Fall 2017

PINPOINTS

A PUBLICATION OF THE LEXINGTON SCHOOL



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 exits, challenges lead to growth.
Our success is defined when our students have the life skills to make wise choices and overcome obstacles.

HEADLINES

Did you even recognize *Pinpoints?* We hope you like our new look. We are excited about the fresh design and hope the clean layout allows for an even better reading experience. When you read the stories inside, you will also discover the exciting new initiatives taking place at TLS. Never one to rest on its laurels, TLS is dedicated to pushing its curriculum in new ways to get the most out of our students' experience. We have implemented a new daily schedule that has allowed the school to embrace more formally our academic initiatives that set the school apart. In these pages, you will see how TLS is actively engaged in preparing its students for the future. This takes shape in Middle School through its new Think, Explore, Enrich, and Imagine classes, each one designed to do exactly that. Character Development is also important to The Lexington School; in fact it is one of the main reasons our families choose TLS. Our new social emotional program in Lower School, Responsive Classroom, highlights the school's focus on teaching values. Explore for yourself life at TLS today and see how it is evolving to educate its students while staying true to its core mission.

While there are some changes highlighted in the magazine, other things at TLS remain the same. We opened this fall with strong enrollment, 595 students! TLS is a robust school that welcomed 81 new students and 54 new families. The exciting fact that 31% of our new families are from diverse backgrounds, solidifies the school's commitment to diversity and helps us achieve our goal of 20% diversity throughout the school as set out in our Strategic Plan. In addition, 20% of our new families are legacies, adding to the 101 students at TLS whose parents, grandparents, aunts, or uncles attended TLS as a student. What made The Lexington School more than a school was its strong sense of community, and we remain a strong community today.

Finally, I hope you enjoy a wonderful Thanksgiving with your family and friends. We are thankful for your connection to TLS.

With gratitude for a job I love,

Charles D. Baldecchi
Head of School



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Cover photo: Ali Ramsey, a fifth grader in The Learning Center, shows off many of the excellent opportunities of The Lexington School. Sarah Heller, third-through-fifth grade art teacher, drew the chalkboard with grand enthusiasm, and Pinpoints photographer Melanie Mauer captured the image perfectly.
Please address comments to lmckinstry@thelexingtonschool.org.

FINIS ORIGINE PENDET



Photo by Joni Calkins

OPPORTUNITY LEADS TO CHANGE

Back in 1972 when a young Elton John was pounding away on his piano, belting out one of his early songs, his oft-repeated refrain was, "And, oh, the change is gonna do me good." He was right. But it's easier sung than done. Folks often refrain from embracing change. It takes courage to step out of the known, to gather information and act on the facts, to continue the quest for improvement.

Predating Elton John's refrain not to refrain from change, **Ms. Josephine Abercrombie (H'00)** made transformative changes in the Bluegrass landscape of education when she founded The Lexington School. Her vision was set, of course, well before the first students walked through these double doors on opening day, September 14, 1959. With inspiration from her alma mater, Houston's Rice Institute, Ms. Abercrombie determined three specific points of importance: strong academics, nurturing teachers, and small classes. Some things never change. From her Pin Oak Farm office today, with her handsome Weimaraner, Baxter, by her side, Ms. Abercrombie says, "The new enhancements at The Lexington School are exciting, and they continue to build upon the dream I had when I founded the school. TLS is a leader in education, exactly what I hoped and expected it to be."

Head of School Chuck Baldecchi, too, knows and respects the far-reaching strengths of The Lexington School's solid foundation. It is his responsibility – indeed the responsibility of all who hold TLS dear – to plan for the future, to engage with the same courage and determination and openness of mind as Ms. Abercrombie and others who were there at our beginning. Mr. Baldecchi makes clear: "This summer I had the faculty read *Good to Great* again by Jim Collins. It is such a wonderful strategy book that really focuses organizations on being their best by doing what they do well while at the same time always stretching and growing. These new initiatives being orchestrated throughout TLS this year are emblematic of our dedication to excellence. TLS is laser focused on our core values that have driven us since 1959, but we are also dedicated to trying new programs that better allow the school to achieve its mission and philosophy. I am very proud of our faculty and administration for their commitment to excellence and willingness always to grow and stretch."

Margaret Cowling '64, beloved history teacher for 42 years, was a wide-eyed fifth grader that September morning when The Lexington School welcomed its first students. Having been at TLS as student or teacher under every head of school from opening day to present day – the only person in the universe who fits that description – Miss Cowling particularly understands Mr. Baldecchi's last phrase, the TLS faculty and administration's "commitment to excellence and willingness always to grow and stretch." Miss Cowling says with deep conviction, "As a school, we have a long tradition of welcoming new ideas and allowing teachers to bring their concepts to life. One of the great joys of teaching here is the freedom to create a class in a style that has depth and merit, that gives teachers creativity, that gives me the opportunity to fly."

Miss Cowling's words, lead directly back to words of both Mr. Baldecchi and Ms. Abercrombie. This past June 2, from the podium at Commencement, Mr. Baldecchi explained his tradition of finishing his remarks with the wise words of Ms. Abercrombie: "Our graduates are ready to leave the nest on their own and fly." Continuing that spirit, he added his own: "Class of 2017, GO FLY!"

Today's new enhancements and initiatives throughout The Lexington School had their beginnings in 1959. With a grateful nod to Hillyer Rudisill III and to Alexander MacGregor Gilchrist, The Lexington School's first two Latin teachers, we say "*Finis Origine Pendet*, the end depends upon the beginning."



"The new enhancements at The Lexington School are exciting, and they continue to build upon the dream I had when I founded the school."

— Ms. Josephine Abercrombie (H'00)





CHANGE BRINGS ABOUT GROWTH

Welcome to your new and improved *Pinpoints!* The format has changed, but the contents remain the same. The magazine continues to tell the grand story of The Lexington School, our past, present, and hopes for the future. It still connects our far-flung family. It just has a different look. Not unlike the students who return to school each year, *Pinpoints* has grown up a little since you were last together with your magazine.

Our well-known pin oak leaf, in honor of Pin Oak Farm of our founder, **Josephine Abercrombie (H'00),** is centered inside the new pointer of *Pinpoints*. You will see that pointer throughout the magazine, as it directs readers toward specific sections of the magazine.

The cover photograph and various images within these pages are once again gifts from professional photographer Melanie Mauer, mother of Audrey, fifth grade. Since 2012, Mrs. Mauer has generously provided *Pinpoints* hundreds of her extraordinary pictures, which capture the essence and the goodness of our school.

Many other photographers contribute their outstanding photographs, and *Pinpoints* is much the better magazine for their thoughtful input. Clearly, pictures are worth a thousand words.

For dependable access, HeadLines, written each issue by Head of School Chuck Baldecchi, is on the inside front cover. Opposite is the table of contents (note the pin oak leaf pointer), with particular articles and sections highlighted by accompanying images.

For quick reference, the feature story and all other areas are noted by the pointer on the top left page. Pull-quotes are designated throughout by the outline of a pin oak leaf.

The back cover, now entitled Historically Speaking, still features an archival photograph.

Pinpoints' new look is the creation of Steve Parker of the eponymous Steve Parker Design, outside Atlanta. Steve develops graphic designs for other print and electronic materials of The Lexington School.

Pinpoints says a very special and heartfelt thank you to Mick Jeffries, of his eponymous Mick Jeffries Photographer & Graphic Designer, for 14 years of excellent graphic design for the magazine. Mick came on board *Pinpoints* in 2004, with Ann Eames as editor, and remained, after she transitioned in 2010 into the role of copy editor. [*Editor's Note: I have thoroughly enjoyed working with you, Mick Jeffries. Thank you.*]



GROWTH IGNITES EXCITEMENT

The Gift of Time. Everybody wants more of it. Everybody wants to organize it better. In fact, The Lexington School's new eight-day (from six-day) schedule does give everybody more time and organizes it better. It took months of time to achieve it though. The process began well over a year ago, with a systematic review of our day-to-day schedule. Collaboration with Independent School Management, the leader in the industry, from Wilmington, Delaware, followed with a three-day visit to The Lexington School for meetings with faculty, students, parents, and administrators.

Una MacCarthy goes right to the bottom line when she says, "I am so excited about this new schedule!"

As the school day increases 20 minutes, all manner of benefits have been the planned result. Having four (instead of three) middle school sections decreases class size from 18 or 19 to 11 or 12. Programs that were only dreams last year are now off and running, with palpable excitement in the air and in the hallways that fairly broadcasts, "Is this great, or what?"

THINK, Imagine, Explore, Enrich are appropriately named classes that have students doing exactly that. English and math are taught in the new 70-minute period. Break time has been increased. Knowing the necessity for adolescents to move around and stretch their legs, the schedulers have included two 20-minute breaks, one in the morning, another after noon.

The addition of Colt Time every other day for 30 minutes includes advisor time, class meetings, and assemblies, with a different theme each month.

