The Lexington School
Pinpoints

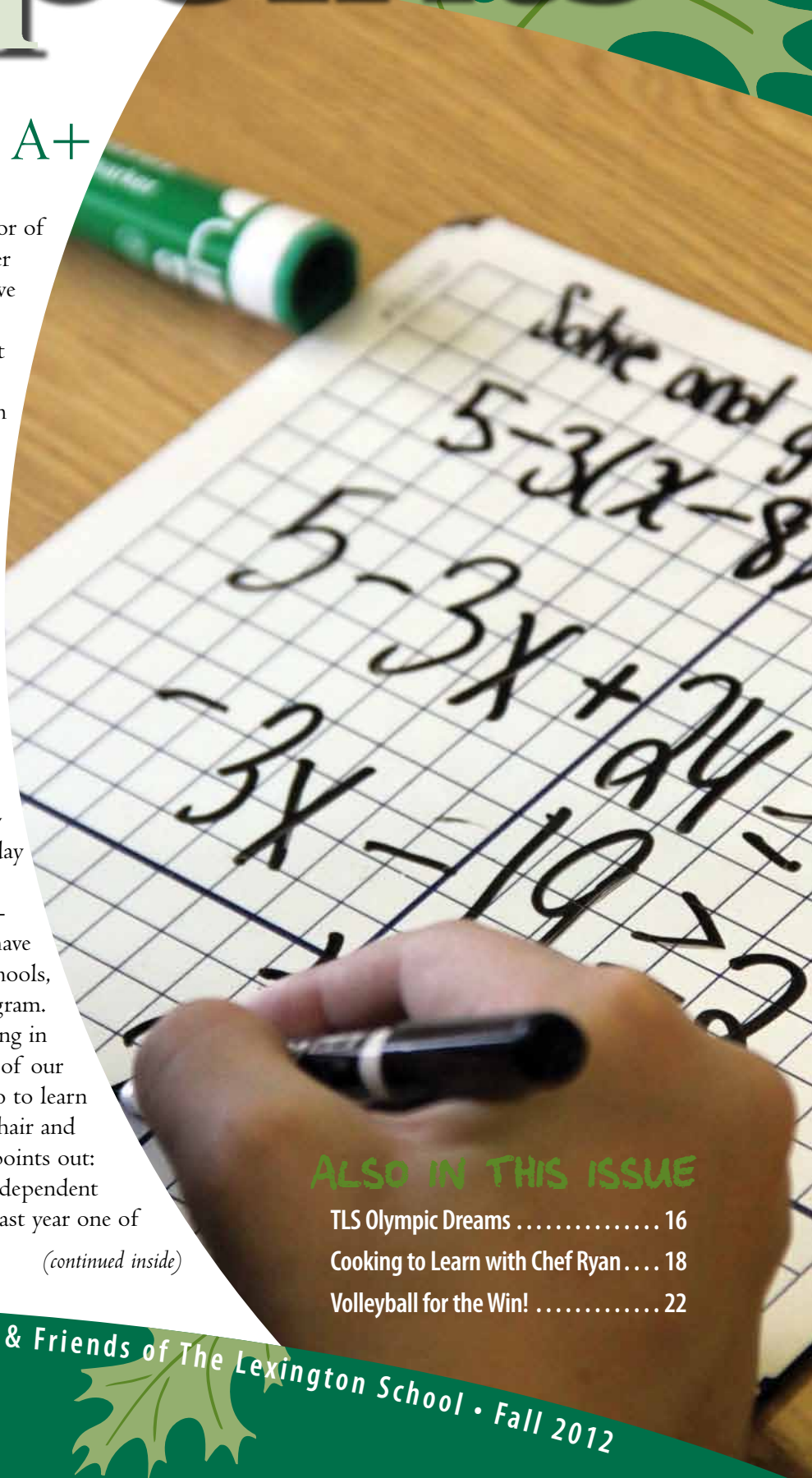
By Any Calculation
TLS Math Gets an A+

"When are we going to have math?" Director of Preschool Donna Hutton says this is her favorite question. She knows the answer: "You've already had math," but that's beside the point. As she tells it, "It's just so much fun; they don't realize they've already had math today." That's Everyday Math. Since 1996 – every day – math has been a favorite class of many Lexington School students … even when they don't know they're having it.

Everyday Equations

From Prekindergarten though fifth grade, the University of Chicago's Everyday Mathematics series has challenged and delighted thousands of TLSers. After meticulous and thorough research, the curriculum was adopted school-wide. Trainers came from the Everyday Math organization to teach each of our math teachers, benefitting students even before the first day. Though rare now for a new math teacher not to have background in Everyday Math, following that initial procedure, teacher training is a strict requirement. From the beginning as well, TLS teachers and administrators have traveled extensively to visit other elementary schools, both independent and public, who use the program. In addition to observing those classes and talking in depth with faculty throughout the area, several of our teachers have been to the University of Chicago to learn on their campus. Longtime math department chair and current Head of Lower School Marijo Foster points out: "We are also a popular destination for other independent school teachers to observe in our classrooms. Last year one of

(continued inside)



Also in This Issue

TLS Olympic Dreams 16
Cooking to Learn with Chef Ryan 18
Volleyball for the Win! 22

A Newsletter for Families, Alumni, & Friends of The Lexington School • Fall 2012





the Louisville schools came to visit. They brought ***all*** their teachers ***and*** their head of school just to see our teachers in action with the Everyday Math curriculum. We were honored by their visit. Several years ago we were named an Everyday Math Success Story because of our impressive standardized achievement scores in math." Thorough and intensive teacher training is imperative to ensure the program is used properly for differentiation, either supporting or extending, in order to meet the needs of each student.

Ms. Hutton especially likes the spiraling curriculum, as she explains, "Some things at some levels are expected to be mastered and some things are revisited the next time. Often they are not mastered until it spirals around again." A math enthusiast from early childhood herself, she goes on to say, "I really love the way Everyday Math makes math a part of the students' everyday world." There is much about life that we learn from math, and there is much about math that we learn from life. Preschool classrooms spill over with opportunities to enjoy math.

Surprise! It's Math!

The Acorns' day is play-based, of course, though a quick look into that busy room shows two-year-olds not simply playing with brightly colored toys, but matching shapes, one green stick, two red circles, as they begin their lifelong involvement with mathematics. Dance, music, song, and finger play – "One Little, Two Little, Three Little" – are an engaging part of their fun, again weaving in math every day.

KinderKlasse students learn a simple version of tallying through conducting a survey, "What is your favorite kind of ball?" As they place a sticker for each answer, they can see which ball is the favorite. Mrs. Roden likes a basketball, while Miss Ryan prefers a soccer ball. When Ms. Hutton chooses basketball, the three-year-old can easily see the basketball column is the longer.

Through not actual homework, but more home play, Prekindergartners and Kindergartners have home links for a grand variety of activities. Find three timers or three thermometers in your house; count how many people and pets are in your family; are there more red cars or blue cars in the parking lot? Without realizing it, children learn about counting and measuring everyday items with Everyday Math. A perennial favorite is the reading out loud of *How Big Is a Foot?.* Kindergartners trace their own foot, measure objects with their own foot, and see that Sally's foot and Jimmy's foot are not the same size, as they learn about a standard unit of measurement. They can see it. They can feel it. They can do it.

Folding into Everyday Math, Major Math is a favorite component of Kindergarten. The student who wears the Major Math badge that day arrives at school promptly to assume important responsibilities. Major Math leads the group calendar activity, as Ms. Hutton explains, "placing one straw into the pocket chart that shows the number of days we have been in school. When a pocket has ten straws in the one's pocket, we bundle them and move the



Clockwise from the top Kindergartner Audrey Mauer, as Major Math on the first day of school, leads her class in calendar and weather exercises; Ryder Prickett knows 2 + 2 = Dad; Seventh grader MacCarthy Baker works through absolute value inequalities; and Mr. Griggs teaches students to love math every day.

bundle to the ten's pocket. Much later when there are ten bundles of ten, the straws are bundled and moved to the 100's pocket. We have been in school 47 days so the chart today shows four bundles of ten with seven ones." This popular ritual carries into Lower School as part of first grade's morning activities.

Part of the Program

As Everyday Math relates math to the real world, Kindergartner **Ryder Prickett '21** spoke right up – "My dad is 6' 9" – when Jaci Sloan introduced the unit on height. That afternoon, Jared Prickett, former UK basketball forward and NCAA champion, visited the classroom. Mrs. Sloan chuckles when she says, "The kids were fascinated by his height. They asked him if he could walk through the door without having to stoop and if he was longer than the group rug. They wanted to know if they would be higher than he if they stood on the table." At TLS, Everyday Math is raised to new heights.

> "Math Anxiety is alive and well *out there*, but not here at The Lexington School!"
>
> – Marijo Foster

On a recent morning, Montessori teachers Marti Thompson and Kris Neese explain their students are busy at work with a variety of math-related projects. Two girls are absorbed by their carefully written number rolls as they share the same table, each progressing at her own pace. One student works on 79, while the other tackles 460, both learning sequence, pattern, place value – the basics of algebra problems they will solve in due time. A highpoint for all of the classmates is to measure the long number roll, which now stretches from the table to the end of the room. At another location, a young boy enjoys the fraction board, as he makes his own fraction book by tracing each piece, cutting it out, and writing the fraction on top. Ready for lamination, it is a source of great pride and joy for the budding mathematician. Across the way are the golden beads with place value from one to 1,000. Using these small manipulatives, several students count by fives to 60, gaining along the way firm foundation for telling time in the old-fashioned, analogue way.

