

THE LP BULLETIN

NOTES, QUOTES, AND LOST COATS

The LP Bulletin #06
September 22nd, 2016

UPCOMING LP EVENTS

Friday, September 23rd - Field Day - 10:00 am - 2:00 pm.
Monday, September 26th - Kindergarten Conference Day
Tuesday, September 27th - 6th Grade Conference Day
Wednesday, September 28th - 3rd Grade Conference Day/6th Grade Hike
Thursday, September 29th - 1st Grade Conference Day and 2nd/3rd Grade Pot Luck - 6:30 pm.
Friday, September 30th - Half Day Dismissal 12:15 pm - No After School.

HEADLINES

Field Day Tomorrow

10-2, Teddy Ebersol Field (lower Esplanade)

All students should wear comfortable, athletic clothing and sneakers.

Please come to watch if you are able. As mentioned last week, kindly avoid 'fan interference' with the children. After a quick hello and pat on the head, send your child back into the fray. They have serious work to do--the work of play, cordial competition and camaraderie, and community building.

Kindergartners will be involved definitely in the morning, but, depending on their stamina, may leave early.

Please sun screen your child as needed, provide an extra water bottle if needed, and maybe a hat if it is particularly sunny. Children will be carrying their backpacks with their lunches, water and extra layers.)

Quote of the Week

The following quote particularly resonated for me because of its focus on the idea of community--an idea expanded on throughout the Parent Handbook, including in the selection that follows this week's quote.

FYI: John Chubb, author of the below paragraph, was an educational reformer, and served for two and a half years as the President of NAIS--the

CURRENT 'HABIT OF THE HEAD, THE HEART, AND THE HAND'

Diligence

WORD OF THE WEEK

Flounder
Maneuver
Artifact
Prompt

ATTACHMENTS

[October 2016 Calendar](#)

[2017-2018 School Calendar](#)



Thanks so much to all of The LP families who donated and volunteered at Cradles to Crayons last weekend! It was a great turn out. Thank you also to Monica Shah for organizing!

National Association of Independent Schools of which we are a member.
Mr. Chubb died in office last November.

Great schools are distinguished by their communities. They are distinguished by the human connections that help students understand right from wrong, the dignity of every individual, the value of self-respect, respect for one another, the duty to serve others, and the content of character. Research has shown this to be true, time and again. Community is a timeless value. Yet it is threatened in our mobile society, by demands and mores that fragment our lives. Schools must work harder than ever to build community. As they do, they must also keep up with the times. They must pull together people of increasingly different backgrounds. They must be ever more explicit about their values as a school community. They must be willing to challenge the conventions and thinking of traditional schools.

John Chubb [This quote is from a TedX talk on Community that can be read in full at: <http://www.nais.org/Independent-Ideas/Lists/Posts/Post.aspx?ID=402&cldee=bW1jY29yZEBsZWYybmluZ3Byb2plY3Qub3Jn>]

Community at The LP

The Parent Handbook intentionally ends with a note on 'community'--specifically on the parent/adult community that is such a huge part of The Learning Project. As we head into the community building season of Parent Potlucks and the Book Fair (October 15th), it is well to remind ourselves that community is fashioned our own efforts combined with the efforts of many others. Diligence, our current H-4 (Habit of the Head, Heart and Hand) is most surely a component of good community building.

In the end, what is most important to many of us about this school is the sense of caring and of community that flows in many directions and which gives support to all of us--to the children, teachers and staff, parents, alumni, Board and friends. It begins with the school feeling like a welcoming and friendly place when strangers first walk through the door; and it develops, we hope, over time into something very special as children and adults connect with the values and goals of this community and deepen their ties with one another.

Parenting is not an easy job. Educating children is not an easy job. Working and running a household are not easy jobs. And living in a city, living in these stressful times--neither of these makes our daily rounds any easier. What always seems to help, however, is knowing that you are not alone, and that there are other people who have shared similar experiences and that these are people you can trust to talk to and, perhaps, to ask for help.

Every time in our community that someone helps another, the community itself is strengthened. And it happens, regularly and often without any fanfare, in a variety of ways--when someone offers a ride to a parent without a car; or bakes a casserole when someone's been sick; or invites a child who is far away, or perhaps not usually included, over for a Saturday play date, or takes time to listen to a parent who needs a chance to talk...the possibilities are endless.

In the year ahead I hope that each of us will make a point of reaching out in some extra way to someone or to some part of our community. It is a satisfying thing to do, it is the right thing to do, and it is a way of giving back to the community some piece of what it gives to you, to your child, and to all of us. One thing, for sure, is true: This sense of community which we all so highly value is not created magically by some external force, it is formed and nurtured by each of us. And we are fortunate to be part of a school family that invites us to participate in the critical task of community building. No edifice is more worthy of our time and effort.

