

THE LP BULLETIN

NOTES, QUOTES, AND LOST COATS

The LP Bulletin #21
January 19th, 2017

UPCOMING LP EVENTS

Friday, January 20th - Read-a-Thon 6:30 pm.
Monday, January 23rd - Quarter 3 After School Begins
Monday, January 23rd - Kindergarten Conference Day
Tuesday, January 24th - 1st Grade Conference Day
Wednesday, January 25th - 2nd Grade Conference Day
Thursday, January 26th - 3rd Grade Conference Day
Friday, January 27th - 4th Grade Conference Day
Friday, January 27th - 2nd and 5th Ice Skating at Frog Pond - 10:00
Monday, January 30th - 5th Grade Conference Day
Tuesday, January 31st - 6th Grade Conference Day/Girl Scouts

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

Stewardship

WORD OF THE WEEK

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

HEADLINES

The New Building



After several months of anxious uncertainty, it's been a pleasant change to experience the sheer excitement of this community around the news that we released on Tuesday afternoon. Most certainly, the purchase of 164 Marlborough Street is a *huge financial step* for our small school, but, just as clearly, it is the *right* step. The additional space creates new possibilities for all of us, permanently secures our kindergarten program and strengthens the school's long term future in this neighborhood and in the city.

I understand that it was perfectly 'normal' that the enthusiastic comments and 'congratulations' would be directed toward the school's Head. I do, however,

ATTACHMENTS

[February Calendar](#)

[Community Music Center
of Boston - Welcome Letter](#)

[Community Music Center
of Boston - Spring 2017
Schedule](#)

[Community Music Center
of Boston - Registration
Form](#)

want to emphasize again that they need to be directed at a much broader audience. The recent effort that got us from the point of being 'lookers' at a building to 'purchasers' involved many people, and certainly not me alone. I mentioned several names in the announcement letter and also some categories of people without names--primarily members of our Board of Trustees--who put many hours into reviewing the wisdom of this step, and certainly all the particulars associated with it.

Quite coincidentally, the upcoming LampPost, soon to go to the printers, is about our Board of Trustees. A Board of Trustees, in essence, is a group of people who make decisions on behalf of a larger group of people and our Board, indeed, made the courageous decision to move forward on this expensive undertaking. But there is an important backstory to that decision which can be simply stated though of immense import: The school's Board of Trustees could not possibly have decided to take this huge step without their very deep faith in the people they serve--and that is you and your children and the faculty and staff and the alumni of the school--all members of our wider community, past, present and even future.

So, while I do, indeed, want you to know how much I have appreciated the kind comments and 'congratulations' that have been directed toward me over the past several days, I truly receive them as compliments to *us*--to you and the hundreds of 'us' who care deeply about The Learning Project and who will continue to care long after one's daily involvement in the school might have ended.

Many of the inscriptions on the hands that Mr. Hajj has put up on the Bulletin Board remind us of the enduring and unifying quality of The LP experience. Here's one, from a past LP Parent, to illustrate. She wrote on the thumb, "Gem of a School" and on the palm: "I continue to cheer you on. Go LP!"

So, 'Congratulations to *us*' for taking such a big step into the future and..... 'Go LP!'

Read-a-Thon Tomorrow Night: Some Details

Time: 6:30-8:30. Children may be dropped off starting at 6:15; **PLEASE** not earlier.

What to wear: Many children come in sleepwear--an option, not a requirement.

What to bring: Old-fashioned bound books: not e-books, not magazines, and certainly not comic books or even 'graphic novels.' Also, if you haven't brought them already, children should bring their pledge sheets, but if you forget, DON'T go back to get it (It's not THAT important!)

Optional: Pillow, sleeping bag, blanket, a SMALL stuffed animal. Children need to be able to transport all their gear up by themselves and back down by themselves. You won't get to help--other than to encourage them to triage before they arrive. (A trash bag or canvas tote can help in keeping items together, but is not helpful if the total weight and volume is too much.)

Snack: We will serve Oreo cookies (two per child) and 1% milk or water. We have ordered allergy friendly cookies; please confirm tomorrow with Claire what accommodations need to be made because of allergies. (We know a lot of them, but confirm, please, anyway.)

GIRL SCOUTS SCHEDULE

January 31st
February 14th
February 28th
March 14th
March 28th
April 11th
April 25th
May 9th
May 23rd
June 6th



At our All School Meeting this Thursday, students watched part of President Obama's Farewell Address. Ms. Hill then led them in a moving rendition of "We Shall Overcome" to celebrate and remember Dr. Martin Luther King Jr.



Pick-up: Dismissal is staggered. Parents are asked to enter the lobby at the following times; otherwise it becomes too crowded.

