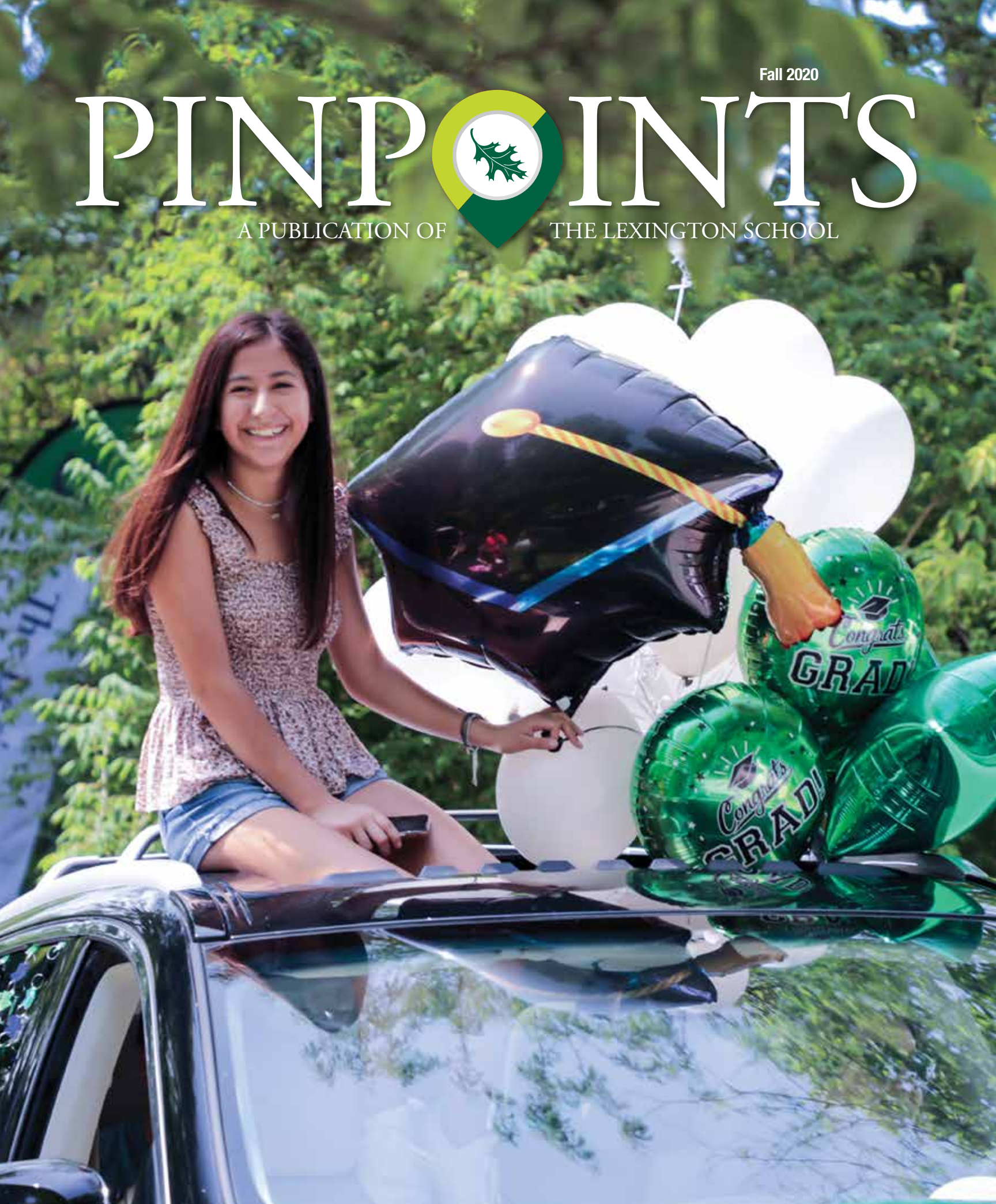
Fall 2020

PINPOINTS

A PUBLICATION OF THE LEXINGTON SCHOOL





Congratulations

CLASS *of* 2020





































Caleb receives his diploma at Scarlet Gate with Ms. MacCarthy in the background.

HEADLINES

Graduations are always memorable and special at TLS, but the 59th graduation of The Lexington School on August 7, 2020, along with so much of this past school year, will go down in the history books as unique.

In many ways, COVID-19 may be what stands out for the 2019-2020 school year. Although the **Class of 2020** is not to be defined by its last three months, this past spring illustrated so beautifully who the **Class of 2020** is as a group and who they are as individuals. Their humor and good nature, optimistic outlook, ability to roll with the punches, be disappointed, and still show up the next day on Zoom with a smile define the **Class of 2020**. They are everything I would want a graduate of TLS to be.

The **Class of 2020** will be famous in the history of TLS. They participated in the first ever virtual graduation; they invented the Final Carline, complete with decorated cars and noise makers, as all their teachers from Preschool through Middle School formed a path weaving through Scarlet Gate cheering them goodbye. Their traditional Tribute Night occurred on the big screen under a starlit night at the Bourbon County Drive-In. Eli Manning joined a Zoom call to wish them good luck and offer advice on how to be successful in high school. Even their class picture will hang in the hall, true to this time, placing sixty-one individuals standing alone yet brought together as one.

The upcoming year may again be an odd one. I am confident our recent grads will continue to be the leaders they have been at TLS. I challenge the **Class of 2020** to take all of their humor and good nature, optimistic outlook, and strong resilience to high school, whether that is in-person or virtually. Continue to make us TLS proud.

Una MacCarthy
Head of School

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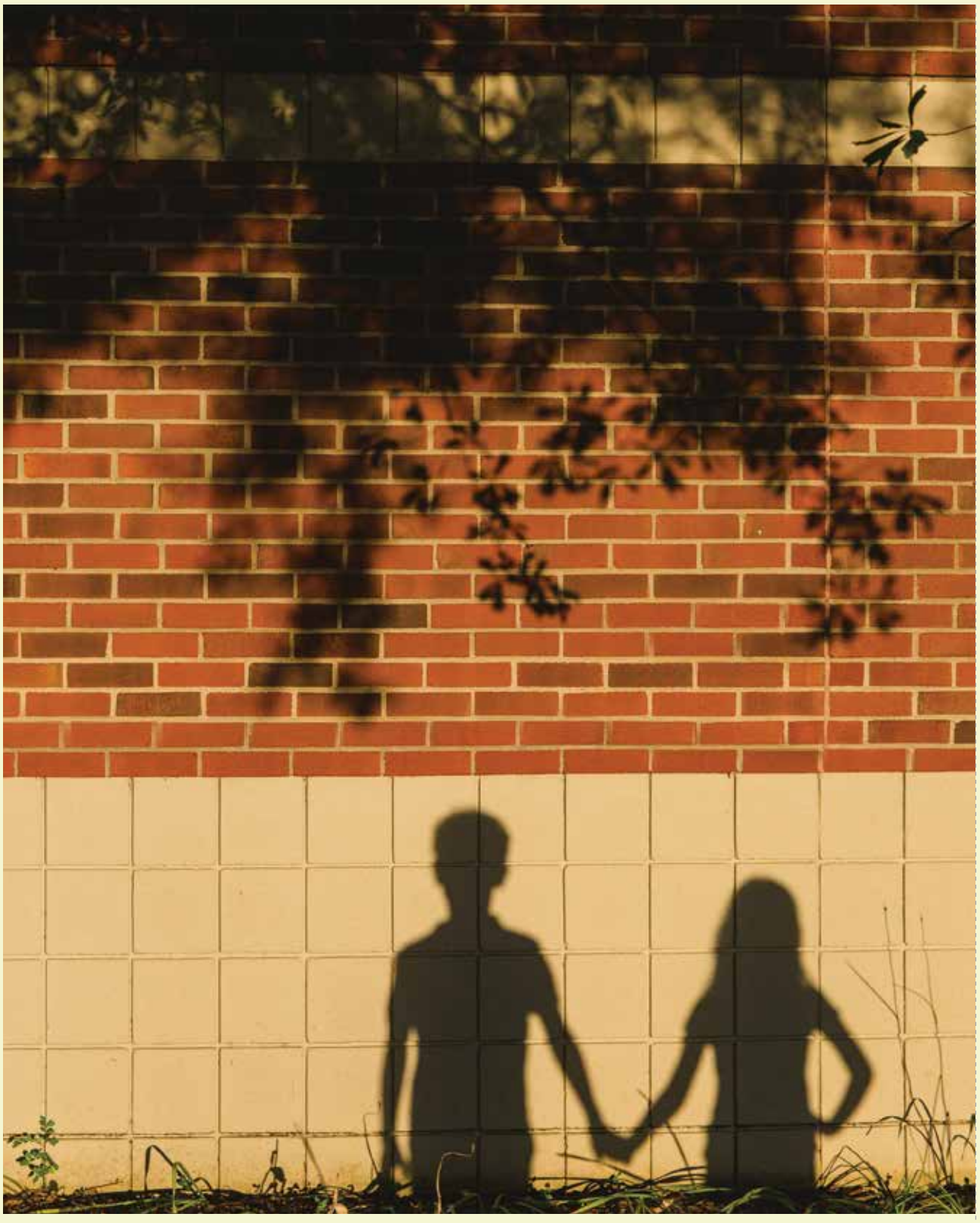


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Editor
Lucy J. McKinstry '66

Copy Editor
Ann Eames

Design
Steve Parker Design

Photography
Amy Campbell Photography
David Coyle
Jo-Ellen Fischbach
Caitlin Hall
Lindsay Milward
Beth Pride
Lacey Tardy
TLS Families

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4 FEATURE 14 ACADEMICS 40 ATHLETICS 42 ARTS 46 PHILANTHROPY 50 ALUMNI

Cover photo: Jo-Ellen Fischbach. **Natalie Absher '20** gives a radiant smile at Final Carline.
Please address comments to lmckinstry@thelexingtonschool.org.

GRADUATION 2020

"We have been blown away by how you have conducted yourselves during the unforeseen end of your eighth grade year. While you begin a new school, your TLS journey never really ends; it just takes new form. As your teachers referenced in their sendoff video, TLS will be here for you always. We look forward to hearing about your great adventures in the years to come."

– Jeff Truitt '85, Chairman of the Board of Trustees



Pretend diploma hand-off doesn't take away from the sentiment of the moment.

"Congratulations to the **Class of 2020**. Our halls and your childhood are forever woven together. So many of you started when you were toddlers. Thirty-seven of you started in Preschool, twenty of you as young as three years old. Sixteen more came in Lower School, and we were lucky to round out the class with the eight who joined in Middle School. The **Class of 2020** became complete in seventh grade when the last three of you joined. Whether your first memory of TLS is going down the pole on the preschool playground or crabbing on the seventh grade trip, you formed together as a wonderful class of sixty-one unique and talented individuals. I can't wait to hear of your adventures and successes. You have been an incredible class and will forever hold a special place in the history of TLS."

– Ms. MacCarthy



"While denied the opportunity for traditional graduation, our **Class of 2020** still received opportunities for making memories before heading to high school. The morning the ceremony was to occur was blue-skied and unseasonably cool. Students came to Scarlet Gate for a photo op with Ms. Mac. Dressed in an array of attire, some the traditional graduation garb and some shorts with a blazer, each struck several poses with the beautiful home in the background. Afterwards, families had the opportunity to take photos on the stone bridge, and students went home with an array of send-offs from the Parents Association, Athletic Department, and school in general."

– Mr. Alford

MEET KAMRON COX '06

TLS's first virtual commencement speaker

Among a hundred other firsts, the Class of 2020 is the first whose commencement speaker was videoed on the back porch of his apartment, The Pier, which juts into the Hudson River, providing the impressive New York City background for his speech. Kamron's videographer was Riley Kelleher, his fiancée. Their wedding, planned for April, was postponed because of COVID.

Tates Creek's International Baccalaureate program helped pave the way for Kamron's full ride to Auburn, magna cum laude, and campus-wide leadership positions. Vanderbilt Law was next, as Chief Justice of the Moot Court Board, then to New York's legal world, where he specializes in securities work at Covington & Burling. Learning a TLS/office connection – **Philip Howard '63**, of TLS's first graduating class, Senior Counsel at Covington & Burling – Kamron exclaimed, "I knew he was from Kentucky, but I had no idea he went to TLS! It's nuts that he's right down the hall." Philip, himself a 1996 TLS commencement speaker, was delighted to hear the TLS connection too. Outside New York City, in quarantine, Philip said, "What a small world that Kamron Cox and I graduate from TLS 40-plus years apart and end up in the same New York City law firm. Of course, it makes sense: TLS is one of the country's great schools, and Covington & Burling is one of its leading law firms, so, naturally, we would end up together."

Kamron assured the grads, "If you could remember enough to pass Bonzo's grammar tests, you have discipline. If you could handle lacrosse practice before Ms. Lounsbury's Cell exam, you have time management skills, and if you successfully planned Carnival and Little Kentucky Derby, you understand that preparation promotes performance."

Kamron's advice is timeless: "What does our Alma Mater say? 'A proud tradition grows!' You're an alum now. Grow that tradition!"







