



COBB SCHOOL
MONTESSORI



Fall 2026

Cobb School Montessori Team

2025-2026 STAFF, TRUSTEES & VOLUNTEERS

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Learning Alongside the Children

Every child, every year,
invites us to begin again



By **Subha Sankaran**
Head of School

Over the past three years as Head of School, I've had the rare vantage point of witnessing the arc from a toddler's first hesitant steps to an elementary student's confident leadership to an alum's reflections on where they've landed in the world. Seeing that development unfold has deepened my appreciation not only for the importance of our work during these formative years, but for the intentional design and practice that make it possible.

We take great pride in our legacy of authentic Montessori practice, but authenticity is not simply inherited or claimed. It requires us to continually question what we know, deepen our understanding, and refine our practice. To work with children is to accept that our own growth is part of the work. Through that reflection, we come to affirm our belief in the child and our responsibility to protect the conditions that allow them to flourish. That commitment is what allows an enduring philosophy to remain vibrant and responsive to the children in front of us.

This past year, our theme, *Growing with Grace*, invited every member of our community to embrace that spirit. Our trustees deepened their stewardship of the school. Our staff refined their craft through observation, preparation,

To work with children is to accept that our own growth is part of the work.

and thoughtful inquiry. Our families grew alongside their children through community conversations and parent education.

All of this learning matters because of what it makes possible for children.

We see its impact in seemingly ordinary moments: the child who persists through a challenge; the older student who naturally reaches out to support a younger classmate; the graduate who reflects thoughtfully on who they are becoming; the alum who moves through the world with courage, purpose, curiosity, and care. These qualities may not always be captured by conventional measures, but they are among the most enduring outcomes of a Montessori education.

As you turn these pages, I hope you see this spirit reflected in the stories of our children, educators, families, and alumni. It is a privilege to learn and grow alongside our children and this community of lifelong learners. I am deeply grateful for your trust in Cobb School Montessori and for the many ways you support our school and make this work possible.



Deep Engagement

Examining the conditions that allow concentration, curiosity, and joy to flourish

By Subha Sankaran



A five-year-old child unrolls a long felt mat in the hallway and walks back into the classroom, past twenty-something children, each absorbed in a different work. He carefully takes out the long brown bead chain, nearly ten feet in length, and lays it along the mat. He returns to the classroom several more times to collect a small floor table, a tray, and a set of number cards.

For the next fifteen minutes, he carefully arranges the number cards on the tray. Then he bends low over the bead chain, places his index finger beside the first bead, and begins to count: 1, 2, 3...8. He finds the card marked 8 and places it beside the last bead in the first section. Then he continues: 9, 10, 11...16. He searches the tray for 16, places it beside the chain, and continues, counting and marking the multiples of eight all the way to 512.

The work takes him about fifteen minutes to set up, more than an hour to complete, and another fifteen minutes to put away. No adult assigned it. No one

promised him a reward for finishing it. He chose the work himself and carried it through independently from beginning to end. He completed an elaborate mathematical exercise that involved his mental and physical capacities and required a high level of sustained attention. What's more, he appeared to find deep satisfaction in the work itself.

Maria Montessori paid particular attention to this capacity in children and its effect on development.

Anyone who has seen a Montessori classroom in action knows a few things about it: there are many hands-on materials, a mixed-age classroom, children are free

to choose their own work, and every child works at their own pace. With some cursory knowledge of the method, it is easy to form opinions about it: it's too free, too rigid, or too orderly; it sounds wonderful but not practical; it works for young children but surely not for older ones.

But the design of a Montessori environment warrants a deeper understanding. It is deliberately built around creating the conditions for deep engagement in learning, from the youngest ages through adolescence, an engagement born of interest and agency, intrinsically motivated, effortful but satisfying work that develops concentration.

Most adults have experienced some version of this ourselves, perhaps when writing, gardening, making music, playing a sport, or solving a problem with a team. We take pleasure in repetition, challenge, and effort. We can get so absorbed in it that we lose awareness of time, but find great satisfaction from our desire, conscious or unconscious, to acquire or enhance a skill.

Decades after Montessori's discovery, psychologists described a related experience as "flow." More recently, writers like Cal Newport would popularize the ideas of "deep work" and the practice of developing our capacity for sustained, undistracted attention in a world of distraction. Today, a variety of publications in the field of education are looking beyond instructional techniques to design principles that foster student engagement.

These ideas point to common design principles: interest and agency, effortful tasks with just the right amount of struggle, and uninterrupted time.

While current research is mostly aimed at older students and adults, Montessori saw the power of fostering deep engagement from the very start, during the most formative years, while a child was still constructing themselves.

Montessori called achieving this state, at any age,

...the most important single result of our whole work.

MONTESSORI, THE ABSORBENT MIND

This does not happen all at once. In a young child, it may begin with the smallest glimmer. A child who



Deep Work at Every Level

Concentration grows with the child. Here's what focused, self-directed work looks like as students move through Cobb.

YCC (Toddler): A child pours water from a small pitcher, wipes up every drop, and starts again, repeating the work until it feels just right.

Primary: A child lays out a long bead chain across the floor, counting and labeling each segment over an entire morning work period.

Lower Elementary: Sparked by a Great Lesson, a small group chooses a question about early civilizations and researches it for days, building a shared report and timeline.

Upper Elementary: A student sets goals, manages a multi-week project, and prepares for a public presentation or Montessori Model United Nations (MMUN) conference with growing independence.

usually moves quickly from one thing to another may one day become absorbed in an activity, or repeat the same puzzle again and again, short bursts of concentration. The child's faculties are focused on work with their hands, and they become unaware of their surroundings.

It is not always imperative to see big things, but it is of paramount importance to see the beginning of things. At their origins there are little glimmers that can be recognized as soon as something new is developing.

MONTESSORI, *EDUCATION AND PEACE*

What Montessori observed was that something happened to children who found work that deeply engaged them. Their concentration increased. Their movements became more purposeful. They appeared satisfied with their work without expecting external acknowledgment. Even though they spent real time and energy on it, they emerged refreshed rather than fatigued. Their attitude toward others became more helpful and considerate. There was a visible transformation, an unveiling of the child's true nature.

Montessori came to see this concentration not simply as a useful condition for learning, but as foundational to the child's development.

Creating the Conditions

It begins with the environment and the adults who prepare it.

Interest Must Be Kindled

The most essential ingredient for intrinsically motivated engagement is interest. A Montessori classroom features a rich curriculum grounded in the developmental needs of the children who inhabit it. Its beauty, order, and invitation are equally important. The child is dignified by opportunities for real, purposeful work: work for the hands, work for the mind, and work that contributes to others. Interest in activity may also be driven by seeing other children's work or their love for repetition. Interest is not manufactured through cartoon characters, prizes, or grades. We begin with the belief that the child naturally seeks to learn, to work, and to contribute, and will do so joyfully when given the right conditions.

We must provide 'motives for activity' so well adapted to the child's interests that they provoke his deep attention... The essential thing is for the task to arouse such an interest that it engages the child's whole personality.

MONTESSORI, *THE ABSORBENT MIND*

The Right Balance of Challenge and Skill

When a task is just hard enough, stretching the child's ability without exceeding it, the child can work independently and with deeper engagement. To find this balance, the adult guide observes each child closely and offers individualized or small group lessons based not on age or grade, but on readiness, ability, and interest. Materials and lessons are deliberately designed to isolate specific difficulties and gradually build complexity, and are presented meticulously with a clear purpose and goal.

Agency

Very young children naturally demonstrate agency, following an inner guide when making choices. This ability is nurtured throughout childhood in a Montes-

Confidence emerges not because an adult has repeatedly told the child how capable they are, but because the child has accumulated the experience of becoming capable.

sori environment. Children are given the freedom to make constructive choices and decide how they move through their work. They can repeat what fascinates them, and pursue an interest further than the teacher may have anticipated.

Uninterrupted Time

This may be one of the most countercultural features of Montessori education. The school day is not divided into short periods where an adult announces it's time to stop math and begin reading. Montessori classrooms protect long, uninterrupted periods of work in the morning and afternoon, because engagement and

concentration take time to develop, and there must be room for pauses, reflection, and even boredom, which may fuel creative work. The five-year-old with the bead chain needed all that time to complete his work from start to finish.