8:20 Kindergartner, first and second graders will be dismissed-along with any older siblings.

8:25: Remaining Third and fourth graders will be dismissed-along with any older siblings.

8:30: Remaining Fifth and Sixth Graders will be dismissed.

Important Parent Reminders:

Please, do not leave double-parked cars unattended for more than a minute.

Please do not take a child (yours or someone else's) without first making contact with an LP staff member.

Please don't have such a nice time that you forget to pick your child up!

The faculty and staff is pleased to sponsor this event as an advanced 'gift' of faculty services with proceeds going toward the Auction (and smaller portions going to the Sixth Grade Philanthropy Project and to tree planting projects in Boston.) The faculty hopes that parents enjoy, if but briefly, an hour plus break from the usual Friday evening's duties of parenting. We know your children will have a blast!

Stewardship: Our Current H-4 (Habit of the Head, Heart and Hands)

Today we are showing the children at ASM a part of President Obama's Farewell Address, and then Ms. Cesarz will be talking with the children about the idea of stewardship. My dictionary's first definition of a steward is "one who manages another's property or financial affairs; one who administers anything as the agent of another or others"-not a bad description for the job of a President who we elect to administer our common property, among other things. The Trustees of our school, referred to in the opening piece on the new building, are, in essence, 'stewards' of the school's treasures--financial, historical, ethical and philosophical.

While stewardship, then, is mostly an 'adult' duty, there are ways in which we can teach stewardship to our children. When we teach them to take care of the school's property, that's teaching 'stewardship.' When we teach them not to throw trash on the ground, that's stewardship. And when we encourage them to raise money, as they will tomorrow, for good causes, that's instructing them in stewardship.

'Responsibility to others,' which is a frequent message in school, and 'stewardship' go hand in hand.

Word of the Week: Farewell

1. A parting salutation.
2. An act of departure; leave-taking
3. Expressing leave-taking: a farewell speech.

- Michael

ANNOUNCEMENTS

Re-Enrollment

You will receive your re-enrollment contracts next week via backpack mail. Please note that signed contracts, together with your deposit, will be due **Monday, February 6**.

CMCB After School Music Lessons: Spring Sign-Ups

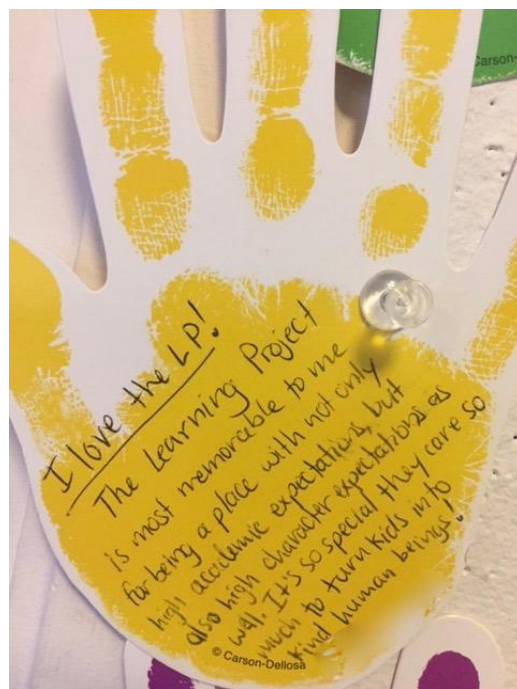
The second session of Community Music guitar, piano and flute lessons will begin in early February. Please see the attachments found in the attachments box on the first page of this Bulletin for details. Registration forms must be sent directly to Samantha Gambaccini at CMCB, not to the LP. Samantha can be reached at 617-482-7494 or gambaccini@cmcb.org.

