The Lexington School
Pinpoints
FALL 2006
A Newsletter for Families, Alumni, & Friends of The Lexington School

Built on Trust

THE FAMILY-TO-SCHOOL CONNECTION



Vivie Kurtz walks with her family to her first day of school.

First tooth.

First steps. First day in The Lexington School Preschool. All celebrated milestones that, nevertheless, stir deep emotions over the swift passage of time.

While middle school students sling backpacks over their shoulders and comfortably saunter down the halls on that first day of school, feelings run high on the preschool corridor. The route down the hall seems longer than it did the evening of the ice cream social, allowing some young ones time to conjure up tears and the need to cling. Others walk confidently to the room with the koala bear at the door, and it is the parents who struggle with tears as they return to their cars.

Opening day simply heightens preschool teachers' awareness of the awesome trust families and students have in them – trust they receive when families offer their children to their care. It is a responsibility the school cherishes as a vital part of its underpinning.

Children have different needs, and choices for early learning at The Lexington School abound. The Montessori and KinderKlasse programs offer opportunities for our youngest children – three year olds. Through teamwork and impeccable planning our pre-kindergarten opens doors for four year olds to explore, and the kindergarten team reaps the benefit of all that has gone before. Kindergarten teachers pave the way for student success in our lower school.

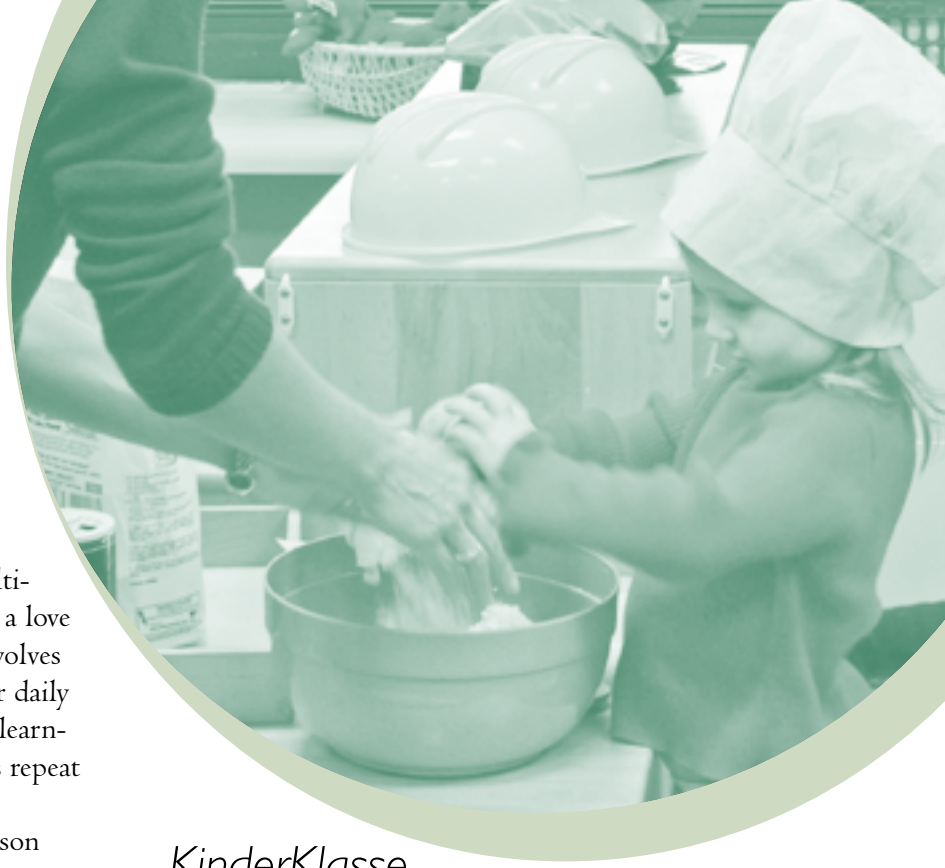
METAMORPHOSIS IN PRESCHOOL

Montessori

In the late 1800s Dr. Maria Montessori observed that when given an appropriately prepared environment and well-trained teachers, children teach themselves almost effortlessly. Montessori manipulative materials are specially designed for learning. At The Lexington School every aspect of our Montessori classroom is prepared to help students make discoveries as they cultivate concentration, motivation, self-discipline, and a love of learning. A large portion of each school day involves independent activities that draw students into their daily work and provide a structure for a logical flow of learning. By seeing, hearing, doing, and telling, students repeat the lessons in their surroundings for mastery.

