

# The LAMP POST



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**COVER PHOTO:**  
On the first day of the new school year, The Learning Project celebrated its 50<sup>th</sup> anniversary with balloons out front to mark the occasion.

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## The LP's 50<sup>th</sup> Year

from JUSTIN HAJJ

On October 7th, 1974, The Learning Project released its inaugural *LampPost*. At the time, it was called The Learning Project *Exchange*, and it was churned out by hand on a mimeograph machine and distributed amongst members of the small community – then 20 families. This first edition of the school ‘magazine’ is a treasure trove of anecdotes, informational nuggets, and vivid glimpses into the action beneath the First Baptist Church at 110 Commonwealth Avenue. It articulates the school’s humble beginnings, having been founded just a year earlier in 1973, and unearths gems of the school’s core elements, which continue to sparkle within The LP of today.

Reading through the October 7th *Exchange*, a young Michael McCord recounts recent events at the school, early in its second year of operation: Naturally, there is a piece about the class pets – four fish and eight gerbils – and a call for parents to, please, adopt the baby rodents who had been born over the course of the summer; there is a section introducing the students, seven of which were still present from year 1 (Maria, Heather, Adam, Lonnie, Ivan, John, Carl) and thirteen of whom joined in September (Sarah A. and Sarah O., Steven, Regina, Jessica B. and Jessica W., David, Smoke, Clay, Rain, Chris, Samantha and Jayme); Michael includes a reminder that the class will be walking to the Boston Public Library once a week, and children will be checking out books and be solely responsible for keeping track of those books and returning them on time...or else; the *Exchange* provides fundraising updates, celebrating the students for raising \$8.40 as part of a bake sale, and letting parents know that students will be trick-or-treating for UNICEF in the weeks ahead, trying to raise more money than they did last year – the target is \$48; there are thanks and acknowledgements

to parents – to Sue Prindle for leading the children in their fundraising efforts, and to the group of parents who staffed a carnival game at the Charles Street Fair to promote and raise money for the school; there is a lengthy article detailing a Parents Evening held in the classroom, where LP parents gathered to socialize, eat together, receive a reminder that punctuality to school is paramount, to meet members of the Board, and to engage in a parent education session about teaching children to read.

The *Exchange* also informs the community about upcoming events in the city, a note about staying connected as a community, especially to those dear students who moved away last summer, and even pieces of students’ creative writing – written under the tutelage of their LP teacher, Cindy Oxley – glimmer forth from the faded blue mimeograph print. And, if that wasn’t enough, there’s also a piece about snow days and the importance of staying open even when others close. The plot twist? It was written by an LP parent, not by Michael himself.

What might seem to be a random collection of stories and articles have deep meaning to those who know The Learning Project well. It is evident that the foundational elements of The Learning Project that we know today were being built in that classroom in 1974, and shared through the *Exchange*. We hear and feel the echoes of that work, and we see it in our Mission Statement. The joy and humor described by the piece about class pets. The moment to name every student, ensuring that they are known and valued within the community. Student activism and the teaching of values through fundraising for charity. Parent involvement that is key to the school’s success. Community building through events, and education that extends to parents, not just to children



**JUSTIN HAJJ**

*Michael W. McCord Head of School*

alone. A message about the importance of remaining connected with one another, even when a family leaves us – *once a part of The LP, always a part of The LP*. Academic excellence being highlighted and shared. And the voices of children and parents being honored.

This year, we take time to celebrate The Learning Project's 50th anniversary – its very beginnings through The LP of today – and all of the successes, relationships, joys, learnings, and all of the love that the school has fostered during its rich history. And while the school has aged quite nicely over the years, growing and changing in many ways, the pages of the *Exchange* demonstrate clearly that, at its center, The Learning Project has remained steadfast in its values, mission and character.

The fact that the school remains true to its Mission is, in itself, a reason to celebrate this year. And as we do so, we also take this year to acknowledge the tremendous work and impact of our faculty and staff, past and present, to honor the bonds formed among parents and friends of the school, and to thank them for their partnership and support; to truly thank the McCords for not only conceiving of this 'project,' but for shepherding it through 47 years with care and devotion; to relive the countless LP memories that each of us carries; and to join in smiles.

In the following pages, you will find an excerpt from 'The Early History of The Learning Project,' as written by Michael McCord. Through this piece, it is abundantly clear that The Learning Project itself is more than just a school, and it is more than its students, faculty and staff. The Learning Project is a community – a community of connections spanning five decades – and a community of which you are a valued part. This year, together, we shine a light on the past 50 years, and then turn that warm radiance toward the next 50.

We will imagine and envision an even brighter future for our small and mighty Learning Project. On that horizon, for me, is a school that not only remains true to itself, but continues to adapt its teaching practices based on research and best practices. It's a school that plays a leading role in environmental sustainability instruction and practices, as well

as social justice education and activism. The Learning Project of the future will continue to embrace its 'liberal arts for littles' canon, and find new and exciting ways to engage children in enrichment opportunities during and beyond the school day. I envision a Learning Project that will sink roots even deeper into the soil of the city, expanding and solidifying the school's presence and involvement in Boston through service projects and partnerships. We will continue to prioritize being a school that is accessible to any family who truly connects with our Mission. We will embrace the traditions that bind our families, past and present, and find new ways to build the sense of community that we hold so dear. We will not only embrace the diversity that is core to who we are, but broaden it and celebrate those differences. We will nurture a culture of well-being for all, supporting faculty and staff, as well as our children. And we will continue to offer an academic and character education program of excellence that inspires thinkers, creators, explorers, and kind-hearted, creative learners.

The strength of The Learning Project is great, and the possibilities are endless. But this is only so because of the power of the school's community – you. As we know through our LP 'history books,' the success of the first 50 years of our school is the result of many hearts, minds and hands coming together. I hope that you will take this opportunity to reconnect with the school this year, to write to us with updates, to attend community events in order to greet old friends, and, of course, to join us at the Gala on May 20th, 2023, in order to truly honor this important milestone in the life of school, and to formally honor the McCords for all they have done for us.

While The Learning Project will surely evolve over the course of the *next* 50 years, with your continued participation in the life of the school, The LP community of the future will look back on this year together and see the same treasures that I witnessed in the school's first publication – a thriving city school full of joyful learning and connection.

*On to the celebration.*







Photos captured on the celebratory first day of the 2022-2023 school year to kick off The LP's 50<sup>th</sup> anniversary.







# GRADUATION

by ALEXANDRIA ZIOMEK

*On Friday, June 17th, graduates, LP students, families, faculty, and staff gathered in the First Lutheran Church, filled with excitement and pride for the Class of 2022. It was a gorgeous, sun-filled morning and guests were greeted at the door with programs and traditional LP handkerchiefs. Each moment of the ceremony is intentionally planned out, with opportunities for lower grade students to give gifts to the graduates, and for them to reminisce about their time at The LP, and celebrate all they've accomplished in this incredible year. First graders were tasked with the job of delivering a branch of May to each graduate. Students filled the space with song, including Country Roads, Yesterday, Swimming to the Other Side, That's what Friends Are For, and an LP classic, Long Time Friends. Justin Hajj, Head of School, and Linda Seeley, Board Chair, shared remarks about the Class of 2022 and their fond memories at The LP. Sixth Grade Head Teacher, John Krewson, wrote beautiful inscriptions for books dedicated to each graduate. Mar Wagner, Advancement Chair, awarded the honorary diploma to Jodi Rosenbaum, Founder and Executive Director of More than Words.*

*And, of course, it would not be an LP graduation without the school song, during which all students and staff gathered in a circle and joined hands, surrounding the audience. Alumni joined the circle and the space filled with joyful music (and tears). Together as a community, we celebrated another eventful school year, confident that the graduates are well equipped to succeed at their next schools. Congratulations to the members and families of the Class of 2022!*

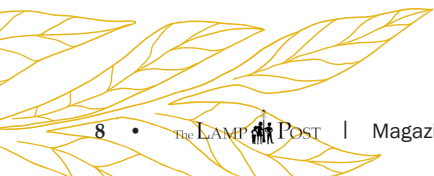
***Below is an abbreviated version of Justin Hajj's speech.***

To our class of 2022: Benno, Lorenzo, Abimael, Billy, Sydney, Abigail, Olivia, Rahni, Lily, Zoe, Sophie, Sebastien, Liam, Cavan and Matthew - it's time to recognize and honor you, for your efforts, for your achievements, and simply for who you are as individuals and as a class.