Auction Items/Donations Needed

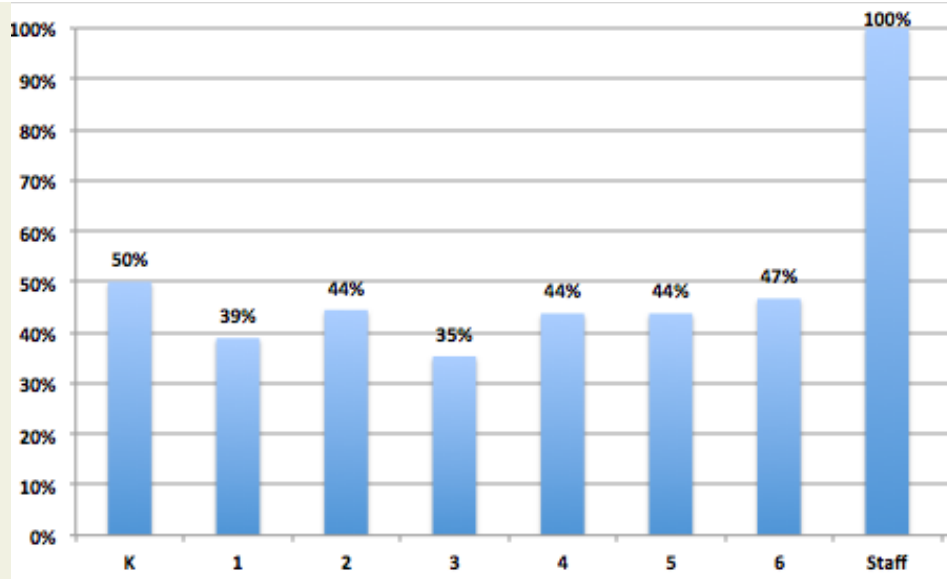
LP families have donated several Auction items and we are hoping that many of you will consider offering items again this year, including vacation homes, trips, wine, gift certificates or services. If you would like to donate an item to the Auction, please contact Chris Kandus-Fisher, Auction Chair, at ckandusfisher@berklee.edu.

"Join Hands" Campaign Update

Thank you to everybody who has donated to our "Join Hands" Annual Fund campaign thus far. We are on our way toward our goal of 100% participation by Graduation Day! Please remember that only donations made directly to the Annual Fund count toward this participation rate. For more information on the Annual Fund, other LP fundraisers, and reporting, please see the Parent Handbook, page 43. Thank you for supporting the school, and we hope that you'll be able to send in your own "hand" to display in our lobby. With each Annual Fund update in this Bulletin, we'll also include one hand to share with the community. Today's hand is from a past LP Intern, and also a teacher for our August Scholars summer program.



Annual Fund Participation



Annual Fund participation graph 1/19/2017

Coding Workshop - January 28, 2017

Parents of 4th, 5th and 6th graders - Does your child have an interest in computers, electronics, or coding? CoderDojo is a volunteer-led, community-based programming club for young people. Anyone aged seven to seventeen can visit a Dojo where they can learn to code, build a website, create an app or a game, and explore technology in an informal, creative, and social environment. Cathy Wong, parent to James (4th) and William (2nd), with Mr Krewson will be organizing an LP visit to a local CoderDojo site at LogMeIn near the Seaport on Saturday, January 28th.

The Workshop runs from 1:00-2:30pm and will allow for all skill levels to work in a fun, engaging, hands-on atmosphere with computers and software! If interested, please email Cathy Wong at cwong365@gmail.com.

For more info visit: <https://zen.coderdojo.com/dojo/776>

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ARTISTS OF THE WEEK

For this project, the Kindergarten class continued their study of the artist Paul Klee. Through observing a series of his landscapes, abstract paintings, and portraits, they noticed that his work was based on the elements of art, line, shape, and color. To create a Paul Klee-inspired portrait, the students examined themselves in the mirror and used a mixed-media process to bring their observations to life.



Skylar Fitzgerald, Kindergarten

Abstract Expressionism Self-Portraits

This project introduced the students to the work of contemporary artist, Shinique Smith. In her artwork, she uses expressive lines, emotive colors, and scraps of her own clothing to create what she calls "self-portraits". Even though they are completely abstract, she considers them representations of her because they reflect her personal emotions. To create their abstract self-portraits, the students painted expressive lines and used colors that represented what they were feeling. They used scraps of fabric and a layering process to add personality to their pieces, and made each painting a unique visual representation of their emotions.



Billy Hayhurst, First Grade

Fauvism Landscapes

Continuing their study of the color wheel, fourth graders learned about the Fauvism movement of the early twentieth-century. After examining the work of Henri Matisse and Wassily Kandinsky, the students

noticed that the Fauvists used bright, non-traditional colors to create vibrant portraits and landscapes that were considered wild at the time they were painted. So wild, in fact, that the group of artists were labeled Fauvists, or "Wild Beasts". The students drew landscapes that displayed a sense of depth and used their knowledge of the color wheel to paint their pieces in the style of the Fauvist artists.



Anya Pakhladzhyan, Fourth Grade

Clay Forms

To continue their study of the element of art, FORM, the sixth graders examined the properties of a "successful" three-dimensional sculpture. They observed several examples of sculptures throughout art history and noticed that these sculptures could be viewed in-the-round, were very realistic, and included tactile texture indicative of the object represented through sculpture. The students created several sketches of the object of their choice and used clay tools, and building methods to create forms out of clay.



Letti Yowhannes, Sixth Grade

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