Mrs. Foster is an ardent advocate for Everyday Math, accentuating, "It is great for differentiating instruction, for kids who think differently, and for various learning styles. It is a hands-on program." As she emphasizes the strong curriculum – and she specifically credits the University of Chicago's Everyday Mathematics program – she goes on to say, "Math anxiety is alive and well *out there*, but not here at The Lexington School."



Right Seventh graders Marshall Nielsen, Colton Warner, and Myles Winkley review ratios and proportions for an upcoming Albebra I test.
Below Seventh graders Kate Christensen, Ellie Phillips, and Emerson White work together to set up complex word problems.

Opportunities in All Sizes

In the self-contained classrooms of first through third grades, each of the teachers is also a math teacher. The spiraling and self-reinforcing curriculum continues, giving rigorous emphasis to math every day. Ann Haynes has taught TLS fourth grade math for 18 years and echoes Mrs. Foster's grand endorsement of Chicago's Everyday Math. Ms. Haynes points out, "It is written by one set of authors targeting Prekindergarten through fifth grade, allowing the scope and sequence to be seamless." She likes the fact that games are an important component, that it, "Lets kids play games." As they study percentages, Ms. Haynes' students learn, "how much you're going to tip your server." True to the name, everyday topics are taught, as Ms. Haynes believes the series is "relevant and useful to everyday living in the real world."



Assistant Head of School and Head of Middle School Una MacCarthy explains: "Math is the only subject we group by ability. It is subject-specific. Once you hit Middle School, all classes are accelerated." Students are placed in classes by ability with all students taking Algebra I at a minimum. For a very few, the Middle School offers Independent Study of Math – nicknamed ISM – a multi-age, independent learning opportunity for sixth, seventh, and eighth graders with strict criteria for entry. Those students with extremely high test scores are able to join this class. Student work ethic also plays a key factor, as

Ms. MacCarthy points out, "How many homeworks were missed in fifth grade?" Of 170 Middle Schoolers, nine students are currently in the ISM program. Ms. MacCarthy says, "You are not locked in, and you can go as fast as you can run. You are held only by your own speed." Taught by Greg Gunn, who focuses on "the excitement of math and making math come alive for my students", the faster paced format is more independent than the usual structured format. It is a math-lover's dream – pre-algebra, algebra, geometry, and Algebra II. TLS math scholars who want are able to take four years in three years, as they prepare for ninth grade trigonometry. In his classroom, filled with a mind-boggling array of math games, puzzles, and 3D manipulatives, Mr. Gunn adds, "The emphasis is placed on conceptual understanding over algorithmic procedures."



Between classes, middle school math teacher Joe Griggs sums up his thoughts, "The mathematics program at TLS is one of the strongest, most rigorous programs in the state. We set high expectations for our students and get them involved in the learning process. My favorite moments are leading students to draw their own conclusions and witnessing their learning from one another. Peer learning helps them take ownership of their education, giving them a sense of pride in their work."

Continuing strong reflection on the depth of the math department, seventh grade pre-algebra teacher Jason Hurst shares, "I think the real story for Middle School is in Greg Gunn's ISM class or Mr. Griggs being so much more than just a math teacher." Mr. Hurst goes on to say, "At TLS, math isn't stuck in the math curriculum. From the study of wavelengths in physics to solubility in chemistry, mathematics is inherent in classes throughout the Middle School – as it is in everyday life."

The math department is justifiably proud that the median eighth grade score on the math achievement portion of the ERB test for independent schools is 96%. Posting impressively high results on the ERB, the TLS middle student outscores 96% of the math students in America.

Understandably, The Lexington School has a strong reputation for math excellence among other schools in Kentucky and throughout the United States.

Thirty percent of first-round acceptances to the Exemplar Scholar's Program for Math and Science at Lexington Catholic High School were TLS 2012 graduates. From over 250 applications county wide, TLS 2012 grads earned five of the 40 spots in the Math, Science, and Technology Program at Paul Laurence Dunbar High School. These stats, impressive on their own, stand even bolder since TLS graduates comprise less than one percent of the eighth grade student pool in Lexington. Drawing on their solid background, TLS boarding school students, as well, regularly place in advanced and rigorous math classes. Academic success has come through a math program unmatched in Central Kentucky, combined with the powerful work ethic instilled in TLS when it was founded in 1959.



Mathematics is a numbers game for sure. For the 17th year, TLS test scores consistently and consecutively show the solid strength of the University of Chicago's Everyday Mathematics program. Students at The Lexington School benefit every day.

As Mrs. Foster says: "A good background in mathematics is a precious commodity. And a good comfort level with mathematics is a true gift."



Above left Sixth grader Alexis Pickett works out a problem in Course 1.
Above right Mr. Gunn's highly interactive teaching style helps ensure that students learn the material.
Right Sean Givens raises his hand to ask an insightful question in Mr. Gunn's class, while Lucy Knowles and Maha Iqbal listen intently to class instruction in the front row.

FROM ANY ANGLE, THE FLIPPED CLASSROOM ADDS UP TO MATH SUCCESS









Clockwise from the top
Protractors and Pencils: Olivia Greer, Elizabeth Nielsen, and Sarah Belin each get personal guidance from Mrs. Jefferson's amazing mathematical mind.

WORD IS OUT – fifth grade math teacher Linn Jefferson has eyes in the back of her head. She's also a math genius. She is unstumpable and uncatchable when it comes to solving math problems. She can add all sorts of weird numbers right in her head. That's common knowledge among much of the student population at The Lexington School.

According to a friend, Mrs. Jefferson has a "mathematically progressive brain." It comes as no surprise then, for fun after school, on the weekends, and in summertime, too – like a busman's holiday – Mrs. Jefferson works with calculations and computations in her basement. Throughout the years, she has built a solid reputation as the math teacher who also designs and makes curtains and upholstery. With her year-round enthusiasm for numbers and equations, she is a prime example of Everyday Math.

This year, she's added a twist.

In her flipped classroom, homework is done at school and class lectures are absorbed at home. With inspiration and innovation from Salman Khan of his eponymous Khan Academy, Mrs. Jefferson sees tremendous strides made in teaching and in learning math. At home, students watch a video, a mini-tutorial, which they can re-wind or fast-forward as the spirit moves, with a short questionnaire that prepares them for tomorrow's lesson. Instead of lecturing for 20 minutes each day about finding factors of a number, adding decimals, mastering prime factorization, or rounding numbers – all lectures delivered now via video at home – Mrs. Jefferson spends valuable class time circulating among her students, answering specific questions, and giving much more individualized attention than before. Students themselves, freed from the in-class lecture period, work at their own pace individually, with Mrs. Jefferson, or together in small groups. It is a much more interactive classroom these days.

She reports strong performance in the flipped classroom, saying, "Students come in prepared to do the work. All application of content is done in class." The new regimen allows her to work one-on-one with her students on all of their assignments. If there is an issue with calculation, she catches it immediately, instead of 12 hours later when the student might have forgotten how he approached the problem.

Throughout the first trimester, "Students have loved it," Mrs. Jefferson says, "and I've gotten good feedback from parents." The out-of-the-box thinking isn't confined to just the math room, but has gotten much play throughout the entire household. Younger and older siblings, parents, grandparents, and even the family dog have tuned in to the videos, making the TLS fifth grade flipped math classroom a popular topic of dinnertime conversation. Following in Mrs. Jefferson's footsteps, a number of her math students find themselves enjoying math after school, on the weekends, and in summertime, too.

Head *Lines*

NOTES FROM THE HEAD OF SCHOOL

I have been riding my bike to school. It is safe to say I love my new commute. This August my family moved into Scarlet Gate. It took some adjustment, but we love living on campus. This morning I biked the entire campus. The leaves are beginning to change color; the sun was rising and catching the mist above the creek that cuts through the middle of campus. It was breathtaking, one of the many reasons I love living in Kentucky.

Living on campus has given me a whole new perspective on The Lexington School. First and foremost, we have a campus of incredible natural beauty and green space. We enjoy forty acres designed for kids who are curious, want to learn, and, equally important, want to play. If you have not been on campus in decades, you may feel confused right now. The Lexington School campus has changed dramatically. The facilities have, for the most part, been upgraded and refreshed. Bob Thompson, who has been taking care of the finances and facilities at TLS since 1984, has methodically been allocating necessary resources each year to retire all deferred maintenance. So many schools ignore deferred maintenance at their peril, but not TLS. As a result, the old looks new and fresh.

The real change for TLS has been the grounds. With the acquisition of Scarlet Gate Farm from the John S. Lansill family, The Lexington School doubled its acreage from 20 to 40. We now have four athletic fields. With the addition of Webb Field this past summer, TLS has a full football field with yellow uprights at either end. One of my favorite vantage points on campus is looking down from the upper soccer field, Denali Field given by the Bandoroff family, across Miller Field, the tree-lined creek, and to de Castro and Webb Fields. With the trees changing color, it is a spectacular view.

The Scarlet Gate homesite is an oasis as well. I don't believe Mr. Lansill ever planted two of the same tree. The campus is TLS's own arboretum. This fall, The Lexington School hosted the TLS Cross Country Invitational meet. Thirty schools brought their runners to campus to compete on our incredible course. Tom Parlanti and Coach Jim Kaiser designed a trail that took full advantage of our 40 acres. Runners had to maneuver over hay bales, jump over the creek, and weave in and out of Scarlet Gate's myriad trees. It is what a cross country course should be.



The Lexington School has its own version of the beloved Mr. Chips.

This edition of *Pinpoints* should arrive right before the Thanksgiving holiday. I hope it finds you back in front of the fire at your family's home in Lexington. I also hope it inspires you to return to TLS's campus to see its natural beauty and to see how it has changed. If you are in town, Erin and I invite you to Scarlet Gate on the Friday evening after Thanksgiving to connect with former teachers and classmates at The Lexington School's Holiday Homecoming.

