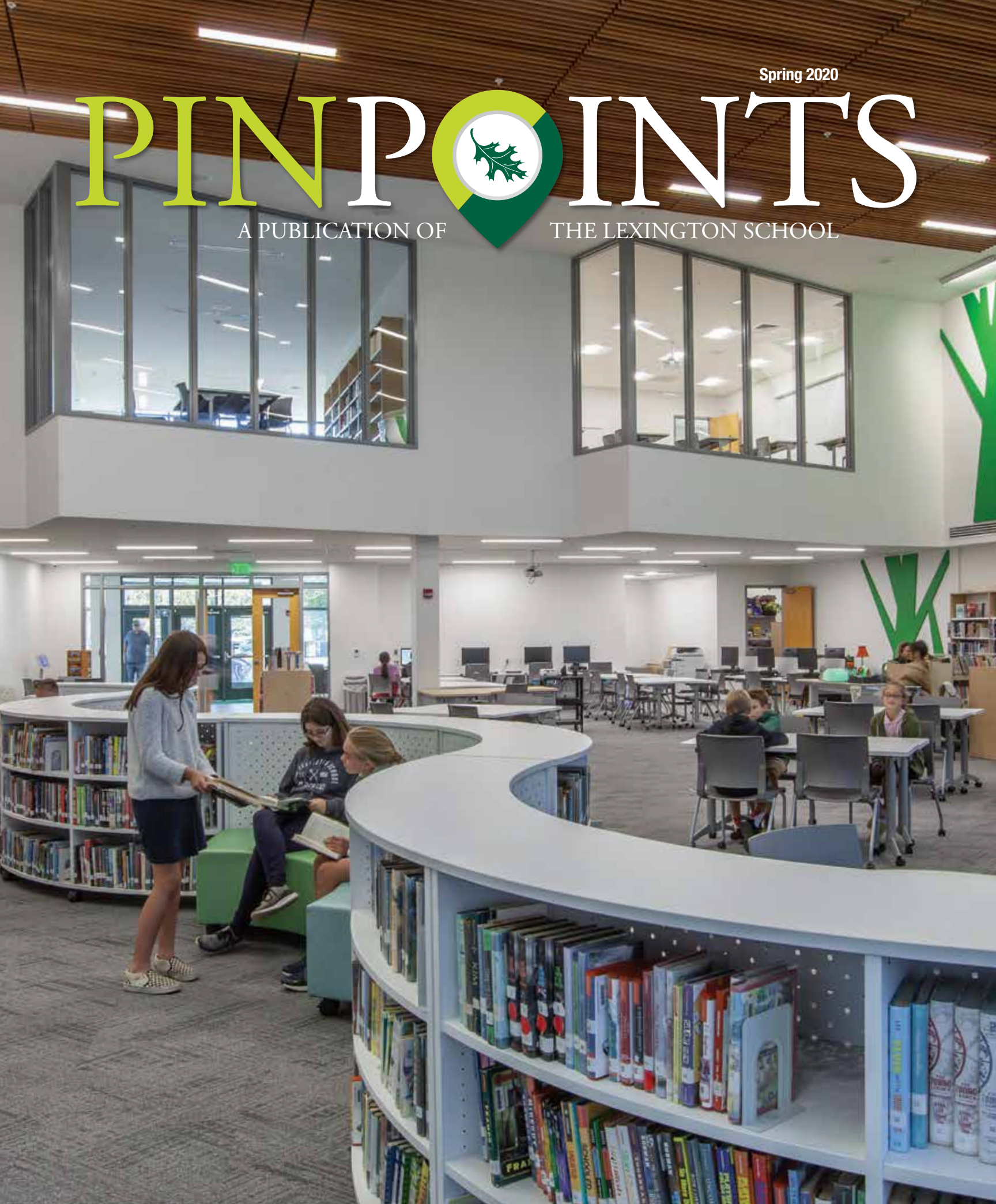
Spring 2020

PINPOINTS

A PUBLICATION OF THE LEXINGTON SCHOOL





Ms. MacCarthy gets a happy dose of Kindergarten on the first day of school.

HEADLINES

We are in! After months of planning, a year of construction dust, architects, contractors, and heavy equipment, we are in, and we are excited. The new space is better than we ever imagined as we continue to unpack and discover all the different ways to use our new space.

The centerpiece of the project is our library in the Academic Center. Full of books, large windows, and big comfortable seats, students and faculty fill the space throughout the day, exploring all the new things to learn. The junior library, separated by a glass wall from the main library, gives our youngest students a nook to call their own.

Just above the library, wide hallways fill the top of the Academic Building with multi-use spaces. Project rooms, meeting space, an innovation lab, and classrooms branch off. These rooms enjoy the bright sunshine spilling in from the library below.

Learning Center students proudly enter their beautiful new classrooms designed with their specific instructional needs in mind located right across the hall from their grade-level peers. The new location allows Learning Center students to integrate easily with their classmates for Specials, recess, and group time.

The older parts of the building received a major facelift as well with huddle rooms and project spaces built in for Middle School students to collaborate and work in small groups. The rooms stay constantly in use as our older students fill the space to prepare for a project, practice their presentation, or quietly study.

Finally, The Lexington School has always valued play. The ONE School Project expanded the playground space, added athletic fields, and built the Colt House which houses concessions, bathrooms and meeting space adjacent to our lush fields. The preschool playground is in the works and will be completed this summer.

In the following Pinpoints pages, you will learn even more about the impact of this amazing ONE School Project. The energy is palpable as I walk the halls of our expanded school and see how the new spaces make such a difference for our students, faculty, and community as a whole.

Even better is when I can share the new with those who remember "the old." Just last week I received a text from a TLS alum. "Hey Ms. Mac - haven't been home in a while - can I swing by and see what I have been hearing about?" "Of course," I responded, "and how about staying for lunch?" I walked the halls with him today and had a great time.

If you have not been on campus, please come visit! I would love the chance to show you around too. And please stay for lunch. Every day there is something special to share at TLS.

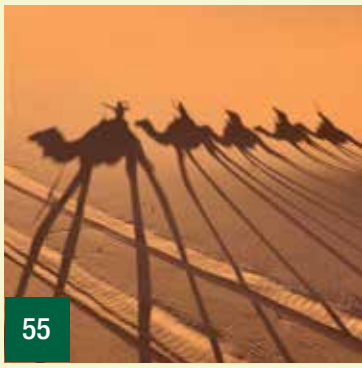
Una MacCarthy
Head of School

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Editor
Lucy J. McKinstry '66

Copy Editor
Ann Eames

Design
Steve Parker Design

Photography
Jo-Ellen Fischbach
Caitlin Hall
Lori Hancock
Lindsay Milward
Beth Pride

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Cover photo: Welcome to The Lexington School, our ONE School.
Please address comments to lmckinstry@thelexingtonschool.org.





ALL TOGETHER

New Spaces that Continue to Unite Us



Finished, in no time flat. Flat Stanley, a favorite of alumni back to 1993, thinks twice about leaving home these days. Students of Sharon Deller, and of all the second grade teachers since that time, remember Flat Stanley, their peripatetic teacher, the main man of their geography lessons. Classmates first read the book about Flat Stanley, then colored and decorated him. He was soon mailed to family and friends who were headed for vacation or business travel. Throughout the decades, of course, Flat Stanley has traveled the world, many times over.

So it takes something quite magnificent to keep Flat Stanley at home. He never envisioned ONE School, which has transformed The Lexington School, enhancing the learning and the lives of every student and every adult at 1050 Lane Allen Road. This time last year, the on-site TLS community was absorbing daily lessons on the finer points of construction, differentiating between graders and skid steer loaders. This year, all are enjoying the grand results.

Flat Stanley hardly recognized the place at first glimpse. "New" appeared at almost every turn, it seemed, and he had to take it slowly, to take it all in. He thought of Miss Cowling's telling eighth graders about Tutankhamun and of Lord Carnarvon's inquiry, "Can you see anything?" The reply: "Yes, wonderful things." That's precisely the way Flat Stanley felt when he looked through the glass front doors. He saw wonderful things, and he began to feel comfortable, less overwhelmed with the new. More excited about the new.

The first thing he loved was the two-story library just inside the front door. It was enormous but welcoming at the same time, with books on serpentine bookshelves. It took his breath away. He especially liked the huge windows, making it seem the indoors and outdoors blended as one. For years, Flat Stanley had heard that the original library, on September 14, 1959, the first day The Lexington School opened, was there at the front door. You could touch the library wall from the threshold, and you could see all the books. It had always made him proud that, right from the start, his school had emphasized the power of books and reading, the importance of academics. He saw with his own eyes that this had never changed, not even as his school celebrated its 60th anniversary.

When Flat Stanley returned from Asia last year, he'd read about the ONE School Project, anchored by the Academic Center, connecting the Lower School with the Fine Arts Wing. He already knew this new building contained first through fifth grades of The Learning Center, bringing TLC students side by side with their classmates for the first time since The Learning Center opened in 2010. He had looked forward to seeing this in person, and he could feel a sense of inclusiveness as TLC students felt ownership in ONE School. He was tremendously proud to be part of The Lexington School.





A NEW DAY DAWNS

From 1959 to 2019, plenty has changed in the world, in Kentucky, and at our school, which now has 1,000% more students than on the inaugural opening day. The name, "The Lexington School," in large, white letters bookended with green pin oak leaves on the brick wall directly above the front door canopy, proudly proclaims the newly opened, two-story Academic Center.

Susan O'Brien, Chief Financial Officer, speaks for many at the school when she says, "Our new, grand entrance is our central place on campus for visitors. It's welcoming, not crowded."

Showing powerful continuity, Congleton-Hacker Company (previously White and Congleton) has been the general contractor for every new addition since they completed the 1971 expansion of The Lexington School. **Jim Hacker '81**, President and Chief Executive Officer, says, "It was an honor and a privilege to be involved in building the new Academic Center and renovating many areas of the existing facility. This project is a tremendous addition and will allow TLS to continue providing a first-class education for its students." **Huntley Hacker '12**, Jim, and his wife Shelley's son who worked on this project as well, is the third Hacker generation of the TLS and Congleton-Hacker alliance, following in the footsteps of his grandfather, Larry Hacker.

Life-sized, brown silhouette trees on the inside wall welcome TLS family and visitors into the vibrant entrance hall. At the front desk, Annie Anderson, Assistant to Head of Lower School, and Amanda Brislin, receptionist, share duties. Mrs. Anderson says, "This area is so open, I can see the entire space out front and throughout the back, all the way over to Scarlet Gate."

Students often gather here during break or indoor recess; there's plenty of elbow room. From this vantage point, art classes sometimes enjoy drawing the trees, both the silhouettes on the wall and those growing outside in the front driveway circle area. The large, comfy chairs are favorite spots for conversation or homework, with tables big enough for backpacks while students wait to be picked up for appointments or in the late afternoon.

Mrs. Anderson points out, "Middle Schoolers come down here to play chess or magic cards or other games. They leave their middle school hallway for a change of pace and scenery, socializing in this additional space. I used to know them as lower school students; now they're older and bigger, and I enjoy seeing them again. They know they belong here." For her part, Ms. Brislin explains, "From my desk at the original front door, I got to know Preschoolers and Middle Schoolers, so it's a treat for me now to be with Lower Schoolers. Everybody loves the openness of this one, central entrance space. Not a day goes by that I don't hear positive comments."

It's where parents meet and mingle, too, to chat and drink coffee. This space was designed for people to come together and enjoy each other's company, to spend time together, to get to know each other better. It's a big space, yet it's not wasted space. Every bit is used. It's functional and appreciated, even the niche to the right of the library door – that little corner is where a young student can move outside the crowd and tie a shoe, and it's where posters go for special events. Details are important.



"Our new, grand entrance is our central place on campus for visitors. It's welcoming, not crowded."
—Susan O'Brien, TLS CFO







BOOKS *can take you* ANYWHERE

Eighth grader Josha has logged lots of library hours since his kinderklasse days back in 2009, so he knows the topic well, chapter and verse. In his opinion, "Our new space is a modern twist on the old library that still has the warm coziness of a home." Madi, echoing her classmate, emphasizes, "It's great! It leaves a lot more space for new books and is very open. I love hanging out there!" Arriving last year, Anderson, now in sixth grade, adds, "I enjoy how the new library is laid out. There are areas to study, read, or talk to friends." His classmate Taylor says, "I love the giant windows and the comfy chairs." Visitors have said the upholstery on those chairs looks like books lined up on shelves, and it does!

In the impressively stunning, light-filled, two-story space, there's something for every bibliophile and bibliophile-to-be, as librarians Lori Hancock and Laurie Nawor welcome all ages, toddlers to the older set. The two longtime colleagues are proud of their fresh, new, inviting area, and rightly so. From day one, they have delighted in the exuberance of visitors about Taylor's "giant windows," with blinds on top, bottom, and sides. On the walls across from those windows are several larger-than-life-size, TLS-green silhouette trees that seem to grow from the sunshine streaming throughout the entire space. Days of dark and dusky libraries are gone forever.

The librarians are enthusiastic about details that had been on their wish list and are now dreams come true. This library is much quieter than before. In the horseshoe-shaped library of yesterday, noise traveled to both sides easily, since there were no doors to close, no sound barriers. Donna Hutton, Preschool Head, fully agrees, saying, "Previously, young readers were easily distracted by others in a nearby area. Not so, now, in the Junior Library. They have a cozy space with a door, and it feels like they are so 'with me' here. The library layout is doing exactly what it's intended to do. The students are not distracted, yet the glass walls allow you to see the other library. It feels open." For instance, on a recent morning, second graders met in the Junior Library, with the glass-paneled door closed. They never noticed an entire middle school Spanish class working across the way at the collaboration tables in the shared project area. Because of the multi-purpose furniture, there was plenty of room when the second-grade activity moved into the big room, the classroom area of the Upper Library. The entire atmosphere was conducive to both collaborative and solo work.

Serpentine bookshelves add a happy twist. They beckon a reader immediately, especially sixth graders, who have made their library a favorite home whenever they can. Mrs. Hancock says, "They consistently make library their top choice during breaks, especially the new sixth graders, and we love that. Nothing's better than seeing a reader curled up in one of these big chairs with a good book in the middle of the day." Austin observes, "The curves are abstract.", while classmate Davis says, "I like how modern it is. There are more books, and they're easier to find." Charlotte gets to the point, saying, "I like how much bigger and nicer the library is. There is more space to hang out."

Mrs. Hancock, in her 16th year at TLS, steps back to give background: "The old library was charming. As I was becoming a school librarian, the stories I heard were from that library. Sandy Ireland [at left; TLS librarian from 1978 - 1993] was my graduate school professor and mentor. For 15 years, I've loved that library. I wasn't





sure how it was all going to come together this summer with the unpacking, where all the different selections would fit, but it flows beautifully." She goes on to say, "The main entrance is breathtakingly gorgeous. It's like you walk into the shallow end, and you're immediately drawn toward the deep end. It pulls you in. These tall, amazing windows offer the best view of campus. You want to dive into this library. You want to dive into a good book."

Ms. Nawor concurs, "The kids are hugely excited to be here. Between the two libraries, we've got an interesting assortment of seats. Chairs to keep Goldilocks (and the kids) busy for days – tipsy chairs, rolling chairs, little chairs, big chairs – even the librarian's chair looks reminiscent of somewhere Mama Bear would sit a spell and read. The kids agree that the little library space is 'just right.'" Young ones feel more comfortable now with risers, rather than having to negotiate going down stairs for story time, as before. There are fewer stumbles. The new, eye-level shelving for little ones to pull their own books is another favorite.

