

THE LP BULLETIN

NOTES, QUOTES, AND LOST COATS

The LP Bulletin #24
February 9th, 2017

UPCOMING LP EVENTS

Saturday, 11th February - Ski Trip
Tuesday, 14th February - Girl Scouts and 6th Grade Bake Sale
Wednesday, 15th February - 5th Grade Conferences
Thursday, 16th February - 10:30 Performance Fest
Friday, 17th February - Half Day - Professional Development
Monday, 20th February - Friday, 24th February - February Break
Monday, 27th February - School Resumes
Tuesday, 28th February - 7:45 Class Parent Meeting/3rd Grade to Peabody Museum/Girl Scouts.

HEADLINES

Hmmmmmm.....

The snow certainly picked up in the afternoon, as did the wind. I am not convinced, however, that I made the right call to close for the *whole* day. Even around 1:00 the snow was fairly slow coming down, Marlborough Street was quite passable, and the subways and commuter trains were running without delays. I'm wondering if we could have gotten in a half-day of school without too much difficulty.

Alas, 'it (the decision last night) is what it is,' and I hope most of you were not too terribly inconvenienced. We recognize that many of our parents are working at places that don't typically call 'snow days' for their employees and so when school is closed, it can become a major challenge for those working out-of-the-home parents. This, in addition to the major reason that we need all the school time we can get, is one reason that we remain open when many other schools close. Another is that all of our children come to LP with parents (not on school buses-- a whole different matter!) and we enjoy the unique advantage of being very close to Copley Square, which is a transportation hub for the MBTA. If the public transportation system is functioning reasonably well, most faculty and staff, and parents can get here-- even if not precisely on time. And, as mentioned in our Handbooks, we leave the final decision about safety of travel up to individuals because that is a decision that may depend on different variables.

As always, I welcome feedback-- positive, negative or indifferent.

Speaking of inconvenience, I know some of you were HUGELY inconvenienced because our alert system didn't get through to everyone. Please let me know, if we haven't yet heard, if you were one of those unfortunate few, so we can check out why you may not have received the message. We investigated the problem today and will continue that investigation tomorrow. I suspect some of the failure is entirely my fault for being unfamiliar with the options on the new alert system's home page, and the message went only to one phone number per household. I apologize.

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

Respect

WORD OF THE WEEK

Accumulate
Kerfuffle
Demonstrate
Farewell
Affirm
Curtail
Advocate
Flourish
Compromise
Apply
Concede
Responsibility
Indulge
Predicament
Dawdle
Germinate
Tarnish
Flounder
Maneuver
Artifact
Prompt

ATTACHMENTS

[Science Afternoons - Sign Up](#)

[Spring Hill House
Registration](#)

WHAT'S DUE?

Enrollment Contracts - Past Due.

Science Afternoon Sign Up - Due February 17th

GIRL SCOUTS

February 14th
February 28th
March 14th
March 28th
April 11th
April 25th
May 9th
May 23rd
June 6th

More importantly, we will be reviewing our notification system tomorrow and building in some easy redundancy.

As for tomorrow I am probably going to wait and see how the city does cleaning up and may not be prepared to make a decision until tomorrow morning when, **ONLY** in the case of **CANCELLATION**, we will use our (still imperfect) alert system and notify three television stations (Channels 4, 5 and 7) and put it on the LP web site. As further back up, I will also ask Claire to send an email if we are closed.

If it appears to me tonight that we will face major problems tomorrow, I may notify you earlier. I understand that earlier notification is preferred, but deciding too quickly can lead to an incorrect decision in the end and that is a less desirable outcome overall.

Valentine's Day: Tuesday, February 14th

For those of you new to the community, the tradition is that children are permitted (not required or expected) to bring in cards to distribute at a time decided by their teacher. If they do bring in cards, the important rule is that they have *one for every member of their class*. They may also bring a card for their pencil pal if they wish-- and, of course, for their teachers.

We also have the rule that children may include in their card a tiny bit of candy (nut free, of course.) An example of 'tiny,' which I have provided in the past is "half a conversation heart," but we have noticed some slight departures from that foolishly stringent guideline and those have seemed quite okay. Please, however, avoid extravagance.

Current H-4 (Habit of the Head, Heart and Hand): Respect

Years ago I published a lengthy list of Guiding Principles which, delightfully, Karen Malkus, our Science Teacher at the time, organized around the concept of respect. It's in the Parent Handbook, but in case you've misplaced the sacred text, here it is that list.