Movement

Montessori understood the anatomical connection between the brain and the muscular system and recognized the importance of movement and working with one's hands as critical to learning. Movement is not done in isolation, as it is an integral element to any intellectual or cognitive task. Concentration in Montessori classrooms does not involve passive listening, but active doing and manipulation.

Protecting Concentration

Protecting concentration requires discipline from adults, who tend to interrupt children to praise, correct, and suggest what to do next, often with the best intentions. The Montessori adult learns, instead, to observe: to understand the child's developmental needs, prepare the environment, and step back when a child becomes deeply engaged, trying not to break the spell.

Self-correcting materials give the child feedback without requiring an adult to say whether something is right or wrong. Thinking back to the child with the bead chain: in trying to find the multiples of 8, if he had miscounted and looked for the number card for 245, he would not have found it and would have had to recount. Therefore he will not need an adult to interfere or help. Gradually, the locus of control shifts from the adult to the child.

Besides the adults, children also learn to respect one another's work and concentration.

What is Being Built?

It would be easy to conclude that all of this simply makes children better at concentrating. But, Montessori saw something bigger.

When a child chooses purposeful work, organizes himself around it, encounters difficulty, persists, corrects himself, and completes it, the child has accomplished more than the task itself. They are building themselves.

He needs not only to touch things and to work



with them, but to follow a sequence of actions to its completion, and this is of the greatest importance in the inward building-up of his personality.

MONTESORI, *THE SECRET OF CHILDHOOD*

Consider the five-year-old with the bead chain again. He was learning mathematics. He was seeing and physically experiencing the multiples of eight and their relationship to one another. But that was not all he was practicing.

He had to make a plan, gather what he needed, organize his materials, follow a long sequence of actions, sustain his attention, notice and correct errors, and carry the work through to completion, including putting every piece away.

He was learning mathematics. *And at the same time, he was building himself.*



Concentration exercises the capacity for attention and, in the process, helps the child develop executive function, self-regulation, persistence, and judgment. Confidence emerges not because an adult has repeatedly told the child how capable they are, but because the child has accumulated the experience of becoming capable. Montessori classrooms avoid external rewards and excessive praise; the deepest satisfaction comes from the work itself:

I wanted to do this. It was a little difficult. I stayed with it. I did it.

And Dr. Montessori observed a more surprising result: the deeply engaged child did not become more self-absorbed. **After satisfying this need for purposeful work, children often became calmer, more generous, and more interested in contributing to the community.**

When the child is finished, he is eager to share his joy, to help the little ones... because the others have respected his work, he never thinks of interfering with those who are still at work.

MONTESSORI, MARIA MONTESSORI SPEAKS TO PARENTS:
A SELECTION OF ARTICLES

Concentration, in this understanding, becomes part of the development of self-discipline, responsibility, and regard for others. Ultimately, it brings out a belief in oneself.

Deep Attention Grows With the Child

Engagement does not look the same at three as it does at eleven.

The first six years: In the first six years, the child is constructing themselves through direct experience, with an intense drive toward movement, language, order, and physical independence: help me to do it myself.

A three-year-old may find deep satisfaction in washing a table or arranging objects in sequence. At first, concentration may last only a few minutes, but those minutes matter and accumulate. Over time, the child who once moved restlessly around the room can spend a sustained period building words, working through the puzzle map of Africa, or solving a series of math problems with a precise setup of materials like our five-year-old with the bead-chain. Their innate desire to “do it themselves” drives what engagement and concentration look like at this stage.

6-12 years: Sometime around six, the child changes. The elementary-aged child has a powerful imagination and an expanding intellect. They want to know not only what something is, but why. They become intensely interested in social organization and questions of fairness. They are eager to explore the world beyond the classroom.

The environment and the work must change with them. Interest is kindled by sharing stories of the universe and orienting the child to their place in it. Group work and self-organized “going-outs” are encouraged, and children are given agency to solve their own social problems.

Inspired by the timeline of life, three children may gather to discuss how to organize a project, divide tasks among themselves, and work on it for weeks, each doing their part and helping one another. Following a lesson on measurement, a few children may decide to measure the hallways or the whole field. Deep engagement is achieved because the children initiate the work; they satisfy their need to stretch themselves and engage their physical, intellectual, and social capacities toward a purpose.

A deeply engaged nine-year-old may not look anything like the quietly concentrated three-year-old. The child still needs meaningful work, the right degree of challenge, agency, time, and an adult who understands development well enough to recognize when something important is beginning.

An Increasingly Rare Capacity

There has been perhaps no time when this cognitive capacity has mattered more. Children, and adults, are living in a world designed to capture and redirect attention, moving between emails, texts, and screens, often discovering how difficult it has become to stay with a single thought.

Against that backdrop, some of the oldest practices of Montessori education feel surprisingly radical: long stretches of uninterrupted time; work chosen for intrinsic rather than external reward; the freedom to repeat; opportunities to struggle without immediate rescue; and adults who understand that sometimes the most helpful thing they can do is not interrupt.

The goal is not to produce children who sit still and passively pay attention. It is to help develop human beings capable of giving their attention willingly, actively, and fully to something worthy of it. That capacity will matter long after a child leaves the classroom, to the scientist pursuing a difficult question, the

The goal is not to produce children who sit still... It is to help develop human beings capable of giving their attention willingly, actively, and fully to something worthy of it.

artist absorbed in making something beautiful, the carpenter mastering a craft, the parent listening carefully to a child, and the citizen willing to think deeply about a complicated problem rather than reaching for the quickest answer.





Inside Our Classrooms

Engaging the whole personality of the child





Rooted In MONTESSORI

Dr. Maria Montessori wrote, “The child is both the hope and promise of mankind.” At Cobb, this belief is at the heart of everything we do.

The reflections that follow come from four people in our community whose journeys are connected by Montessori. Two are Cobb alumni who began their educational lives in our classrooms. Two are members of our staff whose own Montessori education helped shape the educators they have become.

Together, their stories offer a window into the enduring influence of a childhood rooted in a thoughtfully prepared environment and supported by families who embraced those principles beyond the classroom. They remind us that the hope and promise Dr. Montessori envisioned continue to unfold, one life at a time.

**What is the greatest gift your Montessori education
gave you that still shapes who you are today?**



Emily van Gemenen in Lower Elementary.

What is the greatest gift your Montessori education gave you?

EMILY VAN GEMEREN

*Cobb alum '01 and current Board of Trustees Secretary
First graduate of the Elementary program at Cobb*

Marching to the Beat of My Own Drum

What has stayed with you from your early years?

I continue to have a strong sense of order and respect for both the environment and the people in it, which originated during my Primary years from the emphasis on grace and courtesy. I try to live in a sustainable and kind way.

What is something you learned or developed that has stayed with you?

The intrinsic motivation to learn that I developed as a Montessori student has stayed with me into adulthood. I have a deep need to research any wondering that pops into my head until I understand it from all available directions.

How does that show up in your life today?

I remain very independent and self-motivated in my work style, am not afraid to march to the beat of my own drum, and never doubt my path, even if it looks different than everyone else's.

I am fortunate to work for a publishing company founded by a former Montessori teacher. Our team creates a common vision for a product, works independently on our own parts of it, and comes back together to combine that work into a cohesive whole. This was how we did many projects in Elementary.

Why does Montessori matter now, looking back?

I strive to approach my adult relationships with the grace, courtesy, empathy, and open-mindedness that were always emphasized in our Montessori community.



What is the greatest gift your Montessori education gave you?

ANDREA BODEN

*Director of Communications at Cobb
Montessori student, ages 2.5 to 12*

A Doorway, Not an Obstacle

I was a late reader. I remember asking my mother, “Do the words drip off the page for you too?” That wasn’t the first sign I might be dyslexic, but I never gave up on reading, because my lower elementary teacher never gave up on me.

She used the oldest Montessori trick in the book: finding what I loved and folding reading into it, so the words stopped feeling like an obstacle and started feeling like a doorway to something I already cared about. Instead of sitting me down with a long book, she’d hand

A child’s struggle in one area doesn’t define them.

me a recipe to read before we baked, or instructions for a science experiment. Reading became the key to doing something, rather than an assignment to get through. One summer, she had me pick Queen Anne’s lace by hand, then read a poem about it, turning a plant I could touch and smell into a reason to keep going with the page.