With gratitude for a job I love,



Charles D. Baldecchi
Head of School



FRANCOPHILE FRIENDSHIP

Montessori teacher Kris Neese and her husband, Barry, planned a trip to Norway this summer to celebrate 40 years of marriage. Their second honeymoon quickly expanded, though, to include a group of former students, with whom Kris has kept in touch since their days in her classroom. Adding a Parisian visit to their itinerary after time in Oslo, the Neeses flew to France to rejoice in TLS friendships and to wave the school banner. Reflecting on how connected TLS teachers are to their students, Director of Preschool Donna Hutton says, "Kris Neese always keeps up with all of her former students."

The reunion turned into a two-day celebration. On Saturday, Kris enjoyed catching up with **Arthur Sene '17**, his parents, and younger sister, who now live in France, close to Geneva and the Swiss border. The Sene family had been in Corsica on vacation, and arranged their travel plans to be a part of the French Connection. **Apolline Boulanger '18** and her mother were also there, living near Paris once again after their years in Lexington. Coincidentally, older siblings **Eleonore '13** and **Pierre '15** were both back in Lexington visiting TLS friends. Rounding out the group was the mother of **Lorraine Deberon '16**, who was unable to attend because of out-of-the-country travel. On Sunday, **Alice Doudard '11** and **Clemence Doudard '14**, along with their parents and younger sister Pauline, continued the reconnecting.

Remembering details of her former students' days in Montessori, Kris brought samples of long-ago projects by each alum. As a youngster, Lorraine, now a fifth grader, had worked hard on her "Who Am I?" book. In her absence, her mother, Marion, was delighted to receive it. Back in the day, Arthur had written a sentence about a Kentucky cardinal. Laminated now and preserved for posterity, it brings the Bluegrass state to mind in an instant. For Apolline, Kris had saved a bundle of miscellaneous activities, created those years ago at TLS. The group met at the Neeses' hotel, and after hugs all around, did a walking tour of Notre Dame and the oldest section of the City of Light, visited the Pompidou Center, and from there saw La Tour Eiffel and Montmartre. The TLSers walked along the Seine and the students and their parents treated the 40-year newlyweds to lunch at a sidewalk café. As Kris says, "They brought Paris alive for us, and they were really appreciative to get their work from so long ago. That's why we went to Paris."

Kris remembers that Clemence, whom she had as a Montessori 3 student, "was determined to learn English and to go to first grade in the new building where Alice was." Lorraine came to Montessori 2 "speaking French like we would understand it all. It didn't deter her a bit that we couldn't understand a word. She never stopped talking." Kris recalls that Arthur "was just like a little Frenchman" and Apolline "worked hard on her cursive writing at home." Along with the students' Montessori work, Kris also brought everybody TLS T-shirts, now quite the Parisian fashion statement. *Pour tout le monde là, la Réunion Française de TLS était très magnifique.*



At top Clemence Doudard and Mrs. Neese. *Clockwise from left* Mrs. Neese, Clemence and Alice Doudard; The Senes, Anne and Apolline Boulanger, Marion Deberon, and Mrs. Neese; and Arthur Sene, Mrs. Neese, and Apolline Boulanger.

NEW TEACHERS

Anna Calvert



The first voice one hears at The Lexington School is that of receptionist **Mrs. Anna Calvert**, who seems able to do eight things at once, all calmly and with a smile, a requirement for the person who sits behind the front desk. Anna began her position in June, getting to know some of the TLS family throughout the summer. She has friends of all ages now, as she makes each person feel welcome. She has a tender spot in her heart for the very young girl, all dressed up, who came into the office and asked where her classroom was … the day *before* the first day of school. When Anna gently told her that school began the *next* day, the new student had a look of horror and ran out the front door to catch her mom. Helping students get through their days successfully is a strong suit of Anna, yet she offers administrative support to the business office to help them get through their days as well.

Mattie Croom

Miss Mattie Croom, interning with the Preschool, delights that every day is different for her at The Lexington School. Getting to know each of the students in Acorn Class through Kindergarten, Mattie beams in the hallways as she accompanies them to music and art. She teaches science and Spanish to the Acorns, and her two-year-olds are captivated by the puppet Rodrigo the Ratón, who sings songs with them in his native language.



With her bachelor's in Spanish from UK, Mattie is a multi-faceted student herself, working toward two master's degrees. This spring, she will complete her interdisciplinary early childhood education master's initial certification. In the spring of 2014, she will finish both her IECE master's and her master's in Spanish education for Prekindergarten through grade 12. Her strong background in Spanish is enhanced by her last two summers working in a Guatemalan orphanage with newborns through 14-year-olds. It is especially meaningful to Mattie that she was able to be with the same children both summers, so that she could follow their progress.

Katie Hoelscher

The Development Office welcomes **Mrs. Katie Hoelscher** to her new position as an associate, working with Amanda Hale and Mandy Helton. With her desk just inside the door of the office, most times Katie is the first person parents and other visitors see. Formerly the assistant director of admission at Georgetown College, her event-coordinating talents are well honed as she planned all admission events for the college.



It's a natural, then, for her to assume responsibility for coordinating many of the details of CELEBRATION planning, and she looks forward to the evening under the tent at Scarlet Gate next May 10. Pointing out that she has gone from working in higher education to a world of two-year-olds through eighth grade students, Katie feels it is a special treat to be surrounded by her new, young friends. Carline responsibilities and fourth and fifth grade lunch duty provide lively opportunities for a change of scenery from paperwork and ledger sheets.

Kristin Majors



Mrs. Kristin Majors has been impressed, every day, by "the way the kids behave. They look you right in the eye. I think our family-style lunches contribute to that, as the students know they are part of a larger community." With her bachelor's degree in education and her master's in literacy education, both from UK, she has also been a research assistant there, focusing on ADHD students who struggle with reading comprehension. Developing lesson plans and teaching throughout the summer at UK laid impressive groundwork for her responsibilities at The Learning Center. Kristin feels her teaching strengths were augmented this summer by the opportunity to take part in comprehensive training in the Orton-Gillingham method of teaching. With the support of her mentor, fifth grade math teacher Linn Jefferson, Kristin enjoys the small class size at TLC, working with four students at a time – fourth and fifth graders – for language and math.



Erin Nuzzo

Mrs. Erin Nuzzo loves it when the light bulb goes off, when her students "get it." With language and math her specialties, she holds dear those moments when she sees the confidence and the excitement that come as her students master a reading piece or comprehend new division facts. At The Learning Center, she works with fourth, fifth, and sixth graders, though she teaches in groups of just four. Her mentor, Carrie Puckett, and she swap ideas often on teaching methods.

Erin received her bachelor's in special education and elementary education and a minor in dance from Slippery Rock University in Pennsylvania. She taught special education at the elementary level and was an elementary level reading specialist in Baltimore, where she received her master's in reading at Loyola College. Captivated by the classroom as both teacher and student, she is currently working on her endorsement in gifted and talented education at Georgetown College.

Lauren Stidham



Miss Lauren Stidham felt at home here even on the first day, thanks to cousin **Luke Stidham '10**.

For years, through Luke, she had admired the strong academics and warm community of TLS. With friendly introductions from her mentor, Carol Bertram, Lauren now enjoys, firsthand, the collegiality and upbeat atmosphere that permeate the school: "The excitement is contagious," she observes.

Lauren feels her Bellarmine University degree in elementary education and learning and behavior disorders is a perfect fit for her teaching at The Learning Center. Every day she enjoys working with her two third graders and two fourth graders as they explore together language, reading, and writing. Math and third-grade science are fortes as well for Lauren, and she encourages her students to delve deeply into all of their subjects. She feels the small classroom and the one-on-one time with teachers are invaluable gifts to each Lexington School student.

Kelly Telech



"My goal is to touch every, single learner at TLS in grades K through 8," declares **Mrs. Kelly Telech** with unmistakable ardor. "My focus is enrichment activities for 21st Century learners, concentrating on problem solving, teamwork, and collaborative efforts. We use acting, which has a beginning, middle, and end, and include improv and technical challenge." Kelly is also the substitute during the maternity leave of Dr. Laura Bowling, who calls her "an encouraging asset to our school community and our student body."

With her bachelor's in elementary education from Hanover College, Kelly's journey as a teacher began on a Native American reservation, working with the Hopi. She moved to St. Paul, Minnesota, was involved with the deaf community, and earned her master's in deaf and hard of hearing education. A teacher for ten years in Fayette County, she is in her element in the classroom. Early on, Kelly says, "I have the sweetest, most attentive and wonderful mentor – Janet Roden. She and I have encouraging, positive conversations each time we talk." Living a stone's throw from TLS, Kelly walks to school every day with her daughter, **Mia '20**, in Mrs. Gumm-Gray's first grade.

THANK YOU for your Annual Fund Support in 2011-12!

The Lexington School would like to say "thanks" once again to our Annual Fund donors for your generosity during the 2011-2012 school year.

During September, we mailed The Volunteer and Donor Recognition publication to our Lexington School family. It has come to our attention that some of the books were incorrectly assembled by the printer, creating a confusing donor list. *We apologize for this error, and have placed a copy of the publication in its intended form online.*

Please visit: www.thelexingtonschool.org/volunteer-donor-recognition
Guest username: volunteer Guest password: donor

Pin Prints



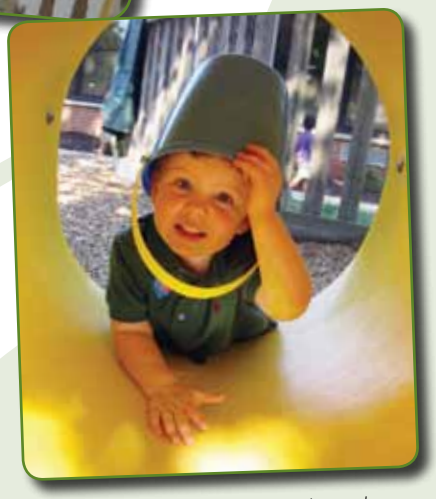
At Barrier Island, seventh graders Deacon Thomas, Matthew Trawick, McMillan Fister, Philip Allison, Zachary Coons, Ben Schaeffer, Worth Coons, Spencer Harris, and Andres Gedaly are ready with their surfboards.