This fall teachers Kris Neese and Marti Thompson filled the Montessori room with insects. Shelves contained works that allowed the children to categorize insects, document the stages of a butterfly, and create their own scientific logs of the stages of development. Books were available for research, and class discussions helped students answer their questions.

Montessori teachers also work closely with other preschool teachers to integrate Everyday Math, Handwriting Without Tears, and our Open Court reading program. As is true of every preschool class, Montessori students also participate in art, music, computer, and gym classes outside their classroom.



Above: Bella Baldecchi is eager to bake bread. *Below:* Lorraine Deberon is engrossed in her Montessori math work.



KinderKlasse

KinderKlasse teachers teach three year olds everything from how to stand to how to walk the line to how to quiet down to how to honor someone else's space. Songs, clapping patterns, rain sticks and visual tricks—such as the use of trays and placemats to identify personal space—are just a few of the "tricks of the trade" that are second nature to teachers Danielle Edwards and Tina Erpenbeck. Their job is to tune in to students' needs, and they do this by developing units that address the unique nature of their class.

Teaching units always begin with a concept a child understands. For instance in late November until Holiday Break, KinderKlasse delves into bread. The bread unit is fun, adventurous, and tasty, and what could be more comfortably familiar to young children than bread? Bread making provides sensory experiences, and recipes range from simple to complex. Also, bread is a multicultural concept allowing children to learn about different types of bread and their names. Once again children smell, look, taste, and touch. Then they make a Gingerbread Man who runs away! This activity disperses students throughout the school in search of that rascal. As a result, the delightful activities of our three year olds touch the entire community.

Pre-kindergarten

The pre-kindergarten team coordinates a play-based program that emphasizes social development, empowering children, and building independence. Kelly Mitchell, Sherry Cline, Heather Stone, and Shelly Rogers plan themes, lasting two to four weeks, that incorporate academics through play and relevant, hands-on experiences. Everyday Math, Handwriting Without Tears, and Open Court provide appropriate math and literacy experiences. Pre-kindergarten teachers tailor activities to teach the whole child and enjoy watching their classes grow socially, emotionally, physically, and cognitively during their pre-k year.

Students travel the world without leaving their classroom during their Passport to the World theme. They make their own passports and have them stamped as they participate in activities from around the globe. As with most of us, the children find it occasionally challenging to keep up with their passports during the three-week theme – a lesson in responsibility. But that passport acts as an exciting document of the unit's experiences and a reminder of experiments with different art techniques, tasting foods from other cultures, and finding similarities and differences in people everywhere.

Below: Camryn Morin and Luke de Castro work in the pre-k immigration office. *Below right:* Sara Parker welcomes a Monarch butterfly to kindergarten.



Kindergarten

With the philosophy that four heads are better than one, the Kindergarten Team enjoys planning a rich emerging literacy program together. Jaci Sloan, Emily Stout, Dominique Metze, and Tracy Wilmoth strive to make their classrooms a place "where the small are great and the great are small." Each activity is designed to be interesting, fun, relevant, and developmentally appropriate, enhancing each student's positive predisposition towards learning in school. In all of their activities, kindergarten students practice caring for themselves, one another, and the school.

The year begins raising butterflies and observing their metamorphosis in the classroom. During their Monarch unit, students raise, care for, observe, and set free, just as our preschool families set their children free by entrusting them to a Lexington School education. Math, language arts, handwriting, science, and social studies are neatly tucked in to all units throughout the year. Library and art classes build on classroom themes. The goal of preschool and kindergarten in particular is to provide tools for students to walk confidently from the preschool hall into lower school. With this walk, the metamorphosis from preschool child to lower school student is complete.

Preschool teachers value their students as young people to be nurtured and not babied. They are grateful and honored by families who have chosen to entrust their youngsters to them making The Lexington School preschool a great place to be.



Head *Lines*

NOTES FROM THE HEAD OF SCHOOL



I ABSOLUTELY LOVE the view from my office. Late last year The Lexington School moved the Head's office from looking over the back parking lot to looking over our preschool playground. Talk about a view that focuses my attention on the mission of the school and the priorities of my job! From my office I can see the future of The Lexington School. These preschoolers are learning so much every day. Recently I witnessed two excellent examples of how play and learning go hand in hand in preschool. Each encompassed important elements of our Mission and Philosophy Statements.