While reading was a struggle, the rest of the Montessori language curriculum let me shine. I loved dissecting sentences, hunting for the noun, the verb, the preposition. I can still picture the symbols: a big red circle for a verb, a tiny blue triangle for an article. I wrote poems and learned the difference between simile and metaphor. My teacher knew reading would come, so she gave me other places to grow: math, science, and especially botany.

A child’s struggle in one area doesn’t define them.

Today I’m an avid reader, often with two or three books going at once, but what has stayed with me most isn’t the reading itself; it’s the belief that patience and creativity can open a dozen other doors. That belief shapes how I approach my own work and relationships: looking for someone’s strength before I name their struggle.

Most parents, when you ask what they really want for their child, don’t say becoming a “doctor” or “senator.” Instead, they say happy, fulfilled, connected, purposeful. My teacher could have seen merely a child who couldn’t yet read. Instead, she saw a child who loved baking, botany, and poetry, and she built from there. That’s what Montessori gave me: the confidence to be comfortable in my own skin, and the belief that every child has a doorway waiting to be opened.



Andrea in her Primary classroom.

What is the greatest gift your Montessori education gave you?

LIA ANGELIDES

Cobb School Primary Assistant

Montessori student, ages 2.5 to 12

The Gift of Being Seen

When people ask me what a Montessori education gave me, I could talk about independence, curiosity, confidence, or a love of learning. Those are all gifts I carry with me today. But only now, standing on the other side of my childhood and beginning my own journey as a Montessori guide, do I understand that the greatest gift Montessori gave me was something much quieter. It gave me a way of seeing people.

When I was two and a half years old, I walked into a Montessori classroom without realizing I had entered a place where I would be deeply seen. I didn't notice the careful observations, the thoughtfully prepared environment, or the adults who quietly believed in my potential long before I understood it myself. I simply knew I belonged.

Years later, working alongside my mentor in a Primary classroom, and eventually completing my Association Montessori Internationale (AMI) teacher training, I began to see Montessori through new eyes. I realized that every lesson, every material, and every carefully prepared environment began with the same question: Who is this human being becoming, and how can I best serve them?

That question has changed the way I move through the world. Montessori taught me to approach people with curiosity instead of judgment, to trust the natural unfolding of human development,

*Who is this human being becoming,
and how can I best serve them?*

and to believe that every person is worthy of respect, capable of growth, and deserving of the time and space to become who they are meant to be.

As I begin my own work as a Montessori guide, I hope to offer children that same gift: not simply an education, but the experience of being deeply seen. Because I know what it feels like to grow up in an environment where someone quietly believed in who I was becoming. There is no greater gift.



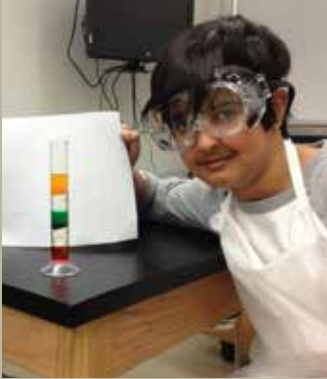
Lia as a Primary student.

What is the greatest gift your Montessori education gave you?

FROM THE RECOGNITION CEREMONY, JUNE 2026

APAAR BAWEJA

Cobb alum ('13) and alumni speaker at Recognition 2026



Apaar in Elementary science.



There are two Montessori principles about which I would like to speak. I believe these foundations of the pedagogy helped me to succeed and will continue to help these graduates succeed.

The first is freedom of exploration. In Montessori, the student drives the learning. After a teacher introduces a student to a topic or a new material, the child is left to explore it independently. In higher education or in the workplace, it is rare to be presented with the exact tools or information you need. Those who succeed are the people who have the drive to

the students I went to college with.

The second benefit of Montessori is that it treats the student like a whole person. Because teachers function as guides rather than lecturers, the student becomes an active participant in their own learning. As adults, these graduates will still be able to relate to the people they were here, because they were allowed to be themselves.

I would like to end with a quick history lesson. My grandfather, who himself attended Montessori, was told to excel at math so that he could get a good job. My parents, and

Their memories of Cobb will be of the things they chose to do, rather than the things they were forced to do.

identify what they need to learn and the resilience to seek out resources, both internal and external.

My favorite example, which I have thought about many times since leaving Cobb, is the trinomial cube. The student who works with the trinomial cube, without realizing it, has already developed a much deeper understanding of multi-dimensional expressions than the student who will eventually learn it from a chalkboard. As someone who studied mathematics and has constantly had people tell me they never really got math, I can assure everyone here that the graduates behind me are far closer to a true understanding of higher-level concepts than most of

many of you in the audience, were told to develop advanced technical skills, like typing or making a spreadsheet. I was told to learn how to code so that I could build the tools of the future. The graduates behind me are now going to be told to learn how to use AI tools. The only constant across these four generations is that the people who succeed will be the ones who are comfortable with adaptation, who are able to work independently, and, above all, those with a strong enough sense of self to not buckle when faced with adversity.

Apaar's full remarks can be found at cobbschool.com/recognition-speech.

The Hawk Found Its Chance

Last spring, Lower Elementary students raised eight ducklings from eggs. The children carefully cared for the eggs in the incubator, turning them, monitoring temperature and humidity, and tending to them with great love. Once hatched, they took turns with feeding, water changes, and the daily walk out to the pen. In May, a red-tailed hawk found its way into the pen.

The children were devastated. Their teacher, Maddie, set aside the planned lesson and let them talk. Then they wrote.

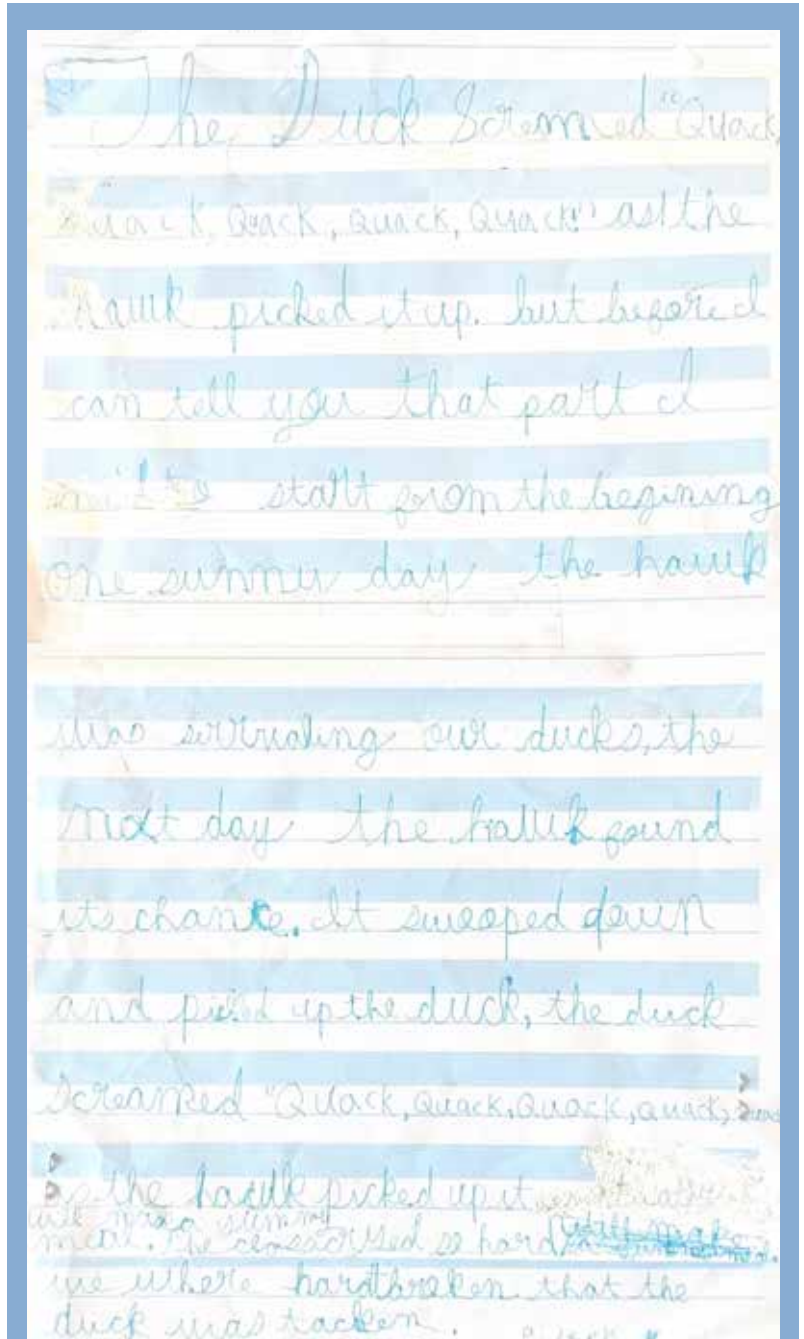
Aideen, 8, filled two pages. She took telling the story very seriously and made several corrections along the way. What she produced was a tidy piece of writing. She had a story to tell, and she had the tools to say it.