Ms. Lounsbury's dog, Gixxie, is a favorite of all of her sixth grade advisees; front row – Kathleen Moloney, Daisy Farish, Alex Rudder, Lucy Knowles, Tori McLaughlin, and Isabela de Sousa; back row – Caitlin Flemm, Skyler Cecil, Connor Perry, Maha Iqbal, and Audra Ferrier.



Kindergartners Ellie Hiler and Audrey Mauer, second grader Amelia Monohan, and Kindergartner Katherine Monohan try their glasses on for size at the back-to-school picnic. (Melanie Mauer Photography)



Acorn John Camden Clay explores the yellow tunnel with his bucket handy.



Prekindergartner Caleb Ervin ponders his future with the NFL.



Third graders sport their new and fashionable look on the first uniform day – John Sader, Ben Belin, Griffin Sims, Noah Lutz, Catesby Clay, Liam Fallon, Cole Pennington, Hadley Applegate, Kate Biddle, Anna Kate Keating, Emily Harper, and Kate-Bradley Harris.



Second grader Charlie Jefferson and third grader J. Owens, front row, have run hard with boys cross country team members Woods Freeman, Henry Beck, Justin Freeman, and Will Croce.



Sixth grade girls celebrate being back at school; front row – Kathleen Moloney, Kendall Sturgill, Tori McLaughlin, and Daisy Farish; back row – Lisle Broadbent, Taylor Duncan, Audra Ferrier, Alexis Pickett, and Kera Ramsey. (Melanie Mauer Photography)



Analyzing how the author developed the main characters in **Shiloh** are, from left, fourth graders Kate Milward, McCall Rader, Lexi Roth, Sean Reece, Canaan Smith, Robert Farish, Zach Susini, and Bella Baldecchi. Nearby, two other groups analyzed the plot and setting development of the story.



At the Lower School Assembly, fifth grader Kincaid Keating introduces representatives from Joseph-Beth Booksellers and William Wells Brown Elementary School. Lower School won $500 from Joseph-Beth for having the most participants in their "Adventure to Summer Reading Sweepstakes." Students gave their winnings to William Wells Brown.



At the football game, eighth grade cheerleaders Ashton Woody, Kennedy Sabharwal, Gaby Hawkridge, and McEwen Baker get ready to cheer the Colts onto Webb Field.



At Fall Festival, first grader Chas Boden and his dad, Charlie, work on a special art project together.



Kennedy Harris enjoys the fire truck, which had to respond to a call during the visit to Prekindergarten, but returned after all was well.

Pin Prints



Climbers scale the heights at Scarlet Gate during Fall Festival, a first for James Lane Allen's spacious yard.



Fifth grader Lucy Oldham sprints to a first place finish in the 3K, girls sixth grade and under division race at the sixth annual Lexington School Invitational Cross Country meet.



Eighth grader Spencer Parsons and his cousin, Acorn Caroline Bennett, are in the pink as they have fun on the playground.



During Green-Gray Day, seventh grade girls, Eden Fry, Anna Susini, Allington Bowling, and Sam Perez, catch a happy moment together.



Hoping for a Wildcat win at the UK tailgate are seventh graders Ian Schaeffer, Marshall Nielsen, Tom Polites, Ben Schaeffer, and Kate Christensen.



With pencil poised, Kindergartner Charlie Watson works on her Write the Room exercise.



Sixth, seventh, and eighth graders enjoy a drawing tour at the UK Art Museum, where they create their own artwork. Left to right, Sarah Caton, Isabeau Camp, Anabeth Psimer, Emma Baker, MacCarthy Baker, Caitlin Flemm, Connor Perry, Lily Umansky, Kedrick Cobo, Hart Hallos, and Michael Duzyk.



Absorbed in their sixth grade-second grade Buddy activities are Skyler Cecil and Megan Spillyards, with Wick Preston and Trey Woody in the background.



In science, sixth grader Jackson Cunningham explains his cell model, showing organelles of a human cell.



Tori Tovar shows great TLS Montessori courage as she masters the tires on the playground.



Busy with their watercolors in the kindergarten room are Donovan Stone, Lauren Neuman, Amelia Ryan, and Caroline Beiting.



At Fall Festival, eighth grader Walker Montgomery eyes his next move on the climbing tower.

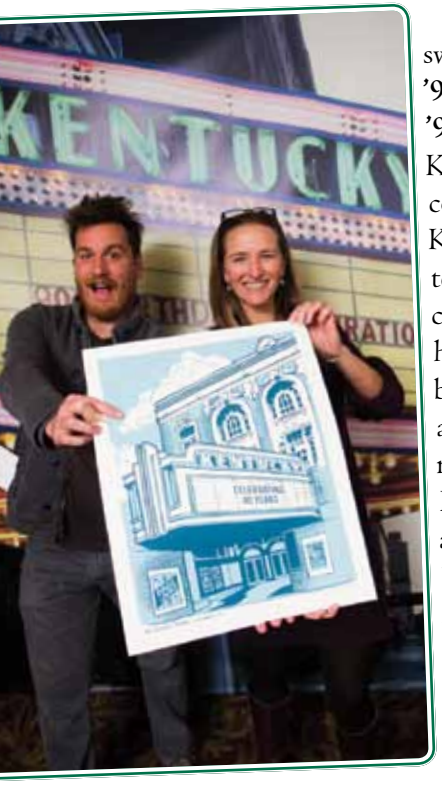


Eighth graders surprise Ms. Hinds on her birthday; front row – Christian Flemm and Gillian Perry; back row – Justin Kline, Eric Kline, Hunter Hayes, Lauren White, Alex Willcutt, Mia Pulliam, Katie Kostelic, Catherine Van Tatenhove, Ellie Alford, Emilie Dhir, Delia Kessinger, Sydney Young, and Charlotte Carey.

Pin *Notes*



Alumni Council presidential reunion! **Renie Ingram Parsons '81**, **Kathleen Eastland '87**, and **Jeff Jefferson '85** get together at a record-attendance TLS Tailgate, organized by the Alumni Council. (Next time, maybe they can get inaugural president **Cy Alexander '75** and current president **Brooke Folley Counts '96** in on the shot.)



Showtime! Ninth grade sweethearts, **Rebekah Gray '96** and **Griffin VanMeter '96**, have reunited to save the Kentucky Theatre. Rebekah co-chairs the Friends of the Kentucky events committee and Griffin's marketing company, Bullhorn Creative, helped promote the 90th birthday which served as an initial fundraiser for renovations to downtown Lexington's historic theatre. Both encourage fellow TLS alums to support the Kentucky Theatre renovation effort by joining the **Friends of the Kentucky** group on Facebook.



Mary Bruce Gray Alford '99 and husband Timothy are delighted to announce the birth of their son, Timothy Gray Alford, on September 19, 2012, in Nashville, Tennessee, where they live. Weighing in at eight pounds, 11 ounces, Gray was 20.5 inches tall. After taking time off to spend with Gray, Mary Bruce plans to return to work as a senior research associate at The Trust for Public Land, a national non-profit land conservation organization. At Vanderbilt, Timothy is pursuing a master's degree in organizational leadership and performance from the Peabody College of Education and Human Development.



Tyler Williams '11 continues to excel in lacrosse. He began the sport at TLS, and has earned praise from the Tates Creek coaches for his strong work ethic and study of the game. He accepted the Eleventh Man award by the coaching staff for his dedication and leadership, especially as a freshman, on and off the field in both lacrosse and community service. In May, Tyler's team won the Division II State Championship, defeating North Oldham High School 10-7. With an overall season record of 19-2, Tyler and his teammates were ranked 91st in the nation. He was third overall among the Tates Creek freshman players in points, and he led the freshmen in scoring percentage with 51%. Earlier this semester, his team was recognized at the homecoming football game, where he received his championship ring. This summer, Tyler's team won the Bluegrass State Games lacrosse gold medal and they were presented with "It's about Kids" medals by the Fayette County Public School Board.

From Sewanee, The University of the South, **Conrad Bandoroff '07** reports that he is now a member of the Order of Gownsmen. A venerable Sewanee tradition, the Order recognizes academic distinction and carries with it the long held custom of handing down the floor-length, black academic gown from alumnus to current student. The initials of each Sewanee wearer are embroidered on the back yoke of the oft-worn, sometimes tattered, sometimes torn gown.



Continuing the connection between The Lexington School and the University of the South, Conrad's initials now don the gown worn by both middle school science teacher **Chris Johnson '89** and his wife, middle school English teacher Becky Johnson. Further to the SEW-TLS connection, **Charlie Dalton '95** drove from Lexington to take part in the ceremony honoring Conrad, as Charlie gowned him. Conrad says, "I am very much looking forward to starting a new tradition of a TLS gown to be passed on to future Sewanee students who have ties to TLS."