It is a right of passage for preschool students to climb an incline balance beam. The children try to climb up the incline and inevitably fall half way up. Crying, wiping off tears and dirt, determined students get back up and try again. Of course, they fall again and get up again. Finally they make it to the top. With a huge smile and old tears still salt caked on their faces, they feel the satisfaction of sticking with a challenge and accomplishing it. At an early age, they learn to take risks, overcome failure with hard work, and experience success. What else could a parent desire?

Along with determination and a willingness to take risks, we value intellectual curiosity and a life-long enthusiasm for learning. After a heavy rain, several students were gathered outside my office. They were following a water beetle around the playground. One of the kindergartners peeked in my window and knocked, "Hey, Mr. B, come outside and see this water beetle!" How can a Head of School deny this request? As I joined the group, one student wanted to stomp on the beetle. Another wanted to pick it up and protect it. The group decided it would be best to leave the beetle be and follow it some more. Questions continued to fire—some comical, some serious—all worthwhile. These children want to learn. They love to learn, and they use every opportunity to do so.

Within this issue, enjoy reading about our preschool, the legacy of Mary Beers, and the exciting leadership of Donna Hutton. It is the solid foundation on which The Lexington School education is built.

Best regards,



Charles D. Baldecchi

Mission Statement

The mission of The Lexington School is to provide an education of the highest quality to students in preschool through middle school. In a structured, nurturing environment, The Lexington School seeks to instill integrity, a life-long enthusiasm for learning, and a strong work ethic.

Philosophy Statement

Because we are a nurturing environment,
children feel confident.
When children are confident,
they will take risks.
Because risk taking is inherent in learning,
the possibility of failure exists.
When a nurturing community exists,
challenges lead to growth.
Our success is defined when our students have the life skills to make wise choices and overcome obstacles.

Pin Prints



Enjoying Fall Festival, an annual "fun raiser."



Learning to light a match is an important responsibility in 4th grade science.



Leon Pickles, Nancy McKinstry, Lucy C. McKinstry, and former teacher Lynn Pickles met for lunch in Durham, NC, where Mrs. Pickles now lives.



Recent alumni gathered at the Fryman home to wish one another well before departing for high school. Bottom row from left: Lee Cowden '06 (Episcopal H.S.), Annie Fryman '06 (Henry Clay H.S.), Wood VanMeter '06 (Pomfret School). Top row: Ann Cowden '04 (Episcopal H.S.), Elizabeth Fryman '04 (Henry Clay H.S.), Nancy McKinstry '04 (Exeter), Mary VanMeter '04 (Lawrenceville).



Working on self portraits in Mrs. Bjork's middle school art class.

Pin Prints



We learned origami from an expert during an Artist Series assembly.



The Cross Country Girls' Team brought home more medals.



Alumni Margaret Cowling '64, Todd Trimble Graddy '64, and Jessica Bell Nicholson '64 talked about the school on Founder's Day.



Fifth graders lead the recycling effort at TLS by teaching what can be recycled and what can't.



First Buddy Meeting of 2006.



Happy Birthday to The Lexington School.



We celebrate Founder's Day - September 14, 2006.



The Garretts and the Cerels enjoy the final PRESERVING EXCELLENCE gathering at Three Chimneys Farm.



Our sixth graders at Green River in North Carolina.



Former math and science teacher Rod Bussey "H '03" greets our new science teacher Chris Johnson '89 and current math teacher Greg Gunn. Rod began his career at The Lexington School in 1967 with Headmaster Bud Pritchett. By 1972 he was Assistant Headmaster. Mr. Bussey rounded out his education career at Berea College.

Pin *Notes*

NEWS OF ALUMNI

Nathalie Charron Marcus '86 and her husband Brian live in Charlottesville, VA. Although Nathalie taught French language and French literature at Bryn Mawr College for three years, she is now kept quite busy caring for baby Benjamin who was born July 5, 2006.

John Johnson '87 helps manage Team One Sports, an athletic and business promotion company in Lexington. He is married to Stephanie Nahra Johnson and is the proud father of two-year-old twin boys Grady and Graham.

Fred Karem '87 lives in Washington, DC and works as legal counsel to Kentucky Senator Mitch McConnell.

Whitney Martin Collins '88 and her husband Robbie welcomed George Martin Collins into the world on May 28, 2006, at 4:20 P.M. He weighed in at 6 pounds, 13 ounces and was 21 inches long.

Scott Foster '89 is moving to Goshen, KY with his wife Courtney and two sons Jack and Van. Scott will be a district manager for Janssen Pharmaceutica.