And I'm going to do that by talking about stories, including yours.

A few weeks ago, when Mr. Krewson let me know that some minor signs of senioritis were starting to set in amongst you all; when Graduation seemed so far away, and yet right around the corner, when it felt like we needed what Mr. Krewson described as a little check-in from the Head of School, I visited your class and read to you, *The Fantastic Flying Books of Mr. Morris Lessmore* by William Joyce. For those who don't know it, it's a story about a man who stumbles into a mysterious library, full of books with the stories of those who came before him. Morris Lessmore reads these books, and then spends years writing his own story, and when it comes time for him to move on as well, he leaves behind his book for the next visitor to find – a young girl who enters and discovers his writings.

As a class, we talked about this story, and the idea of transition and of a legacy – the words, feelings, actions and impacts that you leave behind for those who will come next. And your legacy here with us is bright, Class of 2022. The story that you have crafted about yourselves day in and day out, through the way you have connected with each other, through the care and compassion that you have provided for your younger schoolmates, through your hard work in academics, and with the passion, creativity, and dedication that you brought to your leadership roles at The Learning Project, from the Valentine's Day Bake Sale to your brilliant leadership of 6th grade clubs, you are truly an inspiration to the classes who have read your story, and who will come next.



The story of the Class of 2022 is full of twists and turns, of successes and failures, of joy and frustration, and of epic moments of excitement and adventure. Venturing to Washington, DC, this year – the first class to journey forth since the spring of 2019 – was one of those moments, and staying together in a new city, in a completely new hostel for us, walking up to ten miles a day with only the smallest complaint – supporting each other each step of the way was yet another key chapter, and a characteristic one, in your tome.

You have filled your pages with hilarious stories shared amongst each other, with deep reflections on troubling current events, with pats on the back and words of encouragement for one another, with squabbles and apologies, with kind words and with laughter as a closely connected class. Today, you will wrap up your story. Put the last punctuation mark on your Learning Project adventure. For some of you, your story might end with a period. For others, an exclamation mark. And for others still, perhaps a question mark, or a vague dot, dot, dot. But no matter your feelings today, as you near the end of the final chapter, each story will certainly include the subtext, To Be Continued.

And with eyes ahead, we look forward to seeing what will come in the sequel to your story, because I can say for certain that each and every one of you is full of infinite potential, and it is just beginning to be realized. It is my hope that you use the lessons that you learned with us to carry forth your LP values, your belief in yourself, and to take one step at a time, crafting more beautiful stories along the way and also discovering more about that infinite potential. I'd like to share with you the words of another

story today, an excerpt from one of my favorite picture books called *Maybe*, by Kobi Yamada. And it goes like this:

*Have you ever wondered why you are here?  
You are the only you there ever has been or ever will be.*

*You have so much to offer.*

*Maybe you will invent something that no one has ever seen before.  
Maybe you will build things that reach high into the sky.*

*Your life is yours.  
Try as many things as you can try.  
See as much as you can see.*

*Wherever you go, take your hopes,  
Pack your dreams and never forget—  
It is on journeys that discoveries are made.*

*Do everything with love. Follow your heart and see where it leads you.*

*Maybe you are here to shine a light into places that have been dark for far too long?  
Maybe you will speak up for those who can't speak for themselves?  
Maybe you are here to help in ways that only you can?  
This world needs your gifts, your talents, your big ideas.*

*And maybe you are just getting started.  
You already have everything it takes to do big things.*





*Maybe you have no idea just how good you really can be? And maybe you don't know how much you matter?*

*But maybe, just maybe, the world has been waiting centuries for someone exactly like you.*

*One thing is for sure, you are here. And because you are here...Anything is possible.*

To our Class of 2022 – We look forward to seeing those possibilities unfold.

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.*

Thank you.

### **Remarks from the Board Chair, Linda Seeley:**

*Each year, The Learning Project Board Chair hosts a pizza party with the 6th grade class to gather reflections on their time at The Learning Project. They share their favorite memories, stories, and thoughts about moving on from The LP. A selection of her remarks follow.*

On behalf of the Board, it is my great pleasure to join you today for the graduation of our LP Class of 2022. It was also my great pleasure to meet the sixth-grade class for pizza earlier

this month, and to get to know a little bit more about them and their time together at The LP.

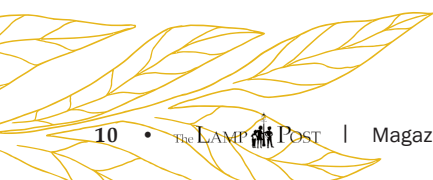
We talked a bit about their earliest memories of The LP. Several still remember how scary that first day of kindergarten was. One boy in the class remembers "hugging my mom's leg because I was shy" and another said he cried and "forced my mom to stay for an hour and then after she left, I kept crying until almost lunchtime."

And there were some tough moments even after that first day. There was a traumatic encounter or two with a spider in the kindergarten bathroom. At the Clarendon Street Playground, there were some tears at not being able to reach the monkey bars and, for someone else, the shock of falling off the slide and having their wind knocked out.

But the class has many more happy LP memories. They remember their former kindergarten classmate who loved to put on a Minnie Mouse dress and red high heels from the dress-up box, almost every day, and how he would run back and forth, shouting "I'm Minnie Mouse! I'm Minnie Mouse!" A few of them had an obsession with trains, and they remember their teachers taking advantage of that and incorporating trains into some of their lessons.

As many of you in the audience know all too well, year after year, the Board asks parents to complete surveys. I wanted to do the same with our sixth graders. I asked them how they would describe The LP to someone who doesn't know the school, what they like best, and if they have any suggestions for improvements.

They told me The LP is a small elementary school in Back Bay with amazing academics and an amazing community. It's inclusive. People are



really nice. The Power Up! powers are very good to learn about. Some of their suggestions include less homework, options to learn other foreign languages, elective classes, and a class president in sixth grade, who could help set up Rent-a-Rainbow.

Finally, I asked them, since they've been at The LP so long and know it so well, what advice they would give our kindergartners, to get the most out of their time at LP. Their first suggestion was to ask for longer recess. But they had some other advice, too:

*"Start your work early."*

*"Show your work."*

*"If you can learn to manage your time well, you'll have more time."*

*"You can always ask for help."*

*"If you don't want to ask for help, do it anyway. If you think needing to ask for help is pathetic, it's not: getting help is a lifesaver."*

*"Focus on the present moment. Don't just look forward to the next grades, or you'll miss things."*

*"Work hard and cherish your friends and your time here."*

I thought that was amazing advice, and it made me think about what advice I could give them, as they start a new adventure in new schools next year. So here's my advice to you, sixth graders: next fall, be like our kindergartners, and like each of you were, when you first started at The LP.