In his first year at Lexington Catholic High School, **Strohmann Breeding '12** continues much of the same career path he began at The Lexington School. The importance of the Honor Code at TLS has carried over to shape his LCHS experience. He applied for, and was selected to participate as, one of three freshman representatives on the school's Honor Council, which hears cases relating to academic integrity. Benefitting from leadership skills honed when he served on Student Board during sixth and seventh grades, he was TLS president of the Student Board during his eighth grade year. At LCHS, Strohmann has been elected by his fellow freshmen as president of the freshman class. As well, he has been elected by his peers as house representative of St. Don Bosco House. Building on his TLS football background, he is a member of both the freshman and junior varsity teams, playing on the offensive and defensive lines. Looking toward spring, he plans to join the LCHS lacrosse team, a result of his time as eighth grade goalie for the TLS championship team *(pictured above with **Mark O'Brien '12**, **Sloan Warner '12**, and **Stevan Kriss '12**)*. Outside the classroom and off the athletic fields, Strohmann holds fast to the friendships he began at TLS, both with his peers at Lexington Catholic and with those who attend high school elsewhere.

Thank you to the Sponsors of

An Evening Under The Oaks

Celebration 2012

Presented by BB&T *Best Bank in Town Since 1872*

Platinum Sponsor: Pat Madden, Attorney

Gold Sponsor: Paul Miller Ford

Silver Sponsors: Audi of Lexington, Republic Bank, White River Coal Sales, Raymond James Morgan Keegan

Citius Altius Fortius

Tales of TLS Olympic Dreams



Lee Kiefer '08 Olympic Fencer

Lee Kiefer '08, her sister, **Alex '06**, and brother, **Axel '11**, have had enthusiastic, vocal, and continuing support from their Lexington School family during their respective national and international fencing careers. The applause became thunderous this summer, as Lee pointed toward London, while her TLS fans tweeted, texted, and Facebooked all along the way. Pan Am, Cadet, Junior, and Senior World Championship medals already in her pocket from years of honing her advance-lunge and *coulé* skills, Lee enjoyed her first Olympic competition, finishing fifth in individual foil. *The noble art of the sword*, as some call it, has been the Kiefer family sport since before Alex, Lee, and Axel were born. Their dad, Dr. Steven Kiefer, was a fencing captain at Duke, but now, along with their mother, Dr. Teresa Oropilla-Kiefer, has put down the sword to act as the family logistics coordinator. The Drs. Kiefer have made more reservations in more foreign cities and on more airplanes than most parents.



Taking time from her studies as a Notre Dame freshman and time from her Olympic fencing career, Lee thinks back to her first days at The Lexington School. Her family, teachers, and she herself can see the beginnings of her competitive and adventurous spirit even then. "One of my earliest memories at TLS was playing outside during recess when I was in Montessori. Three other girls and I would jump off the playground equipment from as high up as we could possibly get. We were brave...." Along with her siblings and classmates, Lee enjoyed the specific challenges and opportunities of each grade along the way.

As in everyone's life, the days were not all sunshine and roses for Lee, as she rolls her eyes in confessing, "There was a point during eighth grade where I remember crying on the phone to my grandmother. I was telling her how I hated school and fencing and wanted to have time for social activities. After a few months, I was able to appreciate the opportunities that arise from a challenging school and a demanding fencing schedule. I knew it would put me on track for a good college and perhaps one day … even the Olympics."

Now that she has the wisdom of hindsight, Lee counsels, "I would tell a seventh grader that being in eighth grade in general and being in Ms. Bonzo's class in particular is scary, but you get used to it. That aside, Ms. Bonzo's class is necessary in developing good writing and critical thinking skills for high school."

On the Permanent Head's List when she graduated, Lee matriculated to Dunbar's MSTC Program. She recalls vividly,

"The hardest part of my transition to high school was the change in the environment. I missed the small classes and intimate relationships that TLS offered. Academically, there was a greater quantity of work, but the difficulty level was manageable because of my strong background. All I had to do was find motivation to put in the time to do the work."

Exceedingly humble about her impressive Olympic fencing record, Lee confesses, "My favorite moment at the Games was seeing my family after I competed in the individual event. When I saw them, I could see how proud they were of me. I was happy and grateful to share my experience with them since they were the ones who helped me get there."

Lee's Lexington School fans and followers are tremendously proud of her as well.



Kelsey Floyd '05 Olympic Swimming Hopeful

Kelsey Floyd '05, a senior at the University of Tennessee, is a nationally and internationally ranked swimmer. This summer her TLS family cheered her as she competed in the Olympic Trials. Below are thoughts she has shared with *Pinpoints.*

My last couple years of swimming have really taught me about commitment and belief.

Nelson Mandela said, "One cannot prepare for something while secretly believing it will not happen." I really learned the value of this quote this summer at Olympic Trials. My first Olympic Trials in 2008, I placed 132 out of 137 swimmers in my event. Then, I knew I would not make the Olympic team, and that really wasn't even a goal. This summer, I knew I had improved immensely over the last four years, and that I had a good chance to be in the final heats of my event. At the meet, I really committed myself to trying to make the team. But that commitment didn't just start the first day of Trials. I believe we must be purposeful in everything we do in life. Each decision I make, I try to make it towards my biggest goals (or also contributing to my values). This applies to what I eat, what time I go to bed, how I prepare for a practice beforehand, how I recover from a practice (and all the decisions in between), how I time manage, what I do on the weekends, etc. Really committing myself to the goal of being the best swimmer I can be also allows true passion for what I'm doing to come out. It's not just something I "go through the motions" or "get it over with;" I try to be thoughtful and show emotion towards the goals. That's my best advice: full-heartedly commit to something. The rewards come from the knowledge that you poured everything into something. I didn't make the Olympics (yet – trying for Rio is the plan!), but I still had incredible success because I "truly went for it."



I still remember lessons I learned from The Lexington School. Laura Bonzo's English class introduced me to my first eye-opener of the power of love and caring for each other. I think that also extends into gratitude and appreciation. Nothing I accomplish is all on my own. Not even close. First, my parents' love and support have made it possible for me to have resources that helped me get to this level of swimming. Then, also, my coaches, teammates, institution, and program have provided me with so much to be grateful for. A lot of times, I am grateful for the financial support my parents have for me, or that the athletic department gives to the sport of swimming; however, more importantly is the emotional support and love I feel while going through this whole process of pursuing dreams.

That's where The Lexington School plays a huge role. I have never felt so loved and cared for than I did that week of the Olympic Trials. Messages and texts of good wishes and congratulations were pouring in the whole week, and it was overwhelmingly fantastic! I am so thankful for the long-lasting friendships I have from TLS friends and their families (even if we don't speak on a regular basis). I think it is so cool how we don't really need to constantly check in with each other to know that The Lexington School family always ultimately loves and cares for each other. That whole week was just an awesome experience on so many levels, and I am so thankful. I am also so thankful to have an opportunity to say a huge THANK YOU! to everyone who has followed along with my swimming and showed so much care. It means the world to me.

Final thoughts – commitment and being purposeful really pay off when pursuing goals. And recognize that nobody does anything all by themselves. Be appreciative of those who help you, and make sure to tell them!



Chef Ryan Stirs It Up!

Traditions at The Lexington School are woven tightly and preciously into the fabric of who we are and what we do – how we learn, how we play, how we grow. The tradition of academic excellence is a cornerstone of who we are. Ms. Josephine Abercrombie had the vision for The Lexington School as a place of rigorous academics, where learning would come through hard but satisfying work. From September 14, 1959, Lexington School students have been held to high expectations, and they are the stronger for it, but they have been nurtured every step of the way. They have been nurtured in the classroom and on the playing fields as they have learned life lessons, and they have been nurtured and fed in the dining room, where they have also learned important life lessons.

Alumni from the earliest years still smile at the thought of lining up against the wall, single file, to get lunch trays from Mr. and Mrs. Joe Gravitt. Standing behind the Dutch door in what is now the administrative office supply room, the Gravitts filled each section of the tray with a meat, two vegetables, bread, and a bit of dessert. At mid-morning, William Turner, the custodian, transformed the small gym into our lunchroom. Attached seating, hinged-in-the-middle, large, long tables were "portable," though they resembled imposing monoliths when folded up and not in use. As it was the era of cafeteria-style dining, we were on the cutting edge.

As times changed, so did the TLS lunchroom. In 1980, when Florine Moore picked up the spatula, none of us knew what a long and remarkable run she was beginning. Florine and her daughter, the greatly loved Joyce Baker, set the stage and set the table for the way most of us remember TLS lunchtimes. Warm and welcoming, with her customary hugs for the kiddos, Florine's vegetable beef soup, and a tray of crispitos, Joyce, along with her Lunch Ladies made lunchtime a highlight of the day for 31 years. When Joyce announced her retirement last year, some people thought the lunchroom would surely close.

Again, as times have changed, so has the TLS dining hall. Chef Ryan Laudenschlager has led a sweeping transformation. He, assistant food manager, Joy Hill, and prep cooks, Connie Bowsher, Tracy Estepp, Connie Haney, Linda Johns, James Minter, and Debbie Wright have

created a new look and a new feel of excitement at lunchtime as they do all of the cooking in-house now.

"I've always loved to cook; I cooked a lot for my family. On Saturday mornings I would cook, but it was never anything I dreamed of doing," says Chef Ryan, who is now cooking more than just Saturday mornings. He is still cooking for his family, but these days his family includes 556 students, 79 faculty and staff, and assorted excited and hungry parents who have heard the word that TLS serves the best and the most healthful lunch in town. Even his jargon is "of the trade," as he describes his cooking years ago every night after his day job: "It ate up all my time." Just for the experience, he was a volunteer cook at a local bed and breakfast. Some of his TLS lunch bunch now wish they could come here for breakfast as well, particularly after they tasted his special recipe granola.

Food service director at St. Francis School in Goshen, Kentucky, for three years, Ryan notes that he "brought a little more fun to the kitchen" there, as he blended "the kitchen into the community of the school. It's easy for the kitchen to seem separate from the rest of the school." At TLS, Ryan has continued to make the kitchen part of learning. Adjacent to the salad bar, students are intrigued by the vertical herb garden, as they come eye to eye with dill, basil, rosemary, and a host of other fresh herbs, ready for the smelling and the tasting. In the teachers' lounge one morning, compliments of the kitchen, were "blueberries as big as the end of your thumb," that would have made Robert Frost smile.