Communities and Standards

Talking about 'community' runs the risk of appearing to be 'fuzzy headed' and incompatible with clear standards and expectations. That's not true here. Standards and community are entirely entwined, and my job is to make our standards and expectations as clear as possible, and consistent with our community's values.

Here's my most recent Faculty Memo about a fairly trivial matter that involves parents at home. And while trivial, it becomes significant during the school day for children and teachers: Forgetting to pack needed utensils in your child's lunch box. For the potential 'consequence of failure' skip to item #8. Note that it is described as 'an invitation.'

Dear Colleagues:

Failing to pack proper lunch utensils is (mostly) a parental problem that then becomes a problem for the child and in turn for us.

Here's what we're going to try out to 'fix' this issue:

1. Extra PLASTIC utensils will be kept in the front office--not in the classrooms.
2. The reminder slip to parents will be kept in the front office--not the classrooms.
3. Children will come down to the front office if they need a utensil.
4. They will borrow the utensil and be handed the reminder slip to put in their lunchbox.
5. They will return the borrowed utensil--rinsed off--to the front office after lunch.
6. The utensil will be put in the dishwasher for further cleaning and re-use.
7. The front office will keep track of parents who've forgotten to pack utensils.
8. Repeat parental offenders will be invited to sit on the chair outside the Headmaster's office to help them remember that they really do want to pack utensils as needed in the future.

M

Word of the Week: Flounder

- * to move in an awkward way with a lot of difficulty and effort
- * to be unsure about what to do or say
- * to have a lot of problems and difficulties
- * a flat fish

ANNOUNCEMENTS

Half Day - Next Friday, 9/30

Dismissal is at **12:15**. The children will not eat lunch at school next Friday, and there will be no after school. The staff will spend the afternoon doing Professional Development, led by Michael, Justin and Martha.

Admissions Voluteers

Still Seeking Admissions Volunteers!

We still need a few folks for the following admissions events:

*Meet the Schools Night, Spruce Street Nursery: Wednesday, 10/5, 6:30- 7:30pm

*Meet the Schools Night, Beacon Hill Nursery: Wednesday, 10/19, 6:30- 8:00pm
*Meet the Schools Night, Cambridge-Ellis School: Wednesday, 10/26, 7:00- 8:30pm

Please email Laura or sign up via this link: <http://www.signupgenius.com/go/30e0d4aaca828a6fb6-admissions>

Potlucks

Potlucks are coming up. The 2nd and 3rd grade potluck is next **Thursday, 9/29, at 6:30pm**. The others are to follow shortly after. Please refer to the calendar for dates and be on the lookout for an email sign up from Ms. Seitz. For those of you new to the school, Potlucks are mostly a social event-starting with conversation and drinks in the lobby and then a fabulous potluck meal in the ballroom. They are for parents, only, and fall into the "Top Priority" category on page 12 of the Parent Handbook.

Book Fair Save the Date

The Book Fair is on 10/15, 11-3; we need lots of 'hands on deck' before, during and after.

Fall Chess Club

We have received final word from Igor, and sadly, he is unable to teach Chess Club this fall. We know that many students will be disappointed, but we encourage everyone to continue playing on their own time. Igor assures us that he will be able to teach a winter session, and we look forward to picking Chess Club back up then!

Rent-A-Rainbow

The Sixth graders have begun their annual responsibility of fundraising for their April trip to Washington D.C. As is tradition at The LP, we will be doing a year long service project called Rent-A-Rainbow to help raise money for this trip. The sixth graders are offering a list of services, which you can hire them to help you with! The following list of potential jobs was generated by the sixth graders. Equally, they are open to any other suitable chores or tasks you might have in mind.



Party help, car washing, baby sitting, pet sitting, dog walking, walking children home, watering plants, shoveling snow, helping with recycling and trash, lawn mowing, carrying groceries, helping at yard sales, catering, raking leaves, tutoring/homework help, wrapping presents, stuffing envelopes etc., etc., etc!

Ms. Cesarz's Blog

You can now benefit from some of Ms. Cesarz's professional wisdom 24/7 by going to her blog at <http://lpparents.weebly.com/about.html> and reading some of the articles she has posted for your consideration, and, because it is a blog, you can share with others your own insights.

Advanced Work Class Special Test

The Boston Public Schools will offer a special test administration of the TerraNova exam on Saturday, October 15, 2016 to students interested in applying to the Advanced Work Class program.

Advanced Work Class (AWC) is a full-time program in the Boston Public Schools that provides an accelerated academic curriculum for students in grades 4, 5 and 6. Student participation is by invitation only and is based solely on the student's scores on the TerraNova, third edition, eligibility exam.