Susan O'Brien, TLS CFO who was thoroughly involved with the planning stages of the Academic Center, emphasizes, "The library classes are an important part of the curriculum. Their development was central to the architectural plan for collaborative spaces." Those 45-minute classes are popular, with Mrs. Hancock teaching fourth grade and middle school Learning Center students. Ms. Nawor, who teaches fifth grade, explains, "We're here for students from Acorns through Middle School. The library is often called, 'the heart of the school,' and for good reason. My goal is to teach my students in library class – and all my students – skills, 21st century tools to let them know what a tremendous resource the library is, connecting them to a wealth of information they can't find anywhere else, either online or in print." In their classes, students learn a variety of things "library": traditional literary appreciation, digital citizenship, media competence, evaluation skills for online sources, and how to spot questionable sources. Junior Library Guild is a well-received new addition this year, too, with subscription streams to eBooks and audio books that change every six weeks.

Then there's the loft!

Immediately welcoming in its own right, the loft is the multi-faceted overhang with the bird's eye view of those bright green trees, some extending to the ceiling of the second floor. Sixth grader Kingston especially loves the view from the loft. The room version of a Swiss Army knife, the library loft has multiple uses every day: a warm place to have conversation with prospective parents; admission office's new parent welcome coffees; preschool information sessions; Lower School's Latte in the Loft; middle school meetings; Parent Association gatherings; a spot to collect thoughts during break, for student and teacher; a quiet study retreat; a change-of-scenery for class. With room for one or a dozen folks, the loft works in tandem with the library, as either space can have much activity and not interfere with the other. Reference and professional development material are organized and available along one wall. With video capability and refreshments nearby, one student noted, "You could practically live up here." That student isn't the only person who wants to call TLS's new library home.





Volunteerism MADE TO ORDER

There are volunteers, and then there are volunteers. There are book shelvers, and then there are book shelvers. Anybody who's been around The Lexington School's library the last 20 years knows Anne de Castro, mother of **Leo '10, Clara '12, Luke '15, Noah '17,** and **Max '23**, book shelver extraordinaire.

Mrs. de Castro began helping in the library in 1999, when Leo was in TLS's inaugural KinderKlasse, with Dominique Metze and Marie Culpert. On those first forays into the now former library, Mrs. de Castro would take Clara, who'd sit and read or quietly do puzzles, while Mrs. de Castro shelved books. They stayed about 30 minutes or so, and usually showed up three mornings a week. It was a happy commitment.

Mrs. de Castro learned of TLS when a neighbor told her about a brand-new program for three-year-olds at The Lexington School with a wonderful teacher named Dominique Metze. Back then, Mrs. Metze and Mrs. Culpert did home visits before school began to make new students feel welcome and to answer any questions, to help pave the way for classroom success. Their visit was the beginning of the warm and strong blending of the de Castro family and The Lexington School family.

In the sparkling, new library of today, Mrs. de Castro reminisces, "I had book-loving children. This was just like having Joseph-Beth right here, basically. For new parents, the library is a great way to begin volunteering. In the first place, you get to meet the fabulous librarians; Ann Eames and Melanie Bishop were unparalleled. You can do it whenever you want – before, during, or after school, whenever it's convenient. You get to discover books for your children that you'd never otherwise know existed. I'm usually here three mornings and two afternoons a week, after and before carline. Sometimes I come twice a day. I enjoy shelving books. It's wonderful therapy, really. There's something about putting books in order…."

Mrs. de Castro continues, "I want to give so much credit to the two Ls, Lori and Laurie; they're incredible, always welcoming and thoroughly knowledgeable. TLS is so lucky to have two professional, full-time librarians. You get to know the book lovers in the school, and I appreciate that. I have an affinity for books. My children love to read. When we go on vacation, we go to bookstores."

Mrs. de Castro is convinced "The library is an incredible environment. It's the best place in the school."



DESIGN WOW!

Dr. Eunice Beatty, Lower School Head, knows the Academy Center as well as anybody, with her office just steps away from the new front door.

Dr. Beatty's Words:

The new spaces in our school show how much our community cares about our students. Students were a priority from the beginning of the construction project, and that shows in each new or expanded area. In open, welcoming, and unified spaces, with all our students in close proximity, children complete special projects with peers, participate in indoor recess, and interact with a variety of new resources. Overall excitement for these new spaces brings excitement to learning. Whether it's a group project on geography or inventing a new game during recess, you can see the enthusiasm on each student's face. I encourage every family and prospective family to visit and see the new spaces at TLS for themselves. On any given day, you see lower school or middle school classes and activities occurring in the new spaces. The first week of school included a fourth and fifth grade student team and leadership activity. The new space quickly and easily became our indoor space as a rain plan. The new academic area of the second floor was the perfect venue.

One also cannot overlook the flexibility of the space and furnishings. With a little creativity, we can refashion any of our new spaces into whatever atmosphere we want. We can move tables and chairs to design our own WOW! classrooms and gathering spaces. Two areas that have tremendous potential are the new outdoor spaces – the library patio and the Colt House. As the weather gets warmer, these will be grand instructional, meeting, and entertainment spaces.

The ONE School Project has truly touched everyONE!

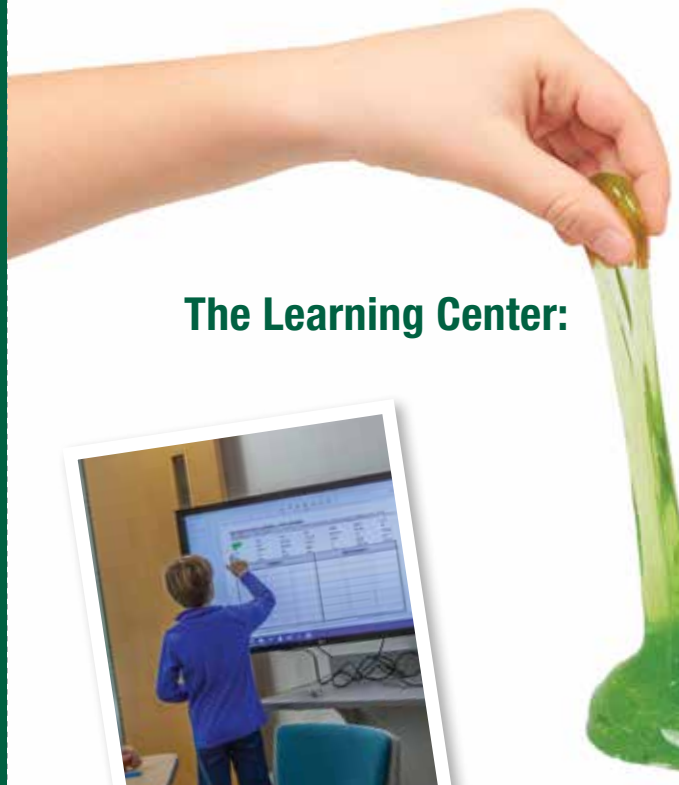
Something for EVERYONE!

An important and well used collaborative area, the upstairs hallway sometimes seems to Lower Schoolers as an extension of their fourth grade commons.



The intentionally designed open and wide space allows just as wide a variety of use, and has quickly become the go-to place for exploration activities, cooperative games emphasizing Mission Skills Assessment traits, problem solving exercises, and class meetings – all in just one day, practically. Hallway gatherings often spill over to the adjoining loft, and vice-versa, when loft groups need to spread out a bit.

Because Mr. Platt's room is only steps away, he especially knows the goodness of the multi-use area. As he says, "Indoor recess spreads all the way down the hallway, and that's a long hallway. On many, many days, we have indoor recess, so it's critical space to us. Math and language arts groups of three or four enjoy spreading out over there too, and we have 12 to 15 different groups, so we keep it busy. We've previously used the classroom as our debate space, but now, getting students into a different space elevates things. It energizes the kids. They feel this is something special going on, something unique and important. The entire fourth grade, including The Learning Center, uses this hallway. It is a real pleasure to have The Learning Center more fully in the mix without their being at the other end of the campus."



The Learning Center:

Oozing with excitement



Word travels quickly – just across the hall – to fifth graders not in The Learning Center, and that is all part of the plan. The sink in the corner cabinet of the fourth and fifth grade Learning Center common space is one popular spot. Dr. Seuss would smile at the fun fifth grade Learning Center students are having with Oobleck up to their elbows.

The heart of the ONE School project, of course, is bringing students of The Learning Center together with their peers in Lower School and in Middle School. The Academic Center, with its new classroom suites, does precisely that. It does what it is intended to do.

Robin Crawford's room is just off that sometimes-slimy common space. Teacher of language and writing to twelve fifth graders (only four at a time), Mrs. Crawford has difficulty containing her enthusiasm for the new Learning Center location. She exclaims, "Because we are now part of the Academic Center, our Learning Center students see their non-Learning Center friends throughout the entire day, beginning when they first come to school in the morning. This is huge. Their lockers are right here with the other fifth grade lockers, all mixed in together. That's important. Students line up together for specials." She goes on to say, "As a teacher, I feel more a part of the fifth grade team this year. We integrate together, just as the students do. Since we are in close proximity, I'm enjoying getting to know all the students, not just Learning Center students."

The new classroom design allows students to have more area than before when using voice typing, speech-to-text, as they write. Desks on rollers give freedom to move toward individual spaces. Chrome books with microphones no longer pick up a neighbor's voice, and creative and reflective writing come more easily now. The large, interactive wall monitor is similar to a Smartboard.

Mrs. Crawford points out an important detail: "This room has four walls and a door! That might not sound exciting to some people, but this is the first time I've had that since I came to The Learning Center in 2011. It's a huge help in keeping the noise level down." The room actually has *two doors* now, with a sliding, barn-type door connecting to Erin Nuzzo's room, filled with science and math activities. It's Mrs. Nuzzo's students who make the Oobleck, by the way, so why would anybody ever want to shut that sliding barn door?

"I TEACH IN A TREE HOUSE"



Janette Moloney has taught in a variety of rooms throughout The Lexington School, but she's never taught in a treehouse before. At TLS since 1991, she's also seen a range of new projects, but she's never seen anything like the Academy Center before. In fact, the first time she saw it, it took her breath away. She says, "I was amazed at how stunningly beautiful the whole entrance was. It was dark outside, and the lights were on. I immediately said, 'I teach in a treehouse.'"

She and her treehouse colleagues, Carol Bertram, Elizabeth Taylor, and Tracy Dawahare, have classrooms near the fourth and fifth grade Learning Center suite. "We function very much as a team. Because there are glass walls and doors, we can see each others' students. It's easy to monitor our area, so we don't need to get subs. We also have a lot more storage this year, which is a great help." Prior to the new space, there were temporary divider walls for fourth and fifth grades, and the noise level had been distracting. More independent readers needed a quieter atmosphere for silent reading, and the young ones needed more oral instruction. Headphones and hands over ears became de rigueur. Mrs. Moloney is quick to explain, "Nobody was doing anything wrong; it was just the nature of the beast." Now each room seems soundproof, removing distractions for Mrs. Moloney and her students.

Mrs. Moloney is an Instructional Specialist; many call her an "Inspirational" Specialist. As part of The Learning Center, she teaches reading and math to nine fourth graders and nine fifth graders in the support program. Her largest group at a time is five, with focus on skills specific to each student. Five years ago when Mrs. Moloney began with The Learning Center, she named her class "Success," an appropriate continuation of the middle school moniker of Kelly Telech's support classes.

In addition to TLC time, Mrs. Moloney is also a middle school teacher of students not in TLC. She gives individual attention to sixth through eighth graders with reading, spelling, and other topics that core teachers bring to her attention. She says, "It's very rewarding to see their growth. With sixth graders, I especially enjoy watching their progress as they mature and become more motivated learners."

From her treehouse, Mrs. Moloney sees her students are firmly rooted in the ground at TLS.

PLEASE STAND BY — FOR NEWS —







"I like the video camera best. It's not like the regular one that connects to the computer. It's neat how you can get the chip from the camera and load onto the computer and piece it all together. That's our newscast over there on the screen." Sixth grader Diego captures the magic.

TLS newscasters can hardly get to the iLab fast enough. Then they can hardly get to off-site locations fast enough – Madagascar, the Arctic Circle, Easter Island, Timbuktu, any place that relates to their stories. Naomi explains, "I've always heard of green screens being able to see what's on-site. Standing right here, I can be on a boat in the Marshall Islands, talking, giving a newscast."

The culminating project of Becky Johnson's sixth grade social studies class was Global Read Aloud: One Book to Connect the World. Mrs. Johnson read out loud to the class, while teachers and classes around the world were doing the same thing, forming connections to global issues. Students pitched ideas for their focus study area and the story they wanted to tell. Targeting issues affecting humanity worldwide, Middle Schoolers chose water, poverty, pollution, and health and disease. Classes then divided into three groups, telling 12 stories through newscasts in TLS's new and first and hugely popular iLab. It's part of the Academic Center that seems to have a giant magnet attached to the door that draws enthusiastic students and holds them.

Mom of sixth graders Jordan and Kristian Middleton, Kristi Runyon Middleton is a TLS board member and former Emmy-Award-winning television and radio news anchor and reporter. She spent a day with the group, giving important introduction to the multiple layers of video production. She also shared specific details on how to make stories compelling, showed how to film in front of the green screen, gave helpful cue card tips, and explained how to pull in images of other locations for background. Her audience was at rapt attention.

Honing their collaborative skills in creativity and technology, the students began their research, wrote drafts, then polished their scripts. The process wasn't easy, but it was captivating. Each student had the opportunity to appear on camera as one of the two news desk positions. Some were naturally inclined to love the mic. Others, like Zachary, opted to contribute to the team in another way, saying, "I like to edit. I like the freedom to paste pictures where there was only one screen before. I use my creativity that way." The on-scene reporter was a popular spot, with the ability to stand at the foot of K2 or to tell the story with a giant mosquito looking over the left shoulder. Everybody had a hand when it came time to splice film, add music and voice-overs, touch up lead-ins or news openings. Madden speaks for the group when he says, "It makes me happy to have a computer lab. The green screen will be handy for any type of video."

Emmys in TLS students' futures?

The World of **Robots**

"Classified area! High tech! No photos of large portion of area!" Signage was all over the place at the National Robotics Engineering Center (NREC), an operating unit within the Robotics Institute at Carnegie Mellon University in Pittsburgh. Megan Conley was all over the place too. As teacher became student, Mrs. Conley widened her horizon and the horizon of each in her classroom.

In 1959 when The Lexington School opened, robots were a thing of the future, the dreams of the space age. Today, robots are navigating practically every square inch of Mrs. Conley's room. On the first floor of the Academic Center, past the hallway row of brown silhouette trees on the wall, students are thoroughly immersed in VEX Robotics.

Two years ago, when Mrs. Conley learned of plans for the Academic Center, her first thought was, "How can I help?" Translated, that means "How can we continue to advance science and technology, our STEAM education?" Her strong background in the health science field, her years as a former chemistry teacher, and her teaching fifth through eighth graders at a career technology school pre-engineering camp combine for tremendous benefit of her TLS students.