Maybe not the crying, and I suggest you try not to grab hold of your mother's leg on the first day. But kindergartners have a lot of courage. It's scary, to start in a new school, when you don't know how things work and almost

all the other students are strangers. But our kindergartners made it through that first day, and came back for the second. And the third. And sooner than they might have imagined, those strangers had become friends, the new routines had become familiar, and they were having fun.

So, sixth graders, be like our kindergartners. And next year, remember: start your work early, and show your work. If you can manage your time, you'll have more time. You can always ask for help. If you don't want to, do it anyway: getting help when you need it is a lifesaver. Work hard and cherish your new friends and your time at your new schools.

And don't forget The LP and all your friends here. Next fall, you won't see all of your LP classmates every day, and some will be easier to stay in touch with than others, but the bond you have with each other is really strong and really elastic. It can stretch out, when you go in different directions, but I guarantee that it will snap back when you see each other again – the minute one of you says, "I'm Minnie Mouse!"

Some of you were interested in learning a new language at The LP. So this is a very quick French lesson. In French, for 'good luck,' you can say "bonne chance" or "bon courage." "Bonne chance" is "good luck." "Bon courage" is, literally, "good courage." I really like that: the wish is for you to rely on yourself – your courage and determination and all your other powers – instead of just hoping for luck. So for all the new experiences and adventures ahead of you, and from myself and The Learning Project Board, and on behalf of all your teachers and schoolmates at The LP, our wish for each of you is, "Bon courage! Et bonne chance."





*Below is an excerpt from Mar Wagner, Advancement Chair, P'18, '20, recognizing Jodi Rosenbaum, Founder and Executive Director of More than Words, as the 2022 Honorary Diploma recipient.*

This year, the Honorary Diploma is awarded to someone who has directly impacted the lives of so many in our local community. And, what makes her an even more remarkable fit for receiving this award, is that BOOKS were part of her inspiration. And books have always served as a source of inspiration at The LP as well.

This year's Honorary Diploma recipient is Jodi Rosenbaum, the Founder and Executive Director of More than Words, a nonprofit social enterprise here in Boston. We recognize Jodi for her steady belief that anyone at any age can be a contributing and thriving member of society. In fact, it is this belief and an abandoned pile of books on the side of the road, that inspired her to found More than Words in 2004.

Jodi has been described as someone who sees treasure where others see trash. It's clear why. As a nonprofit social enterprise, More than Words uses their business model as a mechanism to deliver on the organization's mission. They collect used and well loved books - which too many consider to be trash - and sell them online and at a retail bookstore/cafe. Beyond the great idea to give another life to books (which I know we at The LP firmly believe in), the heart of the More than Words model is the people. More than Words engages at risk-teens, particularly those in the foster care system, court-involved, homeless, or out of school and assists them to take charge of their lives by

taking charge of a business.

More than Words is an organization quite familiar to The LP, which made the decision to award Jodi the Honorary Diploma an easy one. At The Learning Project, we feel a deep connection to the mission of More than Words - to their core belief that all youth can live, love and own their futures if given the opportunity. We, too, believe that high expectations and a culture of support, are key to one's success.

We also believe in the More than Words business model - Learning Project students know well about the value of a good book - it's meant to be read by many and it's meant to be cherished by many. This is why, for instance, our traditional Book Fair is structured in such a way where our community donates the books, and, together, we create a one-of-a-kind fundraiser.

We, too, believe that books are treasure, not trash. At the conclusion of the Book Fair, LP students donate the remaining, unsold books to More than Words. We do so not only because we know how valuable these books are, but also because we believe in supporting an organization that does so much in service for others.

For all of the above reasons and more, we are pleased to award Jodi Rosenbaum the 2022 Learning Project Honorary Diploma.



## TRIBUTE TO RETIRING BOARD MEMBERS

by **LINDA SEELEY, BOARD CHAIR**

*At the final board meeting of the 2021-2022 school year, conducted in a hybrid format with some members in the Ballroom and others on Zoom, Board Chair, Linda Seeley, paid tribute to those Board members who were rotating off the Board. We are grateful for their time and dedication during their tenure. Please note these tributes were written in May 2022 and some information may be outdated.*

### **RICK BOROVOY**

is the father of two alumni LPers and has served on the Board since 2013. He is a research scientist by training and in his work has focused on the interplay of technology and community, and how to re-think and re-design technology so that it amplifies, instead of blocking, genuine connection. Rick's knowledge and insights have been invaluable during his service on the Strategic Planning Committee and the Communications and Outreach Committee, which he has chaired for the past five years. It's no surprise that Rick has pushed for the website update that's currently underway. It's also fitting that Rick's final Board meeting is our first in-person and Zoom hybrid, as we join his quest in continually re-imagining how we can best utilize technology to enhance the personal connections within our community. Rick's passion and enthusiasm – for ideas, for The LP, and for who we are and can be together – are unflagging, and we thank him for all he has contributed to the Board and the school.

### **CATHERINE BORDON**

is also the parent of two alumni LPers. She has been on the Board since 2015, serving on the Communications and Outreach Committee and the School Advancement Committee. During her time as an LP parent and as a Board member, Catherine has donated countless hours to The LP as a volunteer: the Book Fair, admission events, panels, the Auction...virtually everything that happens at The LP, Catherine has been a part of. Catherine was also the Chair of our Capital Campaign and on the campaign's Steering Committee, where she helped imagine, structure, and implement the campaign from the time it was still a fledgling idea until its extraordinary and successful completion last year. In every interaction Catherine has had on this massive endeavor – in planning sessions, at countless meetings to invite members of The LP community to join in helping build the *Preserve the Vision~Build the Future* campaign, and in her regular updates to the Board on the status of the campaign – she has shared her boundless enthusiasm and love for this school, and has created a legacy that will endure long into the future.

## CAROLINE BUTTNER

also has two LP alumni children. She joined the Board in 2016 and has served on the Communications and Outreach Committee and the School Advancement Committee. She also chaired the Honorary Diploma Committee before its incorporation into Advancement. Caroline is a fine artist and graphic designer and her skills and the perspective she brings have been an extraordinary gift to the school. She is the person who, more than anyone, has brought to life – graphically – the “vision” of The LP that was at the heart of the Capital Campaign and is integral to so many of our LP celebrations. Caroline designed The LP Auction invitations from 2012-2015 and was a designer of The LP yearbook, and she currently produces *The LampPost*. She also designed the logo and invitations for The LP’s 40th Anniversary gala, and I am grateful and delighted to report that Caroline will be designing the logo for The LP’s 50th Anniversary McGala next May. Every time I see her maypole logo, I think of what a perfect depiction it is of the joy of The LP, and of what a beautiful gift – one that keeps on giving, and one of many – that Caroline has given to this little school we all cherish.

## WILL CRAWFORD’S

connection with The LP started early: he’s an alum LPer from the Class of 1991. Will served on the Board from 2004-2016 and during that time was Chair of the Strategic Planning Committee and the school’s Clerk. He returned for another Board term in 2020 and has served on the Communications and Outreach Committee and the Strategic Planning Committee. In between those Board terms, Will continued as a volunteer on the Planning Committee and was also a member of the Head’s Search Committee, which resulted in Justin’s appointment as The LP’s second Head of School. Will’s service on the Board has demonstrated the benefit of Alumni Board members, who, along with all their other skills and expertise, bring a unique perspective of “The LP Way” and a long memory of the school’s history and values. In Will’s case, those other skills include broad strategic thinking coupled with a keen focus on details: in matters large and small, Will identifies issues and makes suggestions that enhance the discussion and ensure that committee and Board decisions are based on a comprehensive assessment. We are grateful for all he has contributed during his time on the Board.