THE CLASS OF 20 REENVISIONED 20

Though no one realized it at the time, the 12th annual **Eighth Grade Art Show** on Thursday, March 12, was the last traditional school night of the 2019 - 2020 year. The arts wing was filled practically to capacity with families, friends, alumni, and fellow artists admiring the impressive creativity on display.

Faculty, staff, and parents knew the importance of end-of-the-year eighth grade traditions. Creativity, teamwork, and resilience came to the forefront in successful renditions of those meaningful occasions. As with each of the previous 58 Lexington School graduations, the **Class of 2020** ended their most unforgettable year with TLS hugs and smiles and laughs and tears to carry with them.





Each member of the **Class of 2020** was a star on the big screen for **Tribute Night at the Bourbon Drive-In,** the best ticket in town. Families brought vans and pickup trucks for maximum viewing space, and teachers had contributed congratulatory videos. Especially touching was the message from the four kindergarten teachers – Mrs. Harrison, Mrs. Hetman, Mrs. Metze, and Mrs. Sloan, all of whom are still at TLS – who had 16 of these students in 2011 - 2012. The evening ended with a tip of the hat to the grads, showing selfies, each wearing the baseball cap of their high school, a gift from TLS.

The **Class of 2020** had nine alumni parents: **Brutus Clay '85** | **John Congleton '76** | **Thomas Gaines '83** | **Melanie Smith Leach '88** | **JP Miller '91** | **Barbara Cohen Rubin '89** | **Tommy Slabaugh '89** | **Emilie Wilson Stanley '85** | **Whitney Neuman Ward '91**



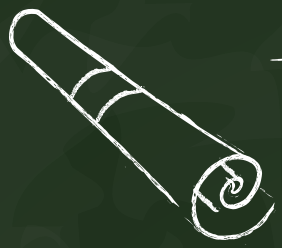
They knew there'd be a surprise visitor, and there were lots of guesses. **The virtual visitor –** for almost a half-hour – was Eli Manning, New York Giants' two-time-Super-Bowl-winning quarterback, who immediately accepted the invitation of fellow NFL quarterback Chad Pennington, father of **Luke '20**. Eli spoke not only to enthusiastic sports fans, but his inspirational message was for every class member; parents and teachers enjoyed it as well. Giving advice to those headed into high school and into life after TLS, Eli spoke with tremendous humility from his experiences as a competitor and as one who excels. A pre-commencement speaker, he advised, "Try to earn the respect of your peers, coaches, and teachers. Earn your place with your actions, not with your words. Be kind. Be grateful. Be thankful."



This year's Etiquette Dinner took new form, beginning with a Scarlet Gate drive-by pick-up of carefully compiled boxes containing special items for each place setting: class composite, candle, proper table setting direction, TLS cup for toasts, **Class of 2020** napkin, personalized cookie, and more. Previous instruction included "Spring Formal Attire: This is a virtual dinner … we can only see you above the waist." Zoom brought everyone together for spirited conversation and touching toasts with Ms. MacCarthy, Mr. Alford, advisors, and other faculty. From North Carolina, Mr. Baldecchi gave a toast to the **Class of 2020** as well.



A festive sendoff! Faculty and staff lined the entire driveway of Scarlet Gate and stood, socially distanced – but not quietly – by their cars. They waved and yelled with noisemakers, from tambourines to cow bells, and held up homemade signs, decorated with love, as parents drove members of the **Class of 2020** through the Final Carline. Celebratory and heartfelt goodbyes, replicating hugs students get at the end of their TLS time, caused tears to flow toward the end of the parade.



CLASS OF 2020

Matriculations

Natalie Absher ..... Lexington Catholic High School
Isaac Ammerman ..... Sayre School
Lily Beck ..... Sayre School
Lillian Beiting ..... Lafayette High School-Pre-Engineering Program and SCAPA Program
Jack Bernard ..... Sayre School
Chas Boden ..... Lexington Catholic High School-Exemplar Scholars Program
Miles Buchart ..... Lexington Catholic High School
Chase Butler ..... Sayre School
Alex Castle ..... Lexington Catholic High School-MST Exemplar Program
John Circeo ..... Lexington Catholic High School
Will Claggett ..... Sayre School
Caroline Anne Clay ..... Lexington Catholic High School
Ella Cline ..... Lafayette High School
Ela Congleton ..... Lafayette High School-Pre-Engineering Program
Cate Conklin ..... Lexington Catholic High School-Exemplar Scholars Program
Samantha Coppedge ..... West Jessamine High School
Freddie Duignan ..... Lexington Catholic High School
Dominic Fannin ..... Tates Creek High School
Coco Farish ..... Sayre School
Perle Fayida ..... Frederick Douglass High School-Biomedical Science Program
James Owen Fenwick ..... Sayre School
Madi Fortune ..... Henry Clay High School Liberal Arts Academy
Olivia Gaines ..... Sayre School
Peek Garlington ..... Woodberry Forest School
Ricardo Gedaly ..... Paul Laurence Dunbar High School
Veronica Hancock ..... Lexington Catholic High School-High Marks Program
Gist Heinrich ..... Lexington Catholic High School-MST Exemplar Program
Akiva Himelhoch ..... Paul Laurence Dunbar High School-MSTC Program
Yusuf Kahloon ..... Paul Laurence Dunbar High School-MSTC Program
Aubrey Kearns ..... West Jessamine High School
Caroline Leach ..... Henry Clay High School
Jared Lockhart ..... Lafayette High School
Juliette Longbottom ..... Sayre School
Lauren Miller ..... Sayre School
Owen Murphy ..... Sayre School
Wilkes Offutt ..... Sayre School
Josha Partin ..... Sayre School
Luke Pennington ..... Sayre School
Calvin Perez ..... Sayre School
Ryder Pergrem ..... Lexington Catholic High School
Jack Pund ..... Lexington Catholic High School
Morgan Reeder ..... Sayre School
Ian Reesor ..... Lexington Catholic High School
Claire Robbins ..... The Lawrenceville School
Brody Rogers ..... Lexington Catholic High School
Abby Rubin ..... Sayre School
Charlie Slabaugh ..... Sayre School
Connor Smith ..... Sayre School
Paul Stanley ..... Lexington Catholic High School
Lauren Stigers ..... Sayre School
Fletcher Sutton ..... Shenendehowa High School West, Clifton Park, NY
Will Taylor ..... Lexington Catholic High School
Mia Telechbush ..... Lafayette High School-Pre-Engineering Program
Gracie Templeman ..... Lexington Catholic High School
John Henry Trimble ..... Cate School
Sarah Vanemon ..... Sayre School
Caleb Walker ..... Carter G. Woodson Academy
Price Watts ..... Lexington Catholic High School-Air and Space Academy
Greer Webb ..... Sayre School
Miller Williams ..... Lafayette High School-Pre-Engineering Program
Miya Yoshida ..... Phillips Academy Andover

Where they're going means

the World!



YOU CAN NEVER RETIRE FROM BEING AWESOME

Mrs. Moloney | Ms. Zimmerman Ms. Noel | Mrs. Hawkridge

Janette Ware Moloney

Mrs. Janette Ware Moloney, mother of **Meredith Ware Avant '96** and **Chris Ware '99**, began her Lexington School career in 1991 as a third-grade teacher, moving to fifth grade math, and fifth grade language arts and social studies. In Kentucky after participating in the California Writing Project, she wanted to celebrate students' writing publicly. With TLS colleagues, in 1993, she founded the Lower School Writers Guild, celebrating students as illustrators and authors. Organizing and directing the springtime tradition for 14 years, she recalls, "It was a day I greatly enjoyed, watching our students, surrounded by family, as they read their books. Writers Guild is a loving celebration of these budding writers."

For the past five years, Mrs. Moloney has enhanced her students' lives as Instructional Specialist, or "Inspirational" Specialist, in The Learning Center's resource room and with middle school students not in TLC.

Retiring this year with Mrs. Moloney, Leanne Zimmerman reflects, "When I think of Janette, I think firm, fair, loyal, and funny. She was a firm and fair educator who shaped the futures of many students who needed her guidance. She is a loyal friend and a loyal employee. Most of all, she is my sister-friend. Who else would be crazy enough to share with me the 'opportunity' Chuck Baldecchi presented us to lead an ISACS self-study, not once, but twice? The fortune I opened just after we accepted the second 'opportunity' says it all – "You will be fortunate in the opportunities presented to you." It remained taped to our green self-study folder for our work's duration. We shared many laughs and hours upon hours of hard work together. Janette was the big picture seer, and I was the detail operative. Together, we made a team of velvet hammers, forging a steadfast friendship. It's fitting we retire together."

Marijo Foster (H'16) brings another smile to the conversation, noting, "Janette and I are both Kentucky football fans. But I cheer for South Carolina, and she cheers for Notre Dame because of our other allegiances. That, right there, is true friendship! I treasure it. I also respect her as an incredible colleague and love her for being one of the best parents I ever worked with when her kids were at TLS. How lucky I am to have Janette Moloney in my life circle!"

Maya Smith '11 says, "Great teachers not only teach, but they inspire and stick with you a lifetime. I spent many times with Mrs. Moloney during fifth grade and throughout Middle School. She called me 'Mamma Mia' since I always took care of other students. She pushed me to do my best and believed in me."

In retirement, Mrs. Moloney looks forward to grandparent time with Meredith's children – Sage, six, and Wren, three – in California, and with Christopher's children – **Piper '30**, four, headed to TLS Pre-K, and Mayva, two, in Lexington.



In 2014, Leanne Zimmerman, Janette Moloney, and Mary Beth Noel celebrate the second of two successful ISACS accreditation visits.





Inset: Leanne and Ann Haynes, stylish women.

Right: Mom and daughter duo, **Heidi Zimmerman Simons '03** and Leanne, wearing her fourth grade science leaf shirt.

YOU CAN NEVER RETIRE FROM BEING AWESOME

Leanne Zimmerman

In 1994, when Dr. David Lowry hired Leanne Zimmerman, her children, **Eli Zimmerman '99** and **Heidi Zimmerman Simons '03** (fifth grade TLS teacher), were ten and six years old. Students and families – a generation worth – know Ms. Zimmerman and love her and thank her as the fourth grade teacher who nourished the wonder of learning science.

Mark Scarr, her 21-year colleague on the four-person fourth grade team, asks a good question: "How do you sum up Leanne's teaching career?" He ponders, answering, "Obviously, she was a superb teacher who excited her students to the love of science and, really, all learning. Her greatest legacy was the love she demonstrated for her students and their families, her colleagues, and our school. When students felt that love, they felt safe; they could grow. Leanne didn't just allow her students to grow; her constant love fueled that growth."

Ann Haynes, part of the Fantastic Four fourth grade team too, says it well, "When I think of Leanne, I smile. After being next-door-classroom neighbors and working together for 23 years, we were more than colleagues: we were friends. We were 'on the same page,' laughing when we'd show up with matching outfits. Leanne had an amazing science curriculum and made each day an adventure."

Also part of that fabulous foursome, John Platt reminisces, "Leanne and I came to TLS the same year, her with 15 years of experience teaching elsewhere and this, my first teaching job. For 24 years we were teammates, and for 20 we had zero turnover within our teaching team. I know all who work with Leanne admire her intellect and masterful teaching, but I've worked closely enough with her that I admire her heart and soul quite a bit more. Leanne teaches the WHOLE child; her empathy allows her to know what's best for each student academically, socially, and emotionally. I will miss her deeply, as collaborator and friend."

Fellow 2020 retiree Janette Moloney, colleague with Ms. Zimmerman since Leanne's first TLS day, was co-chair with Ms. Zimmerman of both the 2007 and 2014 ISACS Self-Studies. Mrs. Moloney reflects, "It has been an honor to work with such an excellent teacher. Her compassion and love for students and learning were a blessing to each child who came into her classroom. She would gently and tenderly lead them toward excellence in every area. Working with Leanne during our two ISACS accreditations was most rewarding. We complimented each other in spirit, work ethic, and collegiality. It was then that Leanne coined the term 'sister-friend' to describe our relationship. I feel humbled by this loving expression and know that while our TLS days have ended, our friendship lives forever."

Mary Beth Noel

Mary Beth Noel, Assistant to the Head of School since 2007, has kept things well in order, not just for Head of School **Chuck Baldecchi (H'19)**, but, indeed, in all areas of The Lexington School. Her colleagues and friends wish her well as she retires from The Lexington School.

From North Carolina, Chuck reminisces, "Mary Beth Noel and I made a wonderful team. She was more than an assistant. She was a friend, confidant, and measured sounding board. She had the deft ability to handle any difficult situation or phone call with ease and calm. As a result of her ability to navigate through these day-to-day issues, she gained more than my confidence; she gained the trust of our parents, faculty, and trustees."

Chuck goes on to say, "Mary Beth also knew how to throw a party. She knew the layout and flow of Scarlet Gate as well as Erin and I did. Whether hosting a board function, a small dinner, or a development event for 150 people, Mary Beth took great care to ensure guests were well taken care of and comfortable. She made sure the event ran smoothly, on time, and, the most difficult task of all, that I was organized and had everything I needed. In addition, she adored my family and we loved her. All the Baldecchis miss her terribly and wish her all the best as she retires from The Lexington School."