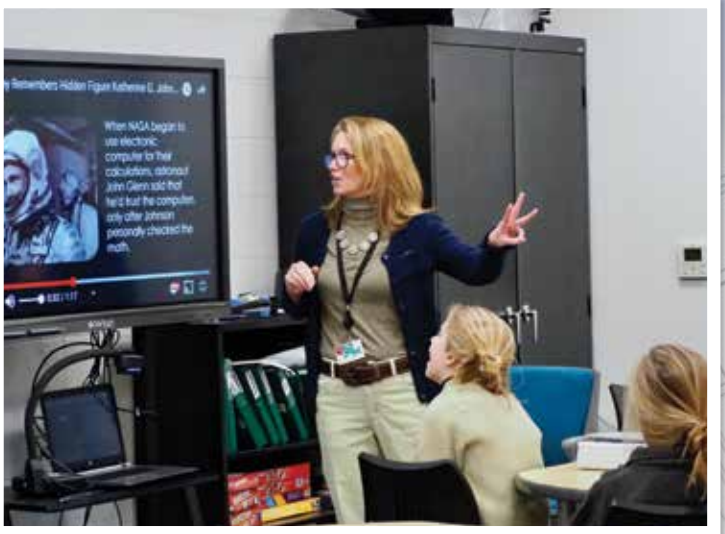
Having witnessed robotics competitions through her previous teaching positions, Mrs. Conley knew a robotics club would fit well at TLS. So it has. Second through fifth graders fill the popular club of 18 students. Nine sixth through eighth graders make up the older group. Mrs. Conley has set impressive goals for the club: building a team competitive in the local, state, national, and international arena. She points out, "The same program of robotics we do here in this classroom is being conducted in China, Australia, and Germany. Louisville, Kentucky, hosted the 2019 VEX Robotics World Championship. It returns to Louisville in April, 2020.

In this first year for robotics as part of after-school enrichment, Mrs. Conley gives tremendous accolades to **Jackson Cornett '17**, who volunteers with the club each Tuesday. He is a natural for this position with both his TLS background and his robotics experience. Jackson is a 12-year TLSer, Montessori through eighth grade, as well as a longtime (though not quite since Montessori) enthusiast of all things robotic. Completely at home, then, Jackson explains, "I've built similar robots from similar robotic kits that these students are using. I programmed their movements and different features, and reactivity to different scenarios." He enjoys his new role in the new classroom, saying, "I help students learn to create that bridge between hard-to-understand directions and easy-to-see perspectives."

It's easy to see that Mrs. Conley's room is a highly classified area. It's high tech. And photos of the large portion are enthusiastically encouraged.







A NICE CHANGE OF [S]PACE

Tracy Dawahare knows the wisdom of providing a good amount of space for Middle Schoolers. As Learning Center science teacher of sixth, seventh, and eighth graders, she believes it's common sense, really. They're growing and they need to get up and stretch long legs and arms.

Tracy Dawahare knows the wisdom of providing a good amount of space for Middle Schoolers. As Learning Center science teacher of sixth, seventh, and eighth graders, she believes it's common sense, really. They're growing and they need to get up and stretch long legs and arms. They need to walk around and have a change of pace and scenery. The relocation of Learning Center classrooms into the new addition, just off one of the three middle school hallways, does exactly that. The kids are more in the TLS mix now, more a part of the daily flow. There's room to roam, and they love it. Bigger space in the new suite of rooms allows for bigger tables, accommodating notes and drawings of cell division on giant paper. Mrs. Dawahare can prep before each class arrives, saving valuable time for students. Faculty and students coordinate space usage through a calendar reservation system. Mrs. Dawahare accentuates, "In traditional Middle School, students change rooms more often than we do. The addition of large work rooms throughout the building allows us to expand for various projects. Break time, which allows for movement, is important, and the middle school project room is a hive of activity then. Students are working with laptops open and note cards out."

ONE School planners specifically had in mind students who will be freshmen next year, headed to high school with larger, louder, more distracting classrooms than they've become used to at The Lexington School. Upstairs in the Academic Center, spacious Conference Room 213 is a favorite of eighth graders; it even has a sink. Similar to a college lecture class, it gives them a feel for life after TLS. It's good prep for the high school environment. Mrs. Dawahare emphasizes, "As a team, we're trying to prepare them for the future."

More Good Stuff IN MIDDLE SCHOOL

The importance of elevating the quotidian moment is emphasized in *The Power of Moments* by Chip Heath and Dan Heath. Dr. Laura Bonzo-Sims refers to the faculty summer reading book when she describes the power of spaces, in this case, the new and different spaces in Middle School. One large room, sometimes called the Huddle Room, is on the science hallway. With two big tables and accompanying tall chairs, that space is filled all day long with various-sized groups of sixth through eighth graders and their array of supplies and "stuff."

For Capstones, one of the eighth grade groups incorporated Claymation. The students worked in one of the project rooms the entire week before presentation and left their clay and creations in the room each day. Being able to spread out in that large space and knowing no one would interfere allowed that group to get much more done since they didn't have to move their materials every day. Set-up and clean up only had to happen once.

Around the corner from the Claymation/Huddle Room, closer to the T, two smaller, glass-enclosed meeting rooms offer opportunity for solo work or one-to-one conversations. As Susan O'Brien, TLS CFO, explains, "For Middle School, we intentionally created smaller learning spaces so students can work together, independent of adults, in a supervised, collaborative environment." Mrs. O'Brien goes on to comment, "The middle school commons [unchanged in location, but refurbished in purpose] creates more learning spaces for project-based learning."

Students of Dr. Bonzo-Sims are learning the arts of logic and critical thinking through debates on a variety of topics. As in *The Power of Moments*, changing locations for practice and performance elevates the experience. Dr. Bonzo-Sims points out, "The students are stretching through being challenged. They are learning to go beyond obvious points and delve more into nuance and subtlety. To do that, they have to use logic. Essentially, I am showing them that the transitive property of equality isn't just for math. If A=B and B=C, then A=C works for argument and debate too. It's definitely not an easy concept. Modeling and practice help them see patterns, and that helps them develop richer critical thinking and logic."

The transitive property of equality says to head to the Huddle Room, one of the two meeting rooms, or the comfortable commons. There is something for everyone.







JOIN US FOR LUNCH

A 650-degree oven, a blast chiller at minus 40 degrees, and 750 lunches a day. This is not your everyday math class, but it is every bit as much of a classroom as those of TLS's core subjects.



The newly expanded and refurbished dining hall – with one of the walls TLS green – and the completely new kitchen area are state-of-the-art. Learning pairs nicely with savoring, as Chef Ryan Laudenschlager and his team are committed to diversity and creativity in menu planning. The expansion has allowed for maximized food service, reduced food waste, and more advance food-planning, all the while accommodating a wide variety of food allergies and dietary preferences.

Lots of changes, lots of enhancements, but still and always, there is warm and constant encouragement of good manners, of please and thank you, and of proper table etiquette. The timeless remains every bit as important as the new.

For those who remember lunch for the little ones at 10:45 A.M., that's a thing of the past. Lunch is now at lunchtime, from 11:00 A.M. to 1:00 P.M. With detailed planning and the addition of seven tables and 56 more chairs, there are three lunch seatings now, rather than four. The dining hall seats 272. Remaining unchanged though, the Thanksgiving feast is still the biggest and most anticipated day, with students, faculty and staff, and many visitors totaling about 950.

Chef Ryan, thrilled with his new domain, explains, "It was my dream for this food service. The biggest change is space. We have more room for storage, more for prep, and more for serving, and that helps tremendously. We have a great many special events – board gatherings, parents' meetings, breakfasts, brunches, dinners, cocktail parties, and those are just those off the top of my head."

The servery, in its own area off the dining hall, is a new – and hugely popular – addition, where the kitchen staff members serve a plate of food from the hot line to each individual, thereby reducing food waste tremendously. The lunch line moves speedily and efficiently. Modern and stylish black merchandizers on either side of the servery offer fresh fruit and beverages.







Did somebody say pizza?

The new double-deck stone pizza ovens cook 16 pies at once. Thanks to that 650-degree oven, they're ready in 6½ minutes. Pizza day rolls around every other week, and Chef and his team serve 250 pizzas to hungry and appreciative fans.

Other specialized ovens, of course, are for non-pizza days. There are the space age oven and the combi-oven, which cooks to specific temperatures, self-cooks, and self-cleans. Chef and his crew can steam and roast all manner of meats and smoke the BBQ pulled meat. At the other end of the spectrum is that blast chiller at minus 40 degrees. It's the go-to gizmo for food safety, allowing cooked foods to be cooled in a flash.

The steam-jacketed kettle, the largest double boiler most folks have ever seen, heats evenly and gently. It's a necessity on chili or Bolognese days when there are 4½ cases of pasta – that's 90 pounds dry – to cook, since it can cook 30 pounds at a time. It comes in handy, too, on specific soup days and also when kids have their hearts set on chicken and dumplings.

The tilt skillet can't get short shrift. It's a huge griddle with sides, the perfect apparatus for favorite fajitas, fresh green beans, sautéed vegetables, sauces of all sorts, grilled burgers, and on and on.

The three new walk-ins – one for produce, one for protein, one for cheese and dairy – now offer three times the space than before. Food safety is always primary, and the two refrigerators and one freezer are necessities. Dry storage shelving, which used to line the walls of the small, narrow storage room, is on tracks now, with moving shelves to maximize space. There is even a storage-organizer for various-sized cans.

There are staff lockers for each person on the kitchen team, and in Chef's office, there is a stand-up desk, since he never has time to sit down anyway. The loading dock outside is well used, as is the dish room where students and adults take their dishes after lunch. Parents everywhere would wish for a room like this. It's stainless steel and easy to clean at the end of day. The power soak sink has three compartments, to soap, rinse, and sanitize. There's a large, new ice bin, and storage specifically for cleaning products.

The dining and food service areas are bright, clean, modern, and a true delight for those who cook and are fortunate to have lunch there. Please join us.

"It was my dream for this food service. The biggest change is space. We have more room for storage, more for prep, and more for serving, and that helps tremendously."

—Chef Ryan

WORK HARD PLAY HARD



Parents and educators know it, and children certainly show it. Outdoor time to run and play is essential. Lessons learned on the playground can often be as important as lessons learned in the classroom.

Two years ago, as part of the ONE School planning stage, TLS students had a say in designing the new middle school playground. In the Design Thinking class of Becky Johnson and Linn Jefferson, then eighth graders **Maren Johnson '18** and **Lilly Adams '18** were among those who gave valuable input to the visiting landscape architect, who listened attentively while students spoke.

Thinking back, Maren says, "The new playground is really cool to see because my friends and I helped design it so everyone would have something to do. It looks fun to play on, and now there's room for everyone." Lilly agrees, adding, "I'm super excited to see everyone enjoying something my friends and I helped with, since we enjoyed creating the design."

The class wished for three basketball courts, rather than two. As a result, the layout of today's three basketball courts is taken directly from the Middle Schoolers' ingenious cloverleaf design. Sixth, seventh, and eighth grades each now have their own court, a place allowing them to practice the Mission Skills, teamwork and creativity. Middle School Head Tim Alford says, "It's just what they were clamoring for." As it turns out, the Middle Schoolers' three-leaf design is what other students at other schools in other states were clamoring for, and the TLS design has caught on with a strong following.

The Design Thinking group realized swings have always been popular. The new swings, with their TLS-green, steel support structure, are two-person or buddy swings, that evoke a different sensation from regular swings. Seventh grader Jaden says, "It feels like a roller coaster's on our playground." Classmate Alexander echoes that, saying, "It constantly makes you feel thrilled and excited." **Griffin Miller '07**, seventh grade social studies teacher, says, "They like to have a lightweight person on one end and a larger friend on the other side so they can swing higher. It's a physics-in-motion experiment out here on the playground."

The nearby ginormous climbing apparatus is a 3-D geometry lesson just waiting to be explored. There's plenty of room for all. Some imagine it's a spider web to crawl through; others play up-in-the-air tag within it on the roping. Mr. Miller points out, "It's angular, yet abstract; it looks like an abstract piece of art. I've noticed students are more creative in their play, in all the different ways they manipulate the shapes."

On that wish list for the landscape architect two years ago and, consequently, on the playground this year students have more flat space, more green space, more sitting space. The field near the library terrace is a prime spot for sixth graders to play football or a favorite place to sit with a friend. TLS CFO Susan O'Brien notes, "It was a purposeful choice to keep the large, open, green space for running or kicking a ball. The playground maximizes the ability of a group of kids to collaborate. It is a great space that encourages great energy."

Lessons of the playground are life lessons to be sure.



“It feels like a roller coaster’s on our playground.”

Simply GOLDEN

Let's all Paws a Moment and Brighten our Day. Her kind, furry face with bright eyes that twinkle, her big front paws that "shake hands" enthusiastically, her tail that thump, thump, thumps on the floor when a friend walks by – meet Scarlet, School Dog Extraordinaire. The Lexington School's 45-pound Golden Doodle, Scarlet (as in Scarlet Gate), is a day-brightener by anybody's standards.





Originally the 2019 Celebration puppy, Scarlet got sick, and another pup took her place. Elizabeth Banks, DVM, mother of seventh grader Matthew, fourth grader Tyler, and Andrew, third grade, saw to it that Scarlet was soon on the road to recovery. A happy ending – actually, a happy beginning. Scarlet spends her nights with the MacCarthy-Freeman family, Ms. Mac, **Reid Freeman '74**, **Hart Freeman**, **Katharine Freeman '04**, **Justin Freeman '17**, and **George Freeman '19**. When Scarlet spends her days at TLS – her school home base is Ms. Mac's office suite – and she loves every minute. Ms. MacCarthy points out, "Early-morning arrivals ask, 'Can I just hang out with her?' There is a constant stream of kids with her. Every student passes here several times a day. Little kids see her when they're on the way to specials. Lower Schoolers walk by here, headed to lunch. This is a central location. It's never a forced time together, and I believe having Scarlet here is healthy for this point in their lives."

A friendly and gentle presence, Scarlet is a fixture in the office of Mary Beth Noel, Assistant to the Head of School, always on a leash which is hooked under the sofa leg to give most room to roam. That includes Scarlet's being able to stretch out at the doorway, with her head and front paws extending just into the hallway. Ms. Mac notes, "When she's in the hall, students don't have to be engaged if they don't want to." Most students and adults can't help but smile, of course, when they see that sweet head, just waiting for a pat. Scarlet also appreciates having her tummy rubbed.