Julie Falk '91 and her husband Zach Kramer moved to Portland, OR where Zach attends Oregon Health and Science University Medical School. They have a new baby, Susanna Vincent Kramer.

Patrick Johnson '91 graduated from the University of Utah law school, passed the Utah bar, and spent two months traveling the east coast of Africa this summer. He now works for the law firm of Berman & Savage, P.C.

Robert Karem '93 lives in Washington, DC and serves as Special Advisor for National Security Affairs to Vice President Cheney.

Kav Milward '95 works in Lexington in the home office of Wachovia Insurance with his family.

Kelsey Nicholson Hempel '96 moved to Tucson, AZ with her husband Rob, daughter Elliott, and son Bennett. She is greatly missed in the Alumni Office where she spent many hours identifying archival photos with Lucy McKinstry.

Marianne Falk '97 is finishing her Master's in Business Art with Sotheby's of London. She is currently living and working in Nashville, TN.

Emily Milward '97 received her Master's in Business Art from Sotheby's of London. She currently works in the Development Office of the National Gallery where she arranges for and gives receptions for donors.

Molly Nicol '97 and **Chapin Hoskins '97** are freshman law students at the University of Kentucky.

Thomas Bell '98, a graduate of Duke University, is living in Arlington, VA working as a business analyst with a Seattle, WA firm that houses its main office in Washington, DC. He works as an information technology consultant in information management.

Sarah Ryan '98 graduated from Centre College and moved back to Lexington, KY to work at Chase Bank in equine lending.

Emily Ryan '99, an elementary education student at the University of Kentucky, is spending the fall semester in Australia studying the people, cultures, and geography.

Allaire Ryan '01, a junior at Centre College, is majoring in art history. She will spend her spring semester in Strasbourg, France.

Stephanie Bachas-Daunert '03, a freshman at Princeton, spent the past two years doing research on Crohn's disease. Stephanie herself has Crohn's, and she was pleased to be instrumental in developing a test that examines saliva to diagnose Crohn's to replace the invasive tests that are currently available. Stephanie's research was part of her work as a student at the Paul Laurence Dunbar Math and Science Magnet program.

Christi Scheib '03 graduated valedictorian of the class of 2006 at Idyllwild Arts Academy (Idyllwild, CA). She received the Sunny Brown Foundation scholarship for the most outstanding senior in both academics and arts. Christi spent the summer in Burma and Thailand where she contributed to a photo-essay book that is being published on Burma. She then traveled to Belize to be a production assistant on a documentary film that is being made by an anthropologist and documentarist who taught her at Idyllwild. She received a scholarship to the Gallatin School of Individualized Study at NYU. In addition to her studies at NYU, she has an intern position at a cable network production company in New York City. Christi's short film "Almost a Movie" was accepted and screened at the Big Bear Film Festival in Big Bear Lake, California this fall.

Caleigh Waldman '03 and **Bret Ewen '03** were both National Merit Finalists.

Colleen Gross '04, a senior on Sayre's golf team, was one of ten girls named to the National High School Golf Coaches Association's PowerBilt All-American Team. The award is based on playing ability, academics, citizenship, and extra-curricular activities.

Wedding Bells:
REBECCA KAREM and SCOTT HUGHES

On July 8, 2006, Rebecca Karem '97 and Scott Hughes were married at Second Presbyterian Church in Lexington, KY. In the top photo Rebecca and Scott are with Rebecca's brothers Fred '87 and Robert '93 and her parents Fred and Suzanne.

Front Row from the left:
Emily Milward '97, Sarah Bentley '97, Rebecca Karem Hughes '97, Laura Hilliard '98, Lucy Hinkle '97, Marianne Falk '97, Suzanne Karem, mother of the bride

Second Row:
Bobbie Johnson, Wick Terrell '97, Marshall Glover '97, Eric Hills '97, Rob Dalton '97, Gatewood Bell '97, Elliott Miller '97, Jackie Baker '91, Coley McKinstry '99, Jennifer Stith, Greg Gunn, Nancy McKinstry '04, Lucy McKinstry '02, Lucy McKinstry '66, Kelly Eichhorn Gunn









Above: Duke freshmen had a little TLS move-in day reunion. *From the left:* Adam Grasch '03, Lucy McKinstry '02, and Christopher Carson '03. Rachel Winchester '03 is also at Duke. **Right:** TLS welcomes George Martin Collins, son of Whitney and Robbie Collins, to the alumni fold.