Ways to Respect Others:

1. Be honest with yourself and with others. Be honest, both in word and in deed, in what you say and in what you do.
2. Do no harm--either with words or with actions.
3. Respect all people. Appreciate our differences. And be courteous. Treat everyone you meet as you would like to be treated in return.
4. Respect other's belongings. Someone else may care about something even if you do not think it is valuable or important. Take care of possessions--yours and others. Remember that communal or public property belongs to everyone and treat it with even greater care than you would something that is exclusively yours.
5. Be a problem solver. And be a peacemaker. Everyone has interpersonal problems from time to time. Learn to see these as opportunities and treat them as occasions to use your good will and creativity to find solutions.
6. Listen carefully to what others are saying. Listen not just to the words but listen for their meanings and hear the ideas and feelings being expressed. If you are uncertain about something a person has said, ask for clarification. Do not "fill in" assumptions. Sometimes people are struggling to say something different than what you expect. Give them a chance.
7. Know that people learn differently and at different rates. All of us have strengths and all of us can get better at many things. Encourage one another and cheer each other's accomplishments.
8. Be caring and kind and speak up for fairness and justice.
9. Help one another.

Ways to Respect Yourself:

10. Be enthusiastic and positive. You will be happier. No one wants to be around a grumpy person. Keep minor complaints private--most of them will go away on their own. Share your problems when they are worthy of someone's attention and help. Don't whine.

11. Welcome opportunities to meet people, to learn things, and to try something different and challenging. Be brave--not foolish--and open to new ideas and new experiences.

12. Make note of your accomplishments and keep a pocket full of memories of your successes. Reach into that pocket for a reminder of your competence and worthiness when you are feeling discouraged.

13. Do not waste time and energy comparing yourself to others. There will always be others who can do some things better than you and others who cannot do some things as well. Life is not a race or contest. Do *your* best and leave it at that.

14. Stay in control of your feelings--particularly your frustration and anger. There may be times when you need to walk away from a situation to calm down, but do not ignore or avoid the cause of your feelings. When you feel in better control, go solve the problem so it will not happen again.

15. Understand that everyone makes mistakes. Indeed, you should make mistakes while you learn; otherwise you probably are not working close enough to the "cutting edge" of your abilities. Learn from your mistakes--find a new one to make each time--and be generous to others about theirs. We all need forgiveness.

16. Work hard, especially on the things that are difficult for you. Get help when you need it. Aim for excellence of effort and performance, not perfection.

17. Be curious. Don't be afraid to say, "I don't know." Ask questions. Listen to answers. Ask more questions.

Ways to Respect the Environment:

18. Respect and care for our environment--our classroom and school, your home, our city and our Earth. Do not litter or pollute. Reduce, Re-use, Recycle. Leave a space neater than you found it.

19. Respect and obey the rules of our school community. We have rules to keep us safe, to build a respectful community, and to make our space orderly, tidy and quiet enough so people can work and play together without bothering one other.

Rubik's Cubes

A flurry of interest in Rubik's Cubes has been ignited and that's quite wonderful because it is a game that tests patience and promotes strategic thinking. Some of this increased interest has, I suspect, been sparked by Liam Brady in sixth grade, who is a cracker jack Rubik's Cube expert, and who demonstrated his lightening fast skills at the December Performance Fest. We are thinking of ways to affirm this good activity, while also containing the distractions that cubes have been causing and importantly, being consistent in the application of our guidelines about toys and other objects from home. (Those guidelines are outlined on page 48 of the Parent Handbook.)

For the moment, then, Rubik's Cubes should be left at home.

Rescheduling Parent Conferences

Conferences that were cancelled today due to the snow storm will be rescheduled by Ms. Toker, asap. This is a nuisance for everyone, we recognize, but-- to repeat a useful phrase used earlier-- 'it is what it is.'

Quote of the Week:

The wonderful sixth grade science festival this week (we will send home the topics next week)-- where children demonstrated their collected data in support of their conclusions-- reminded me of this quote from one of the titans of journalistic history. It seems especially timely as climate change skeptics or deniers gain prominence in positions of authority.

"The radical novelty of modern science lies precisely in the rejection of the belief ... that the forces which move the stars and atoms are contingent upon the preferences of the human heart."

Walter Lippmann, journalist (23 Sep 1889-1974)

Word of the Week: Accumulate

(verb-- transitive) 1. To heap up; gather as into a mass; collect; *to accumulate knowledge.* 2. (verb-intransitive) To grow into a heap or mass; *knowledge accumulates from reading and other life experiences.*

Other forms of the word: accumulation (noun) a collecting together; *an accumulation of junk*; Accumulative (adjective), tending to or arising from accumulation; *vast numbers of research studies have indicated that the accumulative impact of green house gases is the warming of the planet.*

- Michael

ANNOUNCEMENTS

Pre-Auction Raffle

Wouldn't it be great to stay overnight at The Hotel Commonwealth after the Auction? Wouldn't it be even better if it was **FREE?! Well, it can be!** During the month of February, we will be selling raffle tickets in order to **win a free night's stay at the hotel.** Tickets can be purchased from the LP front office for \$5 each, or 3 for \$10. The drawing will be held on March 1st. **ALL proceeds go directly toward the event and to supporting The Learning Project.**

6th Grade Bake Sale

The annual 6th Grade Bake Sale will take place on Tuesday, February 14th, in the LP Lobby. Smaller items will be sold to students at three for \$1.00 and larger items like cakes and pies can be purchased by parents throughout the day. All funds go towards the 6th Graders trip to D.C. Thank you for your support!