In Lower School, Daniel Sussman explains, "The new schedule's additional time allows us to implement components of our new social-emotional learning program, Responsive Classroom. Our day now begins with a morning meeting, a time when the class comes together as a community and sets the tone for a positive day. We are able to end our school days with a closing circle, when we reflect on our success and challenges of the day and plan for the following school day's success." "Imagine This!" is another benefit of the new schedule. First through fifth graders meet twice a cycle for 45 minutes with new teacher Tyler Pace, who offers students the opportunity to explore and express their innate curiosity and creativity. The group works collaboratively through games, imaginative challenges, and the practice of empathy.

Jane Childers, affirming the excitement from The Learning Center, says, "The new schedule is a definite benefit, most especially to our Middle Schoolers. The six-day schedule limited the available time for our students to integrate fully with their peers for specials. Students had to make a choice on whether to attend art, music, or drama. With the new eight-day schedule, they are now able to attend all three specials alongside their peers. The schedule also has additional activities built in that increase the amount of integration into the entire school our students are able to experience."

One who knows schedules of The Lexington School as well as anybody, **Margaret Cowling '64** shares her excitement: "Our new schedule opens new opportunities and provides one-on-one time with students; it's simply revelational."



Time is indeed precious, and our new schedule maximizes the gift of time we have together.



THINK about This

Sixth grader Madi Fortune, new this year to The Lexington School, describes the purpose of THINK, also new this year to The Lexington School: "It is to stretch us beyond the normal learning that happens at school and to do things that other schools don't do."

"To do things that other schools don't do" has been a hallmark of The Lexington School since 1959. **Dr. Dawn McGuire '68,** returning from California for her 50th reunion, endorses just that when she says, "For 50 years, TLS has come up with smart, new ways to engage and bring out the best in students. It's exciting to see what's next."

Putting in many long hours over summertime, instructional specialist Kelly Telech and Grace Newsome, school counselor, developed the middle school three-year THINK curriculum with a focus on Mission Skills Assessment traits. They have combined forces with Jonathan Herrington and Andrew Schwartz to include character development and diversity. This program is yet another benefit of the TLS schedule change, and it has been an instant success with sixth, seventh, and eighth graders, many of whom wish it were offered way more than once a cycle. There is a naturalness, an ease, and, most importantly, a trust that occurs during the 70-minute periods (50 minutes for eighth graders). The teachers, an excellent and complementary foursome, lead and observe social-emotional conversations. Large groups (67 sixth graders, 56 seventh graders, and 66 in eighth grade) immediately break into workable and welcoming teams of seven or fewer students.

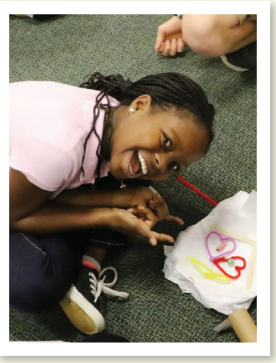
They consider different approaches to questions that affect them personally: How do you prepare to walk into high school for the first time? How can you be strong in the face of change?

They discuss kindness: Is it the thought that counts? Who feels better at the end of the day, the giver or the receiver?

They tackle ethical dilemmas: How do you assist hurricane survivors so you're truly helping them, not just making yourself feel good by doing something they don't really need?

Social-emotional creativity awareness comes heavily into play, as students take part in activities and challenges – Humble Pie and Kindle the Fire being two favorites – that instill in them a higher feeling of empathy, a more developed sense of self, a heightened awareness of their place in the community, and a greater array of strategies to think before they speak and act.

Madi, in reviewing life skills and life lessons she has pondered and discussed in the class, says creative, thoughtful, and hardworking are the three words she feels that best describe THINK. The Lexington School will continue, as she says, "… to do things that other schools don't do."



We Can't Even IMAGINE!



The new schedule made it happen, and Tyler Pace's Imagine This! is the conduit for an immensely popular addition to Lower School, as is Mr. Pace himself. Before morning carline is over until well past the end of the school day, first through fifth graders are drawn to him like a magnet. Between classes, they see Mr. Pace sitting alone – but not for long – in one of the lower school commons, reviewing the next lesson, and immediately come over to visit. They hanker to hear another story about the Maine wilderness he loves, to tell him about the favorite book they can't put down at bedtime, to discuss the latest challenge in his previous class. This specials teacher and his class are indeed special.

With core elements of creativity, curiosity, and team building, Imagine This! is inspired by Lower School Head Daniel Sussman's avid interest in Design Thinking, the vehicle to achieve classroom outcomes. With an average class size of 12, all sit in a circle – no front row, no back row – ensuring everyone can look each person in the eye and that facial expressions are visible. With an egalitarian structure to the class, Mr. Pace and his students engage in the Socratic method of discussion, asking and answering questions to stimulate critical thinking. Honoring Mr. Pace's reverence for nature, class is held, from time to time, beside the Scarlet Gate trees and stream. Students flourish as they are given the opportunity to explore their intrinsic curiosity and creativity, and they relish the forum that allows natural conversation to flow easily. With this untraditional classroom, there are no grades. Assessment comes in the form of feedback by considering the question that was especially challenging to you and asking how can you improve your participation in the group next time. There is no homework. But that doesn't mean students don't think about, talk about, sometimes even dream about problem-solving activities they've been a part of and conversations they've had in class. They certainly take their lessons home with them.

On the first day of school, Mr. Pace recounts, "We went right into a Lego challenge with each student sitting back-to-back with a partner. The gist was to try to build the same thing." Perhaps easier said than done. The importance of communication, of getting to know someone better, of improving listening skills all came into play. The collaborative game became a building block for reflecting on social and emotional skills necessary for empathy.

Lower school students definitely keep pace with the addition of Imagine This!



EXPLORATION:
Keeping it in the Family

Explore is an aptly-named class made possible by the new schedule. Branching Out is an aptly-named inspiration of Debbie Arbaugh, CALP, Instructional Specialist with The Learning Center. Combined, they provide a fascinating opportunity for students to delve into genealogy.

When each middle school teacher was asked to suggest an Explore class idea, this was a natural for Mrs. Arbaugh, who has researched her own family lineage during evenings and weekends for 15 years, back to the 1600s in England. Through Ancestry.com, she discovered an educational grant program. Five days after submitting the application, she received an email stating TLS was granted a free Ancestry.com subscription for one year. For security purposes, students are allowed access to the Ancestry account only at school, and no information is put online. All material is kept on forms and charts in well-organized notebooks, divided by generation and family unit history, going back to great-great-grandparents.

Four days each cycle, sixth and eighth graders meet in The Learning Center for a half-hour, which goes by, the students maintain, in the blink of an eye. Ryder Pergrem is quick to say, "I want to know more about my family and stories that go along with them." Fletcher Sutton, too, gives his input: "I enjoy learning about how far back certain families go and where my family has lived."

They have examined reams of online archival photographs; census records; birth, marriage, and death certificates; accounts from the Civil War, both World Wars, and a number of other wars; and have printed pertinent materials for their notebooks. They have seen copies of the actual paper in their relatives' own handwriting with descriptions of height, eye color, and skin color. Long-ago census documents ask if the person can read, how many school years were completed, and give the death location, age, and residence, information that goes into today's notebooks. When Ryder saw a specific picture, he fairly shouted, "Hey, this is my great-great-grandfather!" Unsurprisingly, parents, too, get in on the excitement and add their knowledge about family lore.

By sharing her deep interest in genealogy through Explore, Mrs. Arbaugh opens doors to yesterday and illustrates that the study of history is the study of ourselves.











EXCITEMENT FLOURISHES WITHIN

Dominique Metze has been a favorite kinderklasse and kindergarten teacher since 1999 – that's nothing new. As with many on The Lexington School faculty, her earliest students are parents themselves now; that's where the change comes into play. Teachers, coaches, parents, grandparents – indeed, any observer of children – have noticed "kids these days" are not like they used to be. Perhaps it's always been that way, although students in the classes of **Margaret Cowling '64** have studied the youth of Rome, of Athens … and found similarities throughout the centuries.

Nonetheless, Mrs. Metze and her TLS colleagues continue to change with the times. In collaboration with a local occupational therapist, preschool teachers offer a large array of methods to maximize the school-day experience. Classroom wiggling is channeled into opportunity to move appropriately throughout the classroom. Flexible seating gives students more autonomy than before, as they choose their own seats. Height variety in tables allows freedom. Children decide if they want to stand up and work at a high table or lean their tummies into one of the lower tables for the reassuring feel of the furniture's support. Some choose to lie on the floor. There are elevated spaces on the wall for paper since some artists create better working upright rather than at a table. Gone are the days, though, of small desks in neat rows at The Lexington School that many alumni remember with amazement, if not a shudder.

With her decades of experience, Mrs. Metze knows how to find what combination of methods works best for each student. Some days she helps a little one navigate under the table like a snake. Other days the group focuses on animal crawls or the exercise "crack the egg." All of this motion translates into getting young bodies ready for learning. With her wisdom and her kindness, Mrs. Metze says, "Each child is a gift, and we get to unwrap that gift to see how each one learns best."



NEW WAYS opening OLD DOORS

Nobody can call him the new man on the block. In fact, Griffin Miller '07 knows these hallways better than all of his students and most of his colleagues.