One of the young ducklings.



The neighborhood hawk, usually a thrill to spot. Not this time.



The duck screamed "Quack, Quack, Quack, Quack!" as the hawk picked it up. But before I can tell you that part I need to start from the beginning. One sunny day the hawk was surveilling our ducks. The next day the hawk found its chance. It swept down and picked up the duck, the duck screamed "Quack, Quack, Quack, Quack!" as the hawk picked it up. Eventually it will make a yummy meal. The class cried so hard. We were heartbroken that the duck was taken.

Recognition Ceremony



2026 Sixth-Year students right before the recognition ceremony.

Each spring, our community gathers to celebrate two important milestones: our Primary students moving up to Elementary, and our 6th year students graduating from Cobb. It's a morning full of pride, reflection, and a few happy tears, as we honor how far our students have come and send our oldest students off to their next chapter.

This year, we were honored to welcome back alumnus Apaar Baweja as our guest speaker. Apaar attended Cobb from Lower through Upper Elementary, where his love of math and science was nurtured, setting him on the path to a career in physics. He currently works at Raytheon as a lead process engineer. See details on Apaar's speech on page 18.





CLASS OF 2026 IN THEIR OWN WORDS...



NICO CARDONA

"I can do hard things, even when they scare me, if I have the right people beside me... when I set my heart on something, the sky is the limit."



LYDIA ERICSON

"Looking back now, I realize that moments like these [spilling beads or getting confused or frustrated] taught me not to give up just because something feels hard at first."



VINCENT GIROUX

"Curiosity also makes you more willing to overcome challenges, which prepares you for bigger challenges later on... Doubt things. Derive things. Try things before you're taught them."



JACK NELSON

"I want to thank my parents for sending me to Cobb and always helping me along the way... My journey at Cobb has been the best, and I don't think I could have had this experience anywhere else."



FINN SULLIVAN

"I have a particular knack for getting into trouble, most of the time without meaning to... Another natural talent I have is leadership. And I have had opportunities to practice and grow as a leader in this school."

Alumni News



Ned Friedman ('13) married Claire Shaver on a beautiful day in August 2025, in Telluride, Colorado. They settled in Golden, Colorado, where Ned joined the West Metro Fire Service, and they just adopted a sweet dog named Gus. **Lindley Friedman** graduated from Bates College with Honors in May 2026 and began working as a researcher in the Orthopedic Trauma department at the University of Utah. She finished her first Ironman in April and is eagerly training for another one next summer. **Molly Friedman** is a junior at Fordham, a member of the women's crew team, and a sports editor for the Fordham Ram.



Reilley Reim ('16) graduated from the University of Connecticut with a double major in Psychology and Human Development and Family Sciences, earning Dean's List honors and recognition as a New England Scholar. This fall, she will begin a Master of Social Work program at Westfield State University, with the goal of becoming a counselor and helping others navigate challenges, strengthen their mental health, and build the confidence and skills to thrive.



Maxim Naumov represented Team USA at the 2026 Winter Olympics in Milano-Cortina, competing in men's figure skating. Maxim is also the 2026 U.S. national bronze medalist and former junior national champion.



Will Evans ('25) won the Richard McLeod Citizenship award at Renbrook School recognizing his good citizenship, contributions to the school community, a helpful spirit which improves school life, the ability to put others ahead of oneself, respect and responsibility. He also is an accomplished musician and enjoys playing out at local venues.



ALUMNI NEWS



Abby Wickersham graduated in May 2026 from the University of Pennsylvania with a major in Communications and minor in Consumer Psychology. She swam for Penn for two years (top sprinter in freestyle 50 and 100 yards individual and relays). She is now preparing to apply to law school.



Jack Nelson ('26) has been filling his days with outdoor adventures since graduating in the spring. He loved hiking with family, spending time at scout camp and sailing camp, and navigating his Opti around the harbor full of sailboats where his grandparents keep their boat.



Camden Fuller ('18) is currently attending Hartt school of Music, studying music production technology, commercial voice, and guitar. He is also still gigging around the area and working on some new music that will be released soon!



Max Andersen graduated from The Naval Academy spring 2026. He is now in Pensacola for flight school. **Emma Andersen** is a singer-songwriter with RCA and Poems. She is bopping between Nashville and LA. You can find her on tour this Fall. **Islay Andersen** is a sophomore at Fordham in their ROTC program. **Finn Andersen** is a sophomore at Coronado High, in CA.



Trixie Shackleton started Middlebury this fall and will ski for Middlebury in the NCAA circuit.

ALUMNI NEWS



Alex Brenia graduated from the U.S. Naval Academy and was commissioned as an Ensign. He is completing a Masters in Security Studies at Georgetown University before heading to his first assignment in Rota, Spain.



Cobb alum and trustee **Emily van Gemenen** ('01) and her husband Branden, welcomed a beautiful baby boy, Declan Foley-van Gemenen, this spring! He's excited to be old enough to attend Cobb in a couple of years!



Jeb Shaw graduated from Avon Old Farms this Spring. He received the Man of Avon award, which recognizes Service, Leadership, and Character during his time there. He is currently a freshman at the College of Charleston.



Noah Hilsdon graduated from Simsbury High School this spring. During his four years there, Noah was a member of the fencing team, competing in saber. This fall, he will begin an E-2 electrician apprenticeship and take the first steps toward becoming a licensed electrician.



Enzo Virello ('25), has had an exciting year of accomplishments, earning the John McDonough Literary Award in the Junior Category in December 2025, taking first place in Division B at the 2026 Kairos Music Festival & Competition, and receiving an Honorable Mention at the KO Model UN conference in March.

Emily Firestone graduated from UConn this spring and has started her MBA program in sustainable finance at Bard and is excited to be living in NYC.

Lauren Firestone is at UConn and currently studying in Florence.



Ten States, Six Wins, and a Binomial Cube

Neil Sullivan '24 is chasing a professional golf career, and he traces his focus back to Cobb.

Neil Sullivan has dreamed of being a professional golfer since his days as a toddler in the Young Children's Community at Cobb. In the two years since he graduated from Upper Elementary, he has begun pursuing that dream in earnest.

After considering several traditional middle school options, Neil chose U.S. Performance Academy, an asynchronous online school for competitive athletes whose community includes Olympians, national champions, and national team athletes. The remote format lets him train, travel, and compete, while completing schoolwork from home or on the road.

During his seventh- and eighth-grade years, Neil competed in ten states, won six times on the Hurricane Junior Golf Tour, and twice represented the Tour as an All Star in match play competitions in West Palm Beach and Pebble Beach. He has also continued playing competitive baseball with the Simsbury Sabercats, for whom he pitches and plays center field.

That flexibility asked a great deal of independence from a twelve-year-old. Over the past two years, Neil has learned to organize his schoolwork around gym sessions, practices, tournaments, and travel; staying in close contact with his teachers and keeping up with every assignment. He has earned a 99% average across all subjects and will begin serving as a peer tutor in the USPA Writing Lab as a freshman this fall.

Neil credits Cobb for much of that.

"Before enrolling at USPA, my Cobb education gave me an important head start that a lot of my current classmates



didn't have. For example, the visual math models at Cobb, such as the binomial cube, gave me a clear understanding of many math concepts that I would return to at USPA. Also, the entire MMUN (Montessori Model United Nations) experience, especially writing our position papers and preparing our speeches, really helped prepare me for longer middle school writing assignments."

His examples capture two sides of Montessori preparation: materials like the Binomial Cube make abstract ideas

visible, while Montessori Model United Nations asks students to research, write, speak, and defend their thinking. Over ten years at Cobb, Neil also learned to think independently and take responsibility for his own work, habits that now serve him daily.

