

The LAMP POST

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The LP marching in the Boston Pride for the People Parade in June 2024.

INSIDE COVER PHOTO:
Student artwork from the 2023-2024 school year.

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Our Play Space in the City

from JUSTIN HAJJ

In June 2024 – after three months of renovation – the gates of the Clarendon Street Playground were opened to reveal a vibrant, reimagined park for the city of Boston to enjoy. This most recent renovation was completed by the city in order to replace old play equipment, ensure ADA compliance, solve for critical drainage issues, integrate the latest safety features, and bring a much-needed freshening up to the beloved plot at the corner of Clarendon and Commonwealth.

Fortunately, while the renovation led to a bright and shiny new play space, the designers were also intentional about holding onto what has made it such a special place for so many people over the years – plenty of tree cover and natural elements; ample space for children to run free; nods to its history by preserving the rugged foundation wall and stone paved island; and plenty of play options for children ranging from toddlers to middle schoolers. The final result accomplished all of this and more.

The effort to renovate the space was the product of many hearts, hands, and nearly four years of dedication from inception to completion. The project was coordinated by the Clarendon Street Playground Committee, a group of members from the Neighborhood Association of the Back Bay, the Garden Club of the Back Bay, local school leaders and residents who worked closely with the city and design group each step of the way. After countless meetings, emails and phone calls between stakeholders, and following a number of revisions to the plan, the city broke ground in April 2024.

Given that the Clarendon Street Playground is The Learning Project's daily home for recess and P.E. classes, this renovation necessitated that we pivot to

alternate play spaces around us, and LP faculty and staff were prepared to do so. In these final three months of the 2023-2024 school year, Kindergarten enjoyed recess at the Frieda Garcia Playground at the corner of Stanhope and Clarendon Street, or engaged in games of tag or imaginative play around the Collins Statue on the Commonwealth Mall. First through sixth graders spent P.E. and recess along the Esplanade, splitting time between the beautiful, open green space and the Esplanade Playground, climbing boulders and speeding down the zipline.

While we certainly missed our Clarendon Street Playground during this brief period, it truly helped our community realize just how fortunate we are to be located in the heart of the city and to have access to so many incredible spaces for our children. Having such a plethora of play spaces was not always the case for Back Bay residents and neighboring schools. In fact, there was a time not too long ago when there wasn't a single playground in Back Bay, and it wasn't until 1978 that the Clarendon Street Playground broke that mold. And, as is the case for many moments of progress in history, and especially in the history of The Learning Project, it was the tireless efforts of many that made it happen.

According to BackBayHouses.org, the plot of land now inhabited by the Clarendon Street Playground was formerly the site of the Hotel Hamilton, which was demolished in the 1950's. Following its destruction, developers planned to build a 17-story apartment building, which local residents vehemently opposed. Such construction would violate the 80-foot height limit restriction in the area and, they feared, would lead to a precedent that would



JUSTIN HAJJ

Michael W. McCord Head of School





result in a neighborhood of highrises in the future. It was a long battle involving builders, residents and politicians, which dragged on through the 1960's. And then, in the early 1970's, the conversation began to shift in a new direction.

It was at that time that Hildred Simons, Director of the John Winthrop School – a preschool just one block away – began to imagine potential in that wild and weedy, vacant plot of land. Without a playground in Back Bay, John Winthrop children were often playing on concrete, which concerned Hildred and John Winthrop parents when it came to student safety. Moreover, Hildred was a staunch champion of exploratory, play-based learning and open opportunity for social development in young children, and she dreamed of a playground in the city that would lend itself to these values. Maybe, she thought, the former site of the Hotel Hamilton could be it.

Staff and parents from the school, along with other local residents who believed in the importance of such a space for children and families, took steps to make it happen, urging the city to acquire the land in order to convert it to a playground. However, it was not an easy sell. The general feeling of Boston leaders at the time was

that there were few children and families in Back Bay, and investing in a playground was foolhardy.

To prove just how wrong they were, the President of the Neighborhood Association of the Back Bay, Walter Koltun, along with Lois Kunian, Sue and Paul Prindle, and other local parents, brought a large contingent of Back Bay children with them to City Hall, marched into Mayor White's waiting room and engaged in a sit-in style protest. Lois Kunian remembers that day vividly, and says, "Mayor White was dumbfounded by the number of children that showed up on his doorstep unannounced. It made a big impact."

During this years-long process to convince the city to take on the project, Hildred began taking matters into her own hands. With the understanding that nothing happens without someone making it happen, Hildred contacted the developer-owner of the vacant property and asked permission to use a portion of the lot as play space. Much to her delight, that permission was granted, and a key to the chain link fence that surrounded the vacant lot was handed over to her. As long as they unlocked and locked the gate as needed, they had the developer's blessing.



With the help of her husband, Jack, as well as John Winthrop parents and neighborhood volunteers, they set about transforming the space by hauling in an old rowboat, large truck tire, gigantic log, geodesic dome for climbing, a four-seater swing set, and a number of other odds and ends. They even built a rudimentary playhouse and sandbox. To the city children, it was paradise.

With many helping hands, the neighborhood welcomed in this makeshift, budding playground. Hildred handed out keys and, in 1973, one of those keys found its way into the hands of a young headmaster who was starting a small school with a unique name, The Learning Project, providing much needed playspace to the school's earliest enrollees.

Not only did this space offer a great deal to local schools, it also served as a beacon for children and families. Lo and behold, as soon as the space started to be seen and established for play, albeit informally at first, families came out of the woodwork. As Lois Kunian says, "They were here, but not really seen until the playground. It was about having a place to bring people together."

Still, it took another two years, a number of meetings – both behind closed doors and public hearings – lots of pressure, and a refusal to accept 'no' as an answer, before Boston finally acquired the space in 1975. Then it was another three years of design work and collaboration between the city and local organizations and residents to officially establish the Clarendon Street Playground as we know it today.

Of course, the playground as it exists now looks much different than that first iteration. The latest edition features a large woodchip-lined field space, a new spinner, rubber surfacing balanced with natural dirt and wood finishes, two play structures, a basket and traditional swings, a drinking fountain, a sensory play area, and more. But what is certainly consistent with the earliest version of the playground is children's feeling of 'paradise in the city.' And in the midst of the joy that the playground provides to families, it is easy to lose sight of all that went into its creation, as well as its influence on shaping the neighborhood and making connections and community possible.

The Clarendon Street Playground is more than a playspace. It has served as a beacon for families in the area. For our school, in particular, it has been an invaluable resource that has hosted more

than recess and physical education classes – it has been a community event space, a Mayfest location, and a place where new relationships are forged and old ones are strengthened. The Learning Project certainly would not have flourished in the same way without our cherished Clarendon Street Playground, and the latest iteration promises to continue to be a tremendous asset to our city school. It is a beautiful playspace where imagination abounds, children can connect with elements of nature, play sports, engage both fine and gross motor skills, and foster interpersonal skills that are crucial to child development. As such, it continues to fulfill Hildred Simons' dream of a space in the city for "exploratory, play-based learning and open opportunity for social development in young children." And we have her, and a dream team of past parents, school leaders, politicians, and children to thank for it.