From closer to home, Ms. MacCarthy says, "For years, Mary Beth was my office next-door neighbor where I would often find my boys when they were little in the late afternoon leaning over her desk engaged in a big chat. Fast forward thirteen years: My boys graduated, and Scarlet, the school dog we co-parent, took that place. Scarlet spent last year sitting at Mary Beth's feet as both went about the business of keeping things straight at TLS. From little kids to cute puppies, Mary Beth's office has been a welcome spot since she arrived in 2007. It will be odd for all of us to start the year without her. We wish her the best in retirement and hope to see her back at 1050 Lane Allen Road often."



Susan Hawkridge

In the fall of 2011, it was TLS's good fortune that Susan Hawkridge began as the fifth grade language arts and social studies teacher, starting her mornings by reading ten different newspapers and sharing that wide breadth of information with her students. She has been a vibrant member of the Language Arts Committee, Destination Imagination, and the Mentoring Committee.

Lauren Counts, an advisee of Mrs. Hawkridge this past year, shares, "I loved having Mrs. Hawkridge as my teacher. She made language arts and social studies fun by teaching us history like it was a story, and by making writing exciting. Happy retirement, Mrs. Hawkridge."

From Washington State, Mrs. Hawkridge says, "It has been an honor to work with the TLS community these past nine years. I have made countless friendships and connections I will treasure forever. That said, I look forward to spending more time reading, knitting – thanks to Marijo Foster for teaching me – and embracing whatever life throws my way next. The Lexington School will be a cherished memory for my son, **Evan '18**, my daughter, **Gaby '13**, and me."



Left: The Hawkridge family at Gaby's 2017 graduation from Chatham Hall; **Evan '18**, Warren, **Gaby '13**, Susan, and Nate.



Right: Mrs. Hawkridge with Sadie Florence and Lauren Counts, two advisees.

SIGNS of the TIMES

After Spring Break, faculty and staff describe TLS and the community to welcome students back to remote learning.




THE BEST!


STRONG

TLS is dog friendly!

TLS IS...
LION HEARTED!

Kind



LOVED

HOPE

TLS YOU ARE

LOVED

TALENTED

Brilliant


LOVED

familia

creative


CARING

LOVED

ADAPTABLE

Full of
LOVE

LOVE

FAMILY

RESOURCEFUL

ONE OF
A KIND

Vibrant

LOVED

LOVED


STRONG


VALUED

KIND

CARING


BEING A PART WHILE BEING APART

Being apart has brought The Lexington School closer together in unimagined ways. As early news reports began to show an increase in COVID-19 cases throughout the United States, Una MacCarthy, Head of School, continued the excellent communications she is known and respected for. She kept the TLS community apprised of developing changes that could or would impact the school's daily schedule. She brought us together before we had to separate.

Chris Johnson '89, seventh grade science teacher, speaks for many: "When it became evident that school might actually close, the teachers went into all hands on deck. We buckled down and said let's figure this out if we have to start remote learning. We all jumped in together."

Because of COVID-19, on Monday, March 16, 2020, The Lexington School pivoted to remote teaching and learning. On short notice, teachers, assisted by the strong IT department and by one another, planned and delivered new curriculum to keep students and teachers connected, to keep families and school connected. The connection was paramount.

After two days of remote learning, Ms. MacCarthy wrote the faculty, "TLS is shining bright and parents are seeing firsthand the magic that lives in this building every day. We are a school rich in academic challenge, high expectations, and deep personal connections. The virus opened a public window into what makes TLS so special that sometimes is difficult to capture in words."

Mission Skills, taught in various ways in TLS classrooms since the founding of the school in 1959, took on new and deep meaning. Teamwork, Creativity, Ethics, Resilience, Curiosity, Time Management.

TLS's moniker the last two years, ONE School became even more evident.

Now, with the ability to look back to those early days of remote learning, and to the following days that ended the school year for the **Class of 2020**, it is evident that there is abiding strength within The Lexington School community.



PS

By Donna Hutton, Director of Preschool

We knew it was essential during remote learning to keep school connections strong with the children; somehow, some way we had to keep those connections. They are the foundation of our teaching. The teachers were a strong resource for parents, giving advice on what they knew about the specific child, what worked for them. I have many stories from teachers about parents reaching out to them for help, and the teachers willingly going above and beyond for anyone who needed it. We wanted families to know, "We are in this together. We are partnering with you. We are here to support you."

The Friday we knew we wouldn't open on Monday, I met with Todd Peyton, our database manager. I couldn't imagine how one could teach Preschool remotely. We had only one day to prepare, and the teachers were teaching all day. I called an emergency meeting for preschool teachers Friday after school, and Todd showed us how to navigate the remote learning platforms. Todd was an incredible resource for us. It was a big learning curve, but with Todd's expertise and the willingness of the teachers to learn and help each other, we were up and running by Monday morning.

It was especially important to me that we kept everything well organized. Parents could locate class material on the website by clicking on preschool resources. Everything was there by grade level – remote learning videos, activities suggested by the teachers, suggested schedules, links to specials videos, and weekly emails from me.

The teachers responded to the changing situation with courage, resilience, creativity, teamwork, expertise, and willingness to get in there and learn a different way of teaching. That's really what it was. I am incredibly thankful to work with teachers who model what we teach. It wasn't easy, but they didn't give up. Teachers were able to find a silver lining in the cloud and continue their strong relationships with students and families and their excellent teaching of our youngest learners.



Dear Great Grandma

Henry took the challenge by writing each day to a different family member or friend. Children collected their thoughts, retained their original idea, used inventive spelling, and wrote on paper.

PS



HURRY, HURRY,
Drive that Firetruck!

That was the song Acorns teachers, Mrs. Murray and Mrs. Sandberg, sang for their Fire Station 12 virtual field trip. With firetruck lights full on, Mrs. Murray pointed out hoses, ladders, ropes, and other equipment. She then donned her firefighter husband's big boots, thick pants, sturdy suspenders, heavy jacket – with Murray written in reflective yellow on the back – and the important Lexington Fire Department helmet. A longtime preschool tradition of visiting the fire station continued, according to COVID-19 restrictions.



Wiggly, Wet, Slimy, and Squirmy

Mrs. Roden taught KinderKlasse the importance of earthworms by reading an informative book about them. Bringing the pages to life, she presented a wriggling array of the terrestrial invertebrates, each long and thin, piled upon her blue tray. Children were interested to learn that a worm breathes through its skin. Describing how worms move by pulling and pushing their segments together, she demonstrated a Slinky for comparison. Students cut rubber bands into worm-length sizes and carefully picked each up with tweezers for close examination.



Caterpillars to Butterflies

Prekindergartners followed butterfly metamorphosis at every stage, naming the chrysalises as they developed, examining them when they formed the letter J, and measuring and drawing caterpillars in various sizes. Eric Carle's *The Very Hungry Caterpillar* was perfect accompaniment. Outside, Mrs. Mitchell and Mrs. Espinoza opened the containers on butterfly release day. When one of Mrs. Mitchell's butterflies would not leave, she moved her camera closer, and explained, "He's just not ready, so I'm going to put him back inside. I'll leave the lid open, and he can go when his wings are strong enough, when he's ready." He flew away the next day. Butterflies or Preschoolers, all bloom at a little different time, when they're ready.

"You can draw by taking a dot on a walk."

Pre-K artists followed that imaginative encouragement from Paul Klee and created projects based on an artist's genre. Mrs. Rogers connected current learning to prior lessons. Matisse's scissor skills, bold squares and rectangles of Mondrian, and Kandinsky's circles, all were precursors to Georgia O'Keeffe and her flowers. With paint palette and easel, Mrs. Rogers soon had a cheerful yellow flower on her paper. As springtime blossomed outdoors, she took a walk, pointing out buds and blooms everywhere. Back inside, she showed at-home artists that recyclable materials make excellent substitutes for paintbrushes.





Outsmarting Leprechauns

Conor and sister Auveen formulated their plan, identified their materials, and assembled their trap, using Mission Skills – teamwork as they came to consensus on their vision, curiosity as they posed thoughtful questions about what they wanted to accomplish, creativity to make their dream become reality, resilience when things didn't go as planned, ethics as they respected each other's viewpoint, and time management to complete the fun before the clock stopped.



Everyday Math at Home

Kindergartners worked on tally marks during remote morning meeting and beyond. They represented a list of five to ten numbers, helping keep their tally mark skills sharp. Margot practiced sight words of the week written across the top of the board and used tally marks for numbers, part of Everyday Math.

Spring and Counting

"One penny, two pennies, three pennies," said Mrs. Platt as she demonstrated to Montessori I, II, and III students how to lay out a line of cardboard numbers. She then placed the correct number of pennies in a line directly below each card, counting the line every time to confirm accuracy. As the lines of pennies became longer, larger numbers corresponded to a larger quantity. Cora showed her impressive coin tabulations.



Who is our Mystery Reader TODAY?



Every Monday, an unidentified friend read a book to the kindergarten class. The first guest drove to TLS in his son's go-kart dressed in full race suit, gaining immediate attention of students and parents. A longtime auto racing fan, Mr. Rob Neuzel, IT guru and father of fellow driver **Joey '14**, read several books outloud, then drove off into the sunshine.

The following week, Ms. Hutton was the Mystery Reader, choosing a favorite, *Guess How Much I Love You*. With her back to the camera, the children could see only the book and her bunny puppet Flopsy. At the end, Ms. Hutton turned, saying, "I love you to the moon and back."



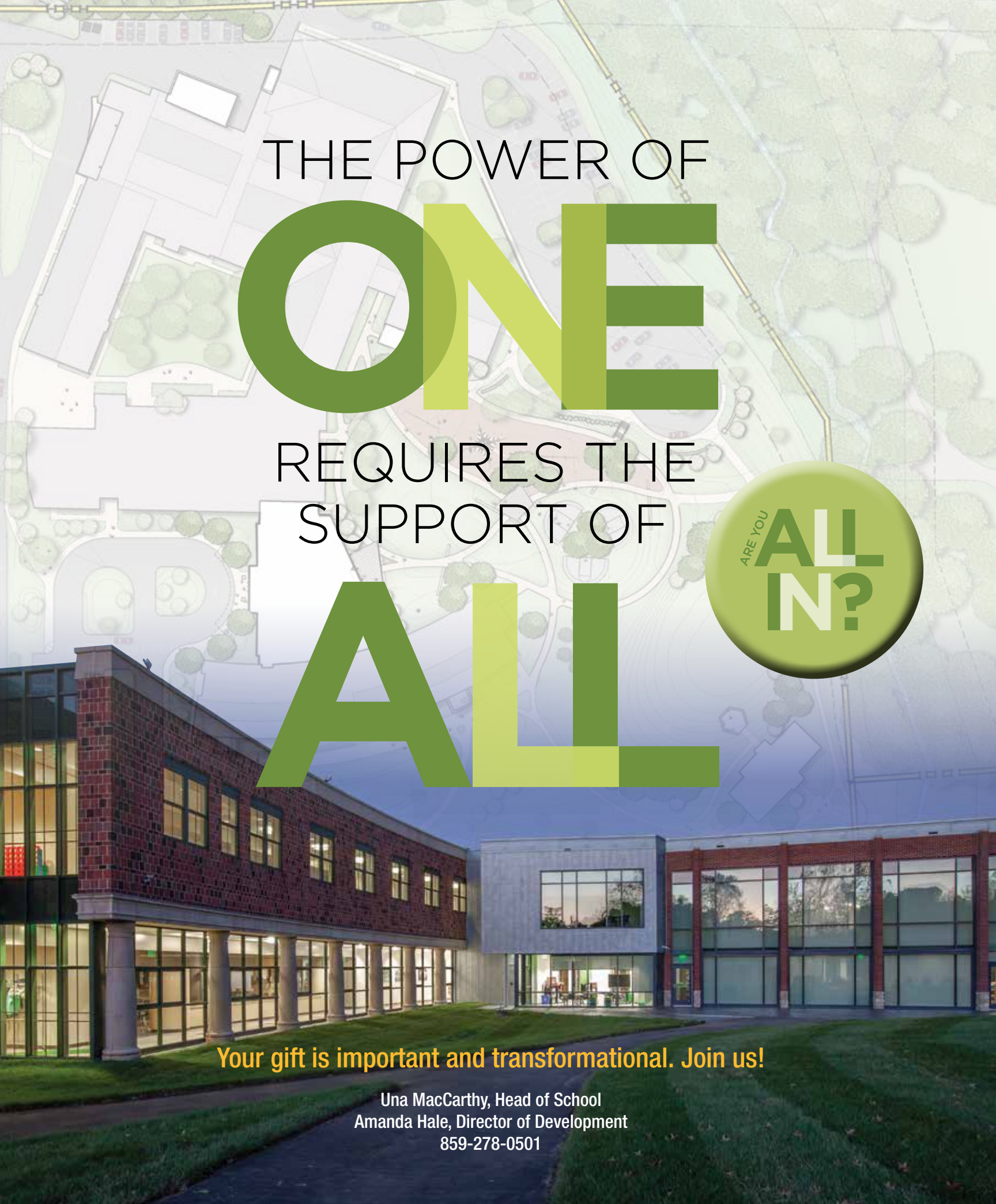
This year we had our

AT-HOME ART SHOW

The 11th annual Preschool Art Show took creativity to extraordinary heights. The virtual show held fast to Ms. Hutton's original goal that "every child feels like an artist." As always, each piece of art – four selections from each student – was carefully matted, displayed, and organized by grade level. The Sunday-best festivities extended well beyond Lane Allen Road. Some families celebrated by having their own shows at home, transforming rooms to exhibit cherished artwork.