### **EBEN PINGREE**

is another alum LPer; he was just a few years behind Will, in the Class of 1994. He is also the parent of a new LPer, in the class of 2027, and has two younger children, who we hope will follow in his footsteps as well. Eben joined the Board in 2019 and has served on the Finance Committee, the Communications and Outreach Committee, the School Advancement Committee, as well as the more recently formed Pandemic Response Committee. Eben brings valuable technical expertise to the Board, but one of his most significant contributions is his thoughtfulness during discussions at Board meetings and in committees. Almost always, he listens first and then speaks. His observations and opinions reflect that he has heard, and understands, other perspectives, even when his own views differ. Often, he identifies important issues that have not been raised but merit further consideration. Eben also has a deep and inspiring commitment that The LP lives up to and be the diverse community our mission statement envisions, which informs all of his work on the Board. I want to thank him for that work and for his example in demonstrating, so well, how to be part of that ideal community we aspire to be.

### **CARL PRINDLE**

was the first student officially admitted to The LP, in 1973, and part of the first six-year class, the Class of 1979. Keeping those laurels in the family, his son, Class of 2012, was the first child of an alum to enroll at The LP. I want to recognize Carl for his extraordinary service. Carl served on the Board from 1998-2014 and was Board Chair from 2008-2014. After that 16-year stint, he agreed to return to the Board in 2019 for an additional term during the years of Michael's retirement and Justin's first years as the new Head of School. During his second term on the Board, Carl has had a vital role on the Strategic Planning Committee and the Personnel Committee. As Board Chair, Carl exemplified leadership: managing Board and committee meetings and ensuring that everyone had a chance to speak, while at the same time keeping discussions on track and with the focus on key issues and next steps — and always with good humor and genuine collegiality. Carl has been a long and very generous supporter of the school, often quietly and with almost an aversion to attention. His loyalty and commitment and his unstinting service to The LP with his time and talents reflect a true generosity of the heart. Carl, you will be sorely missed, and, on behalf of the Board and The LP community, thank you.

## OUR GRATITUDE FOR CAROLINE BUTTNER'S DESIGNS

by CATHERINE BORDON, P'14, '16, ALUMNI BOARD MEMBER

*It would be hard to find a person with a more caring and generous spirit than Caroline Buttner.*

While a parent at The LP, Caroline, P '14, '16, donated her time and skills as an artist and graphic designer to many projects. Auction invitations, brochures, event apparel. Her graphic designs were not just fun and spirited - as a design professional, Caroline also helped to manage many important projects to ensure a cohesive, timely, and affordable end product. There's more than a few "LP40" t-shirts out there being lovingly worn by alumni nearly 10 years out!

In 2012, Caroline saw an opportunity to help with a bigger undertaking...*The LampPost*. A long-standing tradition, this magazine is a critical piece of school communications. With a distribution list of 1,400, created 2-3 times each year, *The LampPost* has a vast reach. Caroline stepped in as the school's official paid designer. Her keen design eye, and love for the school and its traditions, took a somewhat stodgy and plain mailing and turned it into a vibrant and important communications piece.

After a decade of tremendous contributions, the spring 2022 *LampPost* was Caroline's last. She and her husband, Craig, have decided to make their Maine home their permanent location. Surrounded by acres of native blueberry fields, meadows, and wildlife, Caroline is planning to spend some time returning to her fine arts background.

We thank Caroline for all her hard work and the love and care she gave to each of *The LampPost* magazines she so expertly designed.





# WELCOME TO THE NEW TRUSTEES

by ALEXANDRIA ZIOMEK



## DONNAREE WYNTER GRANT

Donnaree Wynter Grant, P '25, '27, '29, immigrated from Jamaica with her parents and three siblings in 1990 to Boston. She graduated from Pine Manor College with a B.A. in Communications, Summa Cum Laude. Donnaree immediately

began working in higher education at her alma mater as an Admissions Recruiter and Coordinator of Admissions Campus Events. Donnaree later founded and operated her own special events coordination service company for several years while working at Northeastern University as their undergraduate admissions recruiter and coordinating their large-scale admissions events. While working at NEU, she also earned her Master's in Leadership with a specialization in Project Management.

She currently works for Harvard Law School's Alumni Relations Center overseeing all the event logistics for class reunions and affinity events. When it came time to start looking at schools for their daughters, Donnaree and her husband, Chris, specifically looked for a small elementary school, similar to the community-based elementary schools they each attended in Brockton and Cambridge. The LP embodied everything they were looking for and much more. They wanted their daughters to feel a part of a community that equally cared about their 'just right' educational level, encouraging them to be critical and creative thinkers, and could support them as they found their path to being their true authentic selves. Donnaree and Chris were impressed with The LP's commitment to diversity and loved that all the children had cross-grade interaction on a regular basis. Donnaree is excited to join the board and partner with her fellow board members to support The LP as it continues to grow and expand on its beautiful mission!



## DIANE LIM

Diane Lim graduated from Cornell University with undergraduate and graduate degrees in architecture, art, and planning. She wasn't always interested in architecture, but credits her passion to a great high school art teacher who recommended and guided her

to her current profession. She is the parent of an LP alum from the class of 2018 who currently studies at Boston Latin School. Diane appreciates that The LP is a place where kids from all different backgrounds and family structures are immediately part of the community, and loves that both traditional and modern education philosophy and ideas are adopted. It was clear that The LP was a good fit for her son.

Diane opened up a small architectural practice and continues to enjoy making a difference in projects big and small - from simple bathrooms to mixed-use complexes. She looks forward to sharing her knowledge and experience in city real estate and architecture as a board member. Diane looks forward to participating in discussions and sharing her voice as someone who appreciates and genuinely cares about The LP.



## SCOTT SAVITZ

Scott Savitz is the Founder and Managing Partner of Data Point Capital, where he is a strong advocate of entrepreneurship and innovation, especially where it aims to raise the bar on the consumer experience. Scott received a B.A. in English from the University of Colorado.

He is a frequent industry speaker and has received numerous awards and accolades, including Ernst & Young's New England Entrepreneur of the Year. Scott and his wife, Tara, sent their daughters, Samantha, '14, and Madison, '16, to The LP, which they loved—and, clearly, their parents did as well. He is eager to support The LP and continue what has been an amazing legacy under Michael McCord and Justin Hajj's leadership. He was fortunate to know Mr. Hajj well before his time as Head of School, as he served as Samantha's 6th grade teacher. Scott thinks fondly of his time as an LP parent, and enjoyed attending the Book Fair and Annual Picnic with fellow LP families.



## EMMA TURNER

Emma Turner is a LP alumnus of the class of 2007. She is a Boston resident, born and raised in Beacon Hill, where she currently resides. After The Learning Project, she attended Boston Latin School and then the University of Massachusetts Amherst where she received a

Bachelor's and Master's degree in Accounting. She moved back to Boston after college and worked at PricewaterhouseCoopers, completing the requirements to become a Certified Public Accountant. She currently works at a Boston based real estate owner and developer, The Davis Companies, on their Asset Management team. Emma's connection to The Learning Project continues to this day, as she has stayed in touch with many classmates over the years, most recently attending a former classmate's wedding as the Maid of Honor. Her favorite LP tradition was the Olympics because she enjoyed spending the day outside on the Boston Common with classmates. Emma looks forward to renewing her involvement with The Learning Project by joining the Board with the goal of upholding the same wonderful experience she had as a student.