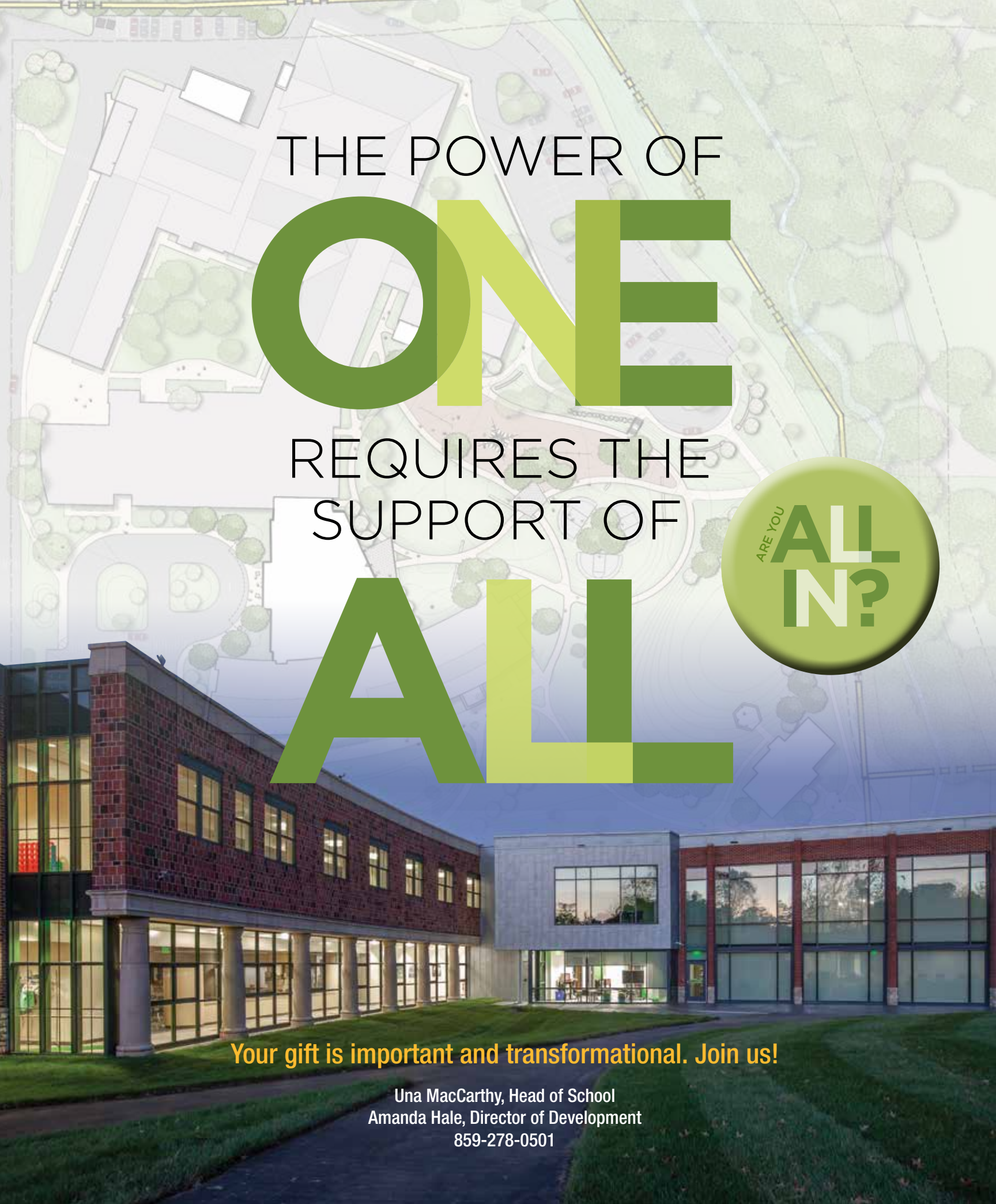
Ms. Noel (Scarlet's "co-parent," as Ms. MacCarthy calls her) says, "I look forward to seeing Scarlet every day. I miss her over break, and Una tells me she misses me too. That sweet dog does something funny every day, and it makes me love her even more."

First grader Arnold, a great Scarlet fan, says, "She is soft and fluffy. I get to pet her all the time. I pet her in the morning before I have to go to school and after school before I leave. She makes me feel happy and excited. I'm very lucky to have a dog at school." Another Scarlet admirer, seventh grader Sukriti, agrees, "Scarlet is always at Ms. Mac's office to say hi, and everyone is glad to see her. We've all known her since she was a puppy, so we have a connection to her. One time she stepped on a pen and turned all blue. We called her a blueberry. It was hilarious. I taught Scarlet to shake, and she mastered it quickly. She gets lots of love and attention. She is sweet and calm, and I adore her."

Because of Scarlet, TLS folks are as happy as a dog with two tails.

THE POWER OF ONE REQUIRES THE SUPPORT OF ALL

ARE YOU ALL IN?



Your gift is important and transformational. Join us!

Una MacCarthy, Head of School
Amanda Hale, Director of Development
859-278-0501

FULL STEAM AHEAD!

A summertime extension of The Lexington School experience, Camp Curiosity 2020 features Science, Technology, Engineering, Arts, and Math, encouraging campers to engage their brains and their bodies.





Meredith McCoun, Co-Director of Athletics and in her eighth year as Director of Summer Programs, says, "Get ready for active learning and enjoy those wonderful parts of summer. Nothing about Camp is just one thing; each session brings all STEAM approaches to the table, and all offerings incorporate the outdoors. This falls in line with our Mission Statement to instill 'a life-long enthusiasm for learning,' as we educate the whole child. We will play, build, create, think, run, and have plenty of fun."

Camp runs six weeks, from June 8 through July 24, with no camp the week preceding July 4. Half-day sessions are from 9:00 A.M to 12:00 P.M. and from 1:00 P.M. to 4:00 P.M. Back by popular demand are some favorite TLS teachers, who will teach again this summer.

Virginia McDaniel, Assistant Director of Admission and fifth-year Camp Curiosity Associate Director, explains, "Three years ago, we began the Junior Counselor Leadership Program, which has been hugely popular. It's a great opportunity for kids who are ready for that responsibility to grow leadership qualities in a nurturing environment. They are trained in CPR and in first aid with Katie Morris, athletic trainer and health care provider. The easy, on-line application process for middle schoolers is also open to non-TLS students, and offers the opportunity to meet new friends. Of course we will use the new areas of our school, the iLab, project rooms, and other spaces, as we focus on Lower and Middle School, with our brand-new backyard and the great new playground equipment."

Gather some STEAM and join us!

CAMP CURIOSITY

play | build | create | think | run | fun

CAMP
CURIOSITY

play | build | create | think | run | fun

DON'T JUST FLY.
SOAR!

Camp Curiosity Dates: June 8 through July 24

Visit CampCuriosity.org





she has CHANGED LIVES

Just saying her name and title is impressive: Jane Childers, M.Ed. [Master of Education], ICALP [Certified Academic Language Practitioner/Instructor of Teaching], founding director of The Learning Center. But even more impressive is meeting her in person, sitting with her, learning from her, witnessing her.



As Mrs. Childers said at least a half-dozen times in her remarks at the opening assembly of The Learning Center on August 25, 2010, "We are changing lives." Indeed.

After ten years as Director, Mrs. Childers has announced her retirement from The Learning Center and from The Lexington School – something about playing with her nine grandchildren beckons her, and understandably so. Because of her strong and dedicated leadership, The Learning Center today is a nationally recognized school-within-a-school, inspiration to the founding of yet other similar programs throughout the United States. Faculty and/or administrators from at least 15 schools have visited The Learning Center for insight, guidance, and direction. While that number is impressive, it is important to remember each school represents specific students and families, like those of The Learning Center itself, who have been touched and bettered by Mrs. Childers and her team because "We are changing lives."

IT ALL BEGAN **WITH A CONVERSATION.**

Mrs. Childers recalls:

My first contact with The Lexington School was an interview with Marijo Foster in May 2002 for a learning specialist position. I had such a sense of belonging when I entered the building, and it continued as I met with Marijo. Following our initial conversation, she asked me to wait as she made several phone calls. While I found this a slightly unusual interview practice, I soon learned she was phoning Head of School John Fixx, Director of Preschool Mary Beers, and Lower School Head Susan Touchstone. Suddenly, all were in her office, and I was in the midst of a mega-interview! I thank each of those folks for having faith in me.

For the next several years, our Resource Room program developed and expanded, moving to several locations, finally settling in a spacious classroom in the new lower school building. Demand for the program increased, though, and teachers were added through the years.

In 2008, Head Chuck Baldecchi and current parent **Brutus Clay '85** met with me and proposed Brutus's vision of a school for students with dyslexia. When asked if I would be interested in investigating this type of program, a huge yes was my response. For years, I had realized some of our students needed more intensive instruction and many probably had undiagnosed dyslexia. To me, this proposal was a no-brainer – a game-changer for students in The Lexington School and the greater Lexington community.

On a November afternoon in 2009, I paced anxiously outside the library like an expectant father while the Board of Trustees debated whether to approve The Learning Center program. It was such a relief when administrators were invited back into the meeting. I was moved to tears to learn the Trustees took the bold step and approved The Learning Center. Patience and a nearly two-year process had paid off.

I awoke the next day, wondering if I really had agreed to take on the creation of this program. But the panic was brief. My passion and empathy for students and families came back into focus. It was time to start planning.

A whirlwind ensued! The result of a task force determined the program would be a school-within-a-school model, allowing students to receive intensive instruction in academic content in the Center, while attending specials classes with their same-aged peers. This type program would provide the best possible educational experience for students by including them in a whole-school environment. Program space was secured, then renovated. While it was good space and attractively appointed, logistics placed students as far away from their peers as possible.

Teachers were hired and trained. Design, furnishings, and curriculum resources were selected and purchased. Public information meetings were scheduled. All tasks had to be completed in a nine-month time frame. Originally, plans were made for eight students and one teacher in addition to me. Thankfully, with the foresight of Chuck Baldecchi and Bob Thompson, facilities were designed to accommodate sixteen students. As predicted by colleagues in other schools, we opened with sixteen students. By mid-year, we had an enrollment of twenty students and five teachers! Truly, the need was present in the Lexington community and remains so today, as enrollment now is sixty-six students.





Through the years, the program took over space in different parts of the school. Finally, there was no more space to capture. My dream that The Learning Center students would have classrooms next to their same-aged peers came true in August 2019. Through the ONE School campaign, all students in grades one through eight now walk the hallways arm in arm.

I am grateful for how that mega-interview and the resulting opportunity to be a part of this incredible community has changed my life!



think DIFFERENTLY

"The Learning Center changed our whole family." Powerful words from the mother of fifth grader Carson. A former student of The Learning Center and always an out-of-the-box thinker, Carson has transitioned into traditional classes. His father is severely dyslexic. Almost 20% of the U.S. population has dyslexia.

"I liked how my Learning Center teachers understood my dyslexia. Other teachers don't understand. Learning Center teachers gave us time to let our minds go free. We took mental breaks and thought about things to create. I liked to imagine an iPad full of technology, something futuristic."

—Carson, Former Learning Center Student

When Carson was in Kindergarten, before he came to The Lexington School, warning flags began to appear. He had difficulty with rhyming, a more easily identifiable flag than some others. Carson's parents took him to a clinical psychologist for a full evaluation. After hearing the areas of concern, they asked where the doctor would send Carson. The unequivocal answer: "Visit The Lexington School."

Beth Pride, then Director of Admission, advised Carson's parents to meet Jane Childers, founding director of The Learning Center, who confirmed Carson's learning differences. The family learned a new term, phonemic awareness, the ability to hear, identify, and manipulate individual spoken sounds – phonemes. Carson's Learning Center years are well behind him now, yet because of those transformative Learning Center years, he is above grade level in reading comprehension, writing skills, and basic language arts.

Carson's family knows early intervention is huge. In fact, his mom accentuates, "I have a case study of the impact of early intervention in my house." Carson himself views his dyslexia as a gift. He has never developed self-doubt or shame about his academic abilities.

Carson's dad grew up in the 1980s. He did not learn he was dyslexic until ninth grade. Fortunately, he received extra tutoring and graduated from high school. Still, he viewed his dyslexia as something to hide. Seeing how empowered Carson is, however, Dad is beginning to empower himself. Because of lessons he'd learned from Carson, he was able to answer positively when his new employer asked about his particular skill set: "I think three-dimensionally," he said proudly, looking his employer in the eye. Carson's dad now credits his successes to his dyslexia.

Carson's mom confesses, with a smile, "I'm the odd duck in the family. I don't have dyslexia."





DIFFERENCES ON DISPLAY

It was obvious something important and exciting and fun was going on. Along the entire middle school Learning Center hallway, the bulletin boards were transformed into billboards with bright green backgrounds, each broadcasting a wide array of student strengths and gifts. Passers-by could hardly pass by without stopping a while to enjoy the colorful pieces of artwork, engaging poems, clever word clouds, and 3D building projects (some hugely tall!) on nearby tables.

Every, single day of Learning Differences Awareness Week, November 11 -16, 2019, was a spectacular presentation of the varied successes of each student in The Learning Center. Courtenay Macaulay, Learning Center Instructional Specialist and teacher of seventh and eighth grade language arts and writing, spearheaded the celebration, held in coordination with The Learning Center's tenth anniversary. In her twentieth year of teaching students with learning differences, Mrs. Macaulay explains, "Work from every Learning Center student, first through eighth grade, is displayed down the hallway and into the arts wing area. Highlighting the different learning styles in our program is an incredibly rewarding process. I love to see their progress."

Public speaking, too, was a strong part of the celebration. In the theater, it takes plenty of courage to stand in front of a group, look your audience in the collective eye, and speak your piece. At both lower school and middle school assemblies, from the microphone, Learning Center students described to their classmates the focus and meaning of Learning Differences Awareness Week. The speakers educated everyone in the room, including their teachers.

A special highlight for both Lower and Middle Schoolers was time together on Friday in small groups with Dean Bragonier, founder of NoticeAbility: Unlocking Dyslexic Potential. Mr. Bragonier, coiner of the phrase "Dyslexic Before It Was Cool," was the keynote speaker for Saturday Series, the culmination of The Learning Center's spectacular week. Eighth grader Ryder said, "I enjoyed speaking to my peers about learning differences. It was fun to introduce Mr. Bragonier. His speech was really interesting about his life, and I'm glad we had time with just him and his son [both of whom have dyslexia]." Lindsey, sixth grade, agreed: "I liked hearing from Mr. Bragonier and [his son] Bodhi, and also speaking at the assembly. It was good to put myself out there."

"I am an engineer."
"I am a leader."
"I am a writer."
"I am a chef."



DYSLEXIC
before it was cool



Jane Childers with Dean Bragonier and his son Bodhi

Dyslexia is definitely cool at TLS, and it's also way cool to come to school on Saturday.

Dean Bragonier, the one who said, "Dyslexic Before It Was Cool," before it was even cool to say it, drew a record, multi-state crowd of over 100 to the Saturday Series. Now in its fifth year, the professional development opportunity has become a trusted program where educators, administrators, parents, grandparents, and others from independent, public, and parochial schools know they will learn beneficial lessons for school, work, and life.

Anna Walsh, Instructional Specialist and director of outreach for The Learning Center, gives background, on Mr. Bragonier, explaining, "He, his wife, and their 11-year-old son, Bodhi, all have dyslexia. In his early years, Mr. Bragonier struggled and experienced failure, but he credits *The Dyslexic Advantage*, by Eide and Eide, [longtime required reading for Learning Center teachers] as the force that turned his life around. Mr. Bragonier's organization, NoticeAbility: Unlocking Dyslexic Potential, has created a new paradigm for educating dyslexic middle school students. For three years, Learning Center faculty have taught Mr. Bragonier's curriculum, which emphasizes student strengths as a foundational component."

THE POWER OF 10

The Learning Center Celebrates 10 Years



TLC Teachers: Lauren Troiani, Maggie Clement, **Alex Parrish '03**, **Whitney Neuman Ward '91**

Brutus Clay '85, driving force with his wife, Sarah, of The Learning Center, stepped to the front of the large group and shared background on his personal and lifetime interest in learning differences. He gave warm and heartfelt credit to his parents, Mr. and Mrs. Catesby Clay, seated a few steps away. Had it not been especially for his mother, and her unwavering dedication to finding the best help for him as a dyslexic child, The Learning Center would not exist. Brutus gave tremendous credit, too, to encouragement from his father, 96 years young and beaming with pride beside his wife.

It was hard for many gathered in the new library on November 15, 2019, to believe it was the tenth year of The Learning Center's opening in the fall of 2010. The only program of its kind in Kentucky and with a student-to-teacher ratio of four-to-one, The Learning Center has drawn students from throughout the state, as well as Michigan, Louisiana, Tennessee, and New Jersey. Schools in Memphis and San Jose have emulated The Learning Center. Teachers are certified in the Orton-Gillingham approach to reading, writing, and spelling, widely viewed as the premier program for teaching dyslexic students. It is considered a transitional program, as students generally close the gap between their performance and grade level expectations in three years, returning to the traditional classroom environment.

Hearty applause for The Learning Center and those whose lives have been changed because of it.