New Teachers

Chris Johnson

Driving toward The Lexington School each morning must seem natural to Mr. Chris Johnson, our new seventh grade science teacher, as Chris was a TLS lifer – Montessori through ninth grade – graduate of the class of '89. He and his brothers, John '87 and Patrick '91, searched Miss Bale's first grade for Paddington Bear, played sports for Mrs. Owen and Mr. Parlanti, and studied math with Mrs. Foster, Mrs. Bell, and Mrs. Cox. Most of all, Chris absorbed science from Mr. Hardesty, and he is both honored and thrilled to be stepping into his former mentor's shoes at his *alma mater*.

Following The Lexington School Chris graduated from Henry Clay High School and received his bachelor's degree from The University of the South in Sewanee, TN. After college graduation Chris spent ten years in his family's wholesale floral business. Finally he "realized that time was running out for [him] to follow [his] dream of being a teacher," and with blessings from his family, he enrolled in a master's program for teaching at Georgetown College. Now he regards his work at The Lexington School as his dream job.

Chris is not alone as he makes his morning trek to school. He is joined by daughter Maren who enjoys her days in the school nursery. Both Chris and his wife Becky consider this opportunity invaluable as Chris is able to stick his head in the room throughout the day to blow his daughter a kiss. She, in turn, can give him a hug to encourage him on in his work.

Chris says that the primary reward of his work is "the opportunity to give back what I received as a student. I not only received a superior education at TLS, but I also graduated with a unique perspective that I carried throughout my educational years. My classroom experiences and my teachers helped me become a self-motivated student...placing my schoolwork at the top of my priority list.... I now have the chance to teach those same valuable lessons to a new generation of students."





Lisa Gumm-Gray

Lisa Gumm-Gray drove her children Carter and Ruby Kate to The Lexington School for two years before her appointment this year to the first grade team. She says having children enrolled and happy helped her know ahead of time "what the school was made of." Her family friendship with former first grade teacher Miss Barbara Bale and the successes of her Gray family nieces and nephew only confirmed her positive feelings. Lisa's undergraduate work at the University of Kentucky in elementary education and her Master's of Arts in Reading along with years of experience in Fayette County as an educational consultant and as a teacher at St. Peter and Paul School were simply stepping stones for her on her way to TLS.

Lisa values the opportunity her new job has given her to be part of an experienced first grade team. Mrs. Joni Calkins, Mrs. Sharon Deller, and Mrs. Melissa Glisch share knowledge, ideas, and friendship exemplifying the true meaning of the word "team" for Lisa. She also appreciates the mutual respect she has found among the rest of the faculty who all work together to uphold the school's mission. Lisa finds herself waking in the morning eager to do what she loves – working with first graders. The honest, fresh way her students look at life gives her new eyes and a sense of wonder. She says, "They keep me young."

Driving her mini van into the school parking lot each morning to go to work with her children has brought a sense of peace and wholeness to Lisa's family. She says, "We're all in the boat together. This is our school home. We are moving together toward the same goal." Lisa Gumm-Gray finds it delightful to be "inside looking out – just wonderful."

Trey Adams

Solutions bubble, fire flashes, fog rises. Is it magic or is it chemistry? In the classroom of Mr. Trey Adams, it is a little of both. Ten years of teaching biology, chemistry, AP Environmental Science, and physics in North Carolina at Christ School and Ravenscroft School have helped Trey fine tune his classroom skills. Five summers as a course designer and more recently as Associate Director of the Asheville School's Summer Academic Adventures have prepared him for life with middle schoolers. Designing Forensic Science and Roller Coaster Physics and directing activities gave Trey a role in the architecture of kids' lives. He thrived on the variety and detail of his work. Now his work provides rich opportunities for him as he teaches eighth grade chemistry and algebra and builds an exciting, varied new school summer program at The Lexington School. In his spare time he even coaches lacrosse with Coach Lassman and Coach Baldecchi.

Trey had never lived outside North Carolina before coming to Lexington. His familiarity with Head of School Chuck Baldecchi provided the impetus for the move. During his first summers at Asheville School, Chuck became his mentor, and he remains so today.

The delightful surprises Trey discovered upon his arrival to Lexington included a well-equipped, well-organized chemistry lab – one that would serve any high school chemistry class well. In addition, he relishes the close-knit science faculty that willingly shares everything from supplies to positive attitudes with him. Trey recalls an encounter with a seventh grader this summer. Packy Atkins told him, "Science is big at TLS." Trey has found this to be true.