This test administration is open to students in grades 3, 4, and 5 currently attending Private, Parochial, and Commonwealth Charter Schools. Students must be residents of the City of Boston.

**Boston Public Schools
Advanced Work Class
Special Test**



Advanced Work Class (AWC) provides a challenging academic curriculum for students in grades 4, 5 and 6. We invite you to register for the upcoming test to determine if your child is eligible to participate in the AWC program. Registration is free.

Special accommodation testing is available for students who are unable to take the test under standard conditions because of a documented learning difference or language ability.

AWC SPECIAL TEST
Saturday, October 15, 2016
8:00 AM

Washington Irving Middle School
105 Cummins Highway
Roslindale, MA 02131

Registration forms available online
www.bostonpublicschools.org/awc

Deadline: September 23, 2016

Boston Public Schools will administer the TerraNova, Third Edition, to determine eligibility for the AWC program.

For more information:
Maria Vieira
Assignment Specialist
Exam Schools & AWC
T: 617-635-9612
E: mvieira@bostonpublicschools.org
www.bostonpublicschools.org/awc

These schools offer the AWC program:

- | | |
|---|--|
| GRADES 4 & 5 | GRADE 6 |
| Bate (Roslindale) ☎ 617-635-8064 | Curley K-8 (Jamaica Plain) ☎ 617-635-8239 |
| Bradley (E. Boston) ☎ 617-635-8432 | Dearborn STEM (Dorchester) ☎ 617-635-9412 |
| Channing (Hyde Park) ☎ 617-635-8722 | Edison K-8 (Brighton) ☎ 617-635-9436 |
| Cordon (D. Boston) ☎ 617-635-8606 | Irving (Roslindale) ☎ 617-635-8072 |
| Curley K-8 (Jamaica Plain) ☎ 617-635-8239 | JacksonMann K-8 (Allston) ☎ 617-635-8522 |
| Edison K-8 (Brighton) ☎ 617-635-9436 | Lee K-8 (Dorchester) ☎ 617-635-8687 |
| Henrietta (Jamaica Plain) ☎ 617-635-8436 | McCormack (Dorchester) ☎ 617-635-9697 |
| JacksonMann K-8 (Allston) ☎ 617-635-8522 | Milford Ave. K-8 (Mattapan) ☎ 617-635-1442 |
| Lee K-8 (Dorchester) ☎ 617-635-8687 | Murphy K-8 (Dorchester) ☎ 617-635-8781 |
| Murphy K-8 (Dorchester) ☎ 617-635-8781 | Ohrnsberger (W. Roxbury) ☎ 617-635-8157 |
| Ohrnsberger (W. Roxbury) ☎ 617-635-8157 | Quincy Upper (Boston) ☎ 617-635-8940 |
| Quincy (Chinatown) ☎ 617-635-8731 | Umas Academy (E. Boston) ☎ 617-635-8481 |
| Taylor (Mattapan) ☎ 617-635-8731 | CITYWIDE |
| Winthrop (Dorchester) ☎ 617-635-8379 | Timothy Middle (Roxbury) ☎ 617-635-8109 |

ARTISTS OF THE WEEK

Chalk Landscapes

To continue our study of LINE, this project introduced the Kindergarten students to the concept of a horizon line, a line that separates the sky from the ground in a landscape. The students examined images of different types of landscapes and created a landscape of their choice using blending techniques with chalk pastels.



Leela Seetharam, Kindergarten

Realistic vs. Abstract

We began this project by looking at realistic self-portraits by Frida Kahlo and Rembrandt. We discussed the concept of realism and features that make each one of us different, unique, and special. Students looked at themselves in the mirror and drew what they observed. For the second part, the children studied the work of Pablo Picasso and his abstract approach to the figure. They used a collaged technique to create an abstract version of themselves and were encouraged to experiment with proportion and the placement of their features.



Emmy Williams, Third Grade

Visual Texture Print

For this project, the fourth graders studied the difference between tactile texture (the way something feels) and visual texture (the way something looks as if it might feel). They examined images of animals and were careful to include examples of visual texture in the drawings of their chosen animal. They also added background and border design elements to their drawings. Once their drawings were complete, the students then etched their work onto printmaking foam. They then painted designs with watercolor and printed their animals on the paper using printmaking tools and techniques.



Emiliano Pedroza, Fourth Grade

Shaded Self-Portraits

For this project, the students studied the element of art called value (the contrast between light and dark and highlights and shadows in a work of art). Using a graphite pencil, the students first created a value scale displaying gradations between the lightest and darkest values. They then used blending techniques and tools to create a sphere with a three-dimensional effect. The students then cut a photograph of their faces in half and rendered the value of the other half using various graphite pencils and charcoal pencils. Their shading looks so realistic, it is difficult to tell which side is the photograph and which side is the drawing.



Claire Choe, Fifth Grade

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