I would like to express my gratitude to Lois Kunian, Michael McCord, Sue Prindle, and those at BackBayHouses.org for their contributions to this article.



GRADUATION



compiled by JAMIE HAYHURST

Culminating not only a magical year of Rainbow memories but also, for many, a seven year journey from kindergarten to sixth grade, Graduation is a highlight of The Learning Project experience. It is both a joyous end to a hard-earned school year for students, parents, faculty and staff, and a bittersweet goodbye for our graduates. Below are the remarks given by LP staff and Board members as they bid farewell to the Class of 2024.

An abbreviated version of Justin Hajj's remarks:

"Today, I'd like to focus on just one of the many very special characteristics of your class – one that I hope you will carry forward with you when you leave us today. And that characteristic is your boundless, positive energy. Anybody who has spent a few minutes with your class knows what this means. You're truly up for anything and everything – no matter the season, no matter how tired you may be, no matter what others around you may think or say, whenever you're presented with a new opportunity – especially one that involves a bit of adventure, or movement, or competition, or even a bit of creativity – your answer is always and enthusiastically, yes.

You have a hidden, mysterious reserve of energy it seems – maybe not always for homework, but certainly for spending quality time together. You enjoy a good walk around the block as a class, bunching up together on the playground slide, and are never limited by a lack of enthusiasm. Where other classes may be maxed out when it comes to a 30-40 minute performance of Shakespeare, your class wanted more. More scenes. More lines. More props. You have a collective 'bounce' about you, and the extra readiness and desire to do and see more.


Whether it's climbing trees in Washington, DC, or jumping into a game of pickup soccer with strangers, or even when faced with an extra long walk from the White House late at night, your answer is always and enthusiastically, yes. In fact, your class may have set an LP record for the latest train arrival back from DC, pulling into South Station at 2am – and yet, still you arrived with a positive attitude, having had the best time together.

This characteristic about yourselves, along with your collection of memories that you have made together, are what we hope you carry with you into the future. Poet and playwright, Oscar Wilde, once said, "memory is the diary that we all carry about with us." Class of 2024, your diaries are surely full, and, while your LP journey ends here today, the good news is that those diaries packed with memories remain with you, and will serve you well. Memories at the Clarendon Street Playground with one another; of days at the Frog Pond skating with your Pencil Pals; of inside jokes and time spent laughing together during lunch; Memories of singing in Mayfest and Winter Concert; and even those small academic successes each day – they are snapshots that can be called forward to remind you of who you are, and who will always remain by your side.

Not to say that any elementary journey is perfect. Surely, you have had struggles and stumbling blocks along the way, as well – perhaps a test that you weren't quite prepared for; perhaps a time you were sent to the Head's office for making a choice that likely wasn't one of the best choices you've ever made in your life; or perhaps even those personally difficult moments that you brought with you to school, of which you pushed through with the help of your teachers, or with Ms. Russell, or even with friends.

Regardless of the scenario, all of those memories that you've acquired – those good,





and those not so good – are lessons to be learned, and will be your sources of strength and comfort in the road ahead. Those memories are The LP spirit – those LP powers – brought to life. Respect; Grit; Empathy; Positivity; Responsibility; Fairness; Kindness; Courage; Appreciation; Cooperation; Honesty; and Creativity. Hold onto those moments like precious treasures. Call them forward when you need to. And, of course, whenever a new opportunity presents itself, I hope you will continue to answer – always and enthusiastically, yes.

I end today with the same words that have been recited at the conclusion of each Learning Project Head's Address – 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 2024 met with Board Chair, Linda Seeley, over pizza the week prior to Graduation. The following is part of her reflection on that afternoon:

"When I was with the class, we talked about some of their earliest memories of The LP. Many of them told me that, in kindergarten, they were intimidated by how tall the sixth graders were, and how they never imagined that they themselves would ever be that tall. They remembered being a little homesick in their first days at The LP, and how their teachers made them feel comfortable. How fun it was, when Houlton brought his dog, Mudslide, to kindergarten one day. One remembered joining the Shoe Tying Club and feeling very proud when they could finally tie their shoes. And another student remembered the "first trip to the

principal's office and started to get to know Mr. McCord." Several mentioned what a major event it was to perform their kindergarten play, *The Day the Crayons Quit*.

One of the things I noticed, while we were talking and as I spent time later reading their responses to a survey I had sent, was both their pride in their own personal accomplishments, but also their pride in each other, and of what they achieved together.

Several in the class mentioned how much fun it was, collaborating to write and perform their play in fifth grade. Hamlet, which was this year's play, was also a favorite. They liked that, as one student wrote, "It is realistic and has a very intricate story line," and because of its mix of seriousness and humor. But what struck me was how many talked about the play as a shared accomplishment. One said it was a favorite "Because our whole class does the play really well," and another, "Because it really brings our class together."

Many of the sixth graders listed the Olympics as one of their favorite LP traditions. They talked about the fun of getting to play and compete with friends, but also explained that they liked it "Because you have to use teamwork," and "Because it teaches the students sportsmanship and it is generally really fun to see who wins." The Read-a-thon is another favorite, "Because it's so fun to see everyone in their pajamas and be with your LP family at night, like one big sleepover." In fact, one student chose both those events and wrote, "I like Read-a-thon and the Olympics. I like reading. Also cooperation."

When we talked about their trip to Washington, DC, many in the class mentioned how fun it was to tour famous sights, especially the White House, which, "Even though it was late and we were super tired, was an amazing



experience." But they also highlighted the fun of just being together, hanging out in the room with friends, sharing ice cream, and "Playing Switch and Catch the Hat, and climbing trees together."

Their LP memories spread across the years and across classes. A number of students mentioned school projects, including dissecting squid and the roller coaster project with marbles they did with Ms. Garcia, all the Choice Projects with Mx. Carlyle, and the civilization project with Ms. Farbo. Several mentioned Country Roads as a favorite song at LP concerts, because "It is so soothing and it feels like a huge tradition"; "Because it is a great song"; "Because it is a classic"; and, from a future diplomat, "Country Roads is a great song and a classic."

Teachers and schoolmates, families and friends, please join me in congratulating The LP's Class of 2024!"

During the ceremony, The Learning Project Elementary School presented its annual Honorary Diploma to Boston-based artist, Bren Bataclan. Board member, Ann Hackney, P '13, introduced our Honorary Diploma recipient and shared the following remarks:

"Since 2001, The Learning Project has taken a moment during each graduation ceremony to recognize someone who has led a life characterized by service to others. As such, it is my distinct pleasure to tell you about this year's recipient of The LP Honorary Diploma, Boston-based artist Bren Bataclan.

Bren was born in the Philippines and moved to California with his family when he was 12 years old. As a child, he watched Giant Robot anime shows that later inspired his art, along with the tropical, vibrant country where he grew

up, which influenced his bright color schemes. He received a BA in design at UCLA and an MA in computer animation at Ohio State University.