Take it from those who know. Fourth grader Paige might well be speaking, too, for her twin sister Kathleen, as she says, "I love learning things in the summer. I also feel like it helps me remember things I learned in the school year."

Their mom, Angela, endorses that: "Our daughters both love the TLC Summer Program. It provides them a wonderful opportunity to build on everything they've learned throughout the school year. It is also a fantastic way to stay connected and active with their learning while meeting new friends along the way. The routine helps them get ready for a great start of the new school year. It's the perfect way to retain and expand upon their education during the long summer months."

Lauren Troiani, CALP (Certified Academic Language Practitioner) Instructional Specialist, is Summer Program Director for The Learning Center. In her eighth year with summer camp, Mrs. Troiani is excited to present five weeks of multisensory language and mathematics specialized instruction to students in grades one through eight. The program, 8:30 A.M.to 11:30 A.M., is modeled after the regular school year with half-mornings of Orton-Gillingham language and half-mornings of math, also based on Orton-Gillingham principles.

Third grader Quinn and his second grade sister, Harper, enjoyed each day last summer, and their mom, Kristin, says, "The Learning Center Summer Program offers both children small classes for just a few hours a day, allowing them to avoid summer regression. They go back to school in the fall confident and ready to tackle the year."

Third grader Alex points out, "I love getting to make new friends, even with kids from outside TLS."

Take it from those who know.

SUMMER ENRICHMENT



the Learning Center
AT The Lexington School

LIFE LESSONS FROM THE ARCHIVES







"Being able to research at the Fayette County Clerk's office was beyond interesting. My Capstone group had the opportunity to look through the long and detailed books at the Clerk's office, and we found information deeper than what the internet gave us. Researching through the books came with hard work and patience, but, in the end, it gave us an amazing result."

—Abby Rubin

Those who've been around The Lexington School the last 25 years know the venerable and culminating tradition that takes place in the theater. Alumni have different names for it – ninth grade speeches, eighth grade talks, the Capstone Project: solo deliveries originally, now small-group collaborations.

Some over the years were presented with much humor; others moved audiences to tears. Whatever the format, these presentations have never been entered into lightly. They have always represented the crowning achievement of the graduation year.

With the school's 60th anniversary as this year's unifying theme, and with decades of treasured archival material, January's Capstones proved a wildly successful learning opportunity. Students immersed themselves in past *Pinpoints*, back to 1977's "Vol. 1, No. 1"; yearbooks, to their 1975 beginning; and photographs, books, and memorabilia by the pound, tucked carefully away since TLS's 1959 founding, and many long before that. It was a history lesson, too, for current faculty and staff. Former teachers by the droves took part, some nearby who visited in person and many out of state who enthusiastically shared their TLS recollections via phone or email. Parents offered transportation to the Fayette County Court House for research into land records.

With thoughtful encouragement from Tim Alford, Middle School Head, after the presentations, every student sent a handwritten thank you note to each adult who had helped with the project. Capstones teach lessons for all the ages.

"Capstones opened a door for me to learn about the truly unique history of Scarlet Gate and the land around it. It was great learning about the people who lived in the house, as well as the ecosystem of the property."

—Isaac Ammerman

NEW FACULTY & STAFF

Who? Tony Diamond

Where? I'm in the dining hall, crafting and serving delicious food.

When? From an early age, my parents involved me in the kitchen, assisting with tasks, learning recipes, and experimenting on my own. The kitchen was a central place for our family. I was exposed to working in fine dining in college and fell back in love with being in a kitchen. After graduating, I joined the Navy, married, had three kids, and traveled. From working outside the food industry, I realized I needed to follow my heart, which led me back to school and into the kitchen again. I graduated from Sullivan University with an associate degree in culinary arts and was excited to begin the school year cooking at TLS (even before we had a kitchen to work in). I'm working closely with Chef Ryan, trying to find ways to improve the dining experience and the quality of food at TLS, though it's daunting with the bar already set so high. I love providing fresh, made-from-scratch food for the school.



How? I'm usually the one serving food like a carnival barker with the line "step right on up, folks…." listing daily menu options or encouraging students with multiple reminders to eat – or at least try – their vegetables. It makes me proud when students come back for seconds.

Wow! I love to work with my hands. I have multiple hobbies that afford me creative outlets outside the kitchen. I gained great experience helping a knife maker while I was stationed in San Diego and carry that knowledge with me. I also do leatherwork, woodwork, and metalwork. I like taking something raw and slowly making it into a finished piece.



Who? Lisa Justice

Where? I'm in The Learning Center, guiding students to discovery by using hands-on, engaging activities that make learning fun.

When? I work with fourth grade students in math, writing, and science. Every day we move around and play games to bring math to life. We have built bird feeders, grown bean plants and mold, built balance scales, and grown grass heads to test our predictions in science. We expand our creativity when we write about our lives, our thoughts, and various topics of interest. Listening to a student share his or her writing might be my favorite part of the day.

How? I love to make connections with students that let them know I care about their learning and their life. I think teachers should be leaders first, but they should also reach students on a personal level that lets each of them know I care about them. I think a happy student is a student who can learn and be successful. I work hard to incorporate games and discovery in math, hands-on activities in science, and creativity in writing. The best feeling I have as a teacher is the smile I get when my students have that "aha" moment. When the lesson clicks for them, they feel success, and I let them know how proud I am of them. I want my students to feel comfort in the classroom so they aren't afraid to take chances and maybe make a few mistakes along the way.

Wow! I thought my teaching career was over when I retired after 27 years in the classroom. Then I found The Lexington School! I feel blessed to be a part of this incredible school. I love my job and the wonderful students and adults I get to work with every day.

Who? Sarah Morrison '14

Where? I stay busy in the kitchen, baking or serving. I'm also in the dining hall working with the little ones.

When? My passion for cooking began when I was a little girl. Growing up, I was a very picky eater. My mother made me cook dinner with her every night. She encouraged me to eat the variety of foods we made together. This sparked my love for cooking, and I've never stopped cooking. I remember my middle school days here at TLS, taking culinary as an elective. It was one of my favorite classes! Mr. Parlanti taught us to make all sorts of things, from pizza to scones. He taught us important knife skills which proved to be useful later in high school. I had the privilege of having Chef Ryan himself as my teacher in eighth grade. He took me on my first field trip to Sullivan University, which inspired me to attend culinary school.

Not only do I think of TLS as my second home, but it has also been my first. As the daughter of Todd Morrison, TLS Buildings and Grounds Superintendent, I've lived in Scarlet Gate's cottage for half my life now, so the TLS community has become my family. I look forward to another decade of wonderful memories here at TLS.

How? I worked at O'Charley's restaurant as a line cook for almost a year, while I finished my studies. During college senior year, Chef Ryan offered me an internship position, and I gladly accepted. After Sullivan, my internship led to a full-time TLS position. I'm grateful to be surrounded by wonderful coworkers. In the months I've worked here, I've made friends for life. My coworkers are my family, and I wouldn't want it any other way.

Wow! During my high school senior year, I entered the regional Skills USA Culinary Competition and won first place. I advanced to Louisville's state culinary competition and won second place. Both competitions granted me scholarship money, which I used to attend Sullivan University. Throughout high school, I participated in about ten different culinary competitions.

I began at Sullivan University a month after graduating from high school, but I'd been in their jump-start program, taking college classes in high school. Starting college as a high school junior gave me many opportunities. I was a high school student by day and college student by night. I wasn't an athlete, because I dedicated all my time and extracurricular activities to my culinary classes and competitions. When I started at Sullivan, my hard work and dedication rewarded me with $30,000 in scholarships. I'm fortunate to have achieved my dream of going to culinary school at such a young age. I look forward to my future here at TLS, surrounded by friends and family. More exciting adventures are yet to come!



NEW FACULTY & STAFF

Who? Joyce O'Dean

Where? I started working in the food industry when I was 15 as a server after school on weeknights and weekends. I very much enjoy working with people and realized that the food industry was for me. The pleasure my customers received from the service I provided was so very rewarding to me.

When? When my husband and I moved to Lexington in June 1997, I meet Linda Gallagher, the owner of Linda's Sandwich Shop downtown, where I started work in 1998. Linda sold the restaurant to Beth Hanna in 2002, and I continued to run and manage Hanna's on Lime until Beth decided to close the doors permanently in August 2019, after 21½ years. I had made many, many friends, and I looked forward to their returning every week, year in and year out. I took pride in really getting to know the customers. Former UK women's basketball coach Mickie DeMoss, current UK women's basketball coach, Matthew Mitchell, the Honorable Joe Lee, Former Mayor Jim Gray, Mayor Linda Gorton, and many more were all regulars at the restaurant, and I looked forward to seeing them over the years.

How? Having the opportunity to come to work at The Lexington School has been a real honor. Working lunchtime with kinderklasse teachers Janet Roden and **Emily Ryan Taylor '99**, their three-year-olds, and Meredith McCoun, Co-Director of Athletics, is the favorite part of my day. The little ones melt my heart when I see their smiling faces. They especially surprised me by singing Happy Birthday to me. The song they sang and beautiful birthday cards they each made me I will cherish forever.



Wow! Chef Ryan and my coworkers have made my transition to The Lexington School a fun one. I look forward to the future here and helping to develop the minds of tomorrow.

Who? Elizabeth Wooster

Where? I'm in the Fine Arts hallway, the large music room across from the development office.

When? I've loved music since early childhood. Both my parents have lovely singing voices. My mother plays the piano; she made music waiting for the washing machine and dryer to finish their cycles. She also played the trumpet and recounted many stories of her high school performances.

I was privileged to have wonderful music teachers throughout school. My piano teacher, Rachel Cooker, worked with me from age four until high school. Jean Wagner pushed a piano into my homeroom for general music lessons once a week. She also included me in the band in grade three. I played trumpet and French horn through high school. Bill Sandel was the strongest musical influence in my life, the most energetic, creative middle and high school music teacher. He was a force who inspired his ensembles to make great music ranging from the *Hallelujah Chorus* to a Beach Boys medley (complete with beach balls bouncing on stage). Bill directed our high school musicals and opened the musical theater door for me. Whether I was Sarah in *Guys 'n Dolls* or Kim in *Bye Bye Birdie*, I knew the stage was a place I wanted to be.

Both my parents were talented educators. Teaching is my parental legacy. I attended Eastern Nazarene College on Boston's south shore, majoring in music education. My first teaching assignment was in North Carolina. During those early career days, I obtained a Master of Music degree with a focus on music education. Further studies included certification in the Orff Schulwerk philosophy, Kodaly pedagogy, and Kindermusik. My love for the language of music and the magic of its beauty has inspired my work with the newly born through elder years. Whether teaching preschool classes or college courses, I am convinced that music is an integral part of who we are. It combines science, math, history, language, emotion, empathy, culture, and identity in creative and impactful ways.

How? Because I consider music a language, my goal is finding the means to empower all students to learn – not just those with a natural affinity or enjoyment. To learn pitch, we use solfeggio syllables (*do, re, mi, fa, sol, la, ti*); they are time-tested and effective. To learn rhythm, we use *takadimi* syllables, created in mid-twentieth century. When we create, we identify with those who have created before us and create among us. Finding our voice, empowering it, and combining it with others links us with others and fosters connection across time and space.

Wow! I love to travel. When I was eight, my family went on our first trip abroad to Mexico. As I sat at the foot of a pyramid, tasted food with spices of which I had never dreamed, and soaked in vibrant colors of the Central American region, my world expanded. When I was thirteen, my parents took me to Europe, touring fourteen countries. When I walked ancient streets, glimpsed fragments of the Roman empire, viewed some of the most beautiful art I had ever seen, and craned my neck to see the top of architectural wonders, my world tilted. I saw the genius and creativity of those who had gone before – centuries before. The sacrifice and commitment to build Stonehenge or Saint Peter's Basilica, to lay tile in Pompeii or cut a mountainside road in the Alps, to craft tartans from sheep's wool or weave a tapestry that looks like a painting, convinced me of the depth and richness of which humans are capable. I continue to value trips in our country and abroad – always looking for the next ticket to discover the amazing wonder of who we are.





SAVE THE DATE:

FRIDAY, OCTOBER 16, 2020 - SATURDAY, OCTOBER 17, 2020

2010: 10 Yr. Reunion **2000:** 20 Yr. Reunion **1990:** 30 Yr. Reunion **1980:** 40 Yr. Reunion **1970:** 50 Yr. Reunion

For more information, email development@thelexingtonschool.org

PAR FOR THE COURSE

Fourth place in the Kentucky Middle School State Championship in Louisville was a huge showing for golfers of The Lexington School. This was a stellar occurrence – once in a lifetime, so far, for these players. Though many within the wide TLS family are golfers, of course, the school has not had a golf team for decades, not since the late '70s or so. Tom Parlanti, Co-Director of Athletics who began at TLS in 1985, said, "It was certainly before my time. I don't recall any golf teams while I've been here." Going farther back into TLS athletic department history, **Roberta Owen (H'00)**, whose tenure began in 1965, couldn't pinpoint specific years of TLS golf, recalling, "It was added and dropped as interest peaked or waned."

Interest has definitely peaked now. This team's determination generated well-deserved cheers from the links to the classrooms. Nine students chose among the robust list of fall sports offerings to commit to the golf team, and together shared in its success. Coach Heather Broadbent, mom of third grader Caroline (teammate-to-be), generously stepped in to share her deep knowledge of the sport she has played since her dad gave her first lessons when she was nine. Along the way, she has coached high school teams – among them, the West Jessamine state champs in 2007 – and was the Transylvania women's coach for five years.

Leading up to that strong fourth place State finish, the fifth-through-eighth graders were impressive in regional tournament play, a nine-hole qualifier at Winchester Country Club against six other teams. On September 28, Chas Boden, John Circeo, Harrison Phillips, Cailyn Rogers, and Connor Smith, competing against ten teams, each stepped to the first of 18 tees at Louisville's Quail Chase Golf Club, assessed the situation, suppressed the butterflies, and completed the job.

Seventh grader Cailyn Rogers, the only girl on the team, said, "It's great for TLS to have a golf team since golf is a challenging sport that can teach you important life skills, including resilience, one of TLS's Mission Skills. Golf is an enjoyable game overall, and I believe more children should play, especially young girls."

Teammate Chas Boden, eighth grade, shared his thoughts, saying, "I loved being on the first TLS golf team in most people's memory. Typically, golf is an individual sport, so it was especially nice to get together in a team environment for a change, with classmates and friends. Coach Broadbent made coming to practice two days a week lots of fun. I can't wait to see how the team does next year!"



Cailyn Rogers



Connor Smith, Chas Boden, John Circeo, Harrison Phillips, Coach Broadbent, Cailyn Rogers

Team Roster:
Eighth grade: Chas Boden, John Circeo, Connor Smith, Freddie Duignan
Seventh grade: Cailyn Rogers, Wyatt Lutz
Sixth grade: Green Huber, Charlie Mooney
Fifth Grade: Harrison Phillips
Coach: Mrs. Heather Broadbent

VISION

2020 CELEBRATION

Friday, May 8th ❖ 5:45 PM Cocktails, 7:00 PM Dinner

Dixiana Farm, 1400 Dixiana Domino Road

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"GETTING TO KNOW YOU"



When The King and I opened on Broadway in 1951, a favorite song of that multiple-Tony-Award-winning Rodgers and Hammerstein musical was "Getting to Know You," sung by "Anna," the British schoolteacher hired by the King of Siam as governess to his children.



Elizabeth Wooster, teacher of fourth grade and middle school music at The Lexington School, could find herself thinking these same thoughts:

It's a very ancient saying,
But a true and honest thought
That if you become a teacher
By your pupils you'll be taught.