## CALLON WALKER

Callon Walker is excited to have the opportunity to give back to The LP community by joining the trustees this year. He is always excited to learn new things and share in his knowledge in whatever way can be useful to the school. Callon is a jack of all trades when it

comes to real estate, currently working as a real estate agent, consultant, general contractor, and investor. As a realtor and contractor, Callon has spent his career championing for his clients and has a keen eye for what improvements need to be made to both list their home at the highest price point possible, and purchase a new one.

His son and daughter both attend The LP, in grades 5 and 3, respectively. In his spare time, he enjoys spending time with his kids, playing chess, basketball, fishing and reading. Investing and developing properties are also passions of his and he keeps up-to-date and educated on different strategies. When asked about his favorite LP event, Callon fondly thinks of the graduation ceremony. He believes that it's the time when you really get to see what The LP is all about. Bringing a group of fine young people into the world who, in turn, will take their experiences and learnings from The LP everywhere and to everyone they come in contact with.





# Announcing the Gary Hatton Mental Health and Wellness Fund

by GARRETT HATTON, '99, BOARD MEMBER



When my older sister, Jenny, was preparing to enter the first grade, my parents were seeking an elementary school in the city that provided strong academics, small class sizes, and a diverse student body. After a recommendation from Judy Langer, Director of Boston Children's School, my parents enrolled Jenny at The Learning Project in 1991. This was the beginning of my family's 17-year run at The LP.

At first, my parents were attracted to The LP's small class sizes; the friendliness of the school community; the focus on both intellectual and emotional growth; and the importance placed on values,

such as character, honesty, and integrity. When I joined my sister at The LP in 1993, my parents came to realize one of the many things that makes The LP so great: the "power of small." Although my sister and I had very different learning styles, the school was able to provide us each with a high-quality learning experience. My sister, Nicky, joined The LP in 1998, and my brother, Jimmy, followed in 2002. As they both entered and progressed through the school, this ability to provide an individualized learning experience to kids with different learning styles and personalities was reinforced.

Over the 17 years that my three siblings and I attended The LP, my parents became deeply involved in the school community. They both served on the school's Board of Trustees, my dad from 2001 to 2009, and my mom from 2009 to 2018. They discovered the school's events and parent gatherings to be a wonderful bonus of The LP experience, and they formed friendships with other LP families that continue to this day. It is with this brief bit of history that it is easy to see why The LP community holds a special place in our family's heart.

The LP has been a focal point of my parent's philanthropic efforts over the years. My dad's primary interest in supporting a particular charity or institution centered on the ability to make a significant impact. He felt that in many larger charitable institutions, administrative overhead/costs greatly diluted the ability to make an impact on those in need. My mom shared this perspective, and The LP became one of the earliest entities they supported because they felt their financial support could truly make a difference in strengthening the school. Over time, when my dad became the Board's Treasurer, he felt even more strongly that The LP was a place where my parents' time and financial support could make a significant impact. His efforts to help the school broaden its prudent, institutionally managed endowment was an area of great pride for him as he was focused on helping set up The LP for a strong financial future.

As many of you know, we lost my dad, Gary Hatton, to suicide in November 2021. He struggled with depression for many years, and on the Sunday after Thanksgiving, he took his own life. My dad was a man who was loved by many. He had everything in the world – a loving family, many friends, career success; but ultimately, he lost his battle with this powerful disease. My family has chosen to share our story publicly to help raise awareness of the devastating impacts of depression and suicide. We hope that by sharing this story, others who are impacted by depression and suicide do not feel alone.

To honor the memory of my dad, my family has established a new permanently endowed fund at The Learning Project, the *Gary Hatton Mental Health and Wellness Fund* (the "Endowment"). The Endowment is intended primarily to offer financial support to Learning Project students and staff for mental health counseling services. These services can be in the form of individual therapy from psychiatrists, psychologists, other mental health/social service professionals, and/or group education or therapy sessions that could benefit The LP student and faculty at large. Expenditure of proceeds from the Endowment are at the discretion of the Head of School or any other oversight group the Head may designate. The establishment of this fund is made possible by a generous lead gift from my mom, Jill Hatton, combined with memorial donations directed to The LP following my dad's death.

During my family's 17 years at The LP, there were several instances where The LP connected my parents with language processing experts and outside counseling services. My parents felt these services made a truly significant and positive impact in their children's ability to thrive at school. The establishment of this fund will enable similar services to be available for future LP children in the years to come.

We feel honored and blessed to establish this fund in my dad's memory. He would have been thrilled to provide financial assistance well into the future to help students and faculty obtain counseling that can make a truly positive impact in their lives. I encourage all who are able to make a small contribution to this fund in memory of my dad, a "Long Time Friend" of The Learning Project.



# Settling Into a New Site



by JEN LESKY

*Community. Academics. City. Quirky.  
Seriousness. Traditions. Warm. Small.  
Diverse. Playful. Creative. Principled.  
The list could go on and on.*

It's always been challenging to describe The Learning Project—it's so many things and is special in so many ways. In fact, if you asked ten people to describe the school, you might get ten different answers that would all be accurate.

Yes, The LP is all of these things, with a good dose of something magical, an indescribable synergy of seemingly opposing ideas that somehow find balance. And, it is what makes The LP so unique and so appealing. It is something you can sense, can feel, when you walk through the doors. And therein lies the challenge: not everyone can visit the school in-person, but many people, particularly prospective families and faculty, are introduced to The LP via our internet presence.

In the fall of 2021, the Communications and Outreach Committee (a sub-committee of the Board of Trustees), led by Chair, Rick Borovoy, P'11, '17, identified the school's website as an opportunity to better communicate who The LP is and what The LP does. Crawford Director of Advancement and Admissions, Sasha Zuflacht, would oversee the project, and Jen Lesky, former LP faculty and staff member, would work on copywriting, editing, and organization of the new site, as well as coordinating with Sasha, the school's administration, and the Communications and Outreach Committee to make the new site a reality.

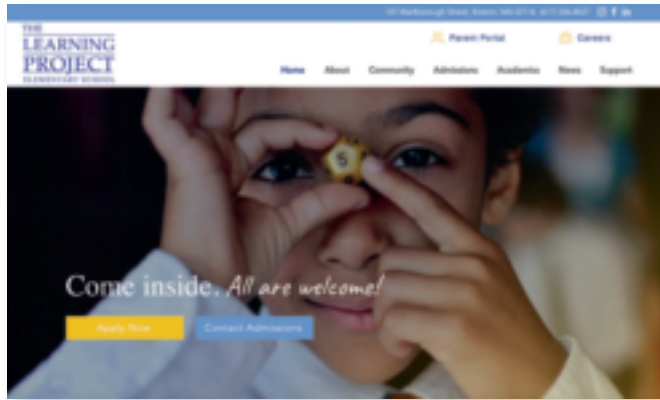


Like any good LP project, the process began with conversations. The LP Communications and Outreach Committee had already identified messages that were important to convey and some attributes of other school sites that they liked. They also felt that a successful site would be useful to multiple constituencies: current families, prospective families, alumni and alumni families, as well as prospective faculty. Michael W. McCord Head of School, Justin Hajj, and Director of Academics, Faculty and Inclusion, Siby Adina, spoke to academic initiatives and the current “feel” of the school. Ideas were flying and creativity abounded.