Bren began his career teaching design and computer animation at UMass Amherst and the Boston Museum School. He became a full-time artist in 2003 with the launch of Project Smile, where he began giving away paintings in public spaces with a note saying, "This painting is yours if you promise to smile at random people more often." Since then, he has given away over 3,000 paintings in more than 100 different countries and in all 50 states in the U.S. As anti-bullying programs gained popularity, many schools asked Bren to give presentations about his kindness-related street art project. His pay-it-forward-themed presentations led to his mural projects, and he has painted over 300 murals for schools, hospitals and businesses. In addition, Bren has written a book, given a TedxTalk, and has been featured on several news programs and in various publications.

Bren's longstanding relationship with The Learning Project began in 2010. My family and I had the good fortune of attending his first visit to the school where he gave a presentation on the power of kindness. As a result of his visit, my son, always very interested in art, and I were invited to visit his studio to see all of his work, a day we'll never forget. Today, you can see Bren's mural in the Ballroom stairwell, a work that elicits a smile every time you walk by.

On behalf of the Board of Trustees and the entire Learning Project community, it is my privilege to present the Honorary Diploma to our LP friend, Bren Bataclan."



TRIBUTE TO RETIRING BOARD MEMBERS

by LINDA SEELEY

At the final Board meeting of the 2023-2024 school year, Linda Seeley, Board Chair, paid tribute to our retiring Board members. These tributes were written in May 2024 and may be outdated. Below are excerpts from Linda's tributes:

KAYRON WRIGHT

It was a special treat for me to welcome Kayron Wright to the Board in 2021. Kayron and I both arrived at The LP at the same time, two decades earlier, when he began a year-long position in what was then known as the Teacher Training Internship Program and my husband and I brought our son to begin first grade.

In our time at The LP, I witnessed, again and again, what a gift it is, for a child to have caring and committed teachers and what an enduring impact one teacher can make in the life of a child.

I know Kayron has had that impact on the children he teaches. His career in education exemplifies his commitment to nurturing and changing the lives of young people. Over his career, he has taught at the elementary and middle-school levels, with a focus on math and science, and has worked in both public and charter schools. In his work on The LP's Board, Kayron has brought his teaching expertise; his passion for students; his staunch commitment to inclusion, representation, and social justice; and an invaluable dual perspective as both an "insider" with a strong understanding of The LP and as an "outsider" who can offer different perspectives and bring new ideas from his experience and work at other schools.

I would be remiss if I did not also thank Kayron for being so gracious about the early morning scheduling of so many of our committee meetings. Most started at 8:00 a.m. and took up all the time in that vital block for a teacher's final prep before the start of a busy day in the classroom. Despite that inconvenience, Kayron was always focused and fully participating the whole time, and I think he gave himself only 90 seconds or so to sign off, refocus, and be ready for his first class. Kayron, we are grateful for your time on the Board and your service to The LP.

JAMIE HAYHURST

When I think of Jamie, I think of her smile – amidst a flurry of motion. During the time her two children were at The LP, she helped with the Book Fair and in the planning and implementation of The LP's new Celebration of Traditions; she chaired the Auction Committee for multiple years, and also served on the Capital Campaign Committee; and, for many years, she has organized The LP's participation in Boston's annual Pride Parade. She is a professional photographer and, over more than a decade, has donated countless hours to documenting events at The LP for the website, *The LampPost*, and other school publications.

On the Board, Jamie currently serves as the Chair of the Outreach & Advancement Committee. In her past years on the Board, Jamie has served as Clerk; she has also been a member of the DEI Committee, the Trustees Committee, and the Pandemic Response Committee.

Notwithstanding the smile and her constant activity, what is most emblematic of Jamie is her heart. Although she will be leaving the Board, she is not leaving The LP; she'll be moving upstairs from the Ballroom into an office, and will officially start her new position as The LP's Advancement, Admissions and Publications Coordinator on July 1.

Jamie, we thank you for all your years of service to The LP and to the Board and congratulate you on the newest LP adventure you're about to begin.





LINDA SEELEY

by LOUIS TOMPROS

There is of course one more departing Trustee who deserves our special thanks. As you all know, Linda Seeley is an LP parent, specifically the mother of Griffin Seeley from The LP Class of 2007. Over her more than 20 years as part of The LP community, she has served the school in many, many ways. Even before her tenure on the Board, she was part of the Head's Search Committee (which yielded a pretty spectacular result!). And she formally joined the Board in 2018 — where she has served as Clerk and, since 2021, as our Chair.

It's hard to overstate the impact Linda's tenure as Chair has had on the school. She agreed to step in to lead the Board at a critical time. It was the very early days of Justin's tenure as Head of School, a time in which he was (as I think he will himself admit) very much still getting his bearings. And it was also a period when we were emerging from the world of COVID lockdowns and remote schooling, finding ways to re-establish the connections that are so critical for our LP community, and beginning to figure out what the "new normal" really meant.

If she had simply guided us from then until now and kept the school afloat, we would have declared her tenure as Chair a success. But she did so much more. Among other things, she oversaw the purchase of an entirely new building, the development and deployment of a new strategic plan, the revision of our mission statement, and the celebration of the school's 50th anniversary.

In both a 2018 interview and again in a 2021 interview, Linda said something that has stuck with me when she was asked about her hopes and dreams for The LP. She said that when she first visited the school with her then toddler, she was struck by "what a happy place The LP is, how much [LP families] treasure the values and character development that is an integral part of the School's academic curriculum, and how being part of The LP community has been an unexpected gift the parents never anticipated, for themselves as well as their children." She said that her "hopes and dreams are that all of us who are an active part of The Learning Project community now do our part to ensure that LP families decades into the future will say the same."

I can unequivocally say that, under your leadership and guidance, the school has remained a happy place, and The LP community has been and will continue to be a gift for LP parents and children alike.



WELCOME TO THE NEW TRUSTEES



MATT FARMER

Matt Farmer, P '28, '30, joins the Board of Trustees as a parent of two current LP students. Matt lives in Boston with his wife, Carolyn, and their three children. Matt is excited to join the Board and contribute to the important work of supporting the

school and strengthening The LP community.

A stranger to Boston for most of his life, Matt moved to the area in 2012, initially living on Marlborough Street and unwittingly passing The LP each day on his walk to work. After three years in the Back Bay, Matt and Carolyn moved to the South End, where they have lived since 2015. Matt is a graduate of Princeton University and the University of Virginia School of Law, and currently works as an attorney at Sanofi, a biopharmaceutical company in Cambridge. In his free time, Matt enjoys playing squash, playing musical instruments, and, very occasionally, rowing on the Charles River. Matt is looking forward to actively engaging with the Board and working to advance the mission of The LP for the benefit of all of its students.



ANDY GALLAGHER

Andy Gallagher is thrilled to return to The Learning Project community. He held several administrative roles at The LP from 2006-2014, ultimately serving as Director of External Relations and overseeing admissions and development.