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



LS

By Dr. Eunice Beatty, Lower School Head

COVID-19 is giving us the opportunity to use some of the same skills we teach our students – courage, risk taking, exploring, asking questions, resiliency. Our teachers have been there to step students through it all. Every teacher at every grade level stayed totally engaged in keeping connected with students.

Spring 2020 remote learning forced everyone to enhance their teaching technology skills. Because we are creatively hands-on in the way we teach, screen time has traditionally had a narrow lane in our lower school classrooms. The pandemic forced us to widen the highway of teaching with virtual instruction.

The IT team invested many hours; they were there for all of us. It seemed everyone was at a different stage. Some teachers were teaching-tech savvy and were able to Zoom or Google Classroom without any problem. Others had to take the adventure trail, learning as students themselves, while teaching their students. Our entire IT team was amazing in how they worked with all the teachers, both individually and collectively, day and night. Whether we called or emailed, they were there to help. Having an IT department with knowledgeable staff was huge! In preparation for the upcoming COVID-19 school year, TLS teachers have increased their teaching technology skills even more by taking Google Suite certification-I training this summer.

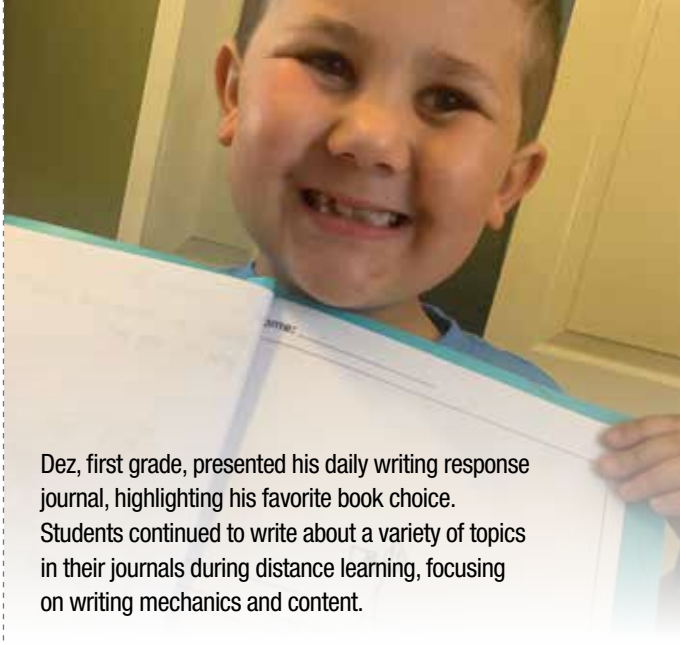
Navigating has not been without challenges and struggles. Teachers struggled with instructing from home virtually with their students at home as well. Teachers were challenged having their own children at home learning while also teaching their students. And, of course, there was the challenge of just trying to adjust to a totally "new normal." It was a daunting task at times. Yet, I cannot say enough about how well lower school teachers shifted and pivoted to teaching in a very different way. Their creativity was amazing, their commitment to continue teaching the curriculum was outstanding, and their desire and love for students to continue learning was paramount. I know whatever we face in the upcoming school year, our teachers will rise to the occasion. Our teachers have already shown that distance learning is simply another medium for teaching. But would we all rather be in the classroom face-to-face? Absolutely!

Above: Dr. Beatty helped kick off National Library Week and dropped in as a special guest reader for Mrs. Hancock's weekly recorded story time.

History

Emeline displayed Kentucky history in her state seal as part of fourth grade's virtual field trip to Frankfort.





Dez, first grade, presented his daily writing response journal, highlighting his favorite book choice. Students continued to write about a variety of topics in their journals during distance learning, focusing on writing mechanics and content.

Aleeza completed her second grade Readers Notebook pages – excellent practice every day in language, spelling, writing, and reading skills. She worked to build her cloze reading skills and learned to write more elaborate sentences using vivid synonyms.

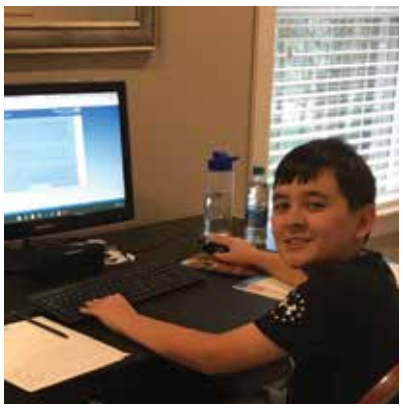


English



During the early weeks of Mommy School, second grader Daniel worked extra hard to master the world of phonics, while brother **Austin '28**, headed to TLS first grade, practiced handwriting. Mommy did her best as their teacher, but she was the first to say the TLS classroom is impossible to replace.

Fifth grader Carson worked on Success, offered in Lower School for students who have transitioned out of The Learning Center or for those who want more practice in math or reading skills. Reading Plus, an adaptive literacy program in lower school Success as well as in the middle school literacy program, equips students to become efficient readers by incorporating lessons in vocabulary, reading fluency, and comprehension.



Math



Students continued to participate in math games and activities while learning new concepts. First grader Catherine was ready to apply her math skills to the virtual unit math test.



In preparation for celebrating Earth Day, fourth-grader Amanuel double-checked Ms. Zimmerman's detailed instructions as he tended his cups of soil and organized his sunflower and lima bean seeds.

Science



Ms. Zimmerman explained fourth grade owl pellet dissection: "It relates to ecological content the kids have learned, particularly food chains. I put together paper plates, owl pellets, toothpicks, and information to identify the bones and skull. I used my iPad during dissection, so students looked right along with me." Amelie's face shows quite the expression.

Art



First Grade teachers mailed their own Bitmojis to each student to keep connected. Gray held hers of Mrs. Hetman to show the creativity and perseverance it took to build her pencil tower.



At home at her easel, Caroline, second grade, was following Mrs. Barnett's lesson, Value with Spring Flowers. Caroline's painting illustrates the art element value and how to mix colors to get lighter (tints) or darker (shades) values of colors.



Music

The third grade virtual piano recital was the culmination of Carter's after-school Applied Music Lessons with Mrs. Coolbear. Grandparents and friends Zoomed in to hear his performance of Beethoven's "Ode to Joy." Had it not been for Zoom, none of them would have been able to attend, as they all were out-of-state.

"It all began with a shoe on the wall.
A shoe on a wall . . . ?
Shouldn't be there at all!"
—Dr. Seuss/Theo. LeSieg





WACKY WEDNESDAY

Throughout the weeks of virtual learning, the second grade team of Sharon Deller, Lisa Gumm-Gray, Rachel Medley, and Vickie Russo knew the value of incorporating community at every turn. That important element felt different this spring – and was different – for all generations.

With inspiration from Dr. Seuss/Theo. LeSieg and illustrations by longtime *New Yorker* cartoonist George Booth, *Wacky Wednesday* became a favorite book, providing not just a weekly theme, but a daily one, to enhance the appreciation of community. Mrs. Medley speaks for the group in saying, "We wanted to give the children something fun, not a chore or a task, because everyone was feeling a little overwhelmed. We were trying to get our bearings on expectations of what the kids needed to bring to class emotionally." Wear Sunglasses Day, Bring Your Pet to Class, Wear Your Favorite Team Shirt or Jersey were creative and optimistic ways to boost spirits during the unusual and sometimes unsettling days of remote learning. Those fun ideas sparked thoughtful, kind, and upbeat conversation within the group, something classmates missed. Mrs. Medley continues, "We didn't want to lose that element of fun, because we couldn't control what was happening in the world. We wanted to create a positive environment for our kids, even though we weren't with them in person. That was our goal."

Teachers incorporated *Wacky Wednesday* into morning meetings, giving students fun and happy moments during days that were challenging. The presentation was positive, and implementation was encouraging. Second graders looked forward to that time. It sparked an opportunity for them to be excited about gathering virtually with their class. They were often surprised about something a classmate would bring or wear or say, and it was an engaging way to learn something new about a friend. Most importantly, the children enjoyed the company of their classmates, and it brought friends closer together in spirit.

Mrs. Deller, Mrs. Gumm-Gray, Mrs. Medley, and Mrs. Russo enthusiastically agree that they more than met their worthy goal of creating a positive environment for their students.



VITAL SIGNS

"Please tell me we're not going to stop sign class," third grader Caroline begged on Friday, March 13, 2020, The Lexington School's last day of in-class learning.



Mona Azeem has taught third graders American Sign Language every Friday in the lower school commons since she began at TLS in 2013. In 2019, The Learning Center relocation allowed space large enough for all TLS third graders to join.

As Caroline fervently hoped, classes continued at home through Google Meet. The pandemic further increased awareness of the importance of signing when, during Governor Andy Beshear's evening press conferences, students and their families watched Ms. Virginia Moore signing the Governor's words about COVID to citizens of the Commonwealth.

Mrs. Azeem's students are interested to learn she is a CODA, child of deaf adults, as she is referred to within the deaf community. That knowledge brings signing close to home. She is intentional with her mission to teach young people what it means to be deaf, what it means for a deaf person to walk through this life.

With her signature enthusiasm, which needs no interpretation, Mrs. Azeem says, "I tell them I'm going to teach you all sorts of things about deaf people. When you see deaf people in public, they like it when you wave and sign and say 'My name is….' I teach them that first, and how to spell their names. I want them to think about how lonely that deaf person is, how few interactions he or she has. Throughout the semester I'll say, 'Did anybody see a deaf person; were you brave enough to say hi?'"

Incorporating lessons on deaf awareness, Mrs. Azeem includes news of Gallaudet University in Washington, DC, founded in 1864 for the deaf. Students are surprised to learn Kentucky has almost 700,000 deaf people.

Through Mrs. Azeem, students have the tools for signing, and they understand what that communication means to deaf people. By far the biggest highlight of the entire year – for students and teacher – ¬is the day Mrs. Azeem's father visits the class. It's a highlight for him too, providing everyone instant friendship, instant understanding, instant smiles, and lots of signing.







Left: Third grader David has a keen interest in signing "TLS," as he is Mrs. Azeem's son.









HAPPY BIRTHDAY, EARTH DAY!

Top: Aubrey, left, and Graham celebrate Earth Day.

Right: Sam Vaughan '15, taller than six feet now, is overshadowed by the Kentucky Coffeetree he planted in 2011 as a fourth grader in Ms. Zimmerman's science class.

Leanne Zimmerman's fourth grade students take science and Earth Day seriously. On April 22, they set aside their study of oceanography and marine biology, vertebrates and invertebrates, to celebrate the 50th anniversary of Earth Day. Of course, they were at home, and they were impressively well equipped, thanks to the large envelopes Ms. Zimmerman had mailed several days earlier to her 49 students.

The virtual class discussed different seed parts and how to plant lima beans so they will sprout. Instructions included soaking lima bean seeds and seed paper the day before. Students then dampened a paper towel to make a mini greenhouse for the lima beans, putting it in a sunny spot. They prepared four plastic cups of soil, and it was time to put the lima beans in their mini greenhouse. Students tore the seed paper to press into the soil as well, and planted the seed paper. Sunflower seed planting was next; they needed no pretreating. Students learned that the Kentucky Coffeetree was the state tree from 1976 until 1994, when the tulip poplar was returned to that designation. Since the Coffeetree seed coat is impermeable, they needed to file down the edge. Ms. Zimmerman created a small lab and used her iPad and document camera to show how to file the seed's edge, making ready for planting.

There is special poignancy in this 2020 Earth Day. Ms. Zimmerman has now retired from The Lexington School. She has celebrated Earth Day each spring since the inaugural observance, in 1970, as a Wisconsin schoolgirl and a member of STOP, Students That Oppose Pollution. Her TLS science classes have celebrated Earth Day each spring since she began teaching in August of 1994. Leanne Zimmerman and her well-over-1000 students throughout those 26 years have made a positive impact on planet Earth that no one can ever estimate.

Traditions are important at The Lexington School. Anybody who knows the school, knows that. The second line of "The Lexington School Alma Mater," written in 1977 by Mrs. Dot Smith, former upper school music teacher, proclaims it:

A PROUD TRADITION GROWS

This spring, TLS traditions became ever stronger. The annual fourth grade trip to Frankfort, begun in 1984 with the **Class of 1989**, continued for the 37th year, its first virtually. Allison Downing, Emily Piceno, John Platt, and Leanne Zimmerman, core fourth grade teachers, joined with Liesl Fischbach and Lisa Justice, Learning Center fourth grade teachers, and dug into their mission skills to find an abundance of creativity in planning the day, leading discussions, and offering varied activities for a journey to the Capitol.

Using the 36 previous Frankfort trips as their template, the teachers honored the past, while pivoting to the present. On May 6, one Zoom meeting lasting the entire day allowed everyone to gather, but folks could come and go a bit too. All 58 students joined the group to get instructions, then departed to take virtual tours of the Kentucky State Capitol, the Old State Capitol, and a wide variety of sites from the Kentucky Historical Society. After each tour, they returned to the group for follow-up conversations, students sharing what they'd learned, adults adding more detail here and there. As Mr. Platt noted, "It was a nice hybrid between their exploring these tours independently, and then coming back to touch base and discuss and have some teaching."