Neil hopes eventually to join fellow Cobb alumna Maisie Filler in the professional ranks. For now, he is focused on improving in the classroom and on the course, and on finding out how far the game will take him.

Year in Review

What a year it's been! Our community came together again and again to learn, celebrate, and connect.

Onstage and in the halls, on the field and out in the world, around potluck tables and at Mon(Tea)ssori mornings: take a look back at the moments, big and small, that made this year one to remember.

Belonging & Community



Belonging & Community continued



Grandparents & Special Friends Day



Potlucks



Open Doors

Creative & Intellectual Expression



Opera



Poetry Tea



Mystery History



Elementary Expo

Global & Cultural Awareness



Lunar New Year parade



Montessori Model United Nations (MMUN)



Carnaval Colombia

Partnership & Engagement



Classroom Outings



Circus



Parent Ed



Mon(Tea)ssori

Learning Beyond the Classroom



New England Air Museum



Old Sturbridge Village



Camp Jewell



New England Science
& Sailing



Tsongas Industrial
History Center



CT Science Center



CT State Capitol & Old State House



Camp Jewell



New Britain Museum of American Art



Guest Musician



Roaring Brook Nature Center

#CobbCares

This year, our community found many ways to care for others, close to home and beyond.

Elementary students formed pen pal friendships with our neighbors at McLean, and our after-school Acorn Singers visited to sing for residents. Families supported the Lions Club food collection and our Giving Tree, helping make the winter holidays brighter for others in our community. Upper elementary students explored fast fashion and overconsumption through our Clothing Swap, giving clothing a second life. And, in celebration of Earth Day, our PA gathered for a river clean up, caring for the natural spaces we share.

Big or small, these efforts reflect what Cobb Cares is all about: showing up for one another.



Giving Tree



Pen Pal Delivery



Clothing Swap

Cobb Alumni Care



Cobb alum **Gavin Guerraz** ('21) has spent the past four summers volunteering with iCan Bike, a program the Miracle League of CT brings to West Hartford each year. Gavin walks and runs alongside riders on adaptive bikes, helping them build the skills and confidence to ride independently by the end of the week: a good fit for an avid biker. For the past two years, he has been paired with former Cobb student **Gus Boden-Gaura**, supporting him on his own biking journey.



River Clean-up



Food Drive

How Can We Help?

Lilian Villanova founded a Montessori school in a Malawian refugee camp. On World Children's Day, she spent a day in our classrooms, and left with a question from a group of nine- and ten-year olds.

By Lilian Villanova,
Founder, Ubuntu Nation School

I arrived at the Cobb School greeted by round faces and wobbly steps—toddlers arriving for another day of play, discovery, and friendship. The little ones immediately warmed my heart and signaled that it was going to be a lovely day.

It happened to be November 20, 2025—World Children's Day, when we celebrate the adoption of the Convention on the Rights of the Child. Coincidentally, I was there to speak with educators and other professionals about children affected by crisis, whose rights are often left unfulfilled and whose stories remain unseen unless we choose to pay attention.

Subha, a dear friend and Cobb School's Head of School, was deeply moved by these stories and made the intentional choice to bring them into her school, opening space for reflection and meaningful conversations about our place and our role in the world. Since I had some time before the small conference she organized, I spent the day at the school, sneaking into classrooms to observe the younger children and sharing stories from Malawi with the older students.

It was such an honor to be welcomed into these precious and beautiful environments where life unfolds one petal at a time; where skills are developed and mastered almost imperceptibly; where collaboration, not competition, guides learning; and where children do the most incredible things independently, with confidence and care—for others, for the materials, and for themselves. The rooms were alive with activity: children moving things around, talking, even playing music—yet everything felt calm and purposeful. What a wonderful place to grow!

Later, I visited an elementary classroom, where 9–10-year-old children waited for me, seated in a circle on the mat. They had read *The Boy Who Harnessed the Wind*, the true story of a Malawian boy who brought electricity to his village by building a windmill from scrap materials. I am not Malawian, but I lived there for five years in a refugee camp, where I founded a school that brought together refugee and Malawian children through early childhood education. As the school grew into an elementary program, it adopted Montessori as its guiding pedagogical philosophy, bringing the depth and power of Maria Montessori's



legacy into a highly constrained context.

The children showed deep interest. I began by asking what they already knew about refugees and forced displacement, and they knew a lot. Their questions were thoughtful and specific: Where did refugees in Malawi come from? How did they get there? Do they live in tents? How long do they stay? When I invited them to imagine how they themselves might feel in such a situation, their reflections were powerful, sometimes astonishing given their age: genuine empathy, compassion, and a strong desire to act. “How can we help?” they asked me over lunch. I left that room with immense hope and joy.

In the evening, I shared the story of Ubuntu Nation School and reflected on the meaning of belonging in a place where most members of the school community do not truly belong anywhere—where basic rights are severely restricted and future opportunities to return home, integrate locally, or resettle in a third country are scarce. Despite immense challenges, refugee educators, administrators, children, and families have built a space where they are accepted, loved, and encouraged to learn, to thrive, and above all, to dream.

The audience was wonderful, and I had the honor of speaking in the presence of the school's founder, Mary Lou Cobb—a bright, energetic, and inspiring woman. I am so grateful for the opportunity to share the story of Ubuntu Nation School and to learn alongside the children and adults of Cobb School. Thank you for your openness, your kindness, and the beautiful work you do—and for standing in solidarity with refugee children in Malawi and everywhere.

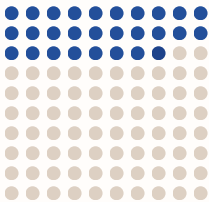
Our Impact, *By the Numbers*

A year of growth measured the way our students learn to measure: one bead, one bar, one hundred at a time.

STUDENTS RECEIVING FINANCIAL AID

28%

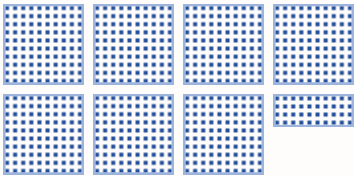
More than one in four Cobb students is here because our community made it possible.



PROFESSIONAL
DEVELOPMENT
HOURS

740+

Seven hundred squares. Our teachers stay students.



PARENT EDUCATION
EVENTS

11



FIELD TRIPS &
GOING-OUT
EXPERIENCES

9



UNINTERRUPTED
WORK CYCLE

3 hours

Every morning, every classroom. The condition deep concentration requires.

FACULTY HOLDING AMI OR AMS
MONTESSORI CREDENTIALS

15

AVERAGE YEARS OF COBB
STAFF TENURE

16

TOWNS OUR FAMILIES CALL HOME

Families drive in from every corner of the valley

30



MATERIALS AVAILABLE ON THE
SHELVES IN A SINGLE CLASSROOM

300+





Annual Report

2025–2026

A record of the year, and of the people who made it possible.



A LETTER FROM THE BOARD OF TRUSTEES

Dear Cobb School Community,

My name is Brian Sullivan, and it remains my privilege to serve as Chair of the Cobb School Board of Trustees. This will be our family's 13th year as part of the Cobb community, but it's a very different one for me personally. For the first time, I will serve as Board Chair without also being the parent of a current Cobb student. I expect this year may feel a little strange for my wife, Marisa, and me, after more than a decade of joining so many of you in the pickup and drop-off lines, attending classroom events, watching concerts and ceremonies, and experiencing Cobb through the lens of a "current parent."

Finn graduated in June and is beginning seventh grade at Kingswood Oxford, where he will join several other Cobb graduates. Neil, who graduated from Cobb in 2024, is continuing at U.S. Performance Academy and beginning ninth grade.

We are deeply grateful to the teachers who helped Neil and Finn learn to investigate the world around them with grace, courtesy, curiosity, and accountability. The further they get from their time at Cobb, the more clearly we can see how much of their Montessori training travels with them. They are confident learners who know how to manage their work, pursue their own interests, and take responsibility for their own education.

We are also thrilled that they both now count themselves among an extraordinary group of Cobb School alumni. Cobb graduates have gone on to become artists, software engineers, consultants, physicians, musicians, professional athletes, and just about everything in between. Four of them now serve on our Board of Trustees, helping safeguard the same authentic

Montessori education that helped shape their own lives.