After The Learning Project, Andy served as Director of The Posse Foundation's Boston office for six years, overseeing Posse Boston's development efforts, Posse's unique college admissions process and all programmatic activity in the area. He is currently Associate Vice President for Development at The Posse Foundation, working with leaders and boards in ten major cities to make sure Posse is well supported in their effort to create a leadership network that reflects the rich diversity of our country.

Andy received a Bachelor's Degree from the College of the Holy Cross and an M.P.A. from Suffolk University. He lives in Scituate with his wife, Suzanne, twin sixth graders, Lucy and Conor, and third grader, Ellie.

He says, "The Learning Project took a chance on me almost 20 years ago and I'm forever grateful. From the mentorship of Michael McCord and the team at the school, to the support of the incredible families that I got to take credit for, The LP community pushed me into a career that I love and taught me so much about doing good work, the right way. I'm thrilled to join the board and officially rejoin the community – although we all know you never really leave The LP."

WELCOME TO THE NEW TRUSTEES



LISA GONCALVES LAVIN

Lisa Goncalves Lavin, P '27 and '29, is the parent of two LP children and lives in Dorchester with her husband, Tim, and dog, Brownie. Lisa graduated from the College of Holy

Cross with degrees in Psychology and Spanish and holds a Masters in the Arts of Teaching (MAT) degree from Tufts University.

Professionally, she has held both classroom and administration positions in elementary schools around the Boston area for the last twenty years, and for the last fifteen years for the Boston Public School system. Currently, she provides literacy instruction and leads staff professional development at an elementary school in Roxbury. Lisa is also a certified Dyslexia and Structured Literacy Interventionist, through the Center of Effective Literacy Instruction. She is a practicum supervisor for the Institute of Multisensory Education, supporting teachers with literacy instructional practices.

Lisa was delighted to learn of The LP during a search for elementary school options for her children. Growing up in a small community herself, she wanted her children and family to be part of a smaller, diverse community, whose philosophies valued the whole child. The Learning Project, with a mission to raise empathic, honest, and just citizens who want to give back to the world around them, quickly stood out as a great match for her family! In addition to the strong academic standards, Lisa especially appreciates The LP's commitment to social and emotional learning. She is excited to serve The LP community as a member of the Board.



JOE MCCONNELL

Joe McConnell, P '13, '15, is a labor and employment lawyer in Boston at Morgan, Brown & Joy LLP, where he advises clients in addressing a variety of workplace issues, including discrimination claims, wage and hour

compliance, and union matters. Joe has been at Morgan, Brown & Joy for over 30 years. Joe's clients hail from many industries, in particular higher education. Before joining the firm, Joe clerked for Chief Justice Joseph R. Weisberger on the Rhode Island Supreme Court. Joe earned his law degree from Northeastern University School of Law and received his undergraduate degree from Brown University.

Joe became a parent (and an LP devotee) after his wife, Sara Rocha, heard about the most interesting, caring, cutest school in the Back Bay. Once Joe came to The LP and met the dedicated teachers, parents, and administrators at the school, he was hooked. His son Christopher, '13, was in the first LP kindergarten class, and his son James, '15, happily followed two years later. Joe's affection for The LP has never waned, and he was excited and honored to be asked to join the Board of Trustees.

Introducing Louis Tompros as Chair of the Board of Trustees

by SASHA ZUFLACHT



To know Louis Tompros is to know what The LP Way looks like in action. Louis embodies the community spirit, connection and character that is so distinct of a Learning Project community member. This year, we are thrilled to introduce Louis Tompros as the new Chair of the Board of Trustees.

Louis attended Yale University, where he met his wife, Karen, and graduated with a degree in English Language and Literature. Louis then attended Harvard Law School and received his Juris Doctor degree. Louis is currently a partner at WilmerHale Boston.

Beyond Louis' professional accomplishments, he is the proud father of three Learning Project alumni, Jack, '18, Paul, '21, and Maggie, '24. Louis has served on the Board of Trustees since 2018, serving as the Board's Clerk, and most recently as the Chair of the Strategic Planning Committee. I had the privilege of speaking with Louis this summer as he stepped into his new role as Board Chair.

How did you find The LP?

We first heard about The LP through Jennipher Ray, who was at Charlestown Nursery School in the year ahead of Jack, and her older son was an LP kid. They said we should go look at it, and then I randomly came to an Open House and had a wonderful tour. It was interesting because Facebook was still kind of a thing and I went on Facebook to see if anybody had liked The LP that I knew, and there was exactly one person, and it happened to be Will Crawford. He and I were in college together so I called him and said, "Hey, what's the deal? What do you know about this school?" He immediately said we have to have coffee. We sat and chatted for a couple of hours about his experience at the school, about his family's deep involvement with the school, and he was pretty persuasive. The LP went very quickly to the top of our list, and we were lucky enough to get in, and we've been here ever since.

What drew you to The Learning Project?

The biggest thing that differentiated The LP to me was what it was doing in the city, the idea that it was right downtown. The kids, you could see, were just city kids, and they were perfectly comfortable going to the library, perfectly comfortable being part of Boston. I was struck by just how seriously the school took focusing on each kid's own individual skills and abilities, and really helping them academically in a way that met them at exactly their level. At that point, I didn't even appreciate that character education was a thing that you could even focus on. It was something that I didn't know that we were looking for, but turned out to be one of the most important, if not the most important, aspects of our LP experience.

You have been a part of The LP for well over a decade. What has been most exciting to witness or be a part of during that time?

I think there's been a lot of changes in the city and at the school in those years, but the things that have remained fundamental and constant about The LP have been incredibly meaningful to me. Our journey began in an era before COVID when Michael McCord was still the Head and Elisabeth was still there, running the show day to day.

From the administrative perspective, as some teachers retired and new and brilliant teachers came in, we developed a social and emotional learning program that didn't exist, a school counseling program that didn't exist. The music program has evolved. The science program has evolved. And we did all of this incredible work to keep the school moving forward while staying true to the fundamental mission. That to me, has been an eye opening experience to see how you can maintain the things that are fundamentally important about the community and the mission and the strength of The LP while things are changing around the school, and things are changing within the school.

Why say yes to this important role? What are you most excited about?

The reason I enthusiastically and happily said yes when asked to do this was because there is nothing I wouldn't do for The Learning Project. It's been such an incredible gift to have all three of our kids, and Karen and I, be part of this community. What the school has been able to give to us is something I could never repay.

As to what I'm most excited about, I think there's a lot that's going on. It is going to be a very busy few years coming up. We have great potential with this new building that we have, and are trying to figure out the right way to realize the potential of this very rare opportunity.

I'm also excited to be part of The LP in a period where it's no longer right to say that we have a new Head. Justin has now been running this show for a while, and really knows what he's doing. We can continue to look for ways to improve, and to optimize what we're doing, while at the same time not being, knock on wood, in a significant crisis or transition. I think it's a great opportunity for the school to take advantage of the incredible energy that Justin's leadership, and the faculty and staff are bringing.

