funds:	\$6,100
McCord Mission Fund:	\$880,470
TOTAL:	\$1,398,947

CHARITABLE GIVING

6th Grade Philanthropy

Each year, The Learning Project sets aside \$500, plus any surplus Rent-a-Rainbow money for its Sixth Grade Charitable Foundation. This is intended to provide soon-to-be LP graduates the experience of philanthropy, and inspire them to develop a life-long habit of giving. In the spring, sixth graders research local, national, and international charities as part of their charitable giving project. The Class of 2023 elected to donate to the American Society for the Prevention of Cruelty to Animals (ASPCA).

ASPCA: \$500

Read-a-thon Donations 2023

Proceeds from Read-a-thon have traditionally been used to buy books for the school, to plant trees, and to support literacy programs in the city. Below are the organizations supported from Read-a-thon donations.

826 Boston
The Garden Club of Back Bay
Beacon Hill Books and Café

THE TRADITIONS CONTINUE

CELEBRATION OF TRADITIONS



MAYFEST



THE TRADITIONS CONTINUE

OLYMPICS



PRIDE PARADE



ALUMNI

Dr. Melina Hale, '82, professor of Organismal Biology and Anatomy, has been appointed the next dean of the College at the University of Chicago. Dr. Hale's appointment began this past July. In a profile in the Winsor School Bulletin, she writes: I am honored to serve as the next dean of the college and will work wholeheartedly to further the college's leadership in deep and creative liberal arts education and its engagement with the principles and practice of free expression.

Danielle Hardeen, '96, writes: Our daughter Maya was born on January 27th. My partner, Théo, is from Nice, France, so we are speaking to her in English and French and look forward to her picking up Spanish since we live in Valencia, Spain. I was teaching elementary school for ten years, but recently started working virtually mentoring bilingual Montessori teachers and supporting public schools across the U.S. in implementing Montessori curriculum.



Ace Salisbury, '98, recently finished filming Season 2 of City Island with Augenblick Studios for PBS. City Island is an animated program for children.

Mica Curtain, '09, graduated from Yale University this past spring.



Billy Curtis, '10, is wrapping up his time at Villanova University.

Ellie Curtis, '12, just finished her first year teaching seventh grade math in the Atlanta Public Schools.

Alanna Curtis, '14, is going into her senior year at the University of Richmond.

Members of the class of 2017 headed to prom at Boston Latin School in June. Pictured are **Rachel Yates, '17**, **Liam Brady, '17**, **William Bordon, '17**, **Maddie Borovoy, '17**, **Peter Fleck, '17**, and **Niccolo Imbrogiano, '17**.



Brian Gamble, '17, won the BAA Boy's High School 1 mile race in April. He will begin at Yale University this fall where he will be a member of the Track & Field and Cross Country teams.

Isabelle Feloney, '17, will start at the Frost School of Music at the University of Miami this fall.

Jack Tompros, '19, visited The LP last spring and gave a presentation in the 5th grade classroom about his recent trip to Spain.



Liam Walker, '22, **Abimael Degu, '22**, **Cavan White, '22**, and **Billy Hayhurst, '22**, stopped by The LP at the start of the school year to say hello to their former teachers and schoolmates.



ALUMNI STAFF

Mary Pelletier, Fourth and Fifth Grade Teacher, **2001-2014**, began teaching at a rural, K-12 public school in September. Another school that embraces "the power of small," this school has a student population of just 80 students. Mary is teaching in a combined 4th and 5th grade classroom.

Lizzie Barcay, Third Grade Teacher, **2011-2021**, and **Caroline Shea**, Fellow, **2014-2015**, have been working together at the Runkle School in Brookline. Caroline is a speech and language pathologist and Lizzie is a school counseling intern. Caroline was the first Intern (before they were Fellows) who worked with Lizzie in third grade, in the fall of 2014, with The LP Class of 2018. She also worked with Ms. Ream in second grade, with The LP Class of 2019. They have both had the opportunity to teach SEL lessons at Runkle. They are pictured under a sister mural to the one that's now in the Ballroom.



Vivien Manning, Fellow, **2022-2023**, has accepted a job with the Peer Health Exchange as a Health Facilitator Fellow.

CURRENT STAFF

John Krewson, Sixth Grade Head Teacher, and his wife, Anna, welcomed their second child, Emme, this August. Emme is sister to John and Anna's first child, Otto.



Emme Krewson



Kristen Faubert and her fiancé, Paul

Kristen Faubert, Kindergarten Head Teacher, was working to organize the Kindergarten classroom prior to the start of school and her now fiancé, Paul, surprised her with flowers and a ring. Congrats to Kristen and Paul on their engagement.

REUNIONS

The LP welcomed back the Class of 2017 this past June. The recent high school graduates and their families enjoyed roaming The LP and reconnecting with former classmates.

Members of the Class of 2017 at their 6-year-reunion (L-R): Back row: Brian Gamble, William Bordon, Peter Fleck; Middle row: Maddie Borovoy, Pia Franken, Liam Brady, Rachel Yates; Front row: Isabelle Feloney, Niara Dagli, Angela Busard

Parents and Faculty of the Class of 2017 (L-R): Back row: Mary Janetta, Mikah Farbo, Alicia Towns Franken, Michael McCord; Third row: Paul Gamble, Daniel Busard, Rick Borovoy, Ed Fleck; Second row: Cindy Gamble, Jennifer Ray, Ben Brady, Jen DiManno, Colleen Brannen, Erin Borovoy; Front row: Suzanne Garcia, Bei Hung Chang, Eileen McCormack, Tony Bordon, Catherine Bordon, Justin Hajj



Members of the Class of 2017



Parents of the Class of 2017

IN MEMORIAM

Alf Howard died on May 24, 2023. He was born in Nova Scotia and returned there each year for a summer holiday. Husband of Jane Howard (founder of The LP Book Fair and former Board member) and father of Dorothy, '91, and Ross, '97, will be remembered by many as a gentle and gracious member of The LP community who always seemed to have a twinkle in his eye.

We'd love to hear from you!
Send photos and updates to
tlp@learningproject.org



Class of 2023 Next Schools: Beaver Country Day School, Boston College High School (4), Boston Latin School, Dana Hall, Newton Public Schools, Nobles and Greenough School, Rivers Academy, Roxbury Latin (3), Thayer Academy (2), Warren-Prescott School, Woodward School, Xaverian Brothers High School

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