Aiming for comprehensive, yet simple and easy to use, Jen developed the organizational principle of the site— with lots of revision and input, of course! Then it was time to work on the words. Brevity has never really been the style of LP communications, but knowing that many readers are surfing on their phones, it would be important to have enough text to accurately describe The LP and to convey the essence of the school. Again, multiple readers gave helpful feedback to make the words sing.

Websites, though, are a little more (actually a lot more) complicated than menu options and text. After interviewing multiple designers, at the urging of Caroline Buttner, P’14, ’16, the team hired the crew at “Let’s Design Your Site.” It was one of the best and most serendipitous connections of the project. For such a small school, The LP has more than its share of “small world” stories, and lo and behold, we learned that Jessie Place, the head designer, was friendly with Matthew McCord, ’02, and had spent time with Michael and Elisabeth McCord, as well. It felt like a match that was meant to be.

Sasha and Jen worked closely with the Let’s Design Your Site team who patiently, and even eagerly, worked on suggestions big, small, and really, really tiny, in order to make the site truly reflective of The LP. Font, color, text size, videos, slide shows, click-throughs, active forms; there were so many options and so many details, but before too long the site began to take shape, starting with a dynamic homepage. Bright and colorful images and a warm greeting serve as a virtual handshake, while a short video literally and figuratively opens the door to life at The Learning Project.



While much of the scaffolding for the site was in place, it became clear that great photos would become a key component of our ability to tell The LP story. Luckily, Board Member and School Photographer extraordinaire, Jamie Hayhurst, P’18, ’22, generously lent her talents to this project. From helping to define the photographic style that would best suit the website, to capturing new and evocative images during an all-day photoshoot, to giving access to her years and years of archived photos, Jamie’s images were the important, final additions to the site.

In mid-July, the site went live, and while it was wonderfully satisfying to see months of collective work come to fruition, it was also wonderful to know that this site was flexible, easily edited and added to, in order to keep up with the goings on at this particularly lively school. While this new site is certainly a change from the previous one, hopefully it still feels like the “real” LP and allows people near and far to meet us. We hope you’ll explore our new home.



**Thank you to the Communications and Outreach Committee:**

- Rick Borovoy, Chair , P’11, ’17
- Catherine Bordon , P’14, ’17
- Caroline Buttner, P’14, ’16
- Will Crawford, ’91
- Jamie Hayhurst, P’18, ’22
- Eben Pingree, ’94, P’27



# New Faces

## Faculty and Staff

by ALEXANDRIA ZIOMEK



### **IZZY WARD, Second Grade Head Teacher**

Izzy holds a Bachelor's Degree in Educational Studies and Psychology from Colby College. She completed her Master's in Elementary Education through Lesley University's Teacher Residency Program at the Buckingham Browne & Nichols School. She is very excited to take on the Second Grade Head Teacher role at The LP. She is most looking forward to joining such a tight-knit community, and she can't wait to experience all the fun LP traditions.

When she isn't in the classroom, Izzy enjoys spending time outside. She spends her summers at YMCA Camp Huckins in Freedom, NH, organizing sports for campers to enjoy, such as archery, basketball, and pickleball. Izzy also likes cooking, playing board games, watching football (go Pats!) and traveling. She is a dual-citizen of Brazil and enjoys visiting her family there whenever possible.



### **GABBIE LYNCH, Building Substitute and Academic Support Teacher**

A new role at The LP this year, Gabbie will serve in a flexible role to substitute for teachers as needed and provide academic support for students in one-on-one and small group formats. She holds a Bachelor's in Education and a minor in English through UConn's NEAG School of Education. During college, Gabbie volunteered with the "Big Brother Big Sister" after school program and student taught in both rural and urban school settings. Most recently, she completed a full year as a student teacher at Bowers Elementary School in third grade, and also had placement in both second and fourth grade. She felt connected to The LP's strong sense of community and dedication to inclusion.

Originally from Rhode Island, Gabbie had always dreamed of moving to Boston and was thrilled to finally do so this year. She grew up near the beach and enjoys spending summers at home and snowboarding in the winter.

# Fellows



**ALEX BURZLAFF** graduated from Boston College with a Bachelor's Degree in Elementary Education and Applied Psychology. She is currently continuing her studies at BC to earn a Masters of Education. She has served as a camp counselor for North Andover Youth and Recreation Services, a student teacher in first, third, and fourth grade classes, and served as a substitute teacher for Brookline Public Schools. Alex is excited to form connections with students and staff while refining her teaching skills. She loves reading and traveling, and has been a dancer since age three.



**HANNAH FITZSIMONS** got her B.A. in Psychology from Colgate University and her MSW from Boston College. She worked in non-profit and social work for several years after college, but changed her career to teaching last year and has loved it so far. She worked this past year in a special education classroom at the John F. Kennedy Elementary School. She is excited about The LP's mission and its focus on social emotional learning and character development. Outside of work, Hannah enjoys spending time drawing and making art.



**SABRINA LOPEZ** recently graduated from the University of Massachusetts with a Bachelor of Arts in Early Education and Care in Inclusive Settings, and has worked with children in a variety of capacities over the past eight years. Most recently, she has served as a Teacher Assistant at East Boston YMCA and Bright Horizons Back Bay, and a student teacher at Donald McKay K-8 School. She is excited to get to know The Learning Project community and help students with their academics and social-emotional learning. In her free time, she enjoys writing, painting, and drawing.



**VIVIEN MANNING** graduated from Wellesley College with a Bachelor of Arts in Education Studies and American Studies. They have worked with children in a variety of capacities over the years, serving as a middle school tutor, a teacher for Twin Cities Community Preschool, as well as a volunteer for the Child Study Center and the Chinatown After School program through Wellesley. Vivien is looking forward to bringing their passion for equity and justice to The Learning Project. Outside of work, Vivien loves to spend time knitting and crocheting.



**NIKITA MINOCHA** completed her B.S. in Advertising from Boston University and recently graduated with a Master's of Education from Northeastern University. Over the years, she has volunteered for the Boys and Girls Club, SquashBusters, and a non-profit called Ekal Vidyalaya, an organization that brings education to rural communities in India. Her teaching experience ranges from being a karate instructor for Little Samurai classes, to a Teaching Assistant in her undergraduate days. She is excited to continue her journey at The LP, while sharing her culture and experiences with the community. Nikita is a black belt in karate, a graduate of Indian classical dance, and an avid writer. In her spare time, she loves cooking, dancing, and spending time with her family and friends.



**HEATHER VRATTOS** received her MBA from New York University Stern School of Business and formerly worked in the world of accounting, research, and consulting. After raising her three children, Heather returned to school to earn her degree in teaching and is currently enrolled in a Master of Science in General and Special Education program through Bank Street College of Education. She recently relocated to Boston from New York, and is looking forward to getting to know the students at The Learning Project and learning about their interests and activities. She is an avid runner in her free time and has completed five marathons.