I look forward to getting to know and work with the next generation of families and students, and parents and leaders at the school. I have seen the kind of community and connections that The LP can form and I'm excited to get to be part of that for a little longer.

What is your favorite LP tradition?

Oh, gosh! They're all so good. I think it's Graduation. It is the combination of all of the things that the community does at graduation, that the students and the families have seen from the time their kids were kindergartners all the way through watching them graduate. There is something special about all of those traditions being repeated and being part of it. First, as the parent of someone who's bringing one of the branches of May up and then, many years later, as the parent of one of the kids receiving a flower. Our traditions and the community are the ethos of what The LP is about. One of my favorite moments every year during graduation is when the kids sing "Swimming to the Other Side." It's been done now for forever and it is one of those things that just musically hits the heart of everybody in the room.

What are your hopes and dreams for the Board? For The Learning Project?

This might sound a little silly, but my fundamental hope and dream for the Board is that we don't do anything to mess up. When I agreed to take on this position, one of the first things I did was reach out to several former Board Chairs and to Michael and Elisabeth. I asked all of these former LP leadership folks the same question. I said, what could I do to really mess this up? There's an obligation on us, as a Board, to steward and shepherd the mission going forward. I'm hopeful that we'll do some incredible things with the new space, with new programming opportunities, and I'm hopeful that we'll provide a really valuable sounding board for Justin, and for the whole administrative staff. Mostly I hope that we don't do anything that gets in the way of what makes The LP so special.

In terms of my hopes for the school, I hope that the existing community, and the families to come, can really find a home here in the same way that my family did. It is inevitable that the school will be a wonderful place for students and that the school will end up graduating kids who are academically and emotionally successful, and that they are empathetic and kind. What I really hope is that the families as a whole are able to build the kind of connections that we've had the great fortune of building here as well.

Is there a fun fact you'd like to share, or something that might surprise people to learn about you?

I think some people already know this, but I'll give you this one...I'm a diehard karaoke enthusiast. Shout out to the Class of 2024. I think we have had a karaoke night every year since kindergarten. So there you go!



Louis with his wife, Karen, their sons, Paul, '21, and Jack, '18, and daughter, Maggie, '24.

New Faces

Faculty and Staff

by JAMIE HAYHURST



TREYVON CLEGG, PHYSICAL EDUCATION TEACHER:

Treyvon Clegg, or “Coach Trey” as children call him, holds a Bachelor of Science in Sports Management from Eastern Nazarene College and has seven years of post-graduate experience in athletics, serving in a number of roles from Athletic Director to Child Development and Movement Director, working with students ranging from ages 4-18. Most recently, Treyvon served as a Director for the North Suburban YMCA, developing and implementing movement-based curricula, and supervising and training other YMCA staff. Treyvon has been seeking to bring his passion for athletics and his focus on wellbeing and character development to a school setting.



RYAN DIMAIO, BUILDING SUBSTITUTE TEACHER:

Ryan has a Bachelor of Communication Studies from Bloomsburg University with a minor in Emergent Media. He has worked with children and teachers in a variety of capacities, from Operations Supervisor and Trainer at Sesame Place in Philadelphia, and most recently as a YMCA Aquatics Director, Swim Teacher, and CPR/Lifeguard Trainer. In his spare time, Ryan enjoys reading, listening to music, spending time outdoors, and traveling to new places.



DEMPSEY GIBBONS, SCHOOL COUNSELOR AND STUDENT SUPPORT COORDINATOR:

Dempsey is a recent graduate of the Master of Social Work Program at Boston College. While receiving her master’s degree, she held positions as a Clinical Social Work Intern at the Manville School at the Baker Center, a therapeutic day school for students in kindergarten through 10th grade, and as a Social Work Intern at Dedham Public High School’s Alternative Program. She also led wilderness trips for many years at Kieve Wavus Education in Nobleboro, ME. Dempsey earned her Bachelor’s in English and Creative Writing from Muhlenberg College, and spent her early education in the Quaker tradition at Moses Brown School in Providence, RI. The Learning Project’s values of honesty and community are deeply ingrained in how she approaches her work and daily life.



JAMIE HAYHURST, ADVANCEMENT, ADMISSIONS AND PUBLICATIONS COORDINATOR:

Please read more about Jamie and her journey at The LP on page 18.



MARJORIE YAP, TECHNOLOGY AND PROGRAMS COORDINATOR:

Marjorie earned her Bachelor's Degree in English and Master's Degree in Teaching and Secondary Education from Trinity University. She has experience in both teaching and administration, most recently as the Instructional Coach at Baylor College of Medicine Academy at James D. Ryan Middle School in Texas. Marjorie has also taught abroad in Beijing, China, and was honored to serve as a Policy Fellow for Teach Plus. She also served as a member of the Educational Advisory Council for the Education Trust. In her role, Marjorie teaches technology classes, supports educational technology at The LP, and coordinates assemblies and our many school programs.

Fellow



SAMANTHA SAVITZ

A member of The LP Class of 2014, Sam recently graduated from the University of Miami with a degree in English Literature with a specialty in British Literature. In 2020, she led a Zoom lesson for LP sixth graders to supplement their Shakespeare course as part of her high school senior capstone project. Samantha has worked teaching and tutoring students from elementary to high school in various subjects since 2021, including an internship in the English Department at South Miami-Dade Senior High in 2022. Sam is excited to return to The LP community and support students in her new role.

New Role



CARLOS SÁEZ RODRIGUEZ, SPANISH TEACHER AND AFTER SCHOOL COORDINATOR:

While Carlos is not new to our community – in fact, he has been with us for 11 years now as our Spanish Teacher – Carlos has taken on a new role with us at The Learning Project. In addition to teaching Spanish to all grades, K-6, Carlos is also serving as our After School Coordinator. This supplemental job involves the scheduling of After School programs, handling communications pertaining to all clubs and enrichment opportunities, and supervising After School staff.

A Lasting Legacy

by JAMIE HAYHURST



In the fall of 2011, new to The Learning Project and independent schools in general, I found myself in the role of Class Parent for the Class of 2018 as we entered kindergarten. In that role, I met a kind, witty woman named Michelle Duane. I'd learn as the year went on and as I attended more events at school that Michelle was an LP legend. A mom turned volunteer turned Event Coordinator whose time at The Learning Project spanned almost too many years to count, with her three children graduating in 1994, 1996 and 1999, and 18 years spent working at the school. She was the personification of a welcoming smile and a warm hello.

Fast forward in my own LP journey from 2011 to present day and I find I've walked a similar path as Michelle. I started as a nervous parent who wanted to give back to a community who not only welcomed my entire family with open arms but, thanks to the school's generous financial assistance program, made the entire experience possible. As the 2024-2025 school year begins, I have started a new role at the school, shifting away from volunteer photographer and Trustee to the school's Advancement, Admissions and Publications Coordinator.

This critical moment in my LP journey seemed like the perfect opportunity to sit down with Michelle and see what words of wisdom she could impart about her time at The LP. I hope to carry forward her words of advice as I enter this unfamiliar territory: full-time employee at one of my favorite places. Like everything else in this world, The Learning Project is ever evolving, but we are also a school that holds tradition dear. Looking back at Michelle's time at The LP feels like both a user's manual and a pulling back of the curtain.