For ten years each, our boys benefited from a community built and sustained by people whose own children had often moved on long before ours arrived. Teachers, families, trustees, donors, alumni, and past parents all helped make their Cobb experience possible.

The energy of that evolution, from current parent to past parent, and from student to alum, is part of what has sustained Cobb for more than 50 years. Each generation of students arrives to find a community that others have cared for and strengthened on its behalf. Our boys now get to carry their Montessori experience into new communities and serve as ambassadors for Cobb, while Marisa and I have the opportunity to help preserve Cobb for the next generation.

That same sense of stewardship also guides the work of our Board. Our job is not to run daily operations at Cobb, but rather to make sure the school has the leadership, resources, and long-term stability to remain true to its mission. This past year, the Board completed a comprehensive revision of our bylaws, approved a balanced budget that continues to invest in Cobb's future, and reached a new three-year agreement with our wonderful Head of School, Subha Sankaran. I am grateful to my fellow trustees for the time, care, and perspective they continue to bring to that strategic work.

The Board also wishes to thank every family, alum, and friend whose generosity is reflected in the pages that follow, as well as each and every community member who supports our mission with their time and talent. Your support allows

Cobb to keep investing in the people, programs, and places that make this school what it is.

Last year, I wrote that the world needs more Montessori children. After watching two of mine leave Cobb and begin finding their way in that wider world, I believe that more than ever.

"Each generation of students arrives to find a community that others have cared for and strengthened on its behalf."

I am enormously grateful that Cobb helped prepare them for whatever comes next, and excited about the opportunity to help provide that same foundation for the students who follow them.

And please, to all the other past parents out there, keep us updated about what your own Montessori children have been up to since they left Cobb. We want to share your stories with our current and future families so we can celebrate together and show the wider community how an investment in a Cobb education pays dividends for life.

Thank you for allowing our kids to be part of this wonderful school, and thank you for joining us in supporting the next generation of Cobb students.

With warm regards,

Brian Sullivan

Chair, Board of Trustees
Cobb School Montessori

2025-26 GIFTS TO

Cobb Annual Fund

In 2025-26, gifts to the Cobb Annual Fund sent every member of our staff to the Montessori Schools of Connecticut conference to deepen their practice, replaced the golden beads and moveable alphabets that a decade of small hands had worn down, and kept tuition below what a Cobb education actually costs so that more families could say yes.

That is what the Cobb Annual Fund is: unrestricted, tax-deductible support that goes to work in the same year it arrives. Not a building, not an endowment, but this year's classrooms and this year's children.

Keeping tuition accessible is a deliberate choice. It is how we build a student body with real range in thought, culture, and experience, and that range makes the classroom better for every child in it. Families who are able to give more help carry that cost on behalf of everyone.

What follows is the record of who made that possible.

ORCHARD GUILD

\$15,000 - \$24,999

Chad and Denise Alfeld ♥

Brian and Marisa Sullivan ▣

OAK TREE GUILD

\$10,000 - \$14,999

Subha Sankaran and Ravi Ramanathan ▣

Michaelynn Ware and Tom Miller, Jr. °

ACORN GUILD

\$5,000 - \$9,999

Andrew and Michelle Creed ▣

Janet and Tim Ellsworth ★

Daniel McArdle and Marcie Braden •

Donna and Thomas Miller, Sr. •

Chris and Gina Quimby

James Rollins and Natalie Mackiel °

Helen Thomas ♥

Betsy van Gemeren ♥

BENEFACTORS

\$2,500 - \$4,999

Lawrence Court and Cynthia Leung °

Miles and Sonia Ericson •

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Nandan and Ankita Patel

Melissa and Jared Shaw ▣

Michael Vogel and Catherine Kenney °

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\$1,974 - \$2,499

Cara Mae Cirignano-Oneglia
and Ryan Oneglia

Virginia and Andrew Keleher

Sean and Katherine Leary

Donald and Jill Seagraves

Perry Wasserbauer '03 •

SUSTAINERS

\$1,000 - \$1,973

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William and Candace Boden •

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Eric Del Pozo and Jennifer Dixon °

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Ethan Seagraves °

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Laila and Asad Suttar

Emily van Gemeren '01 ▣

Praneet Wander and Andrew Scatola

Anonymous, 1 Donor

“

Looking back,
I can see that
the lessons my
son learned
and friendships
he forged at
Cobb extend
far beyond the
classroom. The
unwavering
belief that every
child has unique
gifts has shaped
the person he is
becoming. As a
parent, there is
no greater gift
than watching
your child be
inspired to reach
their fullest
potential.

- Elisa del Valle
parent of 2026 graduate

”

2025-26 GIFTS TO COBB ANNUAL FUND

PATRONS

\$500 - \$999

Kamal and Juhi Agrawal
Jenny Bernier and Augusto Callejas
Amy Bruce-Litchfield and
Andrew Litchfield
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Anonymous, 2 Donors

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\$250 - \$499

Andrea Boden •
Patience Boden •
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Malissa and Ryan Tibbling ◦
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Harrison Wasserbauer '06 ◦

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\$100 - \$249

Bob and Gail Banta ☐
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Renee and Alex Blanchette
Kathleen Campbell and
Brent Berti ◦
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Mark Cerulli
Meng Chen and Alan Chan
Catherine Coco and Tyler Young ◦
Gwen Couch and Ned Edwards ◦
Lori and Peter Crockett
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Corey and Sarah Cusick
Elisa del Valle
and Suri Seymour ◦
Suzanne DiMaio
Pamela DonAroma
Shirley and Jianxun Feng
Matthew and Karen Filler ★
Stephanie and Christopher Firely
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Paul and Kerry Kendall ◦
Michael and Fiona Kerr ♥
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Gerry Leonard and
Kathleen Allen ☐
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Chris and Kayce Lyles •
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Connie Steeves

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Melinda Hinnners-Waldie ★
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Maral Wozniak
Diana Zeng
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COMMUNITY CIRCLE

UP TO \$99

Ahold Delhaize
Lia Angelides •
Lil Bauer
Willia Biewald ◦
Elizabeth and Cullen Bonner ◦
Jo Braden ◦
Kathryn Bratslavsky and
Benji Sprecher ◦
Mike and Jenn Brown ◦
Gabrielle and Will Bugden •
Michael Burke and Caitlin Allday
Bodeene and Lyle Cairdeas
Daniel Cardiff and Barb Davenport
Claudia Celis
Deborah Cerulli
Theresa and Fran Coleman ◦
Mia Colopy ◦
Todd Darch
Sarah DeRosa ◦
Suzanne DeRosa •
Mark Diamond

“

The Montessori practice of allowing a child to choose their path has preserved and fueled my son's natural desire to learn. People who love what they do tend to be the best at it, and as a result are more successful. Jack can't help but know exactly what he loves because he was afforded the daily opportunity to choose based on his interest.

- Andrew Nelson
parent of 2026 graduate

”

WITH DEEP APPRECIATION TO OUR 2025-2026 DEVELOPMENT COMMITTEE MEMBERS

IAIN HOWARD-SORRELL
CHAD ALFELD
MICHELLE CREED
NEWELL GRANT
DANEEN RIAZ
JAMES ROLLINS
YVETTE STANDBERRY
BRIAN SULLIVAN
ANDREA THOMAS
PERRY WASSERBAUER

2025-26 GIFTS TO COBB ANNUAL FUND

Michael and Rosemary D'Orlando ◦
Jerome D'Souza
Peter and Carol Ebersol ▣
Eleanor Faraguna
James "Rocky" Fletcher
Kelsey and James Cody Fletcher
Aleksandr and Ruslana Frenkel
Boris and Polina Frenkel
Meg Gaines
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Shriram and Urvi Pathak
Rebecca and John Patrick III
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Walter Scudder
Caralina Shaffer '23
Jack Shaffer '22 ◦
Stuti Shah
Jeb Shaw
Sara Shultz ◦
Vivian Soares
Caroline Strapp '12 ◦
Betty Tegel and Rosanne Liptak ◦
Thompson Family
Caroline Grant Waddell
Abby White
Brandon and Cara Woods •
Anonymous, 3 Donors

MATCHING CONTRIBUTIONS & BUSINESS DONATIONS

The Walt Disney Company ◦
MCM Fundraising
Benevity ◦
Barclays Capital/Wealth
R Winkler Photography
Bonfire
Cigna Foundation ◦
Travelers Foundation ◦

THANK YOU TO OUR CONSISTENT COBB FUND DONORS

♥ = 25+ years
★ = 20-24 years
♦ = 15-19 years
▣ = 10-14 years
• = 6-9 years
◦ = 3-5 years

We make every effort to ensure accuracy and completeness in our Annual Report. If you believe your donation or information has been unintentionally overlooked, please let us know. We deeply appreciate your support and would be grateful for the opportunity to correct the error.