Facing page Chef Ryan joins Carson Mitchell and Cate Cunningham in the dining hall. *Clockwise, below* Enthusiastic hands shoot into the air as eager students want to be a part of the culinary discussion; The vertical herb garden adds delicious flavor at lunchtime; Tracy Estepp wields her knife expertly during prep work; and Katherine Truitt chooses her favorite from the bounteous fruit display.

Chef Ryan is a regular at Student Board meetings, going "as often as they'll have me." He wants "to know what the kids want out of their dining experience." His presence around that meeting table encourages more interest around the students' lunch table. New tastes, new textures, new foods – and no Joyce Baker – that's a lot for students to absorb, but, as Chef says, "As I get the Student Board on my team, the new lunchroom will grow in popularity with the rest of the students."

The kids already are mesmerized by the large man in the crisp, white chef's coat. Easy to spot across the dining hall with his toque blanche, though, Chef is not the only one dressed for culinary success. Proud members of his hardworking team, the women wear cook's shirts and navy pillbox hats, standard restaurant kitchen attire. In keeping with the TLS honored tradition of dress-up day, the sous-chefs wear dress cook shirts on Fridays.

Reminding some of the older folks in the TLS family that change can, indeed, be a good thing, the dining hall now sparkles with NEW white plates. Yes, it's true. And it's OK. The seafoam green plates that any TLS alumnus worth his salt would recognize at 20 paces have been boxed up and put into storage – perhaps to add nostalgia some evening for a reunion dinner party.

Like any enthusiastic teacher, more often than not Chef Ryan is right in the thick of things. On a recent early afternoon, the lesson was about whole grains. Surrounded by students eager to sample "more crazy foods," Chef stood behind a semi-circle of tables laden















with bowls and individual servings of freshly made salads like they had never seen and never even knew how to pronounce – quinoa, amaranth, spelt, barley, brown rice, with some couscous thrown in for good measure. The fascination was palpable, the positive energy practically overflowing. Ever the educator, Chef knows the importance of introducing new salad bar selections to the students, and his introductions have clicked.

"I am a true, unabashed food nerd," Chef confesses. "I love learning about food, the way it reacts to different methods of cooking, and about foods from different cultures. I am always reading about food." Chef is proud of the fact that "everything but the fat-free Italian dressing is house-made. I still haven't figured out how to put oil in vinegar and not have any calories." Further explaining the prep cook idea is a departure from standard school food service, Mr. Laudenschlager says the TLS kitchen is run like a restaurant. The salad bar features a salad of the day. "We take a classic salad – Cobb, Chef, Caesar – and deconstruct it, and offer the greens and the various toppings so that the toppings change every day. We've had fruit and spinach salad, Southwest salad, and antipasto." All have been well received.

Continuing, Chef says, "We also serve soup every day. In the restaurant lingo, we don't have leftovers; we have unused portions." Creamy tomato, chicken noodle, minestrone, and potato soups have each had their beginnings, unused from the previous day's menu. He notes the steam table offerings are essentially the same as what is on the student tables. He and his sous-chefs have increased the variety of offerings at table. Just as Joyce did, the kitchen continues to use local produce and local meats.

Chef proved his mettle from the get-go as he and his team did the cooking for the Scarlet Gate back-to-school picnic for 700. Two days later, he was at it again, serving the faculty and staff dinner for 150. That's all in a day's work, though, for the man who oversees lunch for 650 every day. He is here early, at 6:00 in the morning, **"when the trucks start coming. Because we do all-scratch cooking, we need people here from 6:00 until 4:00, since there's prep work all the time. I try to stay two days ahead as far as prep goes. Having lasagna on Friday means we make the sauce on Wednesday to stay ahead of the game."**

To cater to the sweet tooth, Chef offers desserts on Monday, Wednesday, and Fridays, but mixes it up so there is always plenty of variety. Monday is pastry day, and the chocolate cake is a big hit. Wednesday is a fruit-based day with apple crisp or berry cobbler, and on Friday, cookie day, chocolate chip and oatmeal raisin fly off the tables.

Although new tastes and new foods – as well as new plates – abound in today's dining hall, Chef Ryan and his devoted team provide a basic ingredient to The Lexington School recipe, the best in the Bluegrass.

Above At the display table introducing new foods, the spaghetti squash was a big hit.; Debbie Wright is a welcoming presence at the steam table; Chef Ryan encourages learning about healthful food choices.

Below Lunchtime lessons about whole grains are a hands-down favorite; Connie Bowsher puts TLC into each recipe.





THE LEXINGTON SCHOOL is a caring and nurturing environment where students can learn, take risks, and grow through classes and activities that inspire confidence, compassion, and courage. Our students leave The Lexington School comfortable in the world and ready for any challenge. Is it any wonder our students *Totally Love School?* Please consider giving because you Totally Love *this* School.

THE LEXINGTON SCHOOL ANNUAL FUND

TLS

TOTALLY | LOVE | SCHOOL

this



Volleyball Nets First-Year Triumphs!







Beginner's luck has nothing to do with it. Hard work has everything to do with it.

The Lexington School's inaugural middle school girls volleyball teams have provided much courtside excitement throughout the fall, giving our girls another opportunity to participate in after-school sports on site. Upon the announcement of the new sport, 22 sixth, seventh, and eighth grade girls immediately signed up, forming two teams. While practice is in the gym, the ten-game league and post-season tournament play were held at the nearby Kentucky Basketball Academy.

Mrs. Beth Heimann Hensley, assistant coach for four years of TLS girls and boys cross country and track, says she feels honored to be chosen to coach the nascent team, pointing out, "From the beginning, they were headed in the right direction. This is a team of great optimism because they have no bad habits to break." Enjoying coaching and being with the girls each day, she continues, "They set high expectations and they work hard at every practice. For some of the girls, this is the first sport they've ever played. They are good listeners and learners. The teachers and parents have also given good support and encouragement." Athletic Director Tom Parlanti endorses Coach Hensley, saying she "has developed a strong coaching relationship with many of our middle school girls through her years coaching both track and cross country at The Lexington School." He also comments, "It was especially exciting when both teams won on the same day. Coach Hensley is preparing them for the next level. The strength of the team validates what these girls have worked for."

Meredith Carrithers, director of intramurals and vocal enthusiast of all things athletic at TLS, observes, "Game to game, it keeps getting better and better. The girls are learning the skills in practice and showing them at game time. This has to serve our Philosophy Statement." Ms. Carrithers notes, "Early on, we were the team to beat, especially when our overhand serving came into play."

Through their first year of regular season play and into tournament action, both teams proudly represented The Lexington School. In post-season, the A Team advanced to the semi-finals, while the B Team emerged victorious, winning the Blue Grass Area Private School Tournament.

Not beginner's luck ... but luck where preparation meets opportunity.





Coaching and Teaching on the Football Field

Football season at The Lexington School is filled with school spirit, healthy competition, and lots of fun. In its third year, the team now boasts its own state-of-the-art, well appointed Webb Field, home to Colts' tough gridiron action.

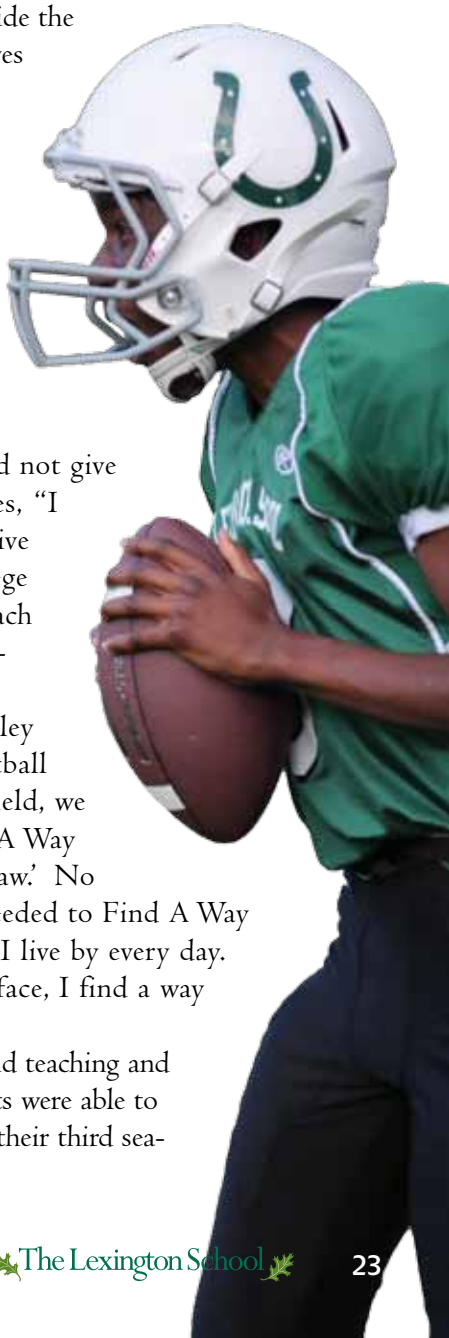
Coach from the beginning, Spanish teacher Joe Conley gives generous praise to his assistant coaches: NFL player Quentin McCord; Thomas Gregory, coach from the first year; and Paul Bailey, TLS director of technology. All four men played collegiate football, and they are joined by TLS football standout, assistant coach **Will Webb '11**, also on the inaugural football team.