Trey Adams is pleased to find himself in a school that lives its mission and philosophy daily. He enjoys the faculty, families, and eager middle school students in his new life in Kentucky.





Marti Thompson

Mrs. Marti Thompson and her husband had been considering a move to Lexington to be near their recently married daughter Tiya Carson. Marti, a graduate of the St. Nicholas Montessori Center and teacher at the Montessori School of Champaign-Urbana in Savoy, IL, heard of The Lexington School job opening and thought that it seemed meant for her. After meeting with Preschool Division Head Donna Hutton, Marti, who also has her bachelor's in early childhood from Eastern Illinois University, found TLS pleased to hire her to co-teach with Kris Neese in our Montessori program.

In keeping with our school's Philosophy Statement, Marti believes, "that in order for quality education to flourish, it takes people who accept risks and stand up for what they believe is grounded in best practices. We not only have to set high expectations for our students but for ourselves as well."

Recently Marti had an opportunity to observe a process that allowed her to watch her Montessori students apply their learning. A need arose for a passenger train. By cooperating, negotiating, using knowledge of geography, and applying leadership skills, students created their classroom train – including engineer, conductor, and passengers – and used it to travel to sites imagined.

Marti delights in the gifts of nature: running on a beach at sunset, noticing the wonders of growth, soaking in the gifts of the outdoors. These qualities of observation and enjoyment hold her in good stead in the Montessori classroom where it is the teacher's job to determine students' interests and stages of development and provide joyful learning opportunities for each student to discover. She says, "We not only touch the lives of children today, but we set the stage for how they impact the future. To truly nurture children, we can only plant the seeds of learning, have patience, and allow them the time to blossom according to their nature."

THE LEXINGTON SCHOOL PRESERVES EXCELLENCE

By Chuck Baldecchi



Congratulations TLS! This fall The Lexington School put the final touches on PRESERVING EXCELLENCE: The Campaign for The Lexington School. Having raised $10, 500,000 over the last five years, The Lexington School went beyond its lofty goal. We are eternally grateful to all the families, friends, and foundations that have given so generously to PRESERVING EXCELLENCE. What started years ago with our Strategic Plan and as the dream of John Fixx, Alex Boone, and Bill Farish, is now a reality. The halls of the Lower School Building are filled with laughter, the classrooms with learning, and the playground and fields with play.

The main thrust for the campaign centered on the Lower School Building project, which has been a wonderful addition to the school's physical plant. The campaign also allowed us to acquire land from our neighbors, the Lansills, for two wonderful athletic fields, a beautiful walking and running path, and a fun-filled playground. All of these campus improvements have so changed the day-to-day life of Lexington School students.

In truth, PRESERVING EXCELLENCE was about so much more than a building. It was an important step for this community. It had been almost a generation since the last capital campaign. One may ask how raising money can bring a group of people together. The truth is this shared vision has united us. Our school is much stronger today than it was five years ago. Philanthropy and charitable giving are up significantly.

Part of this campaign was about the edifice itself, but it was also about building our endowment and building our sense of community. I have found that philanthropy is contagious. It often takes leadership from certain key individuals, but from that leadership others are inspired. The inspiration leads to success. The success leads to increased interest. As Head of School, I can truly feel the momentum building at TLS. Faculty members are excited about their teaching. The Division Heads recognize this excitement and are stretching their faculty to achieve more.





This Page *(from top)* Two school heads, Chuck Baldecchi and John Fixx, recognize the importance of the completion of the campaign; Former Board Chair Tom Miller and Blythe Clay celebrate a job well done; Hostess Blythe Clay greets Betty and Jim Kenan at the door.

Opposite Page: *(clockwise from the top)* Former Head John Fixx reminisces with Jim Kenan and host Robert Clay; Lucy McKinstry welcomes the Lansills to the celebration; Lower School Head Marijo Foster shares memories with Margie Hacker.

This achievement inside the "halls of learning" spreads to the greater community, which is creating a positive buzz within the Lexington community. This buzz results in more applications on the admission front. It is all connected. The winners of course are the students.