He was here before he was even born, with his mom, Cathy Miller, who was thoroughly involved with The Lexington School activities of big brother **Elliott Miller '97.** Oldest brother, **Blake Miller '91,** had set out from the TLS course years before. It was August, 1996, actually, when young Griffin began in the Prekindergarten of Mary Beers. At his 2007 graduation, calling it a family affair, his dad, **Tom Miller (H'07),** was made an honorary member of the class. Griffin's next steps were to Henry Clay and then Sewanee: The University of the South, where he graduated in 2015 as a history major with interests in religion and politics. He was a four-year collegiate soccer player, All Academic three years, receiving the South Atlantic Conference Sportsmanship Award his junior year. His senior year, for academic excellence, selflessness, and leadership, he earned the inaugural Sewanee Award, promptly renamed the Griffin Miller Award.

Following TLS's 2012 Strategic Plan to develop an intern program, in 2015 Griffin returned to hold his alma mater's first teaching intern position. He's taught in every classroom in the building, Acorns through eighth graders, since then. He has put in a labor of love as a favorite soccer coach and has traveled thousands of land and air miles with hundreds of TLS students on more than a duffel bag full of class trips.

With his comprehensive and well-rounded TLS background, this year Griffin adds yet another component to his stock of skills – middle school history teacher. His seventh grade class is World Studies. Continuing the continuum, his room is next door to **Fielden Willmott '00,** across the hall from **Andrew Schwartz '00,** and down the hall from **Margaret Cowling '64,** his sixth grade and eighth grade history teacher and longtime mentor. In recalling her former student, Miss Cowling says, "Griffin was a young man with a great sense of purpose. From his earliest years, he has had a sense of direction. After he interned for several years, this teaching position opened, and he welcomed it enthusiastically, with a sense of gratitude and joy. He has always loved history and always loved this school." Miss Cowling pauses only a moment in her happiness and in her pride, and continues, "This summer, he developed new ideas to prepare and to research, and he used his imagination to create a new sense of direction for the seventh grade. What I want for Griffin is for him to create his own classroom, his own curriculum, and to develop it in a style that is rich and meaningful to him and to his students."

"Griffin was a young man with a great sense of purpose. He has always loved history and always loved this school."

— Margaret Cowling '64

LET'S SHAKE ON IT

Students entering Griffin Miller's classroom know and respect the new tradition he has established. Seventh grade World Studies begins at the door with a firm handshake and eye-to-eye contact. Known himself throughout Lexington School circles for his impeccable manners and friendly smile, Mr. Miller knows the importance of presenting oneself in a dignified, age-appropriate way. He gives background, explaining, "I start every class by shaking each student's hand. These Middle Schoolers might not study history for years to come, but they will be shaking hands for the rest of their lives. They will be prepared for their first interview, because they know how to look people in the eye and give a proper handshake."

On the first day of school, Mr. Miller and his students discussed the three rules of a good handshake: 1) be firm, not too soft and not too hard; 2) make eye contact, which shows you are engaged in the conversation; and 3) a handshake begins when the palms meet. Mr. Miller emphasizes, "When we shake hands as student and teacher, we prepare each other for that day of class. There is an immediate engagement and energy between us." Sharing his perspective as an educator, he says, "I believe it is essential that we prepare our students to the best of our ability for the years to come. This is why my students and I practice shaking hands."

Giving credit where much credit is due, he also says, "On a side note, my mom and dad always preached to me the importance of manners and courtesy. I believe shaking hands at the beginning of class is a prime example of just that."



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TEACHERS WHO LOVE TEACHING, TEACH CHILDREN TO LOVE LEARNING.

Congratulations and welcome to faculty who have recently joined our family at The Lexington School. At the October Class of 1967 and 1968 Reunion – and it will come as no surprise – each person there described favorite teachers with warmth and appreciation and often with a chuckle. Everyone knows, fifty years ago or today, TLS teachers make an unforgettable difference in their students' lives.



Who? ANNIE ANDERSON

Where? I'm the Lower School Assistant and, although my office is next to Mr. Sussman's, you can find me anywhere at TLS. This allows me to see teachers, students, and staff from all divisions and feel the pulse of the school.

When? My husband and I bought a house around the corner from TLS three years ago. Our realtor, part of the TLS family, sold us on the school even before selling us on our home. I've been anxiously awaiting a suitable opening ever since.

How? When the Lower School Assistant position opened, I felt my customer service and communication background would lend the experience and skills TLS wanted. From the first moment I stepped on campus, I felt the family environment, and knew it was an excellent fit.

Wow! I love animals! I trained service dogs for several years, and raised baby raccoons in my college apartment while working with the Kentucky Wildlife Center. My first week at TLS, I collected six wild birds who had been injured. Mr. Baldecchi walked up, asked what I had in the box, and, against my better judgment, I admitted it was full of birds. I quickly promised I wasn't keeping them and that I would drive them to Cincinnati for rehabilitation the next morning. He laughed, thanked me, and offered to help, but in that moment I was sure he had second thoughts about bringing me onto the team!



Who? MOLLY ANDERSON

Where? With a full building, I'm all over Middle School, teaching French to sixth graders in Angie Shaver's room and eighth graders in Jason Hurst's room. When I'm not teaching, I use Kelly Telech's room.

When? I teach daily at various times. Sixth graders begin with basics: colors, numbers, the alphabet, days of the week, "Je m'appelle ...", eventually communicating 90% in French. Eighth graders study more sophisticated grammar and vocabulary, giving opinions and expressing thoughts. I emphasize listening and reading skills, using authentic sources of language (native speakers, French songs, French news articles) to build confidence and resilience. We discuss how uncomfortable it is to learn a new language, to feel we've no idea what's going on. We must embrace discomfort, take a risk, laugh at our mistakes, forget 'perfection,' and make ourselves understood. We also discuss that French is a world language, spoken on all five continents. I emphasize the importance of being a global citizen and how language opens doors to connection.

How? I love working with Middle Schoolers because I began French in Middle School. As a high school junior, I was a Rotary scholar and lived a year in Strasbourg, France. I began teaching during graduate school, having students as young as five and young-at-heart as 75.

Wow! I've lived in five countries. I know how it feels to be the new girl ... in a new school ... in a different country ... with no family or friends ... not *really* speaking the language. I know what it's like to be uncomfortable and overwhelmed for weeks on end. And I know how rewarding it is to push through all that, to persevere, become fluent in a language, and make lifelong friends, with a new degree of understanding the "other." I have strong ties to France, through personal experiences and the Sister Cities committee, and I advocate for each student who has the desire to travel abroad.



Who? RASHAAN BACKERS

Where? I'm everywhere – in both the little gym and big gym, outside on the track and over on the big field. I'm running, skipping, galloping, sliding, sprinting, shuttling, exercising; I'm hardly ever walking.

When? I teach health and wellness to preschool and lower school students.

How? I feel it's very important always to include laughter, fun, and games in my teaching of any age groups. I am a huge believer in encouraging everybody, from the oldest to the youngest, to get up and get moving around, and to work out.

Wow! Cheerleading has been a major part of my life since I began cheering when I was 15.

At Craigmont High School in Memphis, I was on the National High School Cheerleading Championship team in 1994. I went on to be a cheerleader at the University of Memphis from 1996 to 1998, and then I was a cheerleader at the University of Kentucky in 1998. I've been coaching cheerleading now for 24 years. [*Editor's Note: In the middle of his work day, upon request, Mr. Backers was nice enough to stop and do an impromptu, impressive back tuck (with hands not touching the ground), which he made look effortless. He said "back in the day" he could do almost 30 back tucks in a one-hour session.*]



Who? TRACY DAWAHARE

Where? I'm in The Learning Center, teaching third grade math and language and second grade social studies and social skills. After school, I literally run around TLS with our cross country team. This is a special part of my job because cross country meant so much to my kids, who both ran varsity in high school, thanks to Coach Parlanti and Coach Kaiser.

When? Never underestimate the power of determination. I returned to school at UK 20 years ago to earn my second teaching degree. The timetable didn't work out and my dream was put on hold. My education dedication channeled into volunteer positions, serving on the search committee for a new TLS headmaster, as a six-year member of the TLS board of trustees, and on the task force that founded The Learning Center. In 2013, I headed back to school, earning my teaching certification in 2016. I substituted throughout Fayette County and in independent schools, and trained in the Orton-Gillingham method for The Learning Center. My position in the Summer Program led to the realization of my 20-year



"One of the most important things I teach is the power of trying. You never know which "try" is going to be the successful one."

— Tracy Dawahare



dream, teaching the most wonderful students and working among the most dedicated faculty at The Lexington School. Thank you for teaching ME courage!

How? One of the most important things I teach is the power of trying. You never know which "try" is going to be the successful one. Don't ever quit! What if the very next "try" is the ONE? It's important, too, to teach students that what they're learning is relevant to their world. They take their knowledge and infuse experiences with richer meaning every day.