Knowing the importance of stretching a collective leg, teachers had factored in breaks, advising, for instance, "Run around the house five times, then come back to Zoom at 10:30." There was time for artistic creativity, too, as students designed their own state seals, either by hand or via computer, pondering the question, "When people think of Kentucky, what should your state seal look like?"

Since a picnic lunch has always been a key part of the Frankfort excursion, students this year also enjoyed that detail of the tradition. Parents got in on the noontime fun as well, sending pictures of at-home picnic lunches.

At the end of a successful and memorable day was the Most Interesting Facts Competition:

Tate Ashmun commented, "I thought it was interesting that in the Supreme Court they sit according to what region they are from. On the left would be the judges who represent the west side of Kentucky, then it would be east if you were on the right side."

Amanuel Arms noticed, "The dome on Kentucky's State Capitol Building was built so it was just higher than the forest behind it, to symbolize Kentucky's greatness."

Cheers for the ingenuity that kept alive "a proud tradition" at The Lexington School.











not thrown for a LOOP

Loops, corkscrews, turns, jumps: TLS fifth graders know roller-coaster elements backward and forward, up and down. Newton's laws of motion are second nature to this group.



Typically, student-designed Rube Goldberg roller coasters cover every inch of Tom Novitsky's science room. Teams of three or four collaborate, design, build, test, retest, fail … and eventually find success. In this untypical COVID year, Mr. Novitsky and his fifth graders found other opportunities. Important teamsmanship gave way to independent learning and self-reliant problem solving.

Mr. Novitsky and his wife, librarian Laurie Nawor, compiled 59 starter kits for at-home roller-coaster aficionados: foam rubber insulating track, cut into hundreds of strips; dominoes; marbles; mouse traps; string; roles of tape. Despite these generous goodie bags, Mr. Novitsky confesses, "I didn't anticipate the enthusiasm the project lent itself to at home." Moms, dads, sibs, grandparents, neighbors, family friends, babysitters were swept up by the excitement. Roller coasters stretched from libraries to living rooms, over to pantries and into kitchens.

Individuals were responsible for the success of their own tracks. Whereas, previously, there had been the possibility of a more vocal student taking charge of the group, now, each student was responsible for the success of the project.

Then came virtual presentation time. Students first explained their process step-by-step, Newton's law by Newton's law. Then they demonstrated their designs to Mr. Novitsky – as many times as it took until it worked successfully at least once.

This occasioned the impromptu video. Mr. 'Ski explains, "One of the kids dropped the first marble, and, in the Rube Goldberg way, it worked perfectly for the first time. Dad was behind the camera, screaming and running and yelling through the house, 'It worked! It worked!'"

Mr. Novitsky continued, "Students went way beyond my highest expectations."

The highs and lows of remote learning definitely ended on a high with Rube Goldberg's roller coasters.



SCIENCE NEVER STOPS

Science is everywhere. It's better outside the classroom anyway; it's interactive.

If you're fortunate enough to know Mrs. Megan Conley, you already know science never stops, especially if you're in Lower School at The Lexington School. And if you're at home because of COVID-19, Mrs. Conley is right there beside you, showing you how to do all sorts of things you could never imagine in your wildest dreams.

What does science look like on Zoom? It looks like the coolest way to spend some time experimenting, doing hands-on activities with Mrs. Conley's videos where she shows you how to get an Earth Day Lorax mustache, to make carbon dioxide bubbles, or to create your own wave machine. She always includes instructions, a materials list, and a big idea or a question for parents to guide their child in science discussions at the dinner table. A very bright spot of COVID is that the entire family learned science from Mrs. Conley.



As she explains, "Our aim was to enhance life at home for our families. We kept to our curriculum as best we could. Certain topics that we typically would have done, we weaved into our enrichment distance learning. For instance, I'd have taught weather to Kindergartners and first graders in the spring, and I still did an at-home weather week." Every week brought a new science theme. Study of the earth, the earth's surface, and how mountains are formed led to TLS volcanoes popping up all around Fayette County and surrounds.

Homemade lava lamps – this time with Alka-Seltzer tablets – became the rage again, prompting some grandparents to remember that interior décor hit from the '60s. When another topic involved density – floating and sinking objects – the bathtub or the backyard made perfect, impromptu science labs. Heading into summertime, Mrs. Conley shared an activity especially popular with all ages – how to make ice cream in a bag. A great thing, too, is that all the enrichment videos are on the TLS Specials YouTube channel, bringing distance learning as close as a click.

Science wasn't the only lower school class providing enrichment activities by any shake; music, art, Spanish, PE, Imagine This!, yoga, and library also kept everybody busy … but that's another collection of stories.

OCTOBER 16-17, 2020

THE *Virtual* REUNION WEEKEND

VIRTUAL The Lexington School REUNION WEEKEND

Class of 1970 .....**50** Year Reunion
Class of 1980 .....**40** Year Reunion
Class of 1990 .....**30** Year Reunion
Class of 2000 .....**20** Year Reunion
Class of 2010 .....**10** Year Reunion

Details will be posted on the Alumni page of the TLS website: **www.thelexingtonschool.org.** We look forward to seeing you in October!

THE PADDOCK

The Lexington School Network

If you haven't heard… The Paddock has moved to LinkedIn!
Join us on LinkedIn for career opportunities, mentoring connections, internship possibilities, and other networking activities. The network is open to Lexington School alumni, parents, grandparents, and friends.

The Lexington School Network is a closed group. To find us, go to: https://www.linkedin.com/groups/4835970/ and request to join the group or contact us at Development@thelexingtonschool.org to request an invitation.





MS

By Tim Alford, Middle School Head

Most of the positives of our response to the COVID-19 closure last spring are attributable to the hard work and commitment of our faculty. They worked incredibly hard. They reinvented what they did in the classroom on the fly. Everyone faced their particular hurdles, yet there was a collegiality and camaraderie as we faced those challenges together.

When you think of faculty who aren't as adept in technology, those folks were adjusting and teaching in ways they'd never taught before. Some young faculty had young children at home, so they were navigating that. And we were navigating all of that growth and challenge while beaming into the households of TLS families daily. When you step back and think about it, these revealed elements of beauty and community-building. It was humbling for pretty much all parties, and humility is a good thing. Students and families got to see teachers for the whole people that they are.

We wanted to continue as much curricular progress as possible without asking kids to be on screens all day, every day. We struck a nice balance where mornings were filled with substantive academics, then students had time to exercise and be outside. We kept the ball moving without asking for things that were developmentally inappropriate.

There was another amazing thing about this faculty. Certain kids were having a hard time staying motivated. When we are all together in regular 'school,' you can go grab students from recess or break and pull them along. But in this instance, that was less possible, and we just came up with new ways to keep them engaged. Our faculty were texting kids constantly. They were reaching out to parents when that didn't work. They were so persistent in holding kids accountable and keeping them engaged, because they knew that engagement was important. There was a lot of loving accountability, accountability in love.

For instance, certain teachers held social hours. They thought some kids looked lonely and weren't talking as much as they needed to in advisory sessions. So the faculty came up with these open times: Let's play board games together. You all hop on, and we'll just hang out. We're going to do trivia. That is the definition of above and beyond to me. It was something that came from the teachers' knowledge of what kids needed, and how they could provide it, totally child-centered, wrapping their digital arms around them, for sure. There were all sorts of those touches. After Green-Gray, I asked students to join me. The only thing I said was, "We miss you. We care. We're sorry you're not with us. We know this is stressful. Please reach out if you need to." There were so many of those moments where people were affirming, affirming the affection they feel for our TLS kids and community.



At her whiteboard, Maddy describes, "During remote learning, sixth graders studied slope and multi-step equations with variables. Mrs. Shaver was a great pre-algebra teacher."

Math



Wearing his geometric patterned socks, John Henry says, "Online eighth grade math included circle vocabulary, secants and tangents, trigonometric functions, surface area, and volume of three-dimensional shapes for starters."



Josha says, "Reading John Steinbeck's *Of Mice and Men* in virtual English class not only helped pass the time being stuck at home, but it also sparked a newfound love for reading. Ironically, the story shows how plans we make don't always go as anticipated, which applies to our lives today."

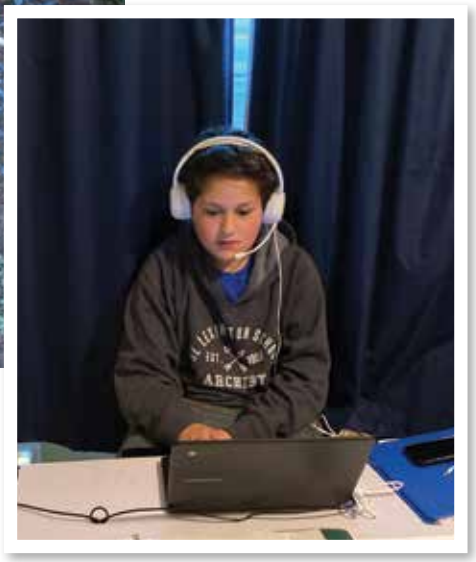
English





Zachary gained inspiration in Ms. Lounsbury's challenging anatomy class as she found new ways to charge up students' neurons and make learning memorable.

While a virtual class was no substitute for Ms. Lounsbury's sixth grade hands-on lessons, Warren commented, "She made it fun and was always available to help me when I had a question." Ms. Lounsbury taught more than science; she helped hone his Google classroom skills.

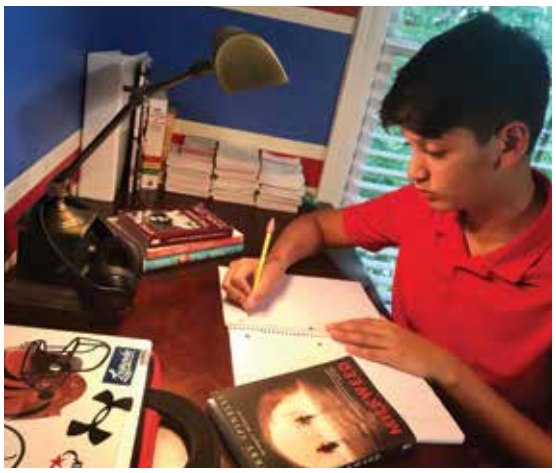


SCIENCE

History



Shailen explains that in seventh grade history, TED Talks enhanced understanding of the Holocaust. In English, when reading *Milkweed*, by Jerry Spinelli, students' understanding grew.





Miss Cowling's eighth grade history students studied the Renaissance and Queen Elizabeth I. Sam says, "I really enjoyed Miss Cowling's class because it was easy to transition to online learning. She regularly checked in with us on how we were doing with all the changes, and she always modeled how to adapt positively to our situation. Plus, I got to study history outside with my dogs as a bonus."

MS

Language



In Spanish, eighth grader Perle learned direct and indirect object pronouns and how to use the six indirect object pronouns: me, te, le, nos, os, and le. She then learned to differentiate between singular and plural pronouns with formal and informal speech.



Juliette says, "We are lucky to have a small French class, and distance learning didn't feel too different. Mrs. Anderson made sure everyone participated online every day. Our regular classes focused on reading our second online book as a group and individually. We worked on vocabulary, reading comprehension, and speaking. For homework, we used the Rosetta Stone Online to improve our reading, grammar, and pronunciation skills."

ART



Lillian, in eighth grade: "The reference photo inspired and fascinated me by all the small details in the eye, and I decided to attempt it in my art. TLS teachers have been essential to my interest in art. The TLS art department helped me become who I am, and for that I am very thankful. I hope to carry their lessons into high school as I continue to improve."



In his home classroom, his tidy and well organized garage workshop – a life lesson in itself – **Chris Johnson '89** holds a crowbar, explaining to the class how it multiplies input force.

Remote Learning Taking FLIGHT

We covered a wide variety of topics during remote learning, gliders being just one, but that was an important one. Students learned about the dynamics of flight, aerodynamics of lift, pitch, and yaw. They learned how to design gliders – what keeps them in the air, and the tradeoffs, like changing one thing, changing the wingspan or the surface area of the wing and what that does to everything else. Those trickle-down effects.

By Chris Johnson '89,
Seventh Grade
Science Teacher



Sukriti tries out her glider.

We spent a week assembling various glider components. Students would say, "Let's take care of our wings and our horizontal stabilizer today. Let's glue that to the fuselage." All these were Zoom classes. We were seeing each other; we were discussing. "I went to the very maximum surface area of my wing," or "I pushed my wing further back. I made sure my ratio of vertical stabilizer to horizontal stabilizer surface area was about one quarter." It was all pretty complicated, yet the kids built them.

There were silver linings. If they had built their gliders at school, some students would have leaned on me much more, those who are hesitant to make a mistake, who ask, "Is this right, is this right?" I wasn't there to say, "Yes, this is right." They watched supporting videos, but it was more like the real world. If I want to fix something, I look it up. When I've never fixed an air conditioner, I watch the video. If it sounds like I've diagnosed the problem, and the part is only $18, sure, I'll give it a try. That's the real world. That's one of the things I told the kids at the end. You all did so much on your own. That's a skill, to solve problems on your own. When you're living on your own and want to fix something or make something, give it a shot. Give it your best shot.