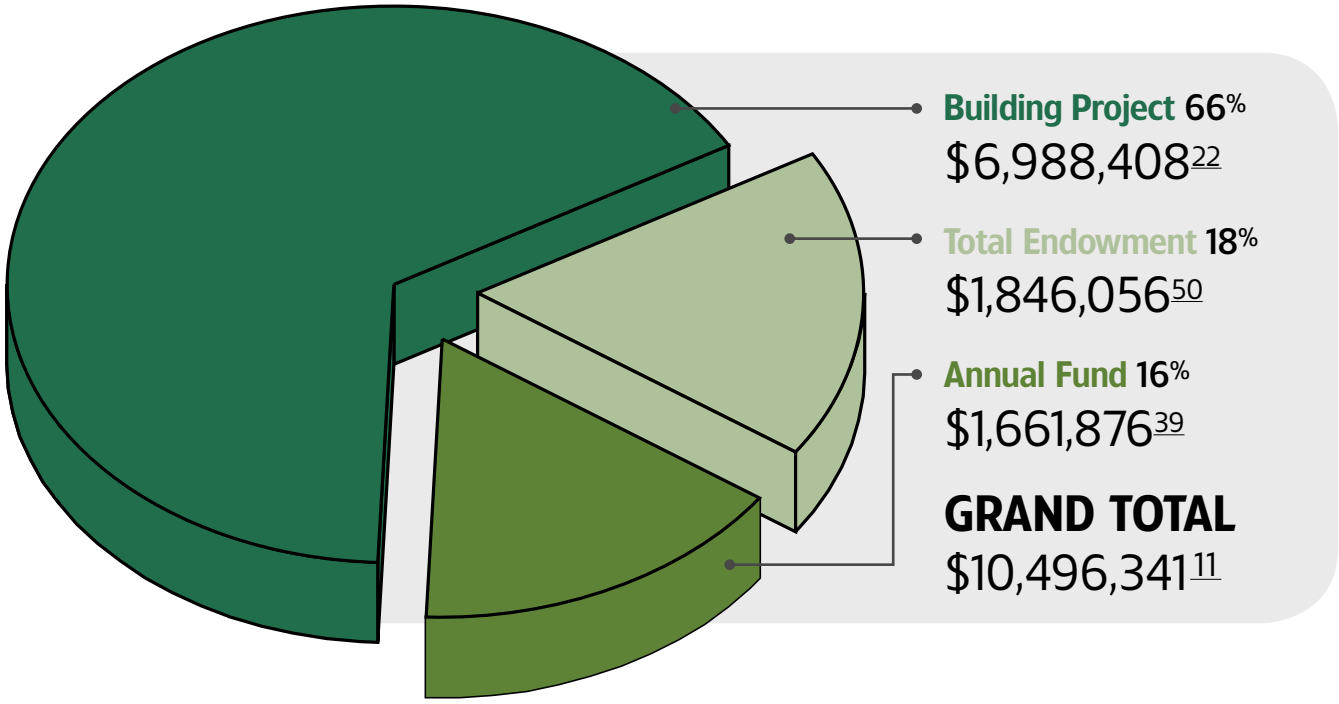
On September 30, 2006, we celebrated the successful end of the PRESERVING EXCELLENCE campaign and last year's record-breaking Annual Fund drive. Yet this end is only a beginning. We will need to raise more money for buildings. We will need to raise more money for endowment. We will need to strive for excellence in everything we do. Regardless, we need to savor this milestone.

With deep gratitude and a hearty salute to our stalwart contributors we can all pause to say, "Job well done!"









SHE TOOK A RISK

Preschool Head Donna Hutton used to teach first grade in what is currently our Admission Office. Now, she welcomes our youngest students to school just outside that office each morning. Because of her years as a first grade teacher at The Lexington School, Donna knows that she embraces the school's mission and philosophy to its core. As a matter of fact, it was the school's philosophy statement that encourages risk taking that gave her the courage to consider a life-altering change and apply for the job that came open with Mrs. Mary Beers's retirement.

Although Ms. Hutton earned degrees in early childhood education and even started a preschool in Mt. Sterling, she found a home she treasured in The Lexington School lower school teaching first grade and working with a team she respected for eight years. When the opening for preschool head was announced, part of her wanted to apply. Another voice niggled at her making her wonder why she would want to leave the security of her smooth running classroom and beloved teammates and venture into the unknown. Then she thought, "We teach children to value risk taking as a vital part of learning and life. Shouldn't I live that philosophy?" So she applied, went through the entire hiring process, and was offered the job. As a result, her new perspectives in preschool provide rich, fresh insights, and eyes for extending the program's excellence established under the former head, Mary Beers.