Wow! My favorite extra-curricular activity is cooking; I read cookbooks like novels. I learned skills from my great-grandmother, an Italian immigrant, and several generations of fabulous family cooks. Growing up in a predominantly Jewish community, I was rich with culinary influences. Lucky for me, there are seven people living under our roof, and they have hungry friends (do the names **Josh Ehl '12**, **Kyle Draper '12**, and **Ian Harrison '12** ring a bell?), so I have plenty of opportunities to try out new recipes on willing test subjects. What I enjoy most, as I experienced in the Mediterranean kitchens of my childhood, is that the best love and the loudest laughter happen around the table when people share a meal. Someone said to me, "You know if you keep feeding all those people, they'll keep coming back." Promise?



Who? DR. LAUREN DE BEER

Where? You can find me teaching sixth-grade English in the "fishbowl" at the "T." If you haven't been to the Middle School lately, that means I teach in the classroom located at the intersection of the two main middle school corridors. The windows look into the hallways, earning it the moniker of the "fishbowl."

When? I received my BA from Brown University and a Ph.D. in English Literature from the University of Virginia. I enjoyed adjunct teaching on the college level, but discovered I loved the energy and curiosity of middle school students.

How? When I toured TLS as a prospective parent, I realized the school's educational philosophy mirrored my own ideas. While my youngest son was in Pre-K, I decided to get a "feel" for the TLS community and offered to serve as a substitute teacher throughout the school – in The Learning Center, the Lower School, the fine arts wing, and the Middle School. When the sixth grade English position became available, it was a perfect fit.

Wow! I love finding creative ways to reinforce critical academic concepts. Recently, my students practiced writing structured arguments by composing application letters to Hogwarts School for Witchcraft and Wizardry, Harry Potter's alma mater. They had to present evidence and reasons to justify their admission. The sixth graders were thrilled to find acceptance letters in their lockers the next day!



Who? EMILY EICHENBAUM

Where? I'm upstairs in Lower School, teaching math to four fourth grade classes a day.

When? I come from a long line of educators. Being a teacher is something I've aspired to since I was nine, when I used to help my father, who worked with students outside school. I've been part of the TLS community for several years, working in extended day and substitute teaching.

How? As an elementary student, I found math challenging. Fourth grade was my turning point because my teacher believed in me and showed me I'm competent in math. This has driven my approach to teaching math. We do lots of work in small groups with a 4-1 student-to-teacher ratio, allowing students to take ownership in independent centers. This allows me to target what students need so I can give them exact resources for success. My goal is to provide all students challenges that demonstrate how capable they are in mathematics.

Wow! My fourth grade realization in wanting to become a teacher has a huge impact on the heart I put into my students today. Because I know the influence and impact I experienced, I strive to give my fourth graders that same strong experience. I encourage them to move about and approach lessons with their whole bodies. Kinesthetic learning is a huge part of how I teach math. A student who learns math through play is going to be a lifelong learner. Because math is everywhere in the world, I take various things students love and turn them into math; their passions blend into education. We do a Friday activity that shows the math connection to the real world, and the students' engagement and excitement is contagious. I'm always left smiling and amazed by the incredible people they are becoming.



Who? LIESL FISCHBACH

Where? I'm in the Learning Center

When? I decided to become a teacher while living on Whidbey Island in Washington State. I was an elementary school long-term substitute as a special education teacher's aid when I realized how much I love teaching. I returned to Kentucky for my masters in special education at Asbury University. There, I received an email from a professor about an internship at TLS's Summer Program, teaching summer school. After reading the internship description, I was so excited that I filled out the application and mailed it the same day. I've now taught three years in the Summer Program.

Last December, I graduated with a 4.0 average from Asbury with a masters in special education (learning and behavioral disabilities P-12). In January, I began teaching part-time in The Learning Center. I now teach fourth grade full time in The Learning Center, and I love it!

How? I like thinking of different ways to teach students to help them understand. Learning is the goal, and however they learn it best, that is what I will do. In The Learning Center, we focus on teaching with all learning types in mind – visual, auditory, and kinesthetic learners.

Wow! My undergraduate degree is in media communication from Asbury, and I did my internship at the Torino Olympics in 2006. It was an amazing experience where I enjoyed working with people from all over the world.



Who? MICHELLE KNICKERBOCKER

Where? At school, I am either in the kitchen, cafeteria, or our dry storage area. When I'm not at TLS, I'm often in my own kitchen, but I also enjoy going to movies, concerts, and live theatre events. This fall and winter season I'll be seeing *La Traviata*, *Wicked*, *Cabaret*, *Showboat*, and *A Grand Night for Singing*.

When? I am a culinarian and quirky occasional poet. I grew up in St. Petersburg, Florida, but have lived in Kentucky for 23 years. I moved to Frankfort in 1995 and still live there. I graduated from Sullivan University in 2015 as a Certified Professional Cook, with an Associate's degree in Culinary Arts. I have also earned my BA in English/Creative Writing from Kentucky State University. However, I have always loved to cook and have been in the kitchen since I was a very little girl.

How? I try to provide nourishment of body and mind when I interact with the kiddos. It's not just about the food, it's also about remembering manners and respecting our peers. I try to find ways that encourage them to ask questions and make connections beyond what they are eating for lunch.

Wow! There are several ways I'm great for the kids. First, I've got a positive attitude. Second, I'm multi-faceted and talented, so can connect with them on several levels. In addition to being a cook, I'm a published poet. Third, I'm on the autism spectrum, so I provide a strong example and role model for kids like me.



"I like thinking of different ways to teach students to help them understand. Learning is the goal, and however they learn it best, that is what I will do."

— Liesl Fischbach





Who? Laura Murray

Where? I spend most of my day in the Acorns classroom, playing, reading books, and giving hugs. When I'm not in the classroom, I'm on our beautiful playground, building sandcastles, dancing to Disney music, and pushing my kiddos on the tire swing.

When? When I was in high school, I volunteered in a second grade classroom and fell in love. Not only were the kids learning, but they were having fun. I knew right away that teaching was for me, and my goal has always been to foster a love for learning. This is my tenth year of teaching, and I have now taught preschool through first grade. I have always enjoyed seeing what incredible growth the little ones can make in just one year. I love that every day is different, and they always keep me on my toes.

How? I am a big believer in hands-on learning, whether children are exploring textures in a sensory table or participating in dramatic play. It's important for children to be physically engaged in what they are learning. Preschool focuses on play-based learning, which allows children to explore their creativity through a wide variety of activities. We enjoy incorporating art and gross/fine motor activities into each unit. Every day is filled with new adventures and experiences.

Wow! Before becoming a mom, I spent a lot of my spare time playing and coaching volleyball. Now, my husband and I spend our days snuggling our sweet baby girl, Sadie, who was born June 7, 2017, and life has never been better. She is smiling and laughing, and she brightens every minute of our days. Our favorite thing to do together is to go on family walks with our dog, Roxy.



Who? Tyler Pace

Where? I'm in the lower school commons and wherever learning takes us – into the forest and over to the fields where we can run and play.

When? I was nine years old when a summer camp counselor, through his teaching and communication, made a foundational difference in my outlook on myself and on life. I was a shy kid, not too confident or willing to take positive risks, but that counselor believed in me and what I had to offer to our little community. I had never felt so acutely that my voice mattered. I knew, even then, that I wanted to be that kind of person for as many people as I could, and that the kind of story I wanted to end up telling about myself was one of service to others.

How? My goal as an educator is to find out all that a student loves about himself, and to help him figure out how to use that to make the world a better place. My sincere belief is that every child has incredible potential inside him and is as capable of spectacular creation and innovation as the greatest minds and talents we've seen throughout human history. My job as a teacher is to tap into that potential by meeting students, individually, where they are, and to offer the tools necessary to empower them to make the kind of difference they want to make in their lives, and in the lives of their communities.

Wow! I love to paddle – to canoe – all of the waterways in Maine, but in particular the East Branch of the Penobscot River, whose native name roughly translates as "Stream of Light." When you see the light fall on its waters, you feel almost like the Universe is noticing you, that you are being brought into something much larger than you are, much more timeless. Hearing your paddle gently dip into a current, watching a heron take flight around a bend, or sitting around a small fire under a cold night sky filled with shooting starts are marvelous things to experience and have drawn me time and time again to the rivers and lakes of Maine.



Who? Michael Preacely

Where? I teach fifth grade music in the auditorium.

When? I've been singing since I was in third grade, and have sung professionally about 15 years. I knew I wanted to teach many years ago. When I was in college, I directed a student-run choir, and I was pretty good. From there, teaching became a very important part of who I am. I teach during the last period of school every day.

How? I like to have fun, so I'm very intentional about adding humor in my teaching. I make it a point to crack a joke at least once during every lesson.

Wow! What makes me great is my passion for what I do. I'm able to see beyond where the students are at the present time, and I make it my business to encourage them to dream big and think outside the box. If this means doing a cartwheel in the middle of the classroom, so be it – and I have, by the way. I believe if you can teach it, students can learn it.

[*Editor's Note: What also makes Michael Preacely great, though he modestly didn't include it, is his reputation as a nationally and internationally respected operatic baritone, having performed lead roles in* Porgy and Bess*, in Austria, Canada, France, Holland, and the United States. Throughout the U.S., he has earned high acclaim for roles in* Falstaff, La Bohème, La Traviata, Rigoletto, Romeo et Juliette, Samson and Delilah, Tosca, *and* Turandot, *among others.*]



Who? Sarah Sandberg

Where? As an Acorns teacher, I'm in the preschool wing and on the playground, likely in the sandbox, building sandcastles with my little ones.