Michelle recalls suggesting to our founder, Michael McCord, that the school could benefit from having an Event Coordinator, a job title not often heard of in the 1990s, to help with the management of school events and activities. Not long after, Michelle found herself with a new job at The LP and over the years helped coordinate everything from admission coffees to the sixth grade DC trips. Michelle's advice was simple and also laced into every story she told about her time at The LP: do your work, remember the details, and remember that everything you do is for the community.

This legendary Event Coordinator, whose time at The LP is often referred to as the “Michelle Duane era,” and myself, the Advancement, Admissions and Publications Coordinator, share the same connection to The Learning Project: community. What started as lending a helping hand, quickly became an opportunity where we could contribute to a school that we both loved deeply. In the early 90s, Michelle saw an opening to support Sue Prindle, former Assistant Head of School, so she stepped in and volunteered to help. In the early 2010s, I saw that the school had a need for help with photography, so I volunteered. That’s The LP way, afterall.

Michelle is known for going above and beyond. One such example is providing a home cooked breakfast during faculty prep week, now known as faculty orientation. One morning every year during prep week, Michelle would get to school early and make breakfast - usually pancakes or bacon and eggs - for the faculty and staff who were returning after summer break to prepare for the new school year. That thoughtfulness and kindness is a trademark of Michelle’s time here at The LP. She seemed to know just what people needed.

Learning more about Michelle’s time at The LP motivates me to do more. Where can I step up? How can I be more thoughtful? What can I do to not just help plan events or Open Houses but make them more “LP”? And really, is there anything more LP than that? Michelle did what came naturally to her, but, in doing so, she motivated those around her to utilize their own strengths and abilities and help build the community that we all know and love today.

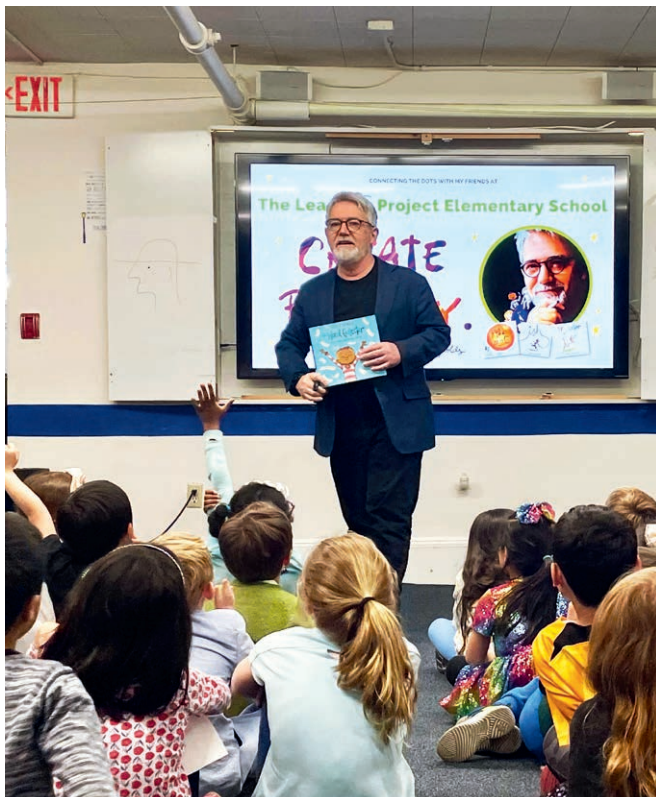
After working as a portrait photographer in the Boston area for more than 10 years and being an LP parent in the Classes of 2018 and 2022, I’m ready to step into my new role here full time. I have one child entering high school and the other entering college so it is the perfect time to make this transition from volunteer to staff. From 2020 to 2024, I served as a member of the Board of Trustees, most recently as Chair of the Advancement and Outreach Committee. In addition to serving on the Board, the volunteer work I’ve done over the past decade has given me an institutional knowledge of the school and an understanding of the culture of the community. As my tenure at The LP begins, I can say with confidence that The LP I have known and loved as a parent, Board member, and volunteer, is the same LP I feel at home at as a member of the staff.

As I embark on this new adventure, I’ll carry Michelle’s sound advice and community-focused attitude in all that I do. I hope I’ll always know how to bridge a connection, lead with intent and enthusiasm, and build on the incredible energy of the staff and faculty past, present and future. It’s an honor to serve the community in this way and I will cherish every step of the journey.



Student Speaker Series

by MIKAH FARBO



What do a baker/restaurateur, an artist, an environmental activist, and two authors have in common?

Last year, these community leaders, activists, and entrepreneurs visited The Learning Project as part of our Student Speaker Series. Aiming to bring in community members who demonstrate The LP Way, or who exemplify our school's mission in their work, the Student Speaker Series provides Learning Project children the opportunity to connect with and learn from local individuals doing great work in Boston and around the world.

In January, Elizabeth James Perry visited The LP. She is a contemporary Aquinnah Wampanoag artist who designs original jewelry, sculpts whale and bear effigies, and drills beads to weave into collars, cuff bracelets, crowns, and wampum belts. As part of her practice, Perry has revived natural dye work, and she led a lesson with fourth graders on natural dyes where they dyed and weaved corn husks. Following her class with fourth grade, Perry presented to the whole school to talk about and display some of her work. She highlighted connections to natural resources/materials as well as traditional Algonquian Native American techniques.



Joanne Chang, chef, author, and restaurant owner of Flour Bakery and Myers + Chang, was born and raised in Houston, Texas. Chang visited The LP in March on International Women's Day to a flurry of questions and excitement during an All School Assembly. She shared with our students how she graduated from Harvard University with a degree in applied math and economics and that she originally began her career in consulting. While she wasn't especially happy in the consulting field, she was able to successfully combine her education in economics with her love of baking to create Flour. She shared with students how powerful it is to have a community of adults within a school that cares for children, as she immediately recognized those qualities at The LP. Many students asked her what she enjoys eating and cooking, and a few students even shared how often their grownups get breakfast at Flour!

Sustainability is a core value of The LP, and in honor of Earth Day, Kannan Thiruvengadam spoke with our students. Thiruvengadam grew up in a farming family in southern India. After working in technology, he realized his passion





was what he grew up surrounded by, farming. During the COVID pandemic, Thiruvengadam helped create Mutual Aid Eastie and served over 5,000 meals a week to families who struggled to afford and/or access food during that time. He now leads Eastie Farm, a community-based, climate justice non-profit, which has a zero-emissions greenhouse that operates year round. He started speaking with our children by posing one question: how do we behave like we are part of a natural ecosystem? Explaining the impacts of climate change in East Boston, Thiruvengadam talked about flooding and protecting the Belle Isle Marsh so that bird species can thrive.