Each morning Donna can't wait to get to TLS. Although she might think she has an outline of the day ahead of her, her days take on lives of their own as she responds to the needs of children, teachers, parents, and the administrative team. Each week she shares literacy activities with kindergartners in order to free up time for their teachers to plan together. She thought she might miss her classroom connections, but she has discovered abundant, rewarding connections, just in a different way.

Every action the preschool makes is directed toward living up to the responsibility families entrust to The Lexington School. Ms. Hutton grew up valuing the Golden Rule and trust. She says that morning carline epitomizes her values when, "Families wave goodbye as children take my hand."

Donna Hutton took a risk and is now enjoying every minute of her new life at TLS.

CLASS OF 2003 OFF TO COLLEGE

Cy Alexander	University of Kentucky
Erica Ashley	Davidson College
Daniel Archer	University of California, Irvine
Stephanie Bachas-Daunert	Princeton University
Brooke Baker	Clemson University
Gardner Bell	University of Virginia
Sarah Brown	University of Kentucky
Courtney Damm	University of Kentucky
Francisco DeCamargo	Butler University
Lynn Dotson	University of Alabama
Andy Elliott	University of Kentucky
Colin Ferguson	University of Georgia
Sarah Fishback	Virginia Intermont College
Beckett Fogg	University of Virginia
Sims Frazier	Vanderbilt University
Megan Gilbert	Vanderbilt University
Adam Grasch	Duke University
Meg Grossman	Allegheny College
Mariam Hanna	Transylvania University
Miles Hopgood	University of Chicago
Samantha Howley	Lafayette College
Sam Hunter	Kenyon College
Lucy Taft laCour	University of Pennsylvania
Jacob Marwil	Pomona College
Clay Mason	Emory University
Sarah Mikell	College of Wooster
David Miller	University of Mississippi
Sunny Mok	University of Kentucky
Nick Nardiello	Savannah College of Art and Design
Laura Owen	Vanderbilt University
Lucy Owen	Davidson College
Will Parell	Rice University
Chris Paulick	Jacksonville University
Kellen Polley	Tulane University
Martha Prewitt	University of Kentucky
Katie Priest	New York University
K. K. Ramsey	University of Kentucky
Jacob Rosenberg	University of Pennsylvania
Kyle Rosenstein	Vanderbilt University
Sean Paul Ryan	University of Kentucky
Christi Scheib	New York University
Sean Stokes	Pennsylvania State University
Fielding Trapp	University of Kentucky
Anne Van Meter	University of Mississippi
Caleigh Waldman	Middlebury College
Tony Woomer	St. Louis College of Pharmacy
Heidi Zimmerman	University of Pittsburgh



Come fit the pieces back together!
Reunion Class of 1986
Watch your mailbox for more info!

Holiday Homecoming

December 16, 2006

Cocktails served from 5:30 - 7:00 P.M.

Come catch up with old friends!

We look forward to seeing:
Alumni, Faculty, Friends, Parents & Grandparents—Past & Present

Please RSVP:
Phone: (859) 278-0501
Email: homecoming@thelexingtonschool.org

Pinpoints is a newsletter published by The Lexington School. Administrative Team: Charles Baldecchi, Marijo Foster, Amanda Hale, Donna Hutton, Samantha Kemmish, Una MacCarthy, Beth Pride, Bob Thompson. Writer/Editor: Ann Eames. Photography: Meredith Carrithers, Ann Eames, Mick Jeffries, Jaime Lassman, family & school files. Contributor: Lucy J. McKinstry. Please address comments to *aeames@thelexingtonschool.org* Visit our website: *www.thelexingtonschool.org*

Close The Gap!

Support the Annual Fund

Goal: $475,000

$160,000 *(this year to date)*

Thanks to TLS faculty and staff for
14 CONSECUTIVE YEARS
of 100% participation in
THE ANNUAL FUND!

· Make a gift online now at www.thelexingtonschool.org ·

The Lexington School

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The Lexington School admits students of any race, religion, color, sex, national or ethnic origin.

From *The Archives*



Class of 1978 in Kindergarten with Mrs. Claire Macfarlane

Front row from left: *Scott Balows, Brint Murray, Julia Burnett, Emily Puckett, Elizabeth Polk.*
Middle row: *Barry Stilz, Bruce Kintner, Stuart Macfarlane, Mrs. Macfarlane "H '79," Marion Simons, Cathy Tao.*
Back row: *Diana Leiterman, Alma Fallon, Gina DeAngelis, Trigg Noyes, Susan Connolly, Hampton Adams.*