When? As the oldest of three siblings, caring and nurturing has always been a huge part of my life. I was 14 when I learned I was going to have a baby brother. From then on, babysitting and being a second Mom has been part of me. I was accepted into a master's program that allowed me to grow my natural abilities.

How? I love teaching through PLAY! Every, single thing these little ones experience can be turned into a teachable moment: How does the sand feel? What sound do you hear?

Wow! At this age, children look up to me as both teacher and role model. They develop habits they hear and see. I strive to stay positive in word and action. Children have such pure innocence and optimism for life that, while I hope to give them their most positive school experiences, they also teach ME how to have fun. Ask a two-year-old what makes him happy. When he says "ice cream and garbage trucks," you look at life through a child's eyes of wonder, curiosity, and love.

" I love teaching through PLAY! Every, single thing these little ones experience can be turned into a teachable moment."
— Sarah Sandberg

"My goal as an educator is to find out all that a student loves about himself, and to help him figure out how to use that to make the world a better place. "
—Tyler Pace



THE GOODNESS OF THE NEW IS ROOTED IN THE GOODNESS OF THE PAST.







COMMUNITY IS FORMED BY SHARED SUCCESS



At the core of the Responsive Classroom is CARES – cooperation, assertiveness, responsibility, empathy, and self-control – a set of social and emotional skills that have been valued at The Lexington School since 1959.

School counselor Grace Newsome, MSW, CSW, who knows the indisputable importance of those traits, spearheaded the four-day training session at TLS for the lower school faculty, including teachers of core classes and specials, at the end of last school year. Facilitated by the Center for Responsive Schools in western Massachusetts, the TLS group of about 30 discussed empathy building, problem solving, emotion regulation, and interactive modeling, among a wide variety of similar topics.

A cornerstone of the Responsive Classroom is an inclusive, warm, and welcoming environment. The evidence-based educational approach is a cultural shift, with a focus on teacher language, wordage, and the way those words are delivered. It includes positive reinforcement and logical consequences. Mrs. Newsome points out, "There is much student buy-in," as students have choices in the physical setup of the classroom, with the group working together to establish rules, procedures, and expectations. Two foundational features that build community are the morning meeting, where children are greeted by name and welcomed into the gathering, and closing circle, where the value of reflection is emphasized.

The Lexington School has always valued the principles of cooperation, assertiveness, responsibility, empathy, and self-control, and now, in 2017, the school has formalized CARES to continue the legacy in its Responsive Classrooms.



SUCCESS IS ACHIEVED THROUGH CHALLENGE

Our Favorite Place at School. You might not think hanging by your fingertips, stretching with all your might to get a tiny toehold, being afraid your arms won't support your body on the way up, and falling down backwards would be a fun way to spend part of your day.



Think again. It's all the rage at The Lexington School.

The traversing wall is a magnet for children three years old to fifth grade, who can't get enough of it, each manipulating it in her own, age-appropriate way. And that's just the beginning. The little gym is a world all its own – a safe and cheerful space, instantly welcoming, lit by natural sunlight, and filled with an endless array of brightly colored, big and small objects that students can't wait to get their hands on and their bodies around.

Play is definitely the name of the game here, as any Preschooler or Lower Schooler can tell you, yet it's more than just fun and games. Assistant Director of Athletics Meredith McCoun explains, "This gym is the only one in the Lexington area designed with expertise from occupational therapists." Donna Hutton, director of Preschool, and Jane Childers, director of The Learning Center, sought input from the pediatric OT practice, Kraska and Associates, to ensure a cutting edge environment based on a wide range of research.

With her contagious enthusiasm, Coach McCoun points out, "This room is has a million uses. At the start of the morning, you notice kiddos move about and explore quietly, but by the end of the afternoon, they're sprawled all over the place." Throughout the day, and with different age groups, this gym changes just like the kids do. She adds what she and her colleagues constantly observe, "Working the body core translates to better handwriting, good posture, attention, and focus. It makes classroom learning come more naturally; it gets the brain ready to learn."

The brain wraps itself around a whole new vocabulary, too. In addition to the irresistible traversing wall, Advantage Line scooters, Go-Go rollers, pasta rollers, roller racers, Bosu balls, river stone steppingstones, angle ladders, kid-lite barrels, and the 15-foot resistive tunnel all have multiple – and popular – uses. What looks like a room full of fun for a second grader is intentionally and thoughtfully created to assure assistance in balance with the vestibular system, to promote sensory processing and hand-eye coordination, to enhance team building and collaborating, and to develop fine and gross motor skills.

As students reach high above their heads and extend their legs those extra inches to find a spot to perch, in a nod to Greek mythology, it's no stretch of the imagination to agree TLSers in the little gym could easily put Procrustes in his place.



from the FLOOR *up!*

"I want to take the first shot on the new goals," Walker Montgomery '13 said months ago, when he first heard of plans for the major revitalization of the big gym. He knew how he wanted to celebrate. This gym – like all of TLS, actually – is a second home to him.

So the gym has a brand new look – "sharp and crisp," as Athletic Director and PE teacher Tom Parlanti is quick to say – and every facet of it is impressive. Affirming this space is a second home to him as well. For sentimentality's sake, Coach Parlanti displays on the wall behind his desk a large portion of the original floor, selected specifically at the basketball key area. Now, from the floor up, as Coach says with justifiable pride and admiration, "It looks like a gleaming object." He gives great credit to TLS's board of trustees, especially the Building and Grounds Committee, for their continuous support in making the vision become reality.

The first to admit the previous gym needed thorough updating and refreshing, Coach delights in the new environment. The previous bleachers, weary and worn through countless games, assemblies, programs, early Boo Sings, graduations, and Holiday Concerts, have given way to new seats – sporting Colt green – with an increased capacity from about 300 to around 430. Six new 42-inch glass backboards with matching support structures and black-gloss powder coating add to the overall, up-to-date atmosphere, as does the new scorers' table, complete with the Colts' logo.

The dramatically refurbished big gym is home, not just to Walker Montgomery and Coach Parlanti, of course, but to all of The Lexington School's unstoppable Colts and their loyal fans.



CHALLENGE IS MET WITH VISION

From the founding of The Lexington School, the vision of the trustees has been all-encompassing. At a Lexington School gathering in May of 2000, Judge Henry Meigs II, president of the original Board of Trustees, recalled he and his fellow trustees viewed their role as "an important part of the excitement that The Lexington School generated" in the Bluegrass Region of the late 1950s.



FAHMIDA KAHLOON

As the mother of five, Fahmida Kahloon stresses the importance of education. Idrees, the eldest, works for *The Economist* in Washington, DC; **Zainab '12** is at Harvard; **Sanaa '17** attends Dunbar's MSTC program; Yusuf is in sixth grade; and Hassan is set to join TLS next year for sixth grade.

A former New York City pharmacist and now a stay-at-home mom, Mrs. Kahloon remembers exploring Blue Grass educational options before she and her husband, cardiologist Dr. Mansha Kahloon, and their children moved to Lexington. They wanted a non-religious, independent school, and read about TLS online. The more information they gathered, the more they liked it. Through the years, Mrs. Kahloon has developed a strong voice for the culture of the school, emphasizing, "Our family loves everything about TLS. It is a nurturing environment here with faculty and staff connecting deeply with students. The teachers are competitive in their respective fields, yet at the same time, they are very caring and know their students well."

In anticipation of working with the School Life and Finance Committees, Mrs. Kahloon says, "I am interested in getting to know how it works and how it can be improved." Realizing the benefit of particular extracurricular activities, she stresses too, "I would like TLS to have Mathcounts and academic teams and have the opportunity for our students to compete with other schools in the area."



JOHN KELLY

A people person from the word "go," John Kelly, father of first grader Blake, is known for his robust enthusiasm for all things TLS. It's only natural, then, that he brings his boundless devotion to the board. As he says with the broadest of smiles, "I am fascinated by The Lexington School's processes. I can't wait to learn how they do what they do!" Jumping in already with plenty of work in front of him on the Buildings and Grounds, Finance, and Development Committees, he's enjoying every moment of the substantial TLS homework gathered in his briefcase and on his desk.

Mr. Kelly is a native Kentuckian, from Stanton in Powell County, who knew all the trails in the Red River Gorge area before he headed to UK, and fortunately for Lexington and The Lexington School, he's been in the Bluegrass ever since. He and his wife, Karen, thank the Morita family – dad, Josh Morita, is a coworker of Mr. Kelly – for introducing

them to TLS. Mr. Kelly is the owner and CEO of Lexington-based Bluegrass Business Media, and with sharp understanding, he emphasizes a similarity between TLS and his business, saying, "One mantra with the business is, 'view every interaction through the eyes of the customer,' and it has fascinated me how everyone at TLS looks at every interaction through the eyes of the kids." Continuing in that same communication vein and recalling their first family visit to TLS, Mr. Kelly is quick to point out, "You know, once you call Beth Pride, it's all over … or it's only just begun."