COBB SCHOOL ENDOWMENTS

Ensuring the Future at Cobb

Cobb's endowments provide a dependable source of funding that supports our community today while securing our strength for tomorrow.

Every endowed gift strengthens one of four pillars, and together they ensure that Cobb continues to offer an exceptional Montessori education rooted in joy, purpose, and possibility.

2025-26 ENDOWMENT & LEGACY GIFTS

We are grateful to the families and individuals who made contributions to Cobb's endowments this year, investing in the long-term strength and stability of our school.

2025-26 ENDOWMENT DONORS

Chad and Denise Alfeld
Michael and Mary Lou Cobb
Andrew and Michelle Creed
Mark Deveno and Andrea Thomas
Peter and Carol Ebersol
Newell and Helena Grant
Anand and Meera Krishnamurthy
Alexander Kulicki
Joseph and Jennifer Lardner
Michael Lawler and Madeleine Reavey
Daniel McArdle and Marcie Braden
Thomas and Donna Miller
Tom Miller and Michaelynn Ware
Ravi Ramanathan and Subha Sankaran
Hasan and Daneen Riaz
James Rollins and Natalie Mackiel
Yvette M. Standberry
Brian and Marisa Sullivan
Betsy van Gemeren
Michael Vogel and Catherine Kenney
Perry Wasserbauer

LEGACY GUILD

We are deeply grateful to the members of our Legacy Guild, who have included Cobb School Montessori in their estate plans, ensuring that their commitment to Montessori education will benefit generations of students to come. *Have you included Cobb School Montessori in your will or estate plan? Please let us know so we can thank you and ensure your wishes are honored (recognition optional).*

Anne and Rodman R. Black, Jr.
Courtenay Crocker
Helen Thomas

Pillar #1: Long-term Stability

Creating strategic reserves to plan boldly and weather uncertainty.

- The Cobb School Fund
- Castellani/Thomas Endowment
- Rainerio O. Reyes Endowment
- Winton-Black Endowment

Pillar #2: Financial Aid

Supplementing tuition to strengthen diversity and belonging in every classroom.

- Cobb School Financial Aid Fund
- Rebecca Crocker Scholarship Fund
- Willem van Gemeren Friends Forever Scholarship

Pillar #3: Staff Support

Recruiting, training, and maintaining amazing teachers and staff.

- The Mary Lou Cobb Endowment

Pillar #4: Program Enrichment

The "extras" that make Cobb extraordinary.

- Niels and Willem van Gemeren Memorial Endowment
- Ruth Josephson Animal Fund

2025-2026 Total Endowment Giving: \$32,554
100% Trustee Giving

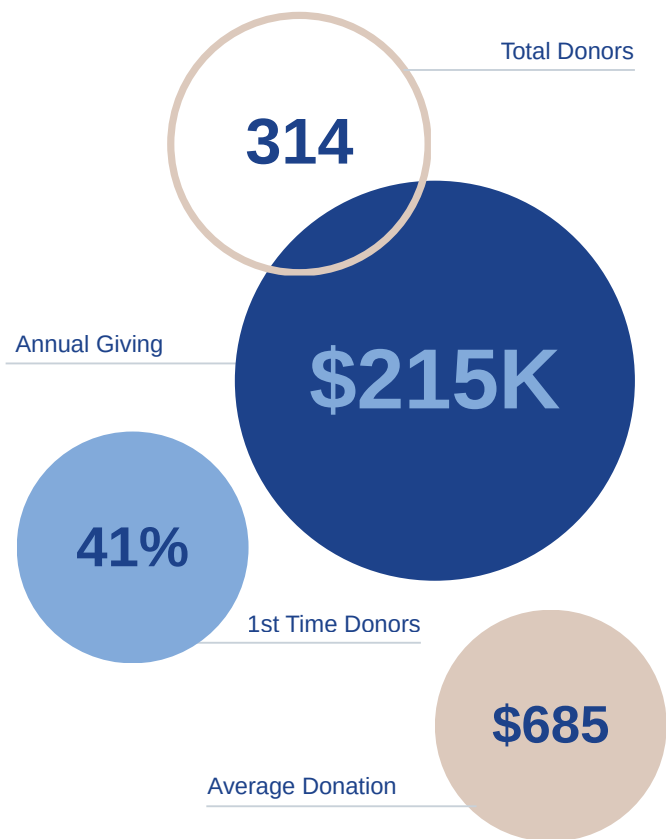
2025-26 DEVELOPMENT

A Community That Gives Together

Annual giving strengthens the Cobb experience in ways both large and small. Each year, the generosity of our community allows us to go beyond what tuition alone can provide, supporting the people, programs, materials, and thoughtfully prepared environments that make a Cobb education so meaningful.

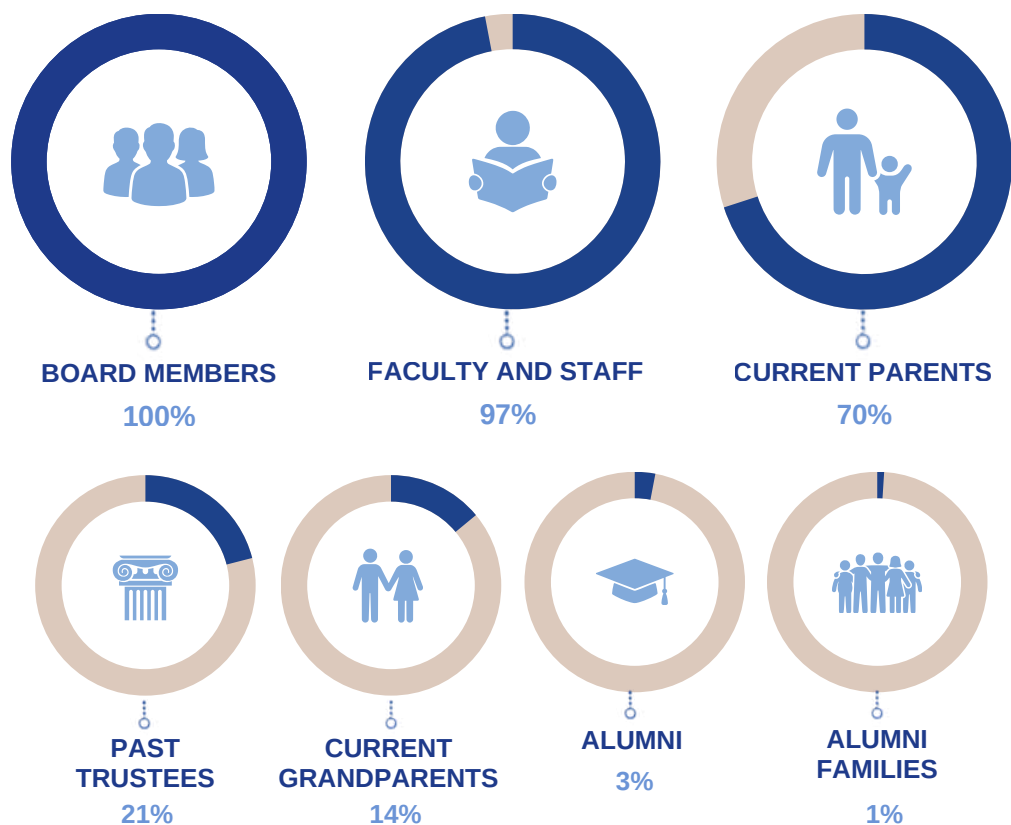
This year, we were especially grateful to see our community of supporters grow, with longtime donors continuing their commitment to Cobb and many new donors choosing to participate for the first time.

Every gift is an investment in our children and in a Montessori education that nurtures curiosity, independence, confidence, and a lifelong love of learning.