# The Early History of The Learning Project

*Below is an excerpt from The Early History of The Learning Project, as published in The LP Parent Handbook and written by Michael McCord.*



The Learning Project began as an idea: the new school would be distinctly small. It would be of a scale where the children were known to all of the teachers and to one another. It would be a city school, spilling outside its doors and using the vast resources of Boston. It would be a school that served not just a privileged few but the broad middle class, and those on either side. It would honor and respect traditional academic skills and values and, at the same time, it would have a pedagogy that was creative, intellectually challenging, and engaging for young children. It would recognize the various ways that children learn and would seek to accommodate differences. It would recognize, also, the many ways that children teach and learn from one another, and it would create opportunities for children of different ages and grades to work and to play together. It would be a school that embraced progressive social values, while honoring the core personal values of honesty, respect, responsibility and gratitude. And, it would be a place that would care intensely about each child's academic development and equally about the development of good character.

Its name was selected to focus attention on the school's commitment to purposeful activity and learning "by doing" and in the fall of 1973 the school opened. There were eight students, twelve by the year's end (first graders, all but one), and two teachers. The new school was strengthened by an enthusiastic group of parents and a supportive, eleven-member Board of Trustees.

During the first six years, the school rented space in the basement of the First Baptist Church where it returned in 2006 to open a kindergarten. By its sixth year, the school had grown to four full-time teachers and 43 students and, in June of 1979, the first class of eight graduated in a ceremony in the 'meeting corner' of the basement space where many of them had spent between four and six years together.

In 1977, in the school's fourth year, the Board of Trustees began formally to examine the school's need for new space and simultaneously to look at the philosophical foundations that might guide our choices. Two committees of parents, staff and Board were formed, which met during the course of the year to discuss the school's future. The consensus of these meetings was excitement about what we had accomplished and an affirmation of the school's original and fundamental commitments. The school would, indeed, expand as planned to sixth grade, but to do so it would need to find a new location. With neither an endowment nor significant fundraising experience, a Building Search Committee set forth to look at available properties in the Back Bay. Eventually, the search led the groups a block from our original "home" at 110 Commonwealth Avenue to 107 Marlborough Street.

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*One of my favorite memories is of an annual activity that may not still continue: Nature Day, held in early June, when the whole school, including many parent chaperones, spent the day in the Middlesex Fells doing small group activities related to nature and ecology. After a picnic lunch the kids were allowed to roam freely to explore the woods in small groups. The date usually fell on or near our son Peter's birthday. It was always a happy day as the school year drew to a close. Nowadays I suspect that the school cannot allow kids such innocent free range.*

*-Susan Ashbrook, P'93, '95*



The Mary Brooks School operated at 107 as a small junior college until the early 1970's and then it, too, closed. In 1973, after it was vacant and we were searching for space, we contacted the school's last President, Sally Brooks, who lived in Cambridge, to see if she'd be interested in letting us use the building. She indicated, however, that they were going to reopen the school, which seemed unlikely, but we wished her well and waited for an opportunity to arise. A few years later, an attorney friend and member of the original LP Board of Trustees, made a second contact—this time with the lawyer for the corporation—and when we learned that the property was under agreement with a developer, our hearts sank. The perfect building for The Learning Project seemed lost.

The property, however, continued to be unused—and untouched—and in 1977, our attorney made contact, again, with the attorney for the Mary Brooks School and this time he invited us to make an offer. We had no money to do so, but we figured that if the offer were accepted we would just scramble to somehow raise enough for the purchase. Based on the recent sale of 105 Marlborough Street for \$57,000 and after a morning meeting at the old Ken's Deli on Boylston Street among three officers of the school, we made a formal offer of the same amount.

Fortunately for The Learning Project, there was a significant and fortuitous turn of events at the moment we had entered into our negotiations with the people of the Mary Brooks Corporation. At this same time, the City of Boston undertook a program to identify tax-exempt properties that were not being used for charitable purposes. The property belonging to the Mary Brooks School was a prime example, and was suddenly facing an unexpected \$10,000 tax bill. Under pressure from the city to either use the building for its tax-exempt purposes or to restore it to the tax rolls, the Directors of The Mary Brooks School had to decide either to sell the property or to dissolve the corporation and to dispose of the property. Furthermore, according to the regulations governing non-profit



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*I think back to my experience of trying to find this school and I think that the real reason that I couldn't find my way at first is because The Learning Project is not just a school. It is a “project,” by definition, “an individual or collaborative enterprise that is carefully planned and designed to achieve a particular aim.” The Learning Project is a school where we continually examine what we do. It is a school where a Mission Statement drives what we teach and how we teach. It is a school where we implement a well-documented and sequential curriculum and continually examine our instructional practice. It is a school where everyone who works here is dedicated, thoughtful, reflective, and skilled at what they do.*

*Martha Cesarz, Director of Academics '11-'18*





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*For the next 50 years, I hope the LP continues to balance the demands of the future while also staying true to its roots and its history. In an ever-changing city and society, The LP can continue to do what it does best: use its mission and standout character to help guide us into our next chapter. While adapting and growing, we can also stay true to who we are and honor the values that built the community that we know and love today. That's The LP Way!*

*-Jamie Hayhurst, P'18, '22, Board Member*

corporations, at the time of a dissolution, the assets of the non-profit corporation must be redistributed to another non-profit corporation. And so . . . at the right moment in the negotiations over the sale of the property, we carefully suggested that perhaps the Directors of the Mary Brooks School would find it pleasing—and simpler—to give the building to The Learning Project. They agreed and that, essentially, is what happened; the building was given to The Learning Project through the legal mechanism of a merger of the two corporations with the The Learning Project declared the surviving corporation and without any change to our own corporate status or bylaws—except we were now the new owners of 107.

And what about the tax bill? We were fully prepared to pay that bill if it would enable the merger to proceed, but the Assistant State Attorney General who was overseeing the merger insisted that it was the responsibility of the Directors of the Mary Brooks Corporation and refused to allow The Learning Project to accept that liability. So, our cost of acquiring 107 was nothing.

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*The LP set the foundation for my children's education. They left The LP with treasured memories, relationships, and a love of learning. To this day, they spend hours reminiscing of the rich LP traditions like Trick-or-Treat for UNICEF, the D.C. Trip, and Mayfest, among others. The LP fosters a one of a kind community that lasts a lifetime and we feel so blessed to be a part of it.*

*-Flor Rivera, P'13, '16, '18*





During the 1980's, the school community grew slowly but steadily in its number of students, families and staff, and to accommodate this growth, we began to make changes to the building's original layout. The two largest changes occurred in the 1990's. In the summer of 1992, we cleared out a warren of small rooms in the basement and built the science lab (now the kitchen) and the multi-purpose room—which was designated the "Ballroom" by a second grade girl, a title that has stuck through the years. That summer we also installed the front office on the first floor and enlarged the sixth grade classroom on the second floor by removing a small office, a rear staircase, and a back hall. In the summer of 1998, the fifth floor—the Gamble Art and Science Center—was added to the building and the rear of the first floor was redesigned to accommodate several administrative offices and a conference room.

In 1997-1998 the school celebrated its 25th anniversary. The year-long celebration began on the first day of school with a birthday cake and an opening party for the children at the playground. Two LP graduates who attended the school in its first year returned and told what it was like to be part of The Learning Project in those early days. In December, there were two large reunions for LP graduates, and then, through the winter, the school sponsored a series of Saturday performances for its children and for children from the neighborhood. In the spring, the students did a 25th anniversary musical show and then, that fall, we had the final grand event—a gala at the Copley Marriott. It was a full and splendid anniversary year.