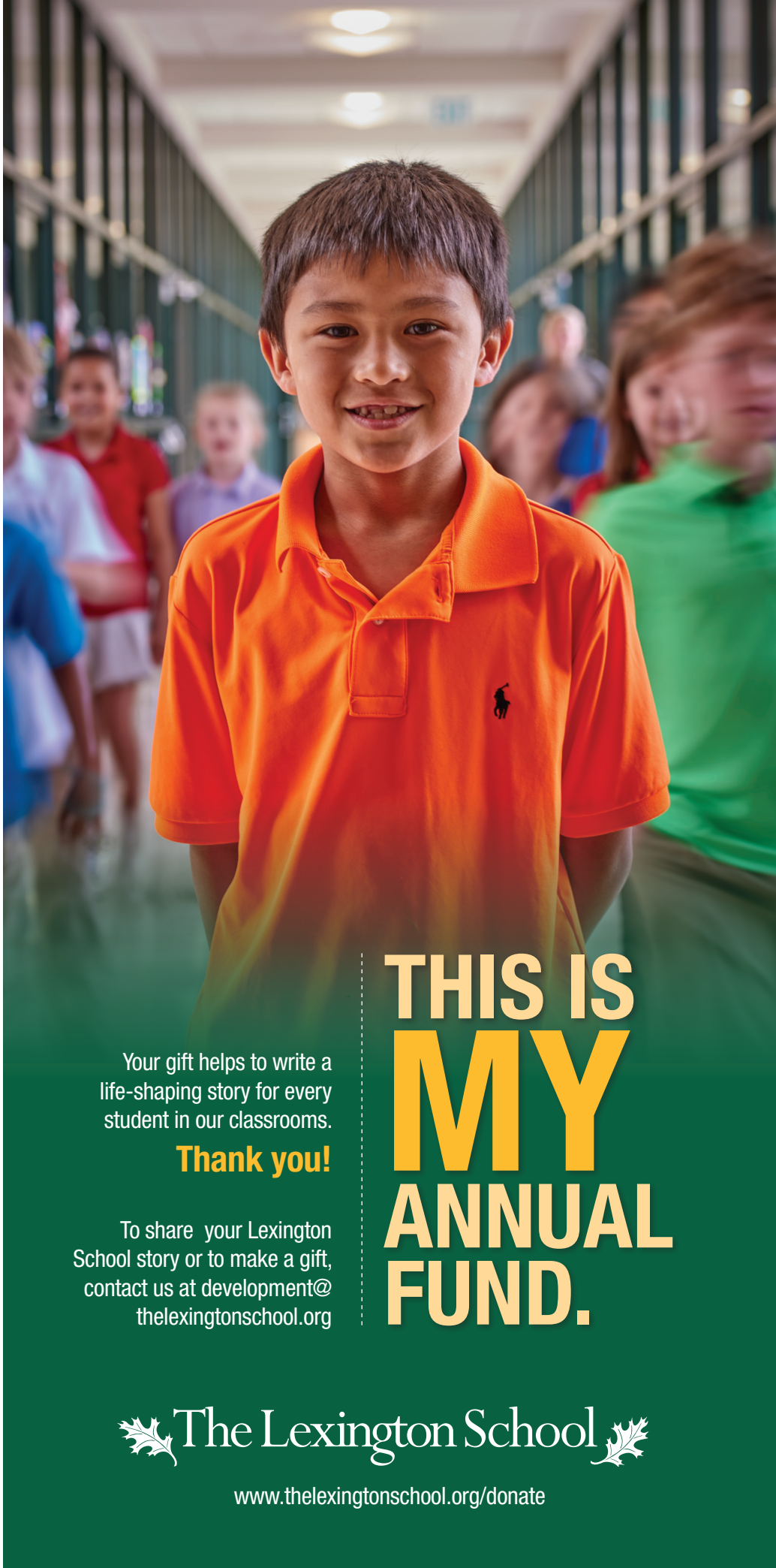


KING OFFUTT

Have you got an extra half-hour?

If you do; ask King Offutt about The Learning Center. He is a vocal supporter of the goodness and strength of the internationally respected school-with-the-school here at TLS. Along with his wife, Grandison, Mr. Offutt gives tremendous credit for the improved reading capability of their sixth grade son, Wilkes, a three-year Learning Center student who transitioned into traditional TLS classes last year. With deep appreciation that comes only from first-hand experience, Mr. Offutt says emphatically, "Jane [Childers] and her staff of incredible professionals identified Wilkes's learning differences early on. At the beginning, he was a struggling reader, and last year he exceeded his personal goal of 40 books in fifth grade, by reading 62 books. More importantly, he reads for fun now, which I honestly never thought I'd see at the beginning of this adventure. The Learning Center has helped him become the best version of himself that he can be." Expressing what many other parents know to be true about individual personalities of siblings, Mr. Offutt continues, "Our second grader, Emeline, just breezes through school, with a smile on her face all day long."

Back to his own work with TLS, Mr. Offutt, as President and COO of BC Wood Properties, says, "I am honored to serve on the board, and look forward to bringing to the table my skill set of being an attorney with heavy involvement in construction."





COLLEGE MATRICULATIONS *for the* CLASS *of* 2013

Ellie Alford..... Auburn University
McEwen Baker..... Belmont College
Isabel Bandoroff..... University of Richmond
Andrew Beck ..... Georgetown University
Robert Bratton..... Auburn University
Charlotte Carey ..... DePaul University
Sarah Caton ..... University of Louisville
Parker Curl ..... Career Path
Emilie Dhir..... Florida State University
James Dupree..... PG Year @ IMG Academy
Jonathan Edmiston ..... University of Alabama in Huntsville
Elana Ehl ..... Florida Gulf Coast University
Aaron Ervin ..... Hampton University
Jack Farrell ..... University of Michigan
Christian Flemm..... Vassar College
Daniel Grigsby..... Eastern Kentucky University
Julia Harris..... University of Kentucky
Gaby Hawkridge..... Transylvania University
Hunter Hayes ..... University of Kentucky
Lucy Jefferson ..... University of Alabama
Taylor Johnson..... Vanderbilt University
Delia Kessinger ..... Palm Beach Atlantic University
Eric Kline..... Centre College
Justin Kline..... Centre College
Katie Kostelic..... DePaul University
Tyler Levy ..... Washington and Lee University
Lucas Lillelund ..... Gap Year Volunteering in Costa Rica
Trent Lott ..... University of Mississippi
Malone Macy..... University of Kentucky
Caroline Madden..... Texas Christian University
Ridge McCauley ..... Curry College
Elise Merchak ..... Butler University
Alex Mitchell ..... Calvin College
Walker Montgomery..... University of Kentucky
Ireland Morton ..... Centre College
Sarah Jewell Noonan..... Vanderbilt University
Madeline O'Brien ..... Otterbein University
Spencer Parsons ..... Southern Methodist University
Gillian Perry..... Eastern Kentucky University
Hannah Price..... Howard University
Mia Pulliam ..... University of Kentucky
Mackenzie Rogers ..... Midway University
Kennedy Sabharwal ..... University of Kentucky
Kyle Sampson ..... University of Kentucky
Will Shapiro..... University of Kentucky
Sid Sharp ..... PG Year
Ethan Shen ..... Washington University in St. Louis
Cole Terrill..... Undecided
Catherine Van Tatenhove..... Baylor University
Brent Vennes..... University of Kentucky
Chase Vickery..... University of Kentucky
Lauren White..... George Washington University
Alex Wilcutt..... University of Kentucky
Hannah Williams..... Agnes Scott College
Ashton Woody..... University of Kentucky
Sydney Young ..... University of Kentucky

Ending on a HIGH!

Girl's team wins Central Kentucky Middle School Girls Volleyball Conference tournament.



"I was NOT losing in my eighth grade year. Trinity Christian Academy had a two-year winning streak against us, and when we played them this year, I had my A game on. I made sure I did my part."

—Kennedy Beatty

Kennedy's words were prescient … actually voiced in early September, about her team's first game of this year, but true as well on the last day of September, about their victorious game in the incredible, season-capping tournament.

Turn the calendar back 12 months. Last year's A team was a hard-fought second to TCA in the Central Kentucky Middle School Girls Volleyball Conference tournament. Our girls weren't going to forget that, and they weren't going to let Trinity off easy. It seemed written in the cards that TCA was our opener of the ten-game 2017–2018 season, the sixth year of TLS volleyball. In the best of three games, TLS won two straight, declaring its dominance. Coach Kathleen Rogers can still give the play-by-play action, marveling, "The girls had the appetite to get out and give it their all from day one."

Even before that first game, this year's team was setting records: 35 Middle Schoolers came for tryouts – unprecedented. Every girl makes a team. TLS has one A



team and two B teams, with twelve on each B team. As Coach Rogers notes, "We've been maxed out with two full B teams." She is quick to sing the praises of her "awesome" assistant, Coach Tracy Young, known also as Mrs. Young in the third grade classroom, saying, "I couldn't have survived without Coach Young. Her love for the girls has shined throughout the entire season." Coach Rogers, in her fourth year at TLS, says with unequivocal conviction, "I've loved every minute of it." Her players learn early on her expectation of the overhand serve, which, as she says, "sets them up for success in high school."