Cambridge Friends School Speaker



Join us for an Evening with Debby Irving

I'm a Good Person. Isn't that Enough?

Using historical and media images, Debby examines how she used her white-skewed belief system to interpret the world around her. Author of *Waking Up White*, Debby explores how she spent decades silently reaffirming harmful, archaic racial patterns instead of questioning the racial disparities and tensions she could see and feel. This workshop is designed to support white people in making the paradigm shift from 'fixing' and 'helping' those believe to be inferior to focusing on internalized white superiority and its role in perpetuating racism at the individual, interpersonal, institutional, and cultural levels. This presentation includes pauses for reflection, dialog, and Q&A.



Date and Time:

Wednesday, February 15
6:30 p.m. Seating
7:00 p.m. Seminar

Location:

Cambridge Friends School

Details:

This event costs \$15 in advance, \$20 at the door.

[Click here to register!](#)

ARTISTS OF THE WEEK

Pinch Pots

For the project, the students examined intricate pottery of various Native American tribes and noticed that all of the pots were hand made and included patterns, earth tones, and designs made of lines and shapes. Inspired by this, the students used a pinch pot method to create their own pottery out of clay. They then used various earth tone glazes to give their pottery color.



Grace Tedeman, Kindergarten

Continuing their study of the color wheel, the first graders noticed that the color wheel is divided into different categories: primary, secondary, warm, and cool colors. With this in mind, they observed colorful underwater creatures and drew them realistically using different color combinations. They then chose a color or color category to represent in the background through the technique of papier mache.



Sebastien Vuono, First Grade

Andy Warhol-Inspired Portraits

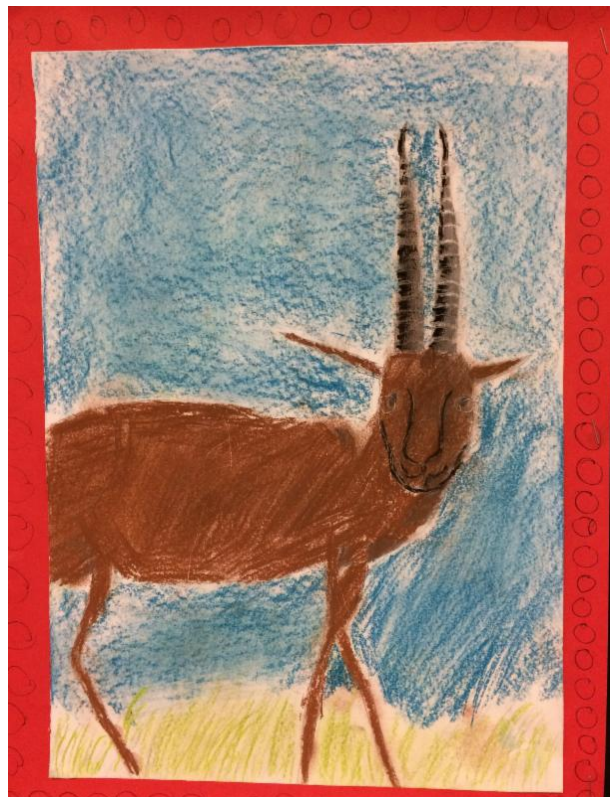
For this project, the students were introduced to the Pop Art movement and the work of Andy Warhol. We discussed how Pop artists used their work to address the ideas of mass culture, advertising, and consumerism during the 1960s. We also examined Warhol's printing technique, and learned that one image can be printed over and over again in many different ways and put together to make a single composition. To create their pieces, the students carved their self-portraits into foam and printed them multiple times on painted paper. They then put them all together to resemble the work of Andy Warhol.



William teDuits, Third Grade

The Value of Value

For the project, the sixth grade students observed the intense contrast between light and dark in famous works of art, and learned that this contrast is called "value". 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 chose an animal or object and rendered its value using various graphite pencils, chalk pastels, conte crayon, and charcoal pencils.



Liam Brady, Sixth Grade

The Learning Project Elementary School | | ctoker@learningproject.org | <http://www.learningproject.org>
107 Marlborough St.
Boston, MA 02116