In 2005 the Board of Trustees approved the expansion of the school to include a kindergarten program and the school entered lease negotiations with The First Baptist Church, where it had all started 33 years before. Extensive renovations to the original space occurred during the summer of 2006 in preparation for a fall opening of the kindergarten at the school's old location on Commonwealth Avenue. Due to construction delays, the first six weeks of the new kindergarten were held in the multi-purpose room on Marlborough Street,

but, finally, on a sunny day in mid-October, the children in grades one through six lined the sidewalk and gave the Kindergartners a rousing send-off as they paraded over to their new space on Commonwealth Avenue.

The history of the school's early years, as well as the period since then, are a constant reminder of the ability of a small group of people, sharing a common vision, to accomplish a large goal. We are reminded, too, that every institution stands on the shoulders of those who came before. We inherit a school that others worked hard to make. Let us, as well, be able stewards of the school's future and leave for its children—five, ten, twenty years hence—a school even stronger than the one we have today.

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*I hope—and trust—that the community will always be guided by its mission and special character. I hope it will remain committed to its core values and guided by its foundational ideas: the infinite worth of every individual; the power of small; an openness to change; the strength of community; the centrality of teaching both knowledge and goodness; and the capacity of ordinary people to personally embrace the causes of peace, of equity and justice, and of environmental sustainability and to advance those causes in our nation and beyond. And I also hope that Mr. Hajj will be Head of School for many decades to come!*

*-Michael McCord, Head of School '73-'20, P'96, '02*





Peltier  
WATER ESCAPE

Autumn

Peltier



# The 2022 Annual Report Summary

## BREAKDOWN OF GIVING 2021-2022

Annual Fund:	\$426,644
Spring Auction (net):	\$76,794
Funds for the Future:	\$50,000
Community Scholarship:	\$20,000
Read-a-thon (gross):	\$16,241
The Prindle Scholarship Fund:	\$3,260
Fall Book Fair (gross):	\$7,578
The Caroline Schmidt Arts and Inspiration Fund:	\$88,917
The Gary Hatton Mental Health and Wellness Fund:	\$116,319
Other Restricted Funds:	\$290
<b>TOTAL:</b>	<b>\$806,043</b>

## CHARITABLE GIVING

### 6<sup>th</sup> 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 2022 elected to donate to the Dana-Farber Cancer Institute for cancer care and research in memoriam of Caroline Schmidt, their beloved art teacher from grades K-5.

- The Dana-Farber Cancer Institute: \$500

### Read-a-thon Donations

- Raising a Reader: \$4,000
- UNICEF: \$4,000
- Charlesgate Alliance: \$9,000



# THE TRADITIONS CONTINUE

## MAYFEST





**RAINBOW RECESS**



**CELEBRATION OF DONORS**





# THE TRADITIONS CONTINUE

## OLYMPICS





OLYMPICS CON'T





## ALUMNI

**correction:** **Josh Wright, '83**, was named one of the five distinguished alumni as Donaldson Fellows for 2021-2022 by Yale School of Management. He is currently the Executive Director of Ideas42, a leading behavioral economics consulting firm.



**Michael McCord** recently ran into **Malene Welch, '88**, at the Boston Children's Museum. Malene serves as the Director of Community Engagement. Although she only spent a few years at The LP, she recognized the McCords right away and thinks back on her time at The LP with great fondness.



**Katrina Goldsaito, '91**, author and artist, created an augmented reality (AR) project titled, Reach You, which premiered at the Tribeca Film Festival this past June.

**Ellie Curtis, '12**, is joining Teach for America and will be teaching middle school math and science in Atlanta. She's been training remotely and taking her certification tests since graduating from the University of Richmond in May 2022.



**Paul ("Tiger") Wright, '14**, graduated on July 22, 2022, from Infantry Training at Fort Benning, Georgia. He is shown with his sisters, **Caroline Wright, '12**, on the left and **Taylor Wright, '10**, on the right.



**Jasper Knabe, '16**, ran into Juliana Brinkley, First Grade Head Teacher, while visiting Boston for The LP 6-year-out reunion in June.



**Scarlett Bridgen, '16**, worked as a sailing instructor in Little Compton, RI, this summer, where she was able to teach four current LP students!



**Niccolo Imbrogiano, '16, William Bordon, '16, Maddie Borovoy, '16, and Rachel Yates, '16**, attended Boston Latin's Junior Prom which was held at the Marriott Long Wharf.

**Carina Fujimoto, '19**, started a small business called Creations that Care ([creationsthatcare.com](http://creationsthatcare.com)). She uses a laser cutter to make cards for all different occasions and holidays. After each quarter, she donates profits to charities. She started off with Feeding America. Carina writes: "During this past quarter, I chose the *Caroline Schmidt Arts and Inspiration Fund*. Ms. Schmidt made a huge impact on me while I was at The LP. She taught me so much and I admired her leadership and how she didn't just focus on art, but also on being the person you want to be. I miss her deeply and wish to honor her."



**Natu Yesehak, '21, and Milan Kapasi, '21**, stopped by to visit The LP in June. Both have recently started their 8th grade year, with Milan at Roxbury Latin and Natu at St. Sebastian's.

## REUNIONS



**Members of the Class of 2016** at their 6-year reunion (L-R):  
Back row: Dylan Conforti, Neha Modak, Katherine Torres, Jackson Baker. Middle row (L-R): Zack Stone, Maddy Savitz. Front row (L-R): Richard Murphy, Christopher Fletcher, Jasper Knabe, Tia Sheth.



**Parents and Faculty of the Class of 2016:** Back row (L-R): Thomas Fletcher, Kurt Baker, Yogesh Modak. Fourth Row (L-R): Sunil Sheth, Soumya Sivaraman, Fritz Knabe. Third row (L-R): Alex Conforti, Sonal Pandya, Sue Baker, Claire Corcoran, Stephanie Fletcher, Flor Rivera. Second Row: Louise Knabe. Front row (L-R): Lizzie Barcay, Justin Hajj, Amber Ream, Matt Stone, Mary Janetta, Michelle Duane, Michael McCord.

## ALUMNI PARENTS

On June 28th, the Charlesgate Alliance held a tree dedication ceremony for the 15 new trees planted, including three that were donated from The Learning Project. **Margaret Pokorny, P'93, '96**, was given an award for her hard work on this project.

**Kim Foley MacKinnon, P'11**, was featured on Chronicle promoting her latest book, *100 Things to Do on Cape Cod and the Islands Before You Die*. This book offers visitors and locals a chance to discover the very best to drink, eat, and explore, with ideas for the whole family.

## ALUMNI STAFF

**Wendy Cliggott**, Fifth Grade Teacher, **'84-'00**, recently retired from teaching after 40 years. After working at The LP, she spent the past 22 years teaching in Somerville.

**Doug Peters**, Fellow, **'21-'22**, writes: I have accepted a position as the 5th/6th Grade Science Teacher at the Holmes Innovation School in Dorchester. The LP will always be a special place for me, and I'll be taking all that I've learned from it to this next job.

**Michael McCord** hosted the Ornithological Club on Thursday mornings from 6:30-7:30am this past spring. Students gathered with their binoculars to look for and learn about birds in the Back Bay.



This part of our LampPost depends entirely on our readers to provide us with news. Please update us via a phone call, letter, or email to [tlp@learningproject.org](mailto:tlp@learningproject.org).



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**Class of 2022 Next Schools:** Belmont Hill School-2, Boston College High School-1, Boston Latin Academy-1, Buckingham Browne & Nichols-1, Cambridge Friends School-1, Cambridge Public School-1, Dexter Southfield School-1, John D. O'Bryant School-1, Newman School-2, Newton Country Day School-1, Newton Public School-1, Park School-1, Somerville Public School-1

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