Growing up outside Chicago, Coach Rogers took to the volleyball court in fourth grade, and it's been a second home to her ever since. She was recruited to play for UK from 2004–2007, and, after her collegiate career, she met Tom Parlanti through his connections within volleyball circles. Bringing a global outlook to her players, Coach Rogers teaches English as a Second Language at bilingual Fayette County schools. Unsurprisingly, she and her husband, Cos Rogers, a former national volleyball player at the University of the Virgin Islands, met on the volleyball court.

Co-captains for the A team, Kennedy Beatty (8) and Katherine Croce (7), were voted the honor by their teammates. Living up to their shared designation, both captains served an entire, electrifying game without a single returned point, 21–1. Coach Rogers is quick to say, "The leadership the two of them have shown has grown this team into a mature group of girls who are invested in the game of volleyball."

Penelope Kwun (7) played libero, a specialty position, as the passing expert, and has excelled at every turn. Coach emphasizes, "Penelope has made our defense stronger this year because of her ball control and composure on the court."



Bottom Row: Maggie Pulliam, Avery Sullivan, Katherine Croce, Kennedy Beatty, Penelope Kwun, Mia Telechbush, Leah Keelen. **Top Row:** Coach Rogers, Katie Holoubek, Daphne Nicol, Maya Borland.



For the offense, Katie Holoubek (8) and Daphne Nicol (8) were strong on offense this year along with Katherine Croce (7) and Maya Borland (8). Coach explains that this is the first year TLS has played a public school, and against Beaumont Middle School, "Our girls were big and strong at the net. Quick."

The youngest player on the A team, Mia Telechbush (6), "worked so hard," Coach points out. "She had to fight for her position and fight to serve. The best player plays."

Underscoring the importance of Maggie Pulliam (7) and Avery Sullivan (7) to the team, Coach Rogers says, "They are the cheerleaders of the A team. They always keep spirits high, cheering their teammates on."

Leah Keelen (7) was originally a B team member since she had never played volleyball before. As Coach says, "She is the only player who proved her worthiness and moved up to the A team this year, and she played with confidence while doing so."

Highlighting the fact that every team member is important, Coach Rogers takes special pride in how much both B teams have grown throughout this season. She says, "Many of these players had never played before, never passed the ball, never served the ball overhand, and now they're working together, winning games, and growing as athletes."



Kennedy Beatty, closing out her last year on TLS's volleyball court, recalled, "I've played since fifth grade, so this is my fourth year. I love Coach Rogers; she and I began TLS volleyball the same year. I also really like the people I play with. They each have different personalities, and I'm going to miss them all next year."

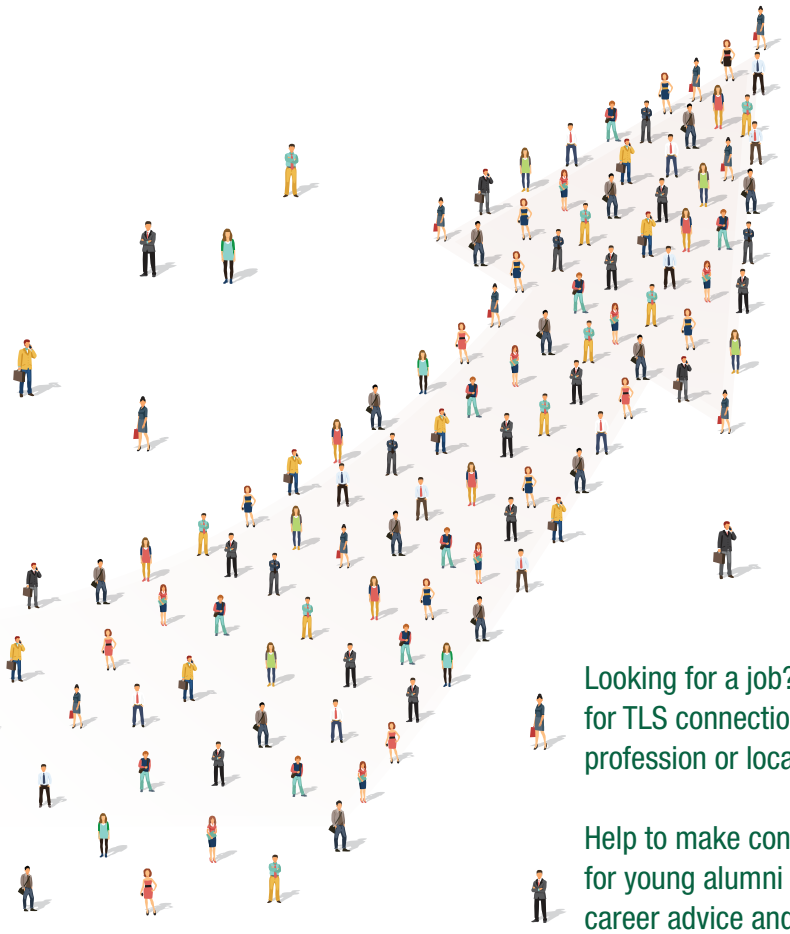
On a bright and sunshine-filled Saturday morning, the TLS girls did exactly what they came out to accomplish. In the single-elimination tournament, they played three matches (two games in each match), and handily claimed victory over their nemesis, Trinity Christian Academy, 21–12 and 21–10. Maggie Pulliam was an important factor in the win, as Coach Rogers says, "Her serving streak gave us a leg up in the game." Coach also gives special credit to the eighth grade co-captain, saying, "Kennedy Beatty's composure throughout the entire match ensured that our team was playing on a high level throughout the game." Kennedy's words four weeks earlier about the season opener rang louder and truer after the season ended, "I was NOT losing in my eighth grade year. I made sure I did my part."

Heartiest congratulations to TLS's volleyball players and to Coach Rogers, who show what hard work and teamwork can accomplish.

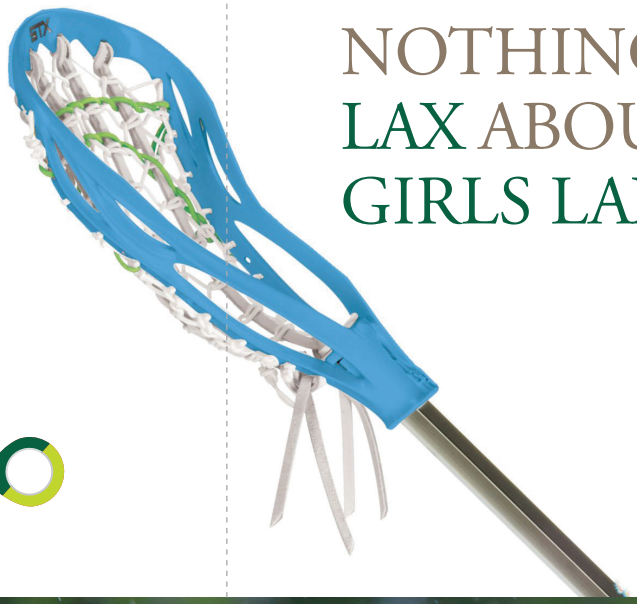
The Lexington School

THE PADDOCK

The Paddock, our new professional networking site, will launch in December 2017. The site will be available exclusively to members of The Lexington School family.



- Looking for a job? Search for TLS connections by profession or location.
- Help to make connections for young alumni seeking career advice and mentorship opportunities.
- Post or find jobs, internships, and volunteer opportunities.
- Network with your TLS family throughout the world!



NOTHING LAX ABOUT TLS GIRLS LAX

Meg Grossman Sutton '03 has known TLS lacrosse from the ground up for more than a decade and a half. As The Lexington School has been instrumental in growing girls lacrosse in Lexington, it was on our playing field when she was an eighth grader that she first picked up a stick, practiced and played, learned the skills, and developed her substantial repertoire of LAX techniques. She went on to be a leader with Lexington Lacrosse, at that time the only high school girls' team in town [which had in its origin the devoted dedication of former TLS parent Kathy Waldman, whose daughter, **Caleigh Waldman '03,** and Meg wanted to continue their love of lacrosse, begun at TLS]. Coach Sutton (still known then as Meg Grossman) was a four-year varsity standout in Pennsylvania at Allegheny College. Her impressive credentials paved the way for her three-year coaching career at Ohio Wesleyan University, outside Columbus. When she returned home, she was the perfect fit to become her alma mater's coach in 2014, excited to share her love of lacrosse with fifth through eighth grade girls.



Katie Holoubek cradles downfield.

In 2016, the girls were undefeated in league play, 7-0, earning the number one seed in the first ever Lexington Youth Lacrosse Association Middle School Girls tournament. Their focus and determination paid off when they won the championship, 9-2, over Edythe J. Hayes Middle School. That victory was especially sweet, when TLS competed with only 10 players, playing "man down," as 11 are needed to field a full team.

In 2017 the league expanded to five teams, and TLS once more went undefeated, at 8-0. Again, they earned the tournament first seed and emerged victorious with a 9-2 victory over the Lexington Lynx.