I started the whole remote learning process with a propane heater, keeping warm enough in the garage, and ended with a fan in the window to keep it cool at night. What an adventure.

MAKING HISTORY BY USING HISTORY

The switch to online teaching offered a challenge that was very special for us all in terms of not just technology, but in terms of extending greater patience, greater kindness, greater help for each other, and I think that was a very positive outcome.

Students worked hard on a favorite assignment of mine, choosing three leaders from the year's study and applying The Lexington School Mission Skills to those leaders. For instance, if they chose Alexander the Great, their challenge would be to consider whether or not he was an ethical character. Maybe there were times when he was ethical, and occasions when he was not. The student's job was to look at cumulative notes and to find those instances when the leader was resilient or not resilient, creative or not creative, used his time well or did not, exhibited curiosity or did not. Students then determined how the presence or absence of those qualities affected the leadership and the quality of the surrounding culture.

For their paper, some did Alexander the Great's father, Philip II of Macedon, because he's a great example of someone who persevered in the face of huge obstacles and tremendous stereotyping. Many used Richard the Lionheart. They used Henry II and the whole legal system and his difficulties with the power of the church and the Archbishop Thomas Becket. Many used Henry V and Agincourt, and others chose Hannibal, Scipio Africanus, and Caesar.

Would we have rather had class in person? Of course we would! But students' willingness to be flexible, adaptable, and to make the best of it was really admirable. I cannot applaud enough their understanding that they needed to adapt in difficult circumstances. That lesson, in the long run, is important to learn any time in life. Things are not always going to run smoothly, and the ability to adapt fluidly, quickly, and with respect for others is paramount.



By Margaret Cowling '64, Eighth Grade Ancient and Medieval History Teacher

THE ART OF TEACHING

Those last weeks of remote teaching, I tried to revamp everything to make it achievable and interesting and interactive online. In the classroom, you can move chairs around. You can really be dynamic, because students can see you being dynamic, and you can see them laughing or interacting. You can't see that very well online. I created lessons for them in breakout rooms to provide camaraderie and replicate the classroom. I tried to do a lot of things that involved them talking, having them interact, doing presentations.

Symbolism in Art

I put classmates in groups of two or three, gave them a list of 100 famous pieces of art, and they chose one. They had to study the colors, technique, background, and explain the meaning of their painting. That was probably the best lesson I've ever taught. It was the best because they were so excited about it.

When they first looked at the piece they chose, it was only a picture to them. With study, though, it became multi-dimensional, and took on much meaning. They were able to say, "I love this picture now." They understood the depth of it, because they understood the symbolic value that the artist had used.

I think this is an assignment my students will always remember, not just because it was in the Covid-crazy year, but because this was an assignment where they all became experts in their fields. Each student shared that expertise with the class.

This assignment is also one that I believe is a gift to them now and in the future. Being able to find meaning and depth in a painting, an image, a story, or a moment makes life far more interesting than without that ability. This provides a memory, a feeling, a comfort we can lean on when nothing else seems to go our way. That is the beauty of art and literature.



I asked myself what I wanted them absolutely to know and own, so the Class of 2020 could go into ninth grade and feel accomplished.

By Dr. Laura Bonzo-Sims,
Eighth Grade English Teacher



PATIENCE & FORTITUDE

During the 1930s, New York City Mayor Fiorello LaGuardia named the two proud and distinguished marble lions at the entrance of the New York Public Library "Patience" and "Fortitude," qualities he felt people would need to survive the Great Depression. Those traits are equally as foundational today, during COVID-19.

Early in the pandemic, libraries throughout the world closed their buildings but remained vital through inventive ways. Lori Hancock and Laurie Nawor, TLS's librarians, knew the importance of keeping connected with students, families, faculty, and staff. As Ms. Nawor says, "We were figuring out how to reconfigure our hands-on library classes to go virtually." Innovation by Mrs. Hancock and Ms. Nawor kept TLS readers reading, as creativity came to the forefront.

With immense help from the IT department, the resource page continued up to date so students could access ebooks, databases, story times, and a host of entertaining bibliophile activities. Both librarians repeatedly said website guru Todd Peyton was a tremendous resource during both the springtime distance learning and the summertime reading formats. A silver lining to the pandemic and remote classes was the opportunity for teachers and librarians to learn technology skills they'd previously not needed or perhaps hadn't had time to pursue. Mr. Peyton was a patient and always available advisor on IT topics, large and small.

At all grade levels, Zoom – and books – linked librarian and student. There is innate balance and stability when one is holding a good book or when friends can share favorite titles. The continued, close connection between library and home made some TLS family members feel that no matter what else was happening outside the library or outside the home, Robert Browning's wisdom could be true: "All's right with the world!"

A far-and-away favorite for both generations was *Story Time with Grumley and Friends*, videos that made tales (tails, too?!) pop off the virtual page. Ms. Nawor, a firm believer in silver linings, shared her newfound techno expertise which enhanced all manner of lessons. Grumley, her rescue pug, hosted the series, with his four-legged friends as guest stars of their own chapters – Leo, an erudite Spinone Italiano; Oscar Schlarman, a bearded dragon; and Hazel, an energetic pet white rat, named after Hazel Barton, microbiologist, geologist, and cave diving explorer in Akron, Ohio. Celebrities, too, in their own videos, were Mrs. Hancock's Chewbacca, a Standard Poodle; Ziggy, a Benji-look-alike rescue pup; and Truffle and Turtle, a pair of enthusiastic guinea pigs. Preschoolers were filled with wonder as they listened to, looked at, and got to know their out-of-the-ordinary guest readers. Generously, publishers and authors all over the world gave permission to read their books virtually to avoid what would normally be copyright infringements. Students accessed the videos at their leisure throughout the school year.

Some in the TLS library feel certain that Patience and Fortitude would smile warmly at Grumley and Friends.

NO DOUBT ABOUT IT!



Joey '14, Rob, and **Jake '16**

From Rob Neuzel, Assistant Technology Director

Not only did COVID-19 present challenges for teachers and students, it presented challenges for our IT department. We quickly changed the way we provide support to our teachers, students, and parents. Instead of walking into the classroom to resolve a problem, we now had to remote into teachers' computers to help. While teachers learned new platforms like Google Meet and Zoom, we figured out the details, providing appropriate assistance.

We also changed our availability. We realized school days no longer ended at 3:20 P.M., so we provided support from 8:00 A.M. to 8:00 P.M. – and longer and on weekends. We made Chromebooks available for students. We fielded phone calls from parents as they learned their way around group video learning. TLS did an excellent job changing the way we do things, and in very short time completely changed to online learning.





Jack, Kindergarten; Todd; and Carter, third grade

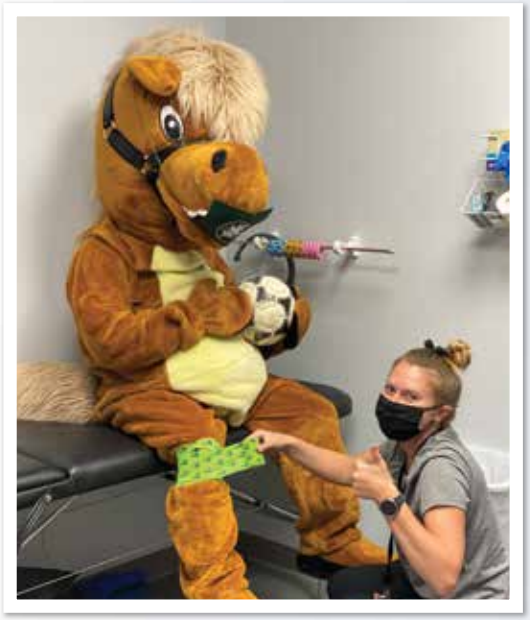
From Todd Peyton, Database Manager

What amazed me was the teachers going from classroom teaching one day to online teaching the next. Some needed a little help or had a question, but even they didn't miss a beat. I couldn't tell it wasn't preplanned, that this wasn't the regular way. It was as if they were putting on a musical performance, and, despite the change of script, they just kept going; it was that good. I was thoroughly impressed with every one of the teachers. When they asked me to help find solutions to situations, IT and I helped them solve whatever opportunities presented themselves.

Specials teachers had to develop content. The librarians created story time videos. Megan Conley did science experiments from home, recording them so students had a model of how to do it themselves. Art teachers provided video lessons so students could watch and create various forms of artwork as the teacher did it. Meredith McCoun developed a variety of popular Preschool activity videos. Mrs. Anderson read stories and sang to her classes and provided special third grade recorder practice.

The links were all internal for access protection, ensuring security. Teachers and staff from Preschool, Lower School, Middle School, The Learning Center, the library, and athletics each had videos, and their content was exceptional. Our YouTube channel has all the videos we shared.





Students aren't surprised to find that Oakley wants to be the first to try out a sick day "stall."

@ THE READY

May 2020 was an interesting end of Nurse Kristin's twentieth year at The Lexington School. While most of the school was gearing up for summertime, Nurse Kristin Beers began her summer preparing for a healthy start of school in the fall.

An officer for the Private, Independent, and Parochial School Nurses (PIPSN) branch of the National Association of School Nurses, Nurse Kristin already had strong ties to colleagues across the United States. The PIPSN team met several times in the spring to brainstorm and share resources for best practices. Her continuing education coursework included presentations by the CDC, National Association of School Nurses, and the Kentucky Department for Public Health. Both Nurse Kristin and trainer, Katie Farmwald, completed coursework for contact tracing provided by the Johns Hopkins Bloomberg School of Public Health.

Students have long known the way to Nurse Kristin's office, yet this year she has moved about ten steps away. The TLS healthcare clinic has expanded to two locations, just across the hall from each other. Katie Farmwald as athletic trainer and emergency medical technician, will remain at the original site, now the walk-in clinic. Nurse Kristin will be across the hall in the new four-bay infirmary.

Take-Out TAKE AWAY

Hundreds of lunches a day. Many thousands of lunches a year. Chef Ryan Laudenschlager and his team know how to pivot in a minute. Along with the rest of The Lexington School's faculty and staff, because of COVID-19, the kitchen crew has shifted into a new normal.

The first task was deep cleaning the kitchen and dining hall. Second was to inventory food, determining when particular items would no longer be usable. As always, Chef had several plans, freezing or storing what they could, and coordinating with food banks to share perishables.

Chef and his crew also shared with TLS's faculty and staff. On March 20, the first Friday of remote learning, a socially-distanced, drive-by dinner boosted everyone's morale. At the preschool entrance, kitchen and administrative teams passed a delicious take-out dinner through each car window. Chef had planned corned beef and cabbage to honor leprechauns on March 17, and this post-St. Patrick's pivot allowed the tasty show to go on. Faculty and staff hadn't seen each other in person for a week; this was TLS family. Chef says, "It was special for us. Cooking is what we do and love, and not being able to cook for TLS leaves a hole in us. It was good to come back as a team, to cook and serve food to our community." Chef's drive-by dinner had almost as many cars as morning drop-off.

Another popular drive-by was CELEBRATE Community 2020's Family Pizza Night. Pizza is the students' favorite, with 250 pies on a normal pizza day. With COVID's new normal, TLS's community continues strong. About 300 cheese or pepperoni take-and-bakes were there for the enjoyment of all current families. Chef says appreciatively, "Teachers forwarded many emails from parents who sent pictures of their kids eating pizza. It's nice to have that gratitude, and it made it very special for our team. It's not just about putting pizza in their cars, but it made people feel super happy. We were really hustling pizzas out to everybody!"

With the kitchen and dining hall closed, most of the kitchen crew shifted to maintenance and grounds work, assisting with deep cleaning the school, according to the Governor's directives. Showing the strength of TLS community and unity, the entire kitchen crew has remained on staff throughout COVID by pivoting to other responsibilities.

With positive outlook, Chef Ryan says, "I'm telling our team to find the fun. It's easy to think things are difficult, but there's still fun. There are ways we can make food preparation exciting. 'Find the Fun' is our goal. It's been great coordinating menus with our crew. We look forward to creating more colorful presentations, making textures different to enhance displays. That's how we're finding the fun. We have a stellar food-service crew."

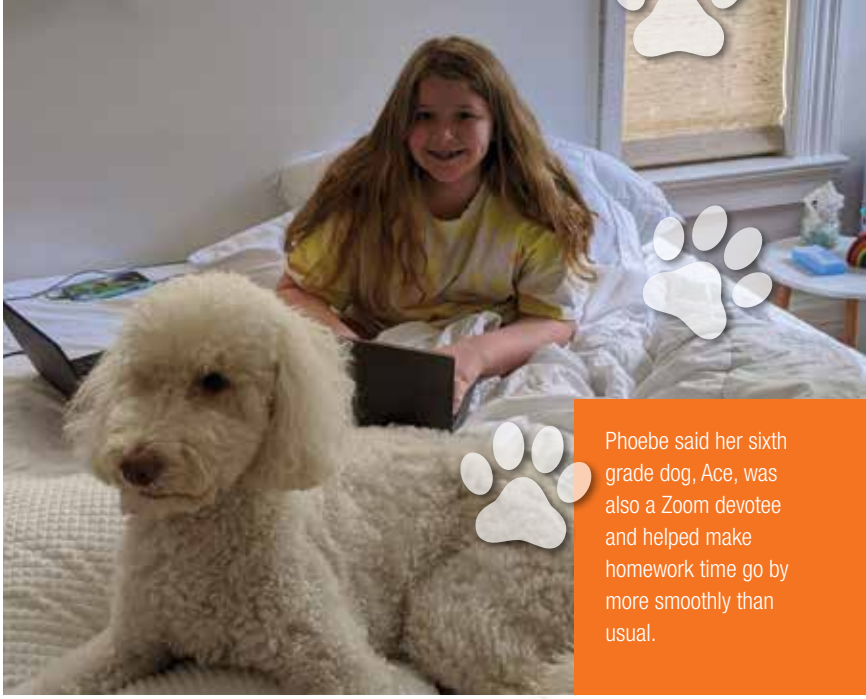
Indeed, we do.