HOW OUR COMMUNITY SHOWS UP

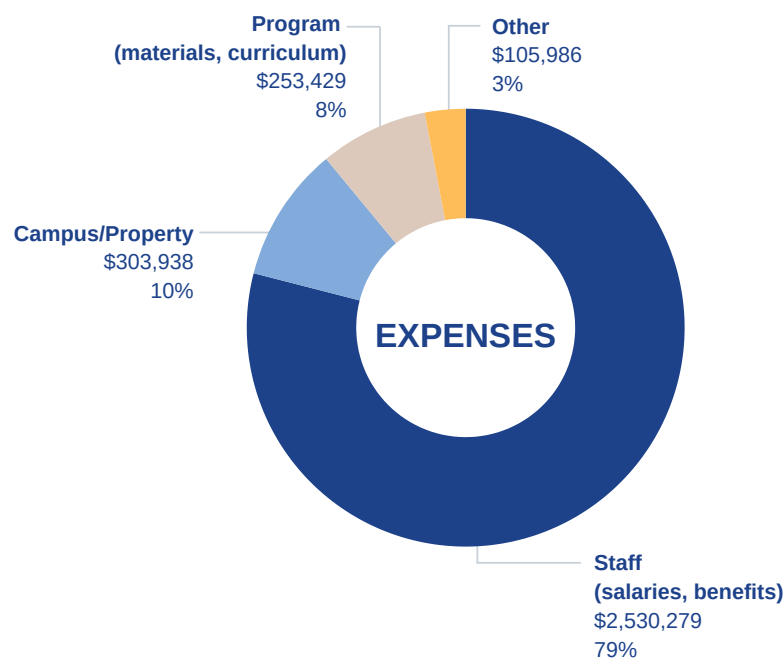
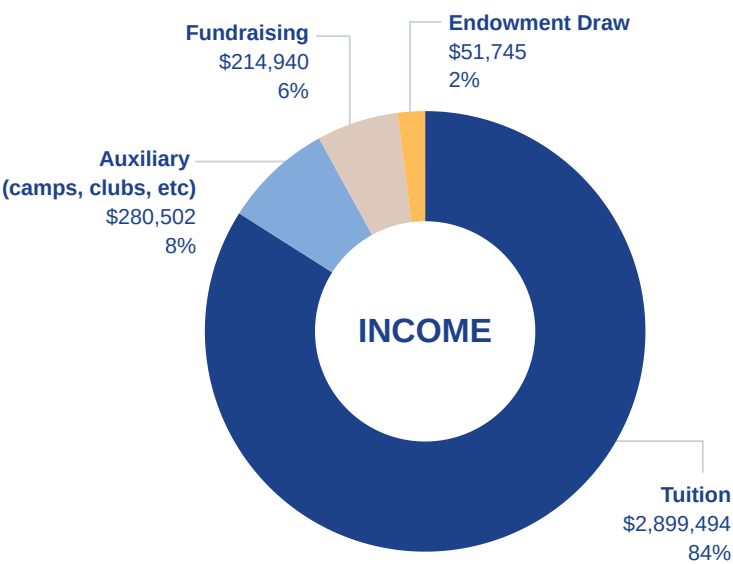
Annual Fund Participation
by Constituency Group



2025-26

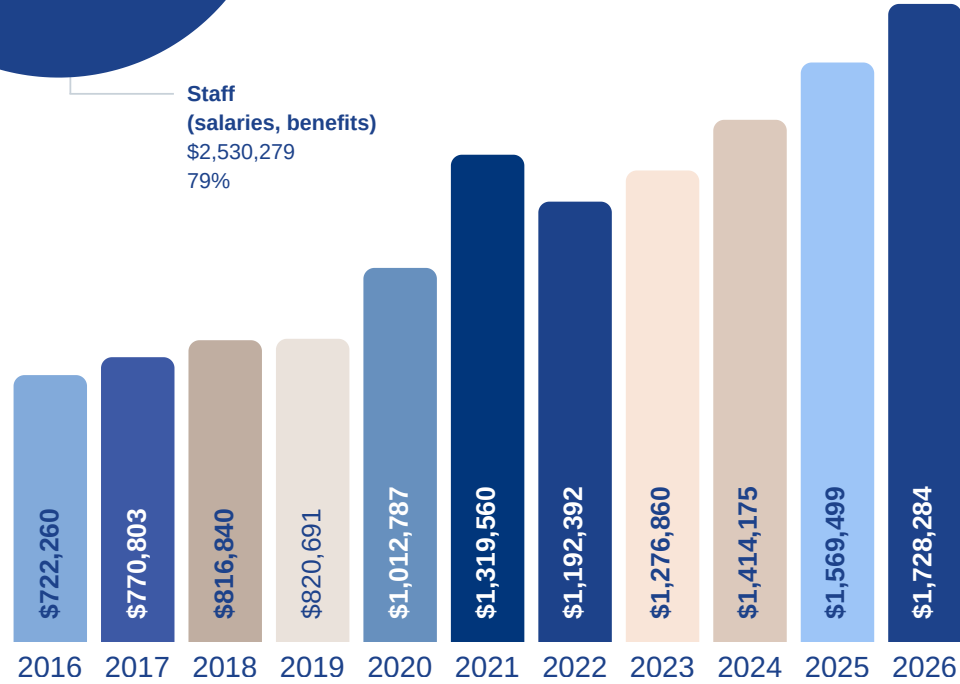
FINANCIAL STEWARDSHIP

Responsible stewardship allows Cobb to direct the greatest share of our resources where they matter most: our students and the adults who guide them. Tuition provides the foundation of our operating income, while philanthropy and other sources help us sustain the programs, people, and prepared environments that define a Cobb education.



ENDOWMENT HISTORY

Investing in Cobb's Future



The Stories We Write Together

Read-a-thon, Giving Day Challenge, and Once Upon an Evening

This year, two of Cobb's biggest community efforts shared a common thread: a love of books, and a community that turned that love into more than \$120,000 in support of our children.

It began with the **Read-a-thon** and **Giving Day Challenge**, which asked our students to do what they love most. Seventy-three student readers plus many more families logged 54,113 minutes and 97,268 pages, and with parents reading aloud at home, our families made their way through 1,473 unique titles. Sponsors and supporters turned those pages into more than **\$32,000** for Cobb. The challenge closed with an all-school gathering in the Great Hall, where students arrived in pajamas and read together by class. Elementary students had a second surprise in store: The Masked Reader, in which costumed staff read aloud while the children worked to guess who was behind the disguise.

The story continued at Holcomb Farm, where our End-of-Year Party and Fundraiser, **Once Upon an Evening**, offered a night pulled straight from the pages of a favorite book. Guests

arrived dressed as beloved characters, and the Plot Twist Wall invited everyone to choose a book and discover the prize inside. At the heart of the evening was the paddle raise, where our community gave more than **\$88,000** in support of the Prepared Environment. While it may not be the most visible need, it is one of the most meaningful ways we support the children each day.

Few things capture Cobb quite so well: children doing joyful, focused work, and a community that shows up to support it. Thank you to every reader, every family who pledged, and every friend of Cobb who gave; to our parent volunteers, who gave their time, effort, and donations to bring these events to life; to our Board of Trustees for their generous contributions to the Local Chapter Raffle; to the staff who made both events so special; and to BEEBuzzed for lending their beautiful horse-trailer-turned-coffee-bar.

And to everyone who turned a page or raised a paddle: what a story we are writing together.





Special Recognitions

This year, we honor some of the people who make Cobb what it is. We extended a heartfelt thank you to trustee Michelle Creed, who completed her 9-year term on the Board, offering steady support and service through both the great and challenging times.

We were additionally honored to welcome our founder and Head of School of 45 years, **Mary Lou Cobb**, to the board, she has graciously agreed to join as Trustee Emerita, bringing her wisdom, leadership, and grace to guide us forward.

We also celebrated our staff, whose quiet, profound work shapes these children every day. This year, we recognized three staff members marking 10 years of service: Karen Gavell, Primary Guide; Elise Grady, Primary Guide and YCC Assistant; and Andrea Boden, Director of Communications. We also celebrated five staff members marking 5 years of service: Melissa Shaw, Lia Angelides, Jill Evans, Kathy Schiller, and Lindsay Gallo.

Thank you to all who continue to show up for our students and our community, year after year.



Support Cobb

Make a gift today



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www.cobbschool.com