Stating proudly that TLS football has gained momentum each season, Coach Conley remembers telling Will, his brother **Alex Webb '11**, and **Clark Dupree '11,** "If this program gets going, it's all because of you." In true TLS fashion, they led the way and other boys followed. Now with over 30 players suiting up, the teammates "immediately have 30 brothers, 30 in your pack," as Coach Conley says.

Will, too, remembers those early days, saying, "The TLS football team was created from a dream I shared with one of my good friends, Clark Dupree. One night an idea popped into my head – what if TLS were to have a football team? I didn't think much of it at the time, though, as it was more of a fantasy than a reality. However, everything changed when I met my seventh grade advisor, Mr. Joe Conley, who played football at Centre College." Will smiles and relates, "Then, we went to some of our peers, and, one by one, we asked, 'If TLS had a football team, would you play?' If they said 'yes,' I wrote their names down on a piece of torn-out notebook paper I held in my hands. The boys whose names were on that paper are all pioneers." Will continues, "My time on the TLS football team was the most fun I have ever had on a sports team. The only logical thing to do after graduating from TLS was to come back and help coach the Colts. Conley and the other coaches did so much for me, I knew it was my turn to repay them. I enjoy coaching the team as much as I enjoyed playing for it, and I hope I can help Conley provide the positive influence on their lives like he did for me."



Coach Bailey also enjoys his first season with the Colts, emphasizing, "The best part of coaching football is seeing the players' faces after they win a game. It makes me speechless because I know they worked hard to achieve the win. They did not give up!" Coach Bailey continues, "I played offensive and defensive line at Campbellsville College and really admired head coach Ron Finley and his philosophy. The work ethic I have today I credit to Coach Finley and the Campbellsville football program. On the football field, we would say FAWTW (Find A Way To Win), pronounced 'fawtaw.' No matter the situation, you needed to Find A Way To Win. This is something I live by every day. No matter what obstacle I face, I find a way to succeed."

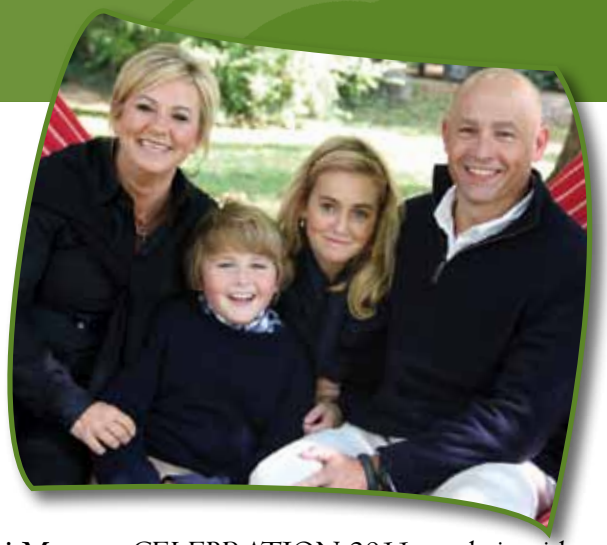


With excellent coaching and teaching and hard work every day, the Colts were able to Find A Way To Win, ending their third season with a 7-1 record.

New Trustees



Anne de Castro and husband Fernando are proud parents of five TLSers, **Leo '10**, **Clara '12**, **Luke '15**, **Noah '17**, and **Max '23**, so Anne already knows the school well, inside and out. It's a natural, then, that she serves on the buildings and grounds committee: "The way the school is growing is really phenomenal. The lower school building is magnificent," she notes. Student life committee also intrigues Anne: "I'll tell you what I've always loved about the school. The students have always worked hard, but they play hard too. That formula makes it work. They love it more. They work harder. Preschool has more recess than other schools. That's very important." On the marketing committee as well, Ann confesses, "I've always spread the word about TLS to anybody who would listen to me. Now I have a completely different perspective. Traditions here are very important, because the students know what to expect the next season, the next year."



Toi Morton, CELEBRATION 2011 co-chair with her husband, Matt, is a familiar, smiling face along the school hallways. Mother of **Ireland '13** and **Easton '17**, Toi feels strongly that "TLS is a family and a community. Family is everything, and giving back to the community is everything." In that vein, she looks forward to thorough involvement on the development, school life, and marketing committees. Having worked closely on CELEBRATION with Amanda Hale and Mandy Helton in the development office, Toi knows she will enjoy collaborating with them again. With contagious enthusiasm that practically brims over, she emphasizes, "Strong traditions are what the school was built on — and that allows changes for the future. In the eight years we have been here, beautiful things have happened and it's exciting to see what's around the next corner. There are infinite possibilities to look toward the future where we're headed."



At the UK Tailgate, former Board President **Rob Brewer '85** and current President **Margaret Graves '79** look forward to another year of strong TLS leadership.

Tireless Parents Association president, vice-president, and secretary, perennially active Lexington School volunteer, **Quisha Ray** continues to give of herself to the school she loves. Her son, **Shaun '14**, knows on some days she spends as much time at TLS as he does. From her point of view, Quisha says she "can't do enough for The Lexington School. Our family loves this place."



With her BA in management from Midway College and her MBA from UK's Gatton School, she is assistant manager of human resources at Toyota in Georgetown. She has also found time to serve on the Explorium of Lexington board for four years.

With her involvement on the TLS board, Quisha especially looks forward to using her strong HR background, her vast Parents Association experience, as well as her comprehensive work throughout the community to support the strategic plan implementation.



Woodford Webb comes to the board with much trustee experience, currently both chairman of Hospice of the Bluegrass and president of Downtown Lexington Corporation. "Giving back to our community has always been important to me, and I was especially honored to have gotten the call to serve on the TLS board. I look forward to being able to focus more on The Lexington School and I am happy to follow in the footsteps of my uncle, Dudley Webb," who rotated off the board this past spring. Woodford adds, "My cousins, **Alex '11**, **Will '11**, and **Ellie Webb '14**, love TLS." Continuing, Woodford says, "My wife Kelli and I both went to public schools and we are thrilled with our family's experience at TLS." Father of **Ford '17** and **Greer '20**, Woodford smiles as he reports, "I am delighted to say they enjoy going to school every day."

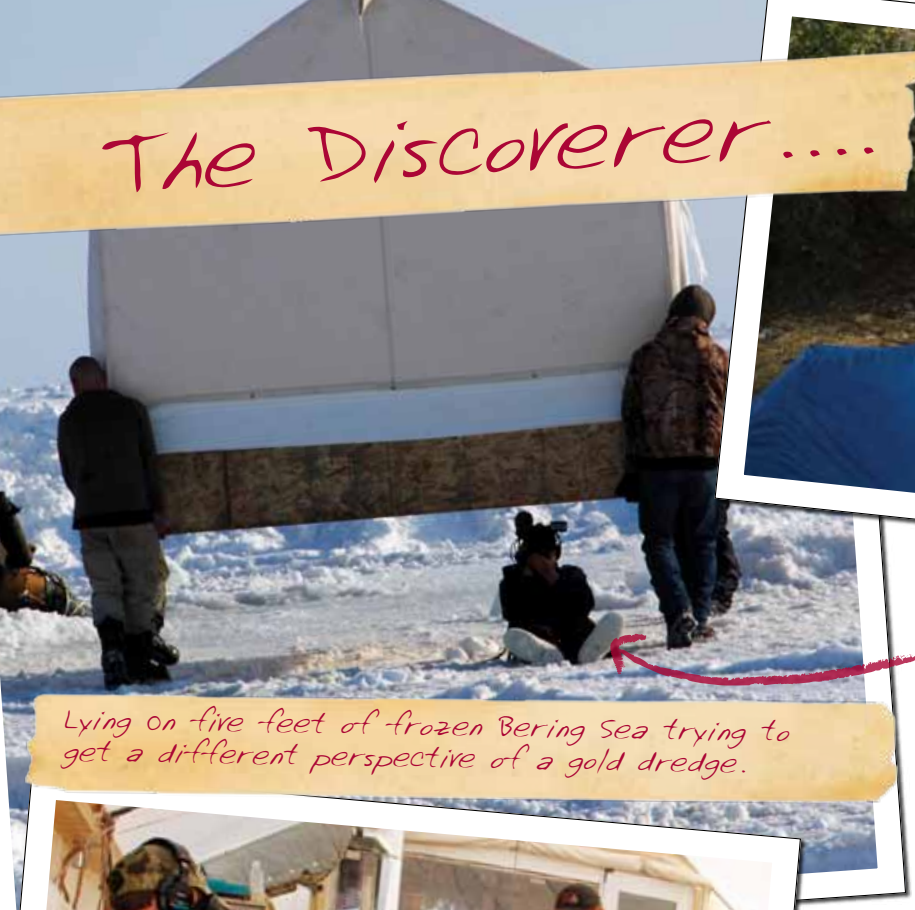


Chris Young '90 remembers his time as a second-generation TLS student clearly, following in the footsteps of his father, **Bill Young '63**. Though many of the people have changed, the core of the school – strong academics and equally strong friendships – remains the same. Chris is adamant, "especially impressive among many, many, many other things is the amazing diversity of Charlotte's Montessori class. [My wife] Josefine is from Sweden, and we see lots of faces from lots of different backgrounds in that room. That diversity has come from a concentrated effort on the part of a number of people." Reviewing some of the TLS changes over the years, Chris says, "Chuck and his team continue to challenge themselves on how to do things smarter and better all the way through the school. His leadership is phenomenal, but The Lexington School transcends whoever is at the helm at the moment." Josefine and Chris are proud that their children, **Charlotte '22** and **Alexander '24**, are third-generation TLSers. It won't be long before son Arthur, born last April, follows in family footsteps too.