Lastly, The LP welcomed Peter and Paul Reynolds, twin brothers and author-illustrators, to The LP in April. You may recognize Peter Reynolds' name from the popular children's books Judy Moody, the "I Am" series, and more. We reached out to Peter and Paul initially because we donated a portion of the year's Read-a-thon funds to their local non-profit focused on literacy and education, the Reynolds Center for Teaching and Learning. The Reynolds Center is a great

organization in our neighborhood that brings educational programs to youth free of charge. As a thank you for our donation, the Reynolds brothers wanted to see our school. Peter was an engaging speaker who commanded students' attention with his conversation about illustrations and theater. Next time you're at The LP, check out the character he drew who's wearing an LP shirt in the lobby!

As in all that we do, The Learning Project is intentional about the people we put in front of our students. The Student Speaker series provides our students with the opportunity to see people who look like them and share an interest in the hobbies, career fields and community they enjoy. Bringing in these speakers who demonstrate and exemplify our values and mission help expand LP values and show the big impact our small school has. The Student Speaker Series is one approach to ensuring that The LP Way extends beyond our four walls.



The 2024 Annual Report Summary

BREAKDOWN OF GIVING 2023-2024

Annual Fund:	\$353,122
Auction (gross):	\$112,075
Community Scholarship:	\$20,000
Read-a-thon (gross):	\$16,952
The Prindle Scholarship Fund:	\$5,300
Fall Book Fair (net):	\$6,166
The Caroline Schmidt Arts and Inspiration Fund:	\$1,270
The Gary Hatton Mental Health and Wellness Fund:	\$10,550
Emily Melia Travel Fund:	\$91
McCord Mission Fund:	\$57,085*
TOTAL:	\$582,611

**Please note that the McCord Mission Fund line includes only new gifts to the endowment. It does not include fulfillment of pledges that were made in the previous fiscal year.*

CHARITABLE GIVING

Read-a-thon Donations 2024:

Crane Ledge Woods Preservation
Garden Club of the Back Bay
Emerald Necklace Conservancy
Friends of the Public Garden
NABB (Castellani Memorial Tree Donation)
Reynolds Center for Teaching and Training
Roxbury Community College (Pocket Park Project)

THE TRADITIONS CONTINUE

MAYFEST

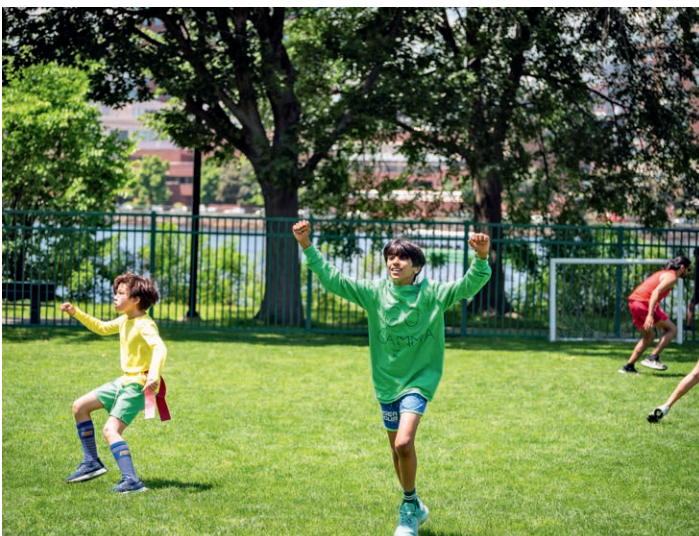


AUCTION



THE TRADITIONS CONTINUE

OLYMPICS

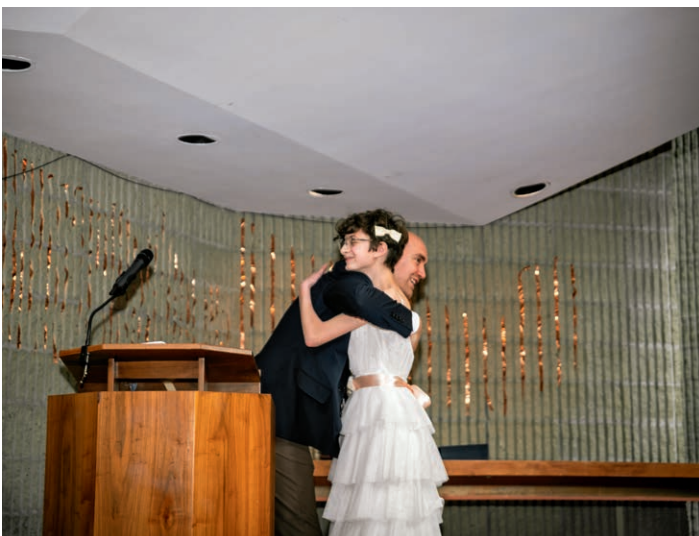


PRIDE PARADE



THE TRADITIONS CONTINUE

GRADUATION



All Things LP

by SASHA ZUFLACHT

The Learning Project is a bustling place. There is a quick-paced nature to an elementary school environment and The LP is no different. Each school year brings new and familiar events and traditions for all, with an abundance of joy and special moments sprinkled throughout.

There are many ways to stay up to date on all things LP. *The LampPost* is of course a wonderful point of connection. Last year, we introduced *The Magnolia*, a monthly newsletter and a blog from Justin Hajj, *Musings from Marlborough Street*. We hope you will take advantage of these additional ways to hear about the exciting happenings at The LP.



Introducing The Magnolia

In an effort to keep the extended Learning Project community informed and engaged, we are excited to release *The Magnolia*. *The Magnolia* will be our avenue to provide more timely communications and a wide variety of updates. You will find information about events (and pictures!), as well as fundraising appeals, admissions application information, job postings, and more.

To subscribe to The Magnolia and Musings from Marlborough Street, use the QR code or URL below.

<https://www.learningproject.org/news>



Learning is a journey, and each school year brings about new adventures, discoveries and wonderings. In his blog, Justin Hajj, Head of The Learning Project Elementary School, shares observations and reflections pertaining to education and his work at the school. Subscribe to this blog to receive updates each time a 'musing' comes to light.

Blog posts from Musings from Marlborough Street:

- **The Power of Making Do:** A school's approach to finances impacts much more than its facilities and operations; it seeps into school culture and can often communicate a school's values and be a key component of its educational program. I was thrilled to be able to share just a slice of The Learning Project's philosophy regarding use of its precious resources in the most recent issue of *Independent School Magazine*.
- **Climbing Toward Resilience:** I consider myself a rock climber. Not the 'free solo' sort who will scale Half Dome without ropes and gear. I'm more of a 'give me a safety harness, thick mats, and let me climb in a gym' sort. Nevertheless, I enjoy it. Clinging to the wall is one of my happy places.

We invite you to follow us on social media, too!



ALUMNI

Casey Miller, '94, visited The Learning Project with her daughter over the summer. Casey and her husband live in Colorado, and their daughter, Quinn, is starting first grade this fall. Casey was visiting friends and family in Boston and made sure to stop by The LP to say hello. Casey also brought her niece, daughter of **Jenna Garr Aronson, '97**.