As a teacher I've been learning –
You'll forgive me if I boast –
And I've now become an expert
On the subject I like most:

Getting to know you!

A little old-fashioned now? Perhaps. But never out of date. Music connects the centuries and the generations. It is timeless.

Mrs. Wooster brings her warmth and her love of teaching music to the Fine Arts wing, continuing the collegiality and camaraderie that benefits each TLS student from Acorns through eighth graders.

Mrs. Wooster is quick to observe, "Martha Anderson is a legacy woman, encouraging students to find and develop their singing voices. She's building literacy, teaching them to read notation. She's using many different instruments – tambourines, triangles, drums, maracas – and, of course, her famous recorders in third grade."

In Mrs. Wooster's room, barred instruments – xylophone, metallophone, and glockenspiel, which come in three sizes (soprano, alto, and bass) – are arranged carefully for students to play with mallets. These instruments, developed by Carl Orff, are out all the time, an invitation to meet, to learn, to make music together. Students learn composed pieces, and they enjoy improvising and playing pieces they write.

Mrs. Wooster enjoys working in concert, too, with Michael Preacely, fifth-grade music teacher. She says, "He is a voice professional. He helps students develop their singing voices and their ability to use music to tell stories. He shows the power of the fine arts when they come together through music, drama, and the visual arts to create their fifth-grade musical, their signature piece."

For her Middle Schoolers, Mrs. Wooster emphasizes, "I definitely want to expand their literacy skills to read more complicated rhythms, melodies, and musical forms. In class, students work in small groups and individually to compose rhythmic and melodic pieces. My goal is to have young musicians use music to express ideas and analyze how others use music in different time periods and through different genres – all manner of styles. At TLS, I want music to be an important part of their education and personal values. Music is a form of expression, a place to find beauty, a way to connect with other people."

Mrs. Wooster is especially interested in encouraging Middle Schoolers vocally, explaining, "Our singing voice is the instrument we carry with us our whole life. I want students to find their singing voice and use it confidently, especially when boys' voices change. That exciting time of transition is to be nurtured."

"Music is a component of holistic education."

— Mrs. Elizabeth Wooster

Mentioning specific highpoints of the school calendar, Mrs. Wooster says of her first Grandparents Day, "In the fourth-grade presentation, students benefitted from a combination of visual arts, social studies, library, and music inspired by *Her Right Foot*, by Dave Eggers." Recommended by Lori Hancock, the book outlines the history of the Statue of Liberty and focuses on immigration. Illustrations from the book informed student artworks in Sarah Heller's classes which were presented during the program in the gym. The Holiday Concert featured sixth-through-eighth grade repertoire that honors the changing voice and the challenge of singing in four parts. *Heritage Day: Tracing Our Roots* is a fourth grade highlight, celebrating diverse personal histories.

In Reading, Pennsylvania, Mrs. Wooster's parents were both educators. Her father was a sixth-grade history teacher, and her mother taught first grade. Education was a focus of their homelife. Mrs. Wooster knows the importance of strong middle school core classes, yet she also says, "Going back to the ancient Greek education system, music was part of the quadrivium [the medieval university curriculum comprising arithmetic, geometry, astronomy, and music]. I'm teaching an aesthetic language which has an emotional and expressive component. Music is a component of holistic education."

Mrs. Wooster continues, "I want our students to be creators and educated consumers of music, critical listeners. I wish to give each person an avenue for learning. Music is for all. I want students to listen, read, write, play, move, and sing. I am teaching them to find their voices, to listen and to layer their thinking and ask how can we sing or play something while hearing another part at the same time. How can we develop the ear and the mind to process multiple layers of stimuli at the same time? How can we create something beautiful?"

In summation, Mrs. Wooster states with gratitude, "I had people in my formative years who taught me to love and value music. In their honor, I hope to be an inspiration to my students by empowering them to be confident in their musical abilities."

Mrs. Wooster, The Lexington School community might agree with Rodgers and Hammerstein that we enjoy "Getting to know you, getting to know all about you."





side by side

IMAGINE THE CONNECTIONS! The world of art is a connector of people across the lands and across the ages, and, as it turns out, across town and within The Lexington School family. REIMAGINE, the exhibit pairing children's art with local artists who interpret a child's piece by using their own style and medium, was imagined first by Lori Barnett, TLS art teacher of two-year-olds through second graders. Founding president of Creative Alliance for Arts Education, Mrs. Barnett encourages artists of all ages through the well-attended, annual exhibition, where the child's art and the artist's piece hang side by side.

Members of the TLS community were especially excited to learn of the connection of first grader **Vin Kenneally '27** with **Lina Tharsing '99** through REIMAGINE, where Lina reimagined Vin's "Three Trees." Actually, Vin and Lina's friendship began even before their collaboration at Lexington's Pam Miller Downtown Arts Center. Lina gives background: "I met Vin at ARTplay when I sat in on a class before teaching there. I wanted to get a sense of what might work best for the kids before teaching my class. When I visited, they were painting cardboard shoeboxes for the UK Art Museum's "Off the Menu" show, in which I also had a painting. I walked around the room and offered help to the kids, but toward the end, I spent most of my time with Vin, who is a great conversationalist. He asked what I thought of his project and what kinds of paintings I made. When I selected his drawing for REIMAGINE, no identifying info was attached, and I didn't know it was Vin's until I walked into the Arts Center." Theirs is a TLS connection meant to be.

Lina made time in her artistic schedule to visit The Lexington School, where she began as a first grader. She hadn't returned to her childhood art rooms since 1995. Of course, she reconnected with Vin, at the easel in Mrs. Barnett's room, where Lina had painted when she was his age with Mrs. Isabel Kasperbauer. Lina reminiscences, "I felt very supported by all my teachers here. They encouraged my creativity, my art and my creative writing. In history, I learned note taking, and I never learned that at any other school at any other time. I learned how to organize and outline notes, and I carried that with me."

From TLS, Lina went to Lexington Traditional Magnet School, then to SCAPA as part of their visual arts program. She earned her Bachelor of Fine Arts degree at UK, focusing on painting, photography, and art history. Lina comes by her artistic talents naturally, as both her parents, Ann Tower and Bob Tharsing, were Lexington-based artists with national reputations. Her parents both had studios in the back yard of their family home. "It was an art compound," says Lina, who carries on their gifts for art, using her father's studio as her own now. "I was a studio assistant with Dad, stretching canvasses and moving his large canvasses. There is something especially wonderful about painting full time in your father's studio, using his brushes and his paint."

Lina's most recent exhibitions have been at the Lexington Art League in a two-person show with Robert Morgan entitled "Portals and Passages," and at the University of Kentucky Art Museum's summer show, "Off the Menu." She will be one of many local artists honored at their upcoming 40th anniversary event "An Inspired Evening." Her work is currently on display at the University of Kentucky's Food Connection and 21c Museum Hotel.

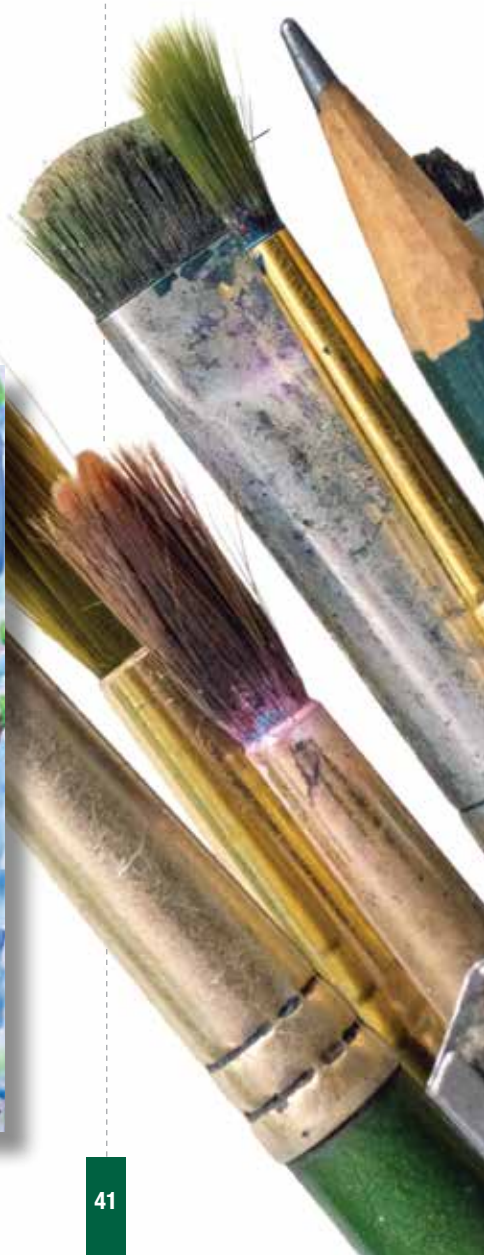
A different type of artistry holds a distinctive TLS memory for Lina: "One day, in the middle of an otherwise ordinary lunch, Dr. Lowry burst into the cafeteria through that door near his office. He was dressed in MC Hammer pants, a very specific look, and he did a wild MC Hammer dance! Then he just turned around and left; never said a word. It was magical."

Even – or perhaps, especially – after 25 years, Lina knows The Lexington School is a home, a welcoming place that retains the same goodness and strength it did when she was a little girl. She says, "I felt listened to at The Lexington School, very supported by teachers. Even as a child, I felt very lucky to be here."

Vin Kenneally and others at TLS were lucky to have her return.









NEW TRUSTEES

Shannon Bishop Arvin ’90

It’s no stretch to say Shannon Bishop Arvin ’90 has loved The Lexington School since that morning in 1979, when she first walked into Mrs. Marcum’s prekindergarten class. Married to **Will Arvin ’82**, they are proud parents of fourth grader Bishop and McCutchen, third grade.

With deep commitment to her board responsibilities, Mrs. Arvin is doing a different kind of TLS homework these days. The Finance, Compensation, and Investment Committee as well as the HR Committee, of which she is vice-chair, keep her busy, along with her day job as a member of Stoll Keenon Ogden law firm. Shannon also serves as secretary and director of Keeneland Association, secretary of Breeders’ Cup Ltd, director of the University of Kentucky Gluck Equine Research Foundation, chair and director of Bluegrass Care Navigators (Hospice), a member of The Jockey Club, among other organizations. With several other TLSers, Mrs. Arvin was a founding board member of Horse Country: see Fall 2016 *Pinpoints.*

With warm reflection, Mrs. Arvin says, “TLS gave me the foundation to have the confidence and courage to go out and participate. That starts now with the Pre-K Circus, where, several years ago, I watched our Bishop and McCutchen speak into a microphone and do somersaults in front of a LOT of people! For me, it probably started a little later at TLS, but I remember playing the role of Mrs. Savage in *The Curious Savage*, and playing the piano, with my friend Tallee singing along, at a very young age.”

Marijo Foster (H’16)

More hats than the local milliner. That’s what Marijo Foster (H’16) has in her closet, and they all say “TLS” on them. Her new chapeau has “TLS Board Member” embroidered on it, and the school is fortunate for that. In 1978, **Norton G. Pritchett Jr. (H’81)** hired Mrs. Foster for a one-year stint as an upper school math teacher. That term multiplied. One year added up to 38 – as mathematics Chair, Director of Professional Development and Student Services, Head of Middle School, and Head of Lower School in the interim. We can do that math.

Mrs. Foster says, "As everyone knows, I am quite attached to The Lexington School, and, like a bad penny, I seem to have returned in yet another role at my favorite school. I wish every previous faculty member could experience board membership. It is wonderful to work alongside my former students and parents as they lovingly support the school. In times past, I might have been a mentor to some of them, and now I am the one learning from them! Their generous gifts of time, talent, and treasure make my heart sing."

When Mrs. Foster retired, longtime friend Melinda Massie, mother of **Chad Massie '89** and **Ryan Massie '90**, wrote about her friend to Summer 2016 *Pinpoints*: "Most important, though, has been your fundamental belief that all children are good. It is the basis from which your actions evolved and your inspiration flowed, and it will be what defines your legacy at TLS."

With her board position, Mrs. Foster is still defining her legacy.

Donna Shively

With fourth grader, Cade; third grader, Brielle; and twins, Hayes and Liam, in KinderKlasse, Donna Shively and her husband, Bill, former Lexington School trustee, are devoted to TLS. Her work on the HR Committee leads her to say, "I've been very impressed what an active board this is at our special school. It's important to me and to each board member that we continue to offer a great education for our children."

The Shivelys purchased Dixiana Farm outside Lexington, and, as Mrs. Shively says, "We've loved every minute in Kentucky, between raising our family, being in the horse business, and enjoying the Lexington community. For the last 14 years, she has worked at Tower Hill Insurance Group, Inc., third largest residential property insurer in Florida, as an events manager, planning large corporate events within the state of Florida and all over the world. In 2018, the Shivelys opened Tower Hill Sports, a soccer-first, all-in-one entertainment facility in Lexington, offering indoor soccer training. TLS alumni **Morgan Patton '14** and **Trey Woody '15** both enjoy working there.

Mrs. Shively emphasizes, "I admire how the faculty and staff teach that it's okay to fail at times in order to learn from those moments and to become even more successful. It's a valuable life lesson that teaches growth from learning and the importance of never giving up."



Shannon Bishop Arvin '90



Marijo Foster (H'16)



Donna Shively



did you say 9 grandchildren at TLS?

Because we are a nurturing environment, children feel **CONFIDENT.**
When children are **CONFIDENT**, they will take **RISKS.**
Because **RISK** taking is inherent in learning, the possibility of failure **EXISTS.**
When a nurturing community **EXISTS**, challenges lead to **GROWTH.**

Our success is defined when our students have the life skills to make wise choices and overcome obstacles.

The Lexington School's Philosophy Statement summarizes everything Linda and Ike Van Meter value about The Lexington School. Linda and Ike's first grandchild, Laura B., entered PreK at TLS in 2010. They immediately fell in love with the school, with the philosophy, and particularly with her teachers, Mrs. Cline and Mrs. Mitchell.

Ten years later, "Popu" and "G-Daddy" have nine Van Meter grandchildren at TLS – **Laura B. Friesen '21, Anna Friesen '22, Isaac Van Meter '24, Liam Tweed '25, Van Friesen '26, Emmy Van Meter '27, Tommy Tweed '27 TLC, Samuel Van Meter '30,** and **Burton Tweed '31.** The deep affinity that Ike and Linda immediately felt for their grandchildren's teachers remains strong a decade later.

Popu says, "Ike loved this school with all his heart, and I do too. We love how those wonderful teachers educate the whole child. Ike loved life and valued life skills. TLS gives our grandchildren the tools to succeed. How do they do that? They do it through Writers Guild; the Preschool Art Show; the fifth grade musical, *Seussical!*; all the public speaking opportunities; and I could go on and on. The nurturing that Lexington School teachers give to each one of our grandkids to help them meet these challenges is incredible."

Challenges lead to growth. It's the TLS Philosophy Statement in action. For the Van Meter family, that Philosophy Statement has enhanced meaning now.

On June 5, 2019, Ike died, surrounded by his loving family. Ike Van Meter was known and loved for a lot of reasons – for his complete devotion to Linda; their three children and spouses, Caroline Van Meter, Ike and wife Jenn Van Meter, and Helen and husband Devin Tweed; and his nine grandchildren. He was loved, too, for his trademark, hearty, and thoroughly contagious laugh. Everybody knew whenever Ike was nearby.

Not everybody knew, though, that Ike was dyslexic. As dyslexia often runs in families, Ike and his brother both struggled with basic reading and, as Linda says, "had no self-confidence when they were young" because they learned differently. The concept of different learning styles was not widely understood then, so both Ike and his brother attended a school in New England noted for its excellence in dyslexia education.