During remote learning, Chef Ryan's instructional homemade-bread-making video inspired Chef Luke to make his own loaf, using Chef Ryan's recipe.



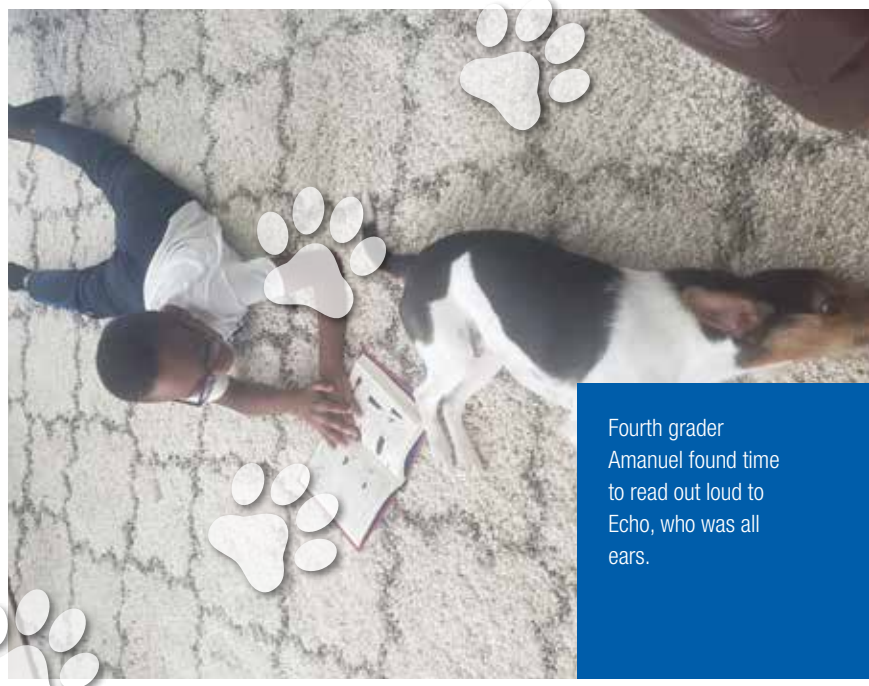
Frank and Rosie logged plenty of miles together during PE activities. Rosie also participated in sixth grade Zoom social hour and barked hello to Gixxie, Ms. Lounsbury's dog.



Phoebe said her sixth grade dog, Ace, was also a Zoom devotee and helped make homework time go by more smoothly than usual.

FOUR-LEGGED STUDY BUDDIES

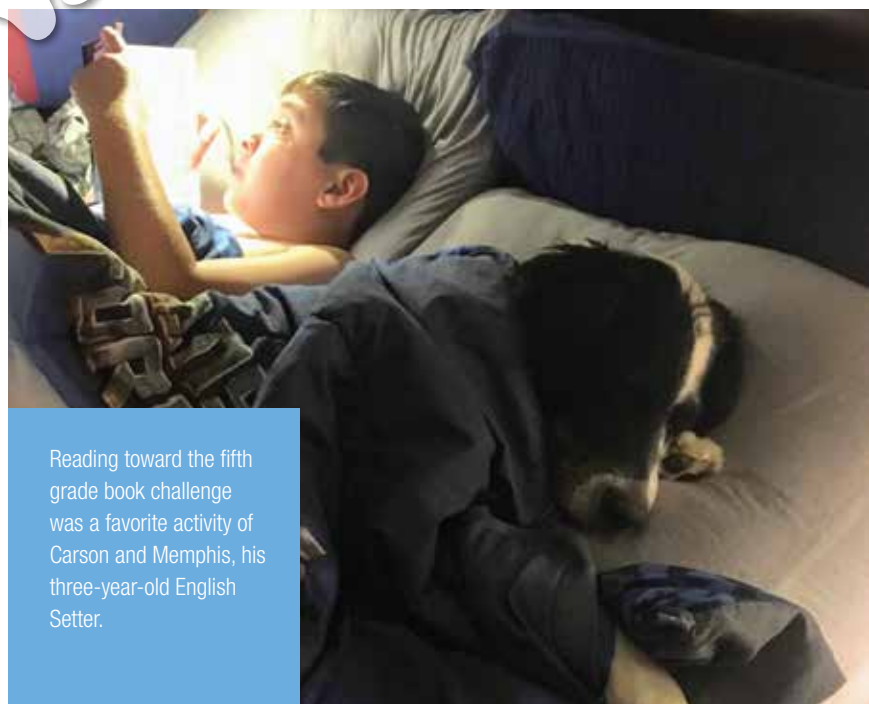
Pets played an important role in remote learning, keeping good company, offering encouragement, and providing a sense of normalcy. Dogs, cats, hamsters, and likely other four-legged friends had special nap places beside their students' desks. Devoted dogs sometimes walked through the room during a Zoom lesson, wagging a tail, and became a part of the class.



Fourth grader Amanuel found time to read out loud to Echo, who was all ears.



Chewie, Warren, and Ziggy take a break from the books to stretch some sixth grade legs.



Reading toward the fifth grade book challenge was a favorite activity of Carson and Memphis, his three-year-old English Setter.



GREEN-GRAY–

Green-Gray Day was again a surprise for the students. On that Monday morning, they reported to advisory time or to class, thinking it would be a regular, academic day. Instead, they saw a video from Mr. Alford and Dr. Beatty announcing Green-Gray. Instructions included activities they could easily do at home – put on all your TLS gear or look for old TLS memories and snap a picture of yourself. There were school spirit exercises, as well as actual exercising.

Another activity was to express gratitude, and many students wrote to their homeroom teacher or sent pictures and said how grateful they were.

Students and families also took part in Amerithon, the virtual fitness challenge to exercise across America, with the choice to run, walk, bike, hike, or swim. TLSers logged 2,337 miles.





Inset: Meredith McCoun, Athletic Director, says, "Even apart, our Colts had a competitive and creative spirit bringing the FUN of Green and Gray Day alive! Let me hear ya now: Go GREEN! Go GRAY!"



OH WHAT A DAY!





"I wanted to make sure the students got their season."

The administrative team gave us the absolute best leadership we needed. The entire community was able to stay together. All teachers did whatever was necessary. All students were willing to work at their sport. All parents were willing to do whatever they needed to do. The number of teachers who were there for each individual student was the best part of all of this. The kids didn't miss anything.

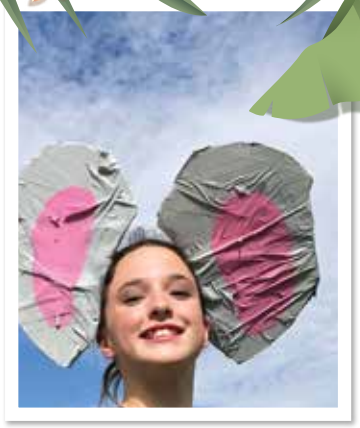
I had third through fifth grade lacrosse practice three times a week via Zoom, and we'd go through videos and skill lessons they could practice at home. We went grade by grade, day by day, at different skill levels. It was a lot of fun, and it was a great way for me still to see the kids. I had looked forward to our LAX season as much as they had. We had fifth grade tribute night, where I put together a slideshow and had a celebration for them. They had tremendous camaraderie. Being able to have fun together was just as important as being able to pick up the stick on the lacrosse field.

For the season's first game, a TLS tradition is their receiving a Colt LAX helmet sticker. Even though they didn't have a first game, I wanted to make sure they had a LAX sticker. I sent each player a sticker and a letter from Coach about how it's difficult not to have a season, but team camaraderie makes it a winning season.

by Ryan Bowers









WELCOME TO THE JUNGLE

The Show Must Go On! In fact, the show certainly did go on, and fifth graders learned unforgettable life lessons by taking their show on the road – and into their backyards.

Rudyard Kipling's 1894 *The Jungle Book*, set in the forest of India, and a childhood favorite for generations, came alive in an unprecedented way for TLSers this spring.

Anybody on stage knows the bare necessities of pivoting in a moment. Adaptability comes center stage when one forgets an opening line, or when the production opening itself is closed because of a pandemic.

The steadfast cast of this year's supporting characters included Sarah Heller, fifth grade art teacher; Michael Preacely, fifth grade music teacher; along with the dedicated fifth grade team of Tom Novitsky, Heidi Simons, Jamen Mohan, and Susan Hawkridge; and Learning Center teachers, Robin Crawford, Erin Nuzzo, and Courtney Sizemore.

Exit stage right morphed into pre-performance preparation with its own choreography. Costumes for each of the 59 fifth graders were in various stages of completion in Ms. Heller's room, forming a puzzle similar to a challenging game of Memory. Showing backstage expertise, Eunice Beatty, Lower School Head, with Sarah Heller, Meredith McCoun, and Carrie Puckett orchestrated a self-distancing, standing-room-only costume drive-by at the main entrance. With forensic detail, the shirt with black-and-white fur, the tiger trousers, the oversized monkey feet, the two elephant trunks, and dozens of other costume pieces made their way to the performers.

Students had already been practicing with Mr. Preacely, and they knew the words to "The Bare Necessities." Then it was time for parents to step up to film their children outdoors, in costume, singing and acting. Imaginations took over – up in a tree, out in the woods, beside the stand of pin oaks, hanging from swings, in the thicket of bushes, even astride a noble steed.

When all performances were electronically combined, invitations to a post-production Zoom popcorn party ensured everyone could watch the video together. Community strength continued though opening night celebrations followed the open-air theater several weeks later. Robust applause rang throughout the Bluegrass.

The Jungle Book is alive and well over 125 years after Kipling penned his first sentence, with no idea it would become a pandemic hit for TLS fifth graders.

RECORDERS AIRBORNE

by Mrs. Martha Anderson

The January 2020 third grade music curriculum began with our enthusiastic students receiving their own recorders. "Hot Cross Buns,"our first song, resonated through the hallways. What our students didn't know was that they would be learning many songs at home and playing for a virtual recorder party, testing for Recorder Karate belts every day from 2:00 until 3:00 via FaceTime with me, and playing for a mini Spring Sing via zoom. Students who achieved the 20 songs in our program celebrated with cheers, hoots, and hollers, and even in-house safe parties with their families. Although students missed the wonderful recorder ensemble experience, they certainly took advantage of recorders on air.



In 1999, the **Class of 2004** takes to the stage with their recorders.



Caroline performs at home with her recorder.

SINGING INTO SPRING



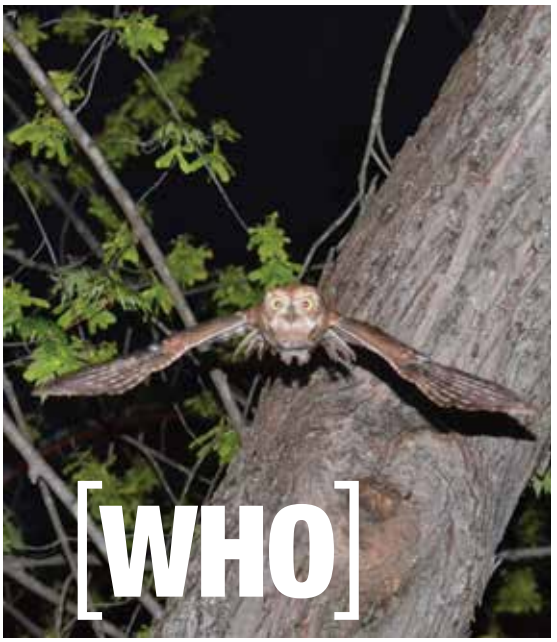
Preschool through third grade students of Martha Anderson have been filling the arts wing with song and music for decades. Mrs. Anderson has been encouraging youngest musicians since she began at The Lexington School in 1975, and she has developed a musical calendar that delights TLS family members of all ages. Boo Sing with "Stirring Our Brew," signifies autumn. Practice then begins for the Preschool Holiday Concert with "Give a Little Kindness," written by Mrs. Anderson in honor of Ms. Donna Hutton, Director of Preschool. Springtime brings a flurry of Spring Sings – each a standing-room-only performance in the theater. This year, of course, was different, but the same, too. Mrs. Anderson says, "When I began to see this wasn't going to be our traditional Spring Sing, we took steps in a different direction, and had rehearsals at the end of our classes. Teachers invited me to zoom in, and we practiced songs we thought would be fun to finish the year singing for each other."

"America the Beautiful" was a highlight of first grade's zoom. Second grade rain sticks continued the tradition, as did third grade recorder performances. Unlike the traditional Spring Sing with everyone together on stage, dressed to the nines, this year, some performers sang their hearts out on top of their beds or stood in front of the dining room table, and they were in all kinds of attire. It might have been a different melody, but the tune of TLS community strength and togetherness was exactly the same as it has been since 1975.