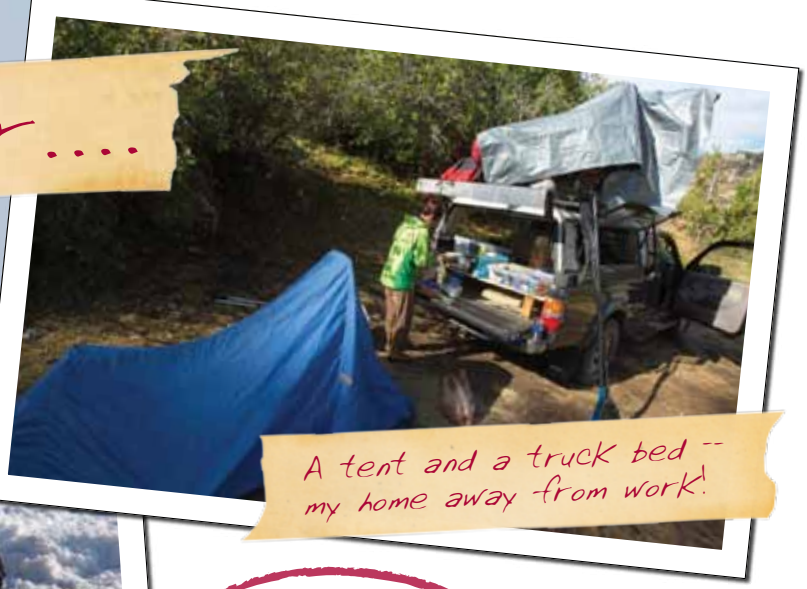
COLLEGE MATRICULATIONS FOR THE CLASS OF 2008

Irene Alcaraz-Perez ..... Midway College
John Arvin ..... St. Andrews University
Packy Atkins ..... Hamilton College
Brian Babbage ..... Furman University
Thomas Baker ..... Auburn University
Kelly Ball ..... Wake Forest University
Amy Beard ..... Furman University
Rashad Bennett ..... University of Kentucky
Justin Bonanno ..... Junior Hockey, College Deferred
Chase Corman ..... Clemson University
Santi de Leon ..... University of Kentucky
Chase Deppen ..... Centre College
Syandene Evans ..... Howard University
Elliott Ferrier ..... College of Wooster
Ellie Fogg ..... Wake Forest University
Reid Freeman ..... University of Virginia
Julia Fryman ..... University of Georgia
Charlie Grigsby ..... Centre College
Ben Halpin ..... University of Michigan
Gunnar Hamilton ..... Louisiana State University, Deferred
Will Huskisson ..... University of Georgia
Lee Kiefer ..... University of Notre Dame
Nicolas Kline ..... Vanderbilt University
Jane Brady Knight ..... Davidson College
Jennifer Little ..... University of Kentucky
Jamie Love ..... University of Kentucky
Sam Lyons ..... Asbury College
Samantha Markowitz ..... Georgetown College
Emily Miller ..... Miami University
Thomas Mims ..... Xavier University
Matthew O'Brien ..... Centre College
Michael O'Brien ..... Elon University
Michael Parlanti ..... Bluegrass Community & Technical College
Cody Pfiester ..... University of Georgia
Jake Pumphrey ..... Auburn University
Humzah Qazi ..... Vanderbilt University
Jamie Rosenstein ..... Cornell University
Pranav Sakaleshpur ..... Kasturba Medical College, India
Ashley Smith ..... Belmont University
Adam Wachs ..... Clemson University
Alex Wermeling ..... Wofford College
Claire West ..... School of the Art Institute of Chicago
Jack Wilhoit ..... Bluegrass Community & Technical College
Lily Wolken ..... Fort Lewis College
Bryan Woomer ..... University of Kentucky

The Discoverer....



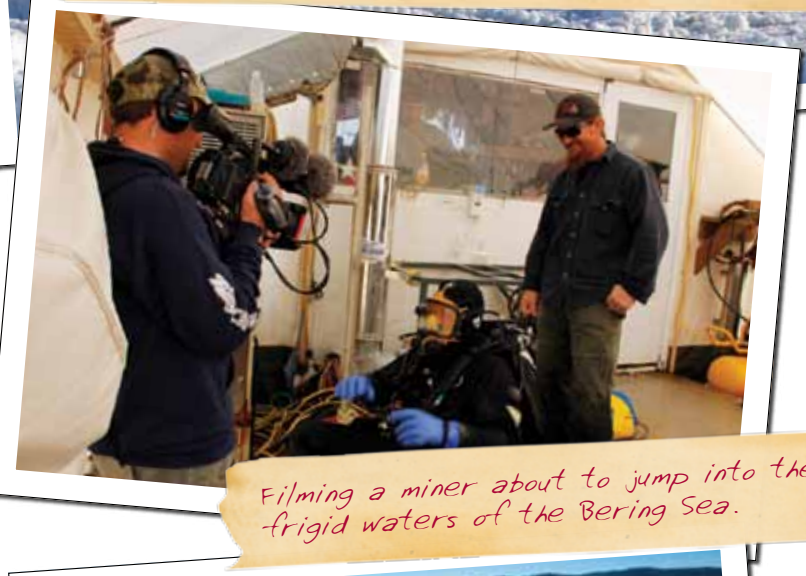
Lying on five feet of frozen Bering Sea trying to get a different perspective of a gold dredge.



A tent and a truck bed -- my home away from work!

Will Lyons '00 has done some pretty incredible things since he and his brothers, **Michael '04**, **Chris '04**, and **Sam '08**, were TLS students.

From TLS, Will matriculated to New Hampshire's White Mountain School, then to Brevard College in North Carolina to study Environmental Science. He put his learning to work with a production company specializing in whitewater kayaking videos. Recounting hilarious and harrowing tales of river adventures throughout the country and the greater Americas, he knew that was just the beginning. His flair for production took him to a Western North Carolina news station, where he honed his storytelling skills for a year, until the big call came.



Filming a miner about to jump into the frigid waters of the Bering Sea.



Enjoying the view in Yosemite on a rare day off. Whew!



In Konso, Ethiopia, a village still living the life they've had for over a thousand years. The kids are perplexed by cameras.

I was invited to work as a cameraman on the National Geographic show, **Wild Justice**, documenting jobs of California game wardens. After three months' filming wardens on hairbrained goose chases through manzanita and poison ivy, I knew this was more up my alley. I was then asked to be a cameraman on the Discovery Channel's **Deadliest Catch**, documenting trials and tribulations of Bering Sea crab fishermen. For some reason, I thought this would be a grand adventure, and signed up for three more months' work. Beginning in January, I lived on the *Northwestern*, a 112-foot fishing vessel, with chain-smoking, drug and alcohol addicted/recovering, groveling crab fishermen in one of the Bering Sea's longest, coldest, harshest winters ever recorded. Luckily, the weather was so bad we got a weeklong break in the middle, so I headed to Utah's Wasatch Range to get my ski fix, returning to the Bering Sea for another two months. I then vowed to take a few months off to get some skiing in, since I was already in Alaska. After a week's skiing in early April, I was a day away from flying home when I got another phone call. "Will, how do you feel about going to Nome for six to eight weeks?" Nome is less than 200 miles from the Bering Strait, just south of the Arctic Circle. There was another Discovery Channel show gearing up, **Bering Sea Gold: Under the Ice**, chronicling the lives of gold miners who dive the Bering Sea with a suction hose, dredging gold from the sea floor – in 30 feet of 28-degree water, with a ceiling of five feet of ice. How could I pass up that opportunity?

Through all this gallivanting, I often think back to the experiences I had at a young age at TLS. In fact, often I wonder if it is coincidence or not that I travel with a camera – as a pro – in some fairly trying places. I remember what I learned with Mrs. MacKellar while doing yearbook. Now exposing images, using computers creatively, and framing shots are, coincidentally or not, at the forefront of my life on an almost daily basis. As I write my daily story notes for the supervising producer, I take pride in my writing, and everything I learned from Bonzo, regardless of how painful it was at the time. I have been consistently surprised in both my academic and work careers by how much of a head start in writing I received compared to people around me. And on my Utah ski break, I was thankful to see Drew Hardesty's name on the Avalanche Report every morning, knowing someone was out there keeping an eye on us reckless fools.

Although I had no idea then that any of these concepts would ever play a role in my life, I am increasingly grateful for the opportunity to have had a solid foundation at such a ripe, young age. The values I learned at TLS have been a lifelong gift.

Pinpoints is a newsletter published by The Lexington School. Administrative Team: Charles Baldecchi, Jane Childers, Marijo Foster, Amanda Hale, Donna Hutton, Una MacCarthy, Beth Pride, Bob Thompson. Writer/Editor: Lucy J. McKinstry '66. Copy Editor: Ann Eames. Photography: Meredith Carrithers, Mandy Helton, Mick Jeffries, Melanie Mauer, Tom Novitsky, Caitlin Pike, school files. Graphic Design: *www.mickjeffries.com*. Please address comments to *lmckinstry@thelexingtonschool.org*. Visit our website: *www.thelexingtonschool.org*

The Lexington School

1050 Lane Allen Road • Lexington, KY 40504-2099
Phone 859.278.0501 • Fax 859.278.8604
www.thelexingtonschool.org
Address Service Requested

Non-Profit
US Postage
PAID
Lexington, KY
Permit No. 850

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

From *The Archives*



Math Bowl State Champions, 1983

Back Row Bill Nelli '84, Akshay Desai '85, Tal Lewis '84, Jennifer Chan '85. *Front Row* Ruth Belin '85, Davey Jones '84, Scott Morris '85. *(Absent from Photo: Rodgers Palmer '85)*

Former middle school math teacher and Math Bowl coach, Lanna Bell, and former math teacher, math department chair, and Math Bowl coach, Betty Cox, remember the day at Morehead State University when The Lexington School defeated Southern Middle School to take home the big trophy.