In November, Linda attended The Learning Center's tenth-year celebration in the new library, the culmination of Learning Differences Awareness Week. It took courage for her to be there, but she felt it was important to represent Ike and the rest of their family. After hearing **Brutus Clay '85** speak at that event, Linda said, with tears in her eyes, "He was telling Ike's story. When Ike was young, he went through the same struggles the Learning Center kids are going through now. Ike would have loved The Learning Center and all it stands for. I wish there'd been a Learning Center for him back then." Popu and G-Daddy's grandson Tommy is a Learning Center first grader, "and they are changing his life." Because of The Learning Center, just like each of the other Van Meter grandchildren, Tommy will leave The Lexington School with confidence and the skills to follow his own path.





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1 | **Mary Bruce Gray Alford '99**, mother of first grader Gray, Virginia in Montessori, and Stella, Acorns; with Joyce Baker Land, former Head of Food Service and grandmother of **Zack Baker '11** and **Olivia Baker '14.** 2 | Members of the **Class of 1999:** Front Row: Rodes Fisher Cleland, Mary Bruce Gray Alford, Calhoun Clifton, Katie Lossen, Katie Taylor. Back Row: Chris Ware, Jeff Milward, Will Milward, Taylor Huber, Coley McKinstry. 3 | **Todd Geddes '79, Joseph Clay '80, Julie Geddes Johnson '80.** 4 | **Larry Pritchett '72.** 5 | **McKay Moore '00** and **Isabel deCamargo Ladd '00**, mother of Oliver, second grade, and Theo, Kindergarten. 6 | **Margaret Graves '79,** mother of **Hart Hallos '15** and **Wick Hallos '15**, and Leanne Zimmerman, fourth grade teacher and mother of **Eli Zimmerman '99** and **Heidi Zimmerman Simons '03.**

REUNION WEEKEND 2019, OCTOBER 11 AND 12

Sixty Years
The Lexington School
1959-2019



Row 1: Tori McLaughlin, Caroline Hager, Angie Willcutt, Lily Umansky, Kendall Sturgill, Daisy Farish, Maha Iqbal, Isabela de Sousa, Taylor Duncan, Alex Rudder, Alexis Pickett, Kathleen Moloney. **Row 2**: Sam Levy, Hart Hallos, Lisle Broadbent, Skyler Cecil, Elle Varner, Alice Rodgerson, Connor Perry, Audra Ferrier, Kera Ramsey, Maria Sharp, Madalyn Given, Max Young, Lewis Pride. **Row 3**: Jake Falcone, Brennan Cegelka, Wick Hallos, Jack van Nagell, Sam Banks, Trey Woody, Mark Owen, Conor Harrison, Gaelen Robinson, Louie Kessigner, Michael Duzyk, Alex Totty. **Row 4**: Luke Thomas, Alex Mills, Luke de Castro, Conner Schell, Ben Gillig, Jackson Cunningham, Matt Halpin, Matthew Bernard, Sam Vaughan, Nicholas Johnson, Zach Ratliff-LeSage, Will Medley, Nate Steiner, Sean Givens, Alex Irwin.

Class of 2015

2015 College Matriculations

Sam Banks ..... Miami of Ohio
Matthew Bernard ..... University of Kentucky
Lisle Broadbent ..... Centre College
Skyler Cecil ..... University of Kentucky
Brennan Cegelka ..... Vanderbilt University
Jackson Cunningham ..... Butler University
Luke de Castro ..... Massachusetts Institute of Technology
Isabela de Sousa ..... Texas A&M University
Taylor Duncan ..... University of Mississippi
Michael Duzyk ..... Wake Forest University
Jake Falcone ..... High Point University
Daisy Farish ..... Professional Equestrian
Audra Ferrier ..... University of Kentucky
Ben Gillig ..... Gap Year
Madalyn Given ..... University of Kentucky
Sean Givens ..... Miami of Ohio
Caroline Hager ..... Clemson University
Hart Hallos ..... Columbia University
Wick Hallos ..... Columbia University
Matt Halpin ..... University of Notre Dame
Conor Harrison ..... University of Kentucky
Maha Iqbal ..... University of Kentucky
Alex Irwin ..... American College of the Building Arts
Nicholas Johnson ..... University of Kentucky
Louie Kessinger ..... Reinhardt University
Sam Levy ..... Southern Methodist University
Tori McLaughlin ..... Auburn University
Will Medley ..... Auburn University
Alex Mills ..... Vanderbilt University
Kathleen Moloney ..... Miami University
Mark Owen ..... University of Kentucky
Connor Perry ..... University of Kentucky; University of Arizona in Fall 2020
Alexis Pickett ..... University of Louisville
Lewis Pride ..... University of Georgia
Kera Ramsey ..... University of Tennessee
Zach Ratliff-LeSage ..... University of Kentucky
Gaelen Robinson ..... Santa Rosa Junior College
Alice Rodgerson ..... Centre College
Alex Rudder ..... University of Kentucky
Conner Schell ..... Southern Adventist University
Maria Sharp ..... Miami University
Nate Steiner ..... Centre College
Kendall Sturgill ..... University of Kentucky
Luke Thomas ..... Baylor University
Alex Totty ..... Auburn University
Lily Umansky ..... University of Florida
Jack Van Nagell ..... Xavier University
Elle Varner ..... Washington and Lee University
Sam Vaughan ..... Miami University
Angie Willcutt ..... Bluegrass Community and Technical College
Trey Woody ..... University of Kentucky
Max Young ..... Indiana University

NEW ALUMNI PARENTS



The **Alford** Family

Mary Bruce Gray Alford '99, sister of **Keturah Gray '94**, **Rebekah Gray Henley '96**, and **Carl Gray '02**, began The Lexington School as a Kindergartner in Mrs. Barker and Mrs. Sadler's class. Today, she and her husband, Tim Alford, TLS Middle School Head, are proud parents of Stella in Acorns; Virginia in Montessori; and first grader, Gray. Mary Bruce thinks back to those early years: "Having our children at TLS this year is quite surreal. Stella spends her days with Mrs. Murray and Mrs. Sandberg in the very room where I learned to read. It was Miss Barbara Bale's first grade class then. When I now visit the Acorns room, I feel transported to the magical days of Paddington Bear. I know magic remains in that room and throughout the hallways of TLS, no doubt due to the same level of passionate and creative faculty (and administrators!) who have always made TLS what it is. There are quite a few new halls and updated classrooms, but I see the faculty continue to create an atmosphere of love and care. I do feel old as a parent of three TLS students now, especially since my memories of speech and debate trips, the ninth grade play, Breckenridge, the Southwest trip, and so much more are still so vivid. I can remember well when **Callie Clifton '99**, **Rodes Fisher Cleland '99,** and I were playing basketball as Colts. While we've lived all over the country since then, our friendship remains. We celebrated Callie's birthday together just recently. I look forward to our children making their own memories and building their own lasting friendships."



The **Baker** Family

With his wife, Nalise, **True Baker '96**, brother of **Taylor Baker Tricarico '93** and **McEwen Baker '13**, is back in the swing of things at TLS, with son Woodford in Kindergarten this year. Woodford's younger brothers, Smith and Lawson, have already gotten to know the way to TLS as well. True's TLS connection goes back to the beginning of the school, as his step-dad, **Mike Bell '63**, a sixth grade student the first day the school opened, was a member of the first graduating class. From True: "Walking into orientation as a new parent to TLS felt like a homecoming in a way. The new faces that greeted my family welcomed Woodford with open arms. The location of the rooms was the same, but the themes on the walls different. The tables and chairs were much

smaller than in my early, golden-hued memories, but I was still seated by a Lyster, a Barr, and a Jones. Although my perspective was different as a parent, the soul of the place remained the same. Having Woodford start at The Lexington School, I know he will be pushed for academic excellence and also cared for and nurtured as he grows. TLS was a place where I built toy airplanes, lifelong friendships, and an academic foundation that carried me through veterinary school. There is no place else I would want to send my three boys."



The **Barr** Family

Bobby Barr's cousins, third grader Eleanor Barr and Mary Clay Barr, Kindergarten, were excited to welcome him to TLS on the first day of school. Colleen and **Peter Barr '96**, brother of **Emily Barr Richards '87** and **Andy Barr '89**, are happy as well to be current parents. Peter points out, "As a first-time parent at TLS, I feel very proud and grateful that Bobby is now a student here. I spent a quarter of my life walking these halls and have so many wonderful memories. Colleen and I feel fortunate that Bobby is so happy at TLS and creating his own special memories. I tell people all the time that my education at TLS can be summed up by one word – "preparation." TLS taught me how to study and the best way to learn, tools I used through college and beyond. TLS prepared me for the world by instilling those critical life skills of leadership, hard work, and communication with others. The education was second to none, however, I will always say that the best thing I took away from TLS was the relationships with teachers, staff, and, of course, other students. I feel so lucky for the lifelong friendships I made at TLS. Colleen and I look forward to watching Bobby's growth and development through the outstanding education he is receiving and the great friendships he will make along the way. He is in the greatest of hands."



The **Miller** Family

It's been a walk down Memory Lane for **Reece Miller '00**, brother of **David Miller '03**. Reece and his wife, Emily, are now current parents. Reece says, "We have been extremely pleased with Ash's progress in less than six months of his enrollment in the Acorns class. We find this program to be a great addition to the already outstanding education we believe The Lexington School provides. However, we soon realized we made the 'first child' mistake of enrolling Ash for only two days per week. (He wants to be there *every day!*) When walking through the doors for his – and our – orientation last fall, I was flooded with wonderful memories from my 11 years at TLS ... the fish tank in the front entryway, Mrs. Sadler's second grade class, Miss Cowling's history classes, our competitive basketball teams, Ms. Bonzo's English classes, ski trips to Breckenridge, and our legendary ninth grade Southwest trip. I also realized his classroom was in the same hallway where I started my journey. Emily and I look forward to watching Ash grow through all the extraordinary people and resources that are provided to him at The Lexington School."

NEW ALUMNI PARENTS



The **Nicholson** Family

The Lexington School has been part of the life of **Jamie Nicholson '94** and his sister, **Kelsey Nicholson '96**, since before they were born. Their mom, **Jessica Bell Nicholson '64**, was a TLS fifth grader the first day the door opened, and their extended family has had a strong presence at 1050 Lane Allen Road ever since. Six-year-old Boone, Kindergarten, leads the way for his four-year-old brother, Lyle, and their sister, Dell, two. Jamie shares, "There was a pleasant, time-warp feeling for me in seeing Boone start at TLS. The hallway that takes him from the front door to his kindergarten classroom is the same one where, I'm told, I cried when my mom brought me to Mrs. Marcum's Pre-K for the first time. Down the hall is where I met Paddington Bear, in Miss Bale's room, and where I asked Dan Issel what it was like to play for Adolph Rupp, in Mrs. Groves's. And the end of the hall, as I left the building after bringing Boone to meet his teacher for the first time, is where I again teared up, nearly forty years after I first set foot in that special space. But this time I was comforted by the little hand I was holding and by the thought that Boone's curiosity will be fostered as well as mine was there, that the friends he makes will be lifelong ones, as mine have been, and that he will one day look back as fondly on his thousands of walks through the halls at TLS as I do on mine."



The **Salomon** Family

With the opening of the new ONE School spaces, **Seth Salomon '94** points out that the essence of TLS remains the same as when he and his brother, **Jon Salomon '90**, were students here. Seth and wife, Erin, are parents of Julia in Montessori and Eleanor, Acorns. He remembers like it was yesterday: "While the TLS I went to is now a small piece of the amazing campus they've developed, the unique, warm environment is the same as ever. This was reinforced during Erin's and my tour where I received several hugs from former teachers that TLS is lucky to have there still today. At orientation, we were taking Julia to a music demonstration, and I remarked that the room we were entering used to be Mrs. Anderson's room; I looked up, and there was Mrs. Anderson – it's still her room! It was a special moment watching my daughter learn from my former teacher. I credit TLS in my academic and personal development more than any other school, job, or experience I've had. Precalculus with Mrs. Cox was a five-person class, and she instilled in me the feeling that I could thrive in that subject. She would not allow me to falter. Math became my favorite subject and is something I use every day in my role as a Certified Financial Planner. I always wonder if the outcome might have been different had I been in a class that was much larger, where that level of personal attention was not possible. Mr. Parlanti used to give me a bit of a hard time as I could be a goof-off and was definitely not concerned with my physical abilities in Middle School. Now, I love physical exercise, and whenever I complete a new physical accomplishment, I think, 'If only Mr. Parlanti could see me now!' TLS played a key role in my life and obviously continues to do so. Some of my closest friends today are my TLS classmates. I'm thankful my daughters are able to learn and develop at such a special place."



CELEBRATION '19

We want to take one last opportunity to say THANK YOU to the sponsors who made last year's event such a success.

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Lifelong LEARNING

by **Todd Trimble Graddy '64**, LCSW, MS, Certified International Association of Yoga Therapists



Above: Todd Graddy '64, right, with her daughter **Garrett Graddy-Lovelace '93** and Garrett's daughter Sage Lovelace

As I read each year of the many degrees and accomplishments of TLS graduates, I remember my years of continuous study since my graduation in 1964. The Lexington School provided me the study skills and yearning to seek more knowledge and opened doors for me as I continued to follow my professional path.

In 1975, with a bachelor's degree in psychology and a master's in social work, I was hired as Director of Social Services at the Salvation Army. After several years of work, I entered the burgeoning field of commercial exercise for the next decade. When my daughter **Garrett Graddy '93** was a high school junior, planning for college, I needed to reenter the job market with marketable skills. I enrolled at the University of Kentucky, pursuing a master's degree in exercise in the Kinesiology and Health Promotion Department. Garrett tutored me in trigonometry, along with my fellow student, TLS teacher Anna Merritt. I graduated August 2, and Garrett left for college August 30.

A local hospital hired me to begin an employee wellness program and to cover emergency social work crises, but then the hospital closed, and I needed a state license to become a clinical counselor. I worked in the mental health field, studying for the state clinical license exam, until I passed it on my fourth attempt!

Just in time … as I moved into middle age.

I had taught yoga many years and sought advanced learning in this field. As a clinical therapist, along with my colleague **Hendy Davis Seelbach '63**, I enrolled at a prestigious yoga therapy school in California with a curriculum equivalent to a master's degree. This required both classroom attendance and home study. It also required that I master the beginner level of Sanskrit, the mother language of Latin, making me thankful for five years of being forced to take Latin at TLS! I graduated with an international certificate in Yoga Therapy. To repay student loans at age 59, I worked for the military, using all three degrees, providing clinical counseling to active-duty deploying soldiers and their families on military posts.

Now, after ten years in yoga therapy, I reflect on how much TLS values and lifelong learning have provided me with countless open doors of opportunity.

"The Lexington School provided me the study skills and yearning to seek more knowledge and opened doors for me as I continued to follow my professional path."

—Todd Trimble Graddy '64



Whitney Martin Collins '88

Whitney recently won a 2020 Pushcart Prize for her short story, "The Entertainer." Founded in 1976, the Pushcart Prize honors the "best of the small presses" by publishing an annual anthology of selected poetry, fiction, and essays from international literary journals. This year saw 8,000 nominations, of which 72 were chosen. A second story of Whitney's, "The Pupil," was also nominated and received a Special Mention. Both stories appear in Whitney's debut story collection, BIG BAD, which received the 2019 Mary McCarthy Prize in Short Fiction and is forthcoming with Sarabande Books in 2021. Whitney credits The Lexington School for fostering her love of the creative arts. She is especially grateful to Language Arts teachers Harriet Collier, Pat Cordy, Sara Meekins, Penny Lastinger, Alice Jones, Anne McCormack, Jennifer Stith, Hayat Bishara, and Ann Eames, art teachers Judy Apple and Isabel Kasperbauer, and librarian Sandy Ireland.