Giving background, Coach Sutton notes, "During my first two seasons as coach, 2014 and 2015, TLS played at the high school level, beating Bryan Station and Tates Creek. For the past two seasons, Lexington has had a middle school girls' league, with four teams competing in 2016 and expanding to five in 2017. We had 11 players on the roster in 2016 when we won, and 28 on the roster in 2017, a huge difference. All that growth is, in part, because Hadley Applegate (8) and Tori Trimble (8) did major recruiting for the team."

In looking forward to her fifth season at TLS, Coach Sutton says, "Our girls are definitely pointing toward another strong year, their third season in the league. They have high energy, and they're ready to roll. We have about 14 returning eighth graders, who have already taken aim to cap off their TLS careers with a three-in-a-row championship." Though regular season practice begins after mid-winter break, with games starting in March, some of the girls look forward to competing in a fall 7v7 tournament. Fourth graders are enthusiastically invited to practice in preparation for next year, as games are for fifth through eighth grades.

With lacrosse memories that span more than 15 years, Coach Sutton says of this season's team, "They are a fun and amazing group, and have worked so hard to improve. Stephanie Schulte, my assistant, and I are fortunate to coach these girls."

"Our girls are definitely pointing toward another strong year, their third season in the league. They have high energy, and they're ready to roll."

—Coach Meg Grossman Sutton '03

Photos courtesy of Joe Lyman, father of Faith Lyman (8).



Above: The undefeated 2017 League champions show off their trophy.
Below: Hadley Applegate prepares to go to goal.



Classes of 1967 and 1968 Celebrate 50 Years.



a return home

The Lexington School's historic Scarlet Gate stands open to welcome all in the TLS family.

"I'm telling my friends I've been contacted to attend my class reunion … my *First Grade* class reunion. Nobody can believe it!" **Jennifer Amerson Greyer '68**, now living in Ontario, Canada, has surprised a lot of folks on both sides of the US-Canada border with her Lexington School memories. The seasonal closing date of her Bensfort Bridge Resort in Ontario coincided with the 50th Reunion, unluckily, on Friday the 13th of October, but Jenni said, "I've thought of TLS many times over the years. My teacher was Miss Ison, who was also my Kindergarten teacher. I still remember the year-end picnic where families brought potluck."

Determined at first notice to make the gathering, **Jeff Marks '67** drove from Maine with his wife, Roxanne. The occasion was even more celebratory because of his stellar recollections as the boys basketball team manager. He tells it was his important responsibility, supported by team parents, to head out Versailles Road to the home of Mr. Trees, greatly respected silversmith of the day, to select a sterling silver julep cup. Each year the team celebrated the end of the season at Levas Restaurant where Jeff presented that cup to Coach Vernon Hatton, with his wife Suzanne nearby. Continuing that important TLS tradition fifty years later, and on behalf of all members of the **Classes of 1967** and **1968**, Jeff presented Coach with another silver julep cup, and Suzanne Hatton was still nearby.

Coach Hatton is ever the star, on the court and off. His admirers remember hearing about that 1957 still-famous, last-second, 48-foot-10-inch shot for Adolf Rupp's

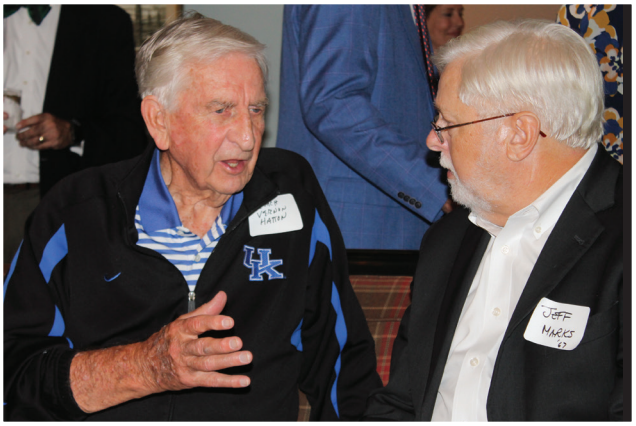
Wildcats, enabling UK to beat Temple in triple overtime at Memorial Coliseum. Post-TLS, Coach made a name, too, in auctioneering circles throughout the Bluegrass. His Scarlet Gate spur-of-the-moment demonstration of lively patter led **Dawn McGuire '68**, who had traveled from California for the reunion, to say, "Coach's tongue-twisting auctioneer's aria is a treasured memory."

Susan Griffin Phillips '68, with her husband Bo, also made the trek from California. Afterward, she said, "We had a great time. It was so much fun to see 50-year-old pictures of us all, especially in the musicals *Oliver!* and *Where's Charlie?* both. I appreciated the other alums who came long distances to be there and enjoyed seeing people who are still local. I missed those who are gone and those who were unable to attend."

From Santa Fe, **Peter Weiss '67**, who was able to join the group only in spirit, mentioned from afar "the cringe-worthy photo of all of us ninth graders, looking our gravest, as we contemplate our high school years ahead." He went on to relate, "I think my entire Lexington School experience, fifth through ninth grades, involved standing next to either **Jay Adelstein '67**, **Nathan Prichard '67**, **John Irvin '67**, **Reynolds Bell '67**, or **Evan Miller '67**. I guess we were just the tallest ones, but they were all good guys to stand next to anyway."

Everyone stood a bit taller after the Scarlet Gate evening of reconnecting.

Top Row: Coach Hatton, Jeff Marks '67. Adele Green '67, Louie Prichard '68.
Second Row: Bitsy Tenney Ruch '67, Susan Griffin Phillips '68. Reynolds Bell '67, Louie Prichard '68. Coach Hatton, with his silver julep cup, prepares to give his "auctioneer's aria."
Third Row: *Where's Charlie?*













1



2



3



7



"Among many things, TLS has instilled in my girls a genuine willingness to try new things, the confidence to be bold, and, most importantly, the resilience to overcome obstacles and succeed."

–Kara Police, mom of eighth grader Katelyn and Isabel, sixth

"The relationships with students, parents, teachers, and the entire TLS community are simply unparalleled."

–Dr. Laura Bonzo-Sims, Middle School English Teacher & College Advisor

11



10

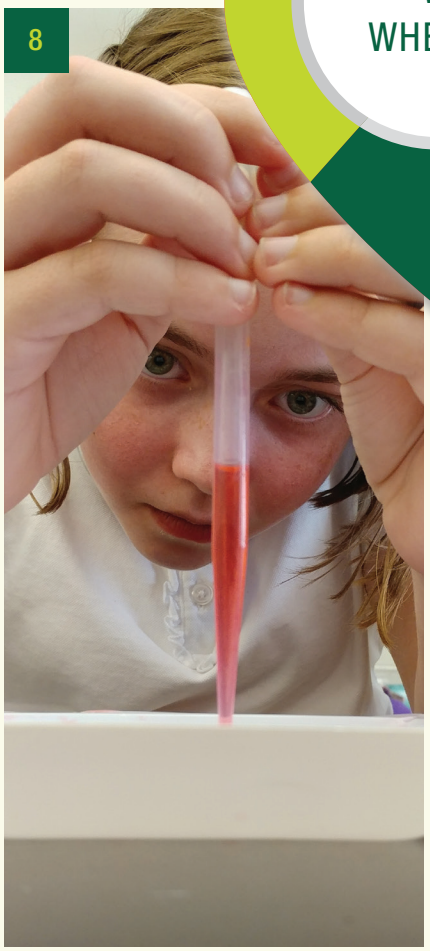








WHO?
WHAT?
WHERE?



| PIN PRINTS |

1 Gaining design experience as a young architect, this fifth grade Learning Center student uses Tinkercad, a computer-aided design software, to build his virtual world in 3D. (Melanie Mauer Photography) **2** It's easy to make a range of friends at Fall Festival. **3** Chef for the Day encourages culinary expertise at an early age. **4** Colts wear blue for UK. **5** Oakley stirs up first-day excitement at the opening assembly. **6** Studying architecture in Ms. Heller's art class, fifth graders think spatially to design a city block from their imagination. (Melanie Mauer Photography) **7** TLS teachers know outdoor play paves the way for stronger classroom participation. **8** Fifth grade bubble science begins with mesmerizing attention to detail. **9** The green tent is the place to meet for the TLS/UK tailgate. **10** Drizzles don't dampen spirits for Montessori girls. **11** Librarian Laurie Nawor brings magic from the clouds during story time. **12** Beach time and school time – the sandbox lets children experiment with textures. **13** Scarlet Gate is a favorite outdoor classroom in any season. (Melanie Mauer Photography)







"The best thing about TLS is the community, because I know the friendships I make here will last a lifetime."

–Aden Ausbrook, eighth grader

The Lexington School

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

HISTORICALLY SPEAKING



At far left, the Autumn, 1977, Volume 1, Number 1 of The Lexington School Bulletin replaced the blue-inked, mimeographed, and stapled news sheets. It was the aim of **Claire Macfarlane (H'79)**, newsletter coordinator and wearer of many TLS hats over the decades, to seek both alumni and current information in preparation for the school's 20th anniversary.

Clockwise, is a chronological collection of what has become known today as Pinpoints, spearheaded, in turn, by Connie Freeman, Debby Coleman, Linda MacKellar, **Whitney Martin Collins '88**, and Ann Eames.