Eliza Spear, '97, and husband, Britt Nelson, welcomed a set of twin girls, Maxine Ferris and Leigh Louise, on March 15, 2024. Eliza lives in NYC and is the Director of Merchandise Planning at Bergdorf Goodman. She received her executive MBA from Columbia in 2020.



Emma Turner, '07, Board Member, completed an internship this past summer with Tishman Speyer Properties in New York City. Emma is currently enrolled in a graduate program for Real Estate through Harvard University, and hopes to complete her degree by August 2024.

Lillian Gibson, '15, and **Niovi Rahme, '15**, stopped by The Learning Project, having just finished their junior year together at Oberlin. Lillian worked for Overland this summer, leading backpacking trips for high schoolers in Iceland, and Niovi worked for KidsArt in Jamaica Plain, which combined her love for education and art.



Former classmates, **Niccolo Imbrogiano, '17**, and **Brian Gamble, '17**, connected at Charlestown's Bunker Hill Day Parade in June and shared stories about their freshman years at college.



Jack Tompros, '18, and **Edgar Torres, '18**, pictured together on their graduation day from Roxbury Latin on June 1, 2024.



REUNIONS



Members of the Class of 2018 at their 6-year reunion (L-R):

Top Row: Jack Wagner, Harry White, Jack Tompros *Middle Row:* Aydin Hodjat, Paige Gamble, Jude Cannon, Oliver Barca *Front Row:* Edgar Torres, Lexi Rabasco, Emma Hayhurst



Parents of the Class of 2018 (L-R):

Top Row: Merry White, Louis Tompros, Karen Tompros, Paul Gamble, Peter White *Middle Row:* Cindy Gamble, Mar Wagner, Flor Torres, Mike Rabasco, Rod Wagner *Front Row:* Billy Hayhurst, Jamie Hayhurst, Diane Lim, Gina Powers, Jay Powers, Sarah Rabasco



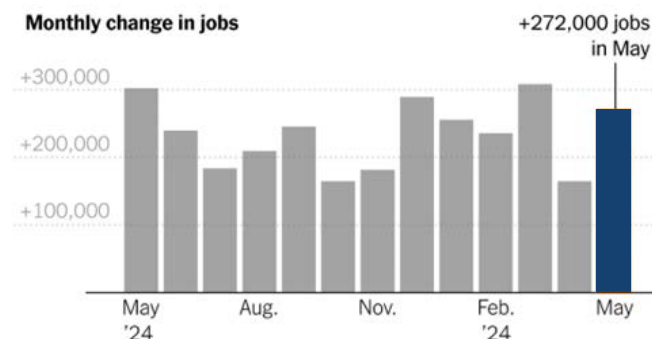
Faculty and Staff at the Class of 2018 Reunion (L-R):

Top Row: Justin Hajj, Anne Zanazzi, Lizzie Barcay *Front Row:* Mary Jannetta, Sasha Zuflacht, Mikah Farbo, Michael McCord

ALUMNI PARENTS

Margaret Pokorny, P '93, '96, received the Parks Champion Award from the Friends of the Public Garden in April 2024. Margaret began tending to the Commonwealth Avenue Mall trees in the 1970s, officially becoming a member of the Friends in 1991. In her more than 30 years of service, she served on a long list of committees, perhaps most notably as chair of the Commonwealth Avenue Mall Committee and as a co-chair of the Friends' 50th Anniversary Capital Campaign, spearheading the Commonwealth Avenue Mall Statue Lighting and Landscape Enhancement project which finished this year. She was part of a 13-year effort to install the Boston Women's Memorial and is an integral part of the work to restore Charlesgate, among numerous other projects to improve our city.

David Gute, P '02, '05, Alumni Board Member wrote about his family's travels in France this summer: We are in our sixth and final week of instruction in the Tufts-In-Talioires program. 72 undergraduate students living in French homes are taught by 11 faculty living in French apartments. As a special bonus, **Kirsten '05, Erika '02**, and her husband Fraser, visited for a little over a week.



Ned Gray, P '07, '10, shared the New York Times article, *Live Updates: US Hiring Rises Strongly*, by LPer **Ben Casselman, '93**, which he said was the top headline for the day on the NYT website. Ben is a journalist for the New York Times and writes stories that analyze economic issues.

Patricia Johnson, P'10, P'13, started a school called The Skola in Whitefish, MT, with a nature based focus for children aged 3 to 10.

ALUMNI STAFF

During a Field Trip to the Black Heritage Trail last spring, LP fourth graders ran into **Michael McCord**, former Head of School, as he was on his way to a climate rally at the State House. Mr. McCord shared that the house they were looking at on the tour now belongs to a former LP family, the Schnitzers. **Caroline Carver**, Head Fourth Grade Teacher, taught **Annie Schnitzer, '08**, in fifth grade.

Several former LP staff reunited to wish **Lynne Dichter** a joyous journey into retirement from teaching. Her first job was at The Learning Project.



Pictured from left to right: **Gigi (Foster) Wolfe**, Second Grade Head Teacher, 1993-1994, **Elisabeth** and **Michael McCord**, **Lynne Dichter**, First Grade Head Teacher, 1991-1997, **Jayanthi Rangan**, Science Teacher, 1992-1997, **Michelle Duane**, Events Coordinator, 1994-2012, and **Wendy Cliggott**, Fifth Grade Head Teacher, 1984-2000.

Edward Henry, Fellow, '20-'21, recently accepted an Upper School Global History position at Beaver Country Day. He is excited to be teaching in/near Boston again (and have a much shorter commute).

IN MEMORIAM

We are sorry to report that LP alum parent, Janet Hurwitz, mother of Ben Keating, '93, and Alex Keating, '97, passed away in late July. Janet was a lover of the urban environment and, in particular, of her Back Bay neighborhood. Throughout her adult life, Janet donated enormous amounts of her personal time and professional talent on behalf of our neighborhood's architectural treasures (serving as a member of the Architectural Committee of the Neighborhood Association), and including support of The Learning Project. Janet was the brilliant designer behind the school's Gamble Art & Science Center, as well as the first-floor administrative offices, kitchen, Ballroom and the Kindergarten space when, in 2007, the school returned to the church where it had started. In her architectural practice, she designed scores of institutional, commercial, and residential projects within the Back Bay Architectural District and beyond. After almost five decades of living, working, raising children, and enjoying her grandchildren in the Back Bay, Janet remained passionate and uncompromising about the integrity of Back Bay's history. As was said of Janet when she was presented with the Neighborhood Association of the Back Bay's Mary Natale Citizenship Award in 2006: "Janet has helped this community in innumerable ways that its residents may never know but will always be privileged to enjoy and appreciate."

THE
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ELEMENTARY SCHOOL

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Class of 2024 Next Schools: Belmont Hill (2), Boston College High School, Boston Latin School, British International School of Boston, Buckingham Browne & Nichols School (2), Dana Hall School, Fontbonne Academy, Meridian Academy, Milton Academy, Rivers School, Roxbury Latin (3)

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