Matthew Hartley '95

In North Carolina, Eloise Hartley began Kindergarten at her new school the same morning **Chuck Baldecchi (H'19)** began his Head of School duties at *his* new school – Charlotte Latin School. Proud parents Julia and Matt enjoy keeping the TLS/CLS connection strong. For the photo, which also includes Eloise's brother Hugh, who will begin Kindergarten at Latin this fall, Mr. B sports his TLS tie as well as his Latin 50th Anniversary pin.



IN LOVING MEMORY

The Lexington School family mourns deeply the death of Will Bishop '87, on December 5, 2019. Will is survived by his mother, Nancy Bishop; his sister **Shannon Bishop Arvin '90**; her husband **Will Arvin '82**; their daughters, Bishop, fourth grade, and third grader McCutchen; his sister **Anne Bishop Almeida '92** and her children in Birmingham, Alabama, Gracyn, Bailyr, Wheaton, Paxton, and CC. Will was predeceased by his father, W. T. (Buddy) Bishop III.

Will was a gentleman and a scholar, with undergraduate and master's degrees from Columbia University, summa cum laude and a member of Phi Beta Kappa, and his Ph.D. in 20th Century French literature from the University of California at Berkeley. Madame Nicole Charron and Madame Betty Mills, his French teachers at The Lexington School, maintained a close friendship with him over the years. Madame Charron, in France, and Madame Mills, in Lexington, feel words from the Summer 2000 *Pinpoints* article they wrote together about Will are appropriate today: "Both teachers agree that Will was one of the top students they ever taught in their careers and one of those rare individuals who now speaks fluently without an accent. As a native of France, Mme. Charron 'was always amazed by the ease with which Will pronounced new words.' Mme. Mills remembers, 'it was almost as if he already knew the grammatical and oral components of the day's lesson.'"

Kathleen Eastland Mattacola '87, longtime friend and classmate of Will, says, "I can't think of Will without thinking of our sixth grade French puppet show, *Pierre et le Loup.* Little did I realize what an incredible Francophone he already was. The French language has been described as 'more than just beautiful: it's *radiant,* and it knows it.' Will was a beautiful and radiant person – I hope he knew it. Thank you, Will, for sharing your gifts. Que tu reposes en paix."

Will was a Renaissance man who will be missed by many.

Above: On the June 1987, TLS trip to France, in front of the medieval walled city of Carcassonne in southwest France are **Will Bishop '87, Bob Gee '87, Greg White '87, David Dayton '87, Peter Gandolfo '89,** and **Tim West '87.**



Malou Rodgers Huth '95

In Washington, DC, Malou reports the Securities and Exchange Commission named her Chief Counsel for the Division of Economic and Risk Analysis (DERA). She is responsible for collaborating with staff across the Commission on matters related to the integration of DERA's economic analyses into Commission rulemaking and other Commission actions. Malou and her husband, Brian, are parents of six-year-old Rhys, first grade, and fourth grader Maddie, ten.



Pierce Buster '99

Pierce lives in Charleston, SC, with his wife, Kelly, and son, Joseph Edward (LJ), born on November 30, 2018, and named for Kelly's father and grandfather. Pierce is the director of a recruiting firm, and Kelly works for a charter school in downtown Charleston. Though unable to attend the 20th reunion of the **Class of '99**, Pierce remembers his TLS days warmly, saying, "Kelly and I were just talking about The Lexington School as we start to make plans for LJ's education. One of the things, if not THE thing, that stands out to me about the time I spent at TLS is the near-family-like bond we all shared – not only with our classmates, but with the teachers and staff as well. Being under one roof for so long, you truly get to know everyone around you, and that pays dividends beyond belief. Of our graduating class of thirty, seven of us ended up at the same university. While we went our separate ways on campus, so to speak, we always took care of each other in terms of rides home, 'do you need anything from home,' etc. I know we wouldn't have done that for each other had we been in a larger, less personal environment growing up. The learning and growing environment TLS provides is second to none, and it's truly topnotch. I've come to appreciate it even more now that I am a father."



Lucy laCour '03

On October 26, 2019, Lucy and Logan Higgins, both of Tacoma, WA, were married at Richwood on the River in Milton, KY. Lucy's brother, **Gunner laCour '99**, was in the wedding party. Lucy received her B.A. from the University of Pennsylvania, where she was captain of the varsity gymnastics team. She earned an M.A. from the University of Georgia, as well as an M.A. from the University of Missouri. She completed her Ph.D. in Sports Psychology from the University of Missouri in July 2018. Lucy is employed by Magellan Federal, which contracts with the U.S. Army. She works at Joint Base Lewis-McChord in Tacoma as a sport psychologist. Logan, a graduate of Purdue University School of Engineering, works with Omax Corporation.



Russ Purdy '04

Three times the fun – that's what Russ and his wife, Simmons, have been having in Cayce, SC, just outside Columbia, since September 13, 2019, when Francis Herndon, Jacqueline (Jacquie) Cooke, and Julia Louise Purdy arrived. The Purdy family also

includes two beagles, Copper and Ginger. Between feedings, Russ reports succinctly, "Life is busy in the Purdy household." Of his TLS years, he says, "I remember getting to teach the class how to build model rockets because we had a sub during that lesson. It was fun to have a teacher ask me to help lead the class."

After TLS, Russ went to McCallie in Chattanooga, then graduated summa cum laude from the International Business program at the University of South Carolina, with a dual major in International Business and Finance, and a minor in Chinese. He studied in China at the Shanghai University of Finance and Economics for three months, focusing on Chinese language, trade from a Chinese perspective, and enterprises in China. Russ is Vice-President, Wealth Management Advisor at TCG & Associates of Merrill Lynch Wealth Management, where he holds Chartered Financial Analyst (CFA) and Chartered Alternative Investments Analyst (CAIA) designations.



Morgan Patton '14 and Ruby Kate Gray '14
Soccer enthusiasts since their TLS days together and now successful D3 athletes, **Morgan Patton '14**, left, playing for Transylvania, and **Ruby Kate Gray '14**, for Hanover, met on the Transy field. Happy mom, Lisa Gumm-Gray, says, "Score doesn't matter when your hearts have been close since Kindergarten at TLS!"







THE Adventure of a Lifetime!

by **Katie Kostelic '13**

That's what I'd always heard about Semester at Sea. Traveling around the world on a cruise ship, taking college courses with 500 other students, meeting people from different cultures sounded, well, like the adventure of a lifetime.

"Are you crazy? You can't be serious!" was my mother's response, and my father wasn't too far behind her. "The only cruise you've been on is the Disney Cruise, and you were TWO!" They realized this was very important to me AND was perfectly suited to my journalism major at DePaul University. Before I knew it, it was bon voyage. Semester at Sea was life changing because it took me so far out of my comfort zone. Spending four months on the open ocean, exploring ten countries with no internet for days on end gave me a new perspective on friendships, schoolwork, and that anything is possible when it comes to traveling. When we got off the ship in each country, we traveled independently; no teachers, chaperones, or parents to troubleshoot. While this was intimidating at times, I used those opportunities grow. My experiences included skydiving, cage diving with great whites, visiting the Taj Mahal, the Great Wall of China, and spending Lunar New Year in Hong Kong. The professors, who were all incredible, took our classes to the next level with field trips through the land of Kobe beef in Japan, townships outside Cape Town, and meeting students at Myanmar's liberal arts college. Semester at Sea taught me so much about the world, but I learned more about myself and my passions that I will always remember. I am grateful for my early travel experiences at The Lexington School: Carter Caves, Barrier Island, and the Southwest trip, where we gained confidence and tuned in to our inner voice that said, *You can do this.* Like jumping off a waterfall with Mr. Johnson on the TLS Costa Rica trip! Semester at Sea taught me I can feel at home anywhere in the world.







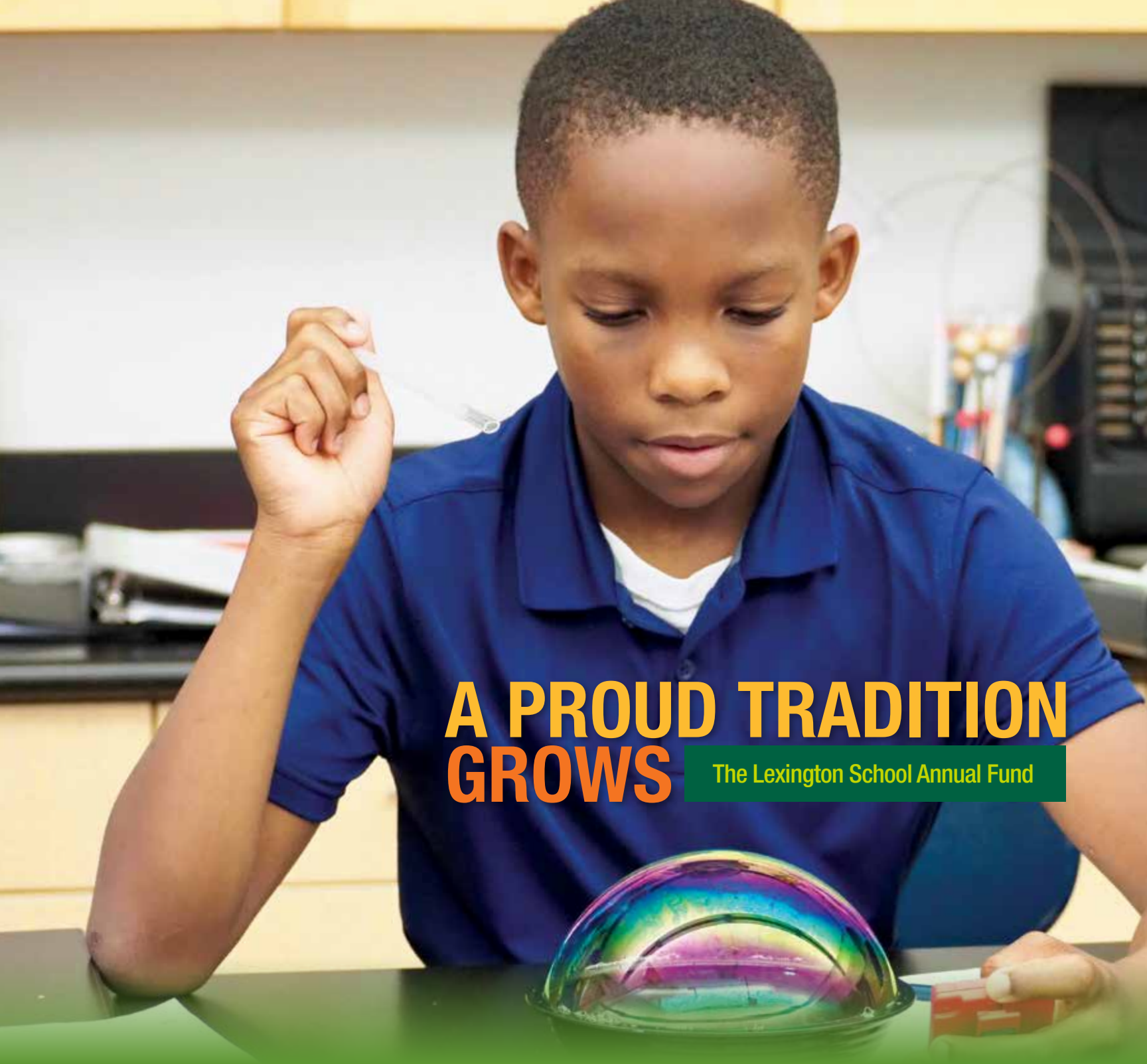
WHO?
WHAT?
WHERE?

| PIN PRINTS |

1 The lower school archery team of 21 girls and boys won first or second in eight tournaments. **2** Driving into the lane for a layup helps ensure eighth grade's varsity win over Sayre, 33 to 25. **3** A highlight of the Preschool Holiday Concert is "Give a Little Kindness," written by Martha Anderson, music teacher of Acorns through third graders, in honor of Donna Hutton, Director of Preschool. **4** With chess enthusiasts from Kindergartners to eighth graders, a pick-up game calls for concentration from all ages. **5** First day of school fun: Kindergartners in Mrs. Conley's science class explore water and its "stickiness."







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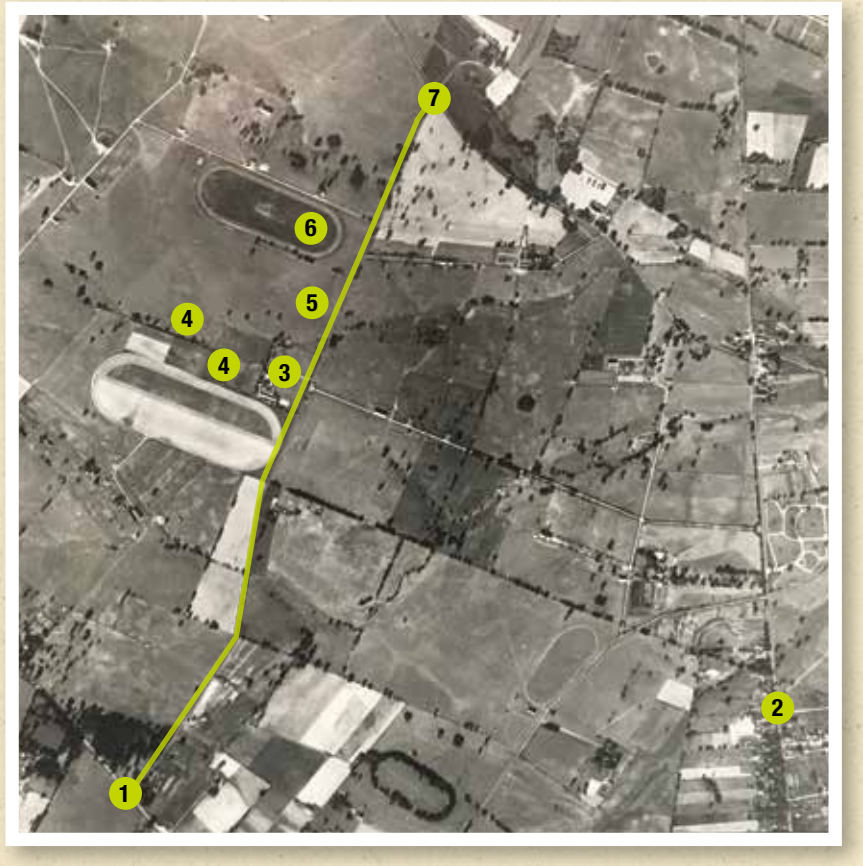
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HISTORICALLY SPEAKING



This 1937 aerial photograph of Mr. Hal Price Headley's Beaumont Farm and the Scarlet Gate property of **Mr. and Mrs. John Scott Lansill Sr. (H'00)** shows an era past. The four thoroughbred training tracks and expansive fields have yielded to Lexington's growing population.

Lane Allen Road is highlighted; green markers indicate specific points. At bottom left is 1) the intersection of Harrodsburg Pike and Lane Allen Road. At bottom right is 2) the Versailles Pike. 3) Scarlet Gate is shown beside the Lansills' large, white training track. Behind the house are 4) TLS's athletic fields. The Beaumont Farm field between the two tracks is now 5) The Lexington School. The farther track is the location of 6) the Beaumont Presbyterian Church. Toward the top of the map is 7) the intersection of Lane Allen Road and Parkers Mill Road.