THE SOUNDS AND STORIES OF MUSIC



For fourth grade music, Mrs. Wooster set up a Google classroom and created a video each week, linked to literature. The class explored the scale – Do, Re, Mi, Fa, Sol, La, and Ti, through books. For each tone of the scale, students learned hand signs, sang the solfege label, and composed musical ideas with Chrome Music Lab. Then, they listened to stories that played on the words of the scale. Their first book was *Do Re Mi: If You Can Read Music, Thank Guido D'Arezzo,* by Susan L. Roth. It was Maestro D'Arezzo, in the Medieval Italian era, who created a syllabic system for the major scale. For Fa and Sol, pronounced sew, students learned about the Jewish folktale *Something from Nothing*, by Phoebe Gilman, about a custom-made article of clothing. As a treasured jacket wears out, swatches of the fabric are used over time to create smaller items. Finally, only enough is left to sew a button. When the button wears out, the main character must sew a story, creating something from the memory of the fabric. Kate DiCamillo's *La, La, La*, illustrated by Jaime Kim, is a one-word story with elegant illustrations about a young girl and the moon. For Ti, *The Carrot, the Egg, and the Teabag* by A.M. Marcus, posed the questions: What do we do when hard times come? Are we like carrots, mushy and soft in a boiling pot? Are we like an egg that goes into the pot, getting hard and set in our ways? Or are we like a teabag, which in hot water unfurls, releases, and yields a brand-new beverage that is delicious? Timely lessons.



WOULD HAVE THOUGHT?

by Rob Neuzel

During the COVID-19 period, our family learned Eastern Screech owls (*Megascops asio*) were living in the tree next to our driveway! I spent an hour or so each evening, watching and taking pictures of them; they're commonly heard, but rarely seen. I saw one brown owl for several weeks. Around 8:15 each night, he would begin poking his head out of the nest and prepare to hunt for food. After a few weeks, a gray owl appeared, and I could hear babies chirping in the nest. The mother and father flew back and forth all night, hunting food for the babies, bringing night crawlers, moths, beetles, and even birds into the nest. After a few weeks, the babies appeared and eventually began to hop from the nest, one at a time. They made their way to a tree that Mom or Dad told them to go to, and hopped their way up to the first branch, where they stayed a day or two while their parents fed them. It was an amazing thing to watch. There were four babies total. I can't see them, but I can still hear them in a neighbor's yard each night. I knew absolutely nothing about owls before this, but now I feel like I know quite a bit about the Eastern Screech owl.

CELEBRATE COMMUNITY 2020

THANK YOU to the sponsors who made our VIRTUAL event such a success.

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ATS CONSTRUCTION

With Special Thanks to:

Program Design: Kari Maloney Design

These exceptional musicians for providing truly special entertainment for CELEBRATE at 7. Thank you for sharing your talent with us!

Jordan English '02 ❖ Marshall English '05 ❖ Victor English '74
Walker Montgomery '13 ❖ Michael Preacely

Alumni who helped with our Alumni in Healthcare feature:
Logan Burgess '02 ❖ Riley Ferguson '11 ❖ Sheila Sanders Ferguson '78 ❖ Jillian Kepf '07
James Lagrew '02 ❖ Ellen Sanders '05

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CELEBRATE COMMUNITY 2020 was exactly that; an overwhelming celebration of The Lexington School community.

A YEAR'S WORTH IN ONE

As in each of the years past – since 1987 – it was a celebration of all parts of our community, students, faculty and staff, parents, alumni, and friends. It had the same festive atmosphere, the strong feeling of togetherness, a party atmosphere for sure, but at the same time, it was totally its own. Its very own. Unlike any CELEBRATION ever before.

First of all, it lasted a week. Some CELEBRATION chairs over the years might have felt their CELEBRATIONS lasted a week too, but this one really did.

MONDAY

Beginning Monday, May 4, with the virtual kick-off, CELEBRATE at 7 became the big thing on the TLS calendar.

Immediately after the pivot from in-person, Dr. Greg White assured that **White, Greer, Maggard Orthodontics,** longtime CELEBRATION sponsor, would remain the title sponsor: "Yes, we are with you, because that's what partners do!"

TUESDAY

Tuesday at 7:00, TLSers tuned in through Facebook or the school's own YouTube channel to the Alumni Spotlight: *On the Front Lines,* honoring our alums in the medical field and their experiences with COVID-19. Una MacCarthy interviewed several former students, and their stories made us proud.

WEDNESDAY

Wednesday featured **Jordan English '02**, perennial favorite CELEBRATION entertainer of his eponymous Jordan English Band. Jordan had gotten hearty applause for his first set, when a surprise guest, **Marshall English '05**, joined in. The brothers did a number together, and another surprise guest appeared, **Vic English '74**. All three English men gained their early music expertise at TLS. But there's more. *Another surprise guest* wandered onto the scene, **Noelle English '32**, Jordan's daughter, a TLS Acorn this year. The Lexington School family.

CELEBRATE COMMUNITY 2020

OF CELEBRATION WEEK!

Wednesday also honored TLS teachers, another strong part of The Lexington School family. From home, students had made colorful, cheerful signs completing the phrase, "TLS Teachers Are …. " It was a touching time, since it had been much too long since teachers had seen their students. Seeing those signs brought some tears.

THURSDAY

Thursday night's Watch Party was a touching time as well, and more tears flowed, of course, with Milestones and Moments: Celebrating the **Class of 2020**. The traditional eighth grade slideshow had a larger audience than any year before. Each of the 61 soon-to-be grads was celebrated – pictures from their preschool days through the current year – brought forth memories that alumni and families from any year can understand.

FRIDAY

Friday night was Family Night, as Chef Ryan and his team had prepared over 300 take-and-bake pizzas so TLS families could enjoy cheese and pepperoni while they tuned in to watch **Walker Montgomery '13**, another star of TLS's music department. With his impressive repertoire of country music, he was a major hit from his living room to the living room of each of his TLS fans.

SATURDAY

Saturday evening's concert featured Michael Preacely, TLS fifth grade music teacher. Usually on national and international operatic stages, but from home this time, in front of his fireplace, he belted out Kool and The Gang's "Celebrate Good Times; Come On!" The TLS family did just that. A celebratory toast gave way to virtual socials and enthusiastic online bidding as celebrants raised more than $350,000 for TLS.

VIEW ONLINE AT
WWW.THELEXINGTONSCHOOL.ORG/VDR

THE TLS VDR

The 2019-2020
Volunteer and Donor Report

Every year, we depend on the full support of our school family to help sustain The Lexington School experience and to help us remain true to the mission and philosophy that unites us in a common purpose. Every year, you rise to the challenge and entrust us not only with your children, but also with your extraordinary gifts that come in a variety of ways. The trust you place in us is precious. **Thank You!**

on the front line

by Andrea Waldman M.D. '01

I am honored to share my experiences with The Lexington School, my very first school. The strong foundation of educational and humanitarian values TLS instilled in me from a young age set me on a path of lifelong learning and service I hope to continue well into the future.

"Dear Health Care Professional: We need your help to supplement our current hospital capacity, as our hospitals are challenged by a surge of seriously ill coronavirus patients. I ask you to sign up to support your fellow New Yorkers during this crisis" read Governor Cuomo's email, requesting our credentials and critical care medicine experience. While we didn't anticipate getting the call to work on the front lines of overwhelmed Bronx-based city hospitals during the height of the coronavirus pandemic, virtually every dermatology resident in my program at Albert Einstein College of Medicine stepped up and volunteered.

A family practice air force reserve attendant deployed from Tampa led my team. She commuted to the Bronx from a Times Square hotel each morning. Other resident physicians with me were deployed to medicine from surgery, radiology, neurology, and ob/gyn.

We were responsible for comprehensive medical care of COVID-19 patients, from hospital admittance until their discharge or death. We monitored respiratory status, managed supplemental oxygen and ventilator machines, trended labs, and updated families. Patients were routinely enrolled in a variety of COVID-19 clinical trials for medications, including Remdesivir, Convalescent Plasma, and Hydroxychloroquine.

Limited resources included supplemental oxygen devices, particularly high-flow nasal cannula machines, needed to avoid intubation and mechanical ventilation. Respiratory therapists were in demand as usually only six respiratory therapists were on duty, managing over 500 COVID patients. The initial scarcity of adequate personal protective equipment improved with time.

In my department, working on the front lines, 25 percent of dermatology residents – including myself – contracted the virus. Many residents made large sacrifices during COVID deployment, creating physical, emotional, and financial burdens. One resident left her two children under the age of three to work 16-hour shifts, seven days a week. Several co-residents stayed in hotels for six to eight weeks to prevent exposing their families. Residents began a GoFundMe, raising $19,000. Community support was amazing, and this supported every resident from our department.

I have now realized a dream, becoming a board eligible dermatologist. While I lost several months of dermatology residency training, I ultimately gained much more, having the privilege of giving back to a system that has given me much.



Alumni News



SHANNON BISHOP ARVIN ’90

Shannon has been named CEO and President-elect of Keeneland Association, transitioning on January 1, 2021 to become Keeneland’s eighth President – the first woman to hold that position. She is a partner at Stoll Keenon Ogden, has been Keeneland’s corporate counsel since 2008, and serves on the boards of many equine organizations. The wife of **Will Arvin ’82**, and mother of fifth grader Bishop and fourth grader McCutchen, Shannon is also a member of The Lexington School’s Board of Trustees.

Shannon’s second grade teacher, Penny Lastinger, at TLS from 1972 to 1990 as second and third grade teacher and Lower School Head, illustrates an especially strong and important connection between teacher and student. Mrs. Lastinger recalls, “Shannon always enjoyed it when I read out loud to the class; she liked a wide variety of books. She reminded me very much of her mother, Nancy Ireland, whom I taught as a sixth grader at the University School.”



ROHEEN RAITHATHA ’96

From Roheen: “Things have been quite chaotic in NYC, and to top it off, my wife, Neha, had our son, Arin, on March 13, right as COVID-19 was causing NYC to shut down. I have had to juggle being a first-time father with COVID-19 affecting my practice, all while living in the epicenter in NYC.” An otolaryngology surgeon, Roheen graduated with a bachelor’s in biology from the University of Pennsylvania and received his MD from Tufts University School of Medicine. He completed a residency in Otolaryngology-Head and Neck Surgery at the New York-Presbyterian Hospital (Columbia and Cornell Campus) and Memorial Sloan Kettering Cancer Center. He then completed a Fellowship in Advanced Rhinology and Endoscopic Skull Base Surgery at Weill Cornell Medical College in New York City.

Roheen remembers, “At TLS, I loved the small classes and how involved the teachers were in our education. TLS felt like a family. That was evident in the staff, the administration, the teachers, and, of course, the fellow students. There is no doubt that having these meaningful personal interactions helped shape me to become a better physician where I am interacting with patients on a daily basis, and they are sharing intimate details about their life. The compassion and empathy that was instilled in me at that young age has helped me provide better care to my patients. I will always hold a special place in my heart for TLS.”





JOSH ARCHER '09

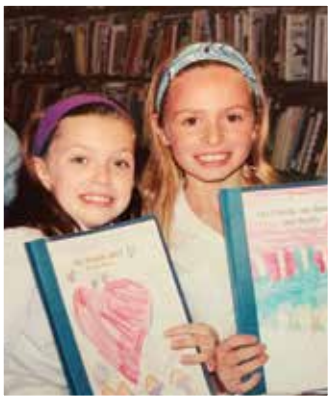
How many second grade teachers received autographed, commemorative posters of their students at the finish line of the 2019 Ironman World Championship in Kona, Hawaii?

Vickie Russo, TLS teacher since 1994, might very well be the only one on the planet.

In early March, Dr. Sanford Archer, Josh's father, delivered the Ironman portrait – with Josh's impressive time of 9:54:24 – to Mrs. Russo in her classroom. Josh, in California, says, "Fitness has always been a large part of my life, whether it was playing soccer at recess or running laps around the gym with Ms. Merritt and Mr. Parlanti. Racing at the World Championship Ironman was a culmination of years of training. For the six months leading up to the race, I was training 25+ hours a week and ending five-hour bike rides with an hour in a hot yoga room to prepare myself for the lava fields of Kona, Hawaii. What's so fulfilling about triathlon is there's a direct correlation between how hard you work and how great you perform. The same parallel can be drawn for doing well in school or making an impact in your society. It takes grit, passion, and perseverance to accomplish anything worth something in life. These days, I'm using the foundational typing skills I learned at TLS to code and build a venture-backed company in the health and wellness space. I founded Sutra, empowering fitness instructors to run their own business without the affiliation with big-box gyms and studios."

Reflecting on her 2002 - 2003 second grade student, Mrs. Russo says, "I feel very honored that Josh thought of me and had his dad bring that photo all the way to school for me. I was deeply touched. I remember Josh in second grade as being personable and having many friends. Recess was a great time for his friends and him, where he was a fair, but fierce, competitor. In the classroom, he was a dedicated student who wanted to do his very best at everything he attempted. I'm so proud of his recent accomplishment in the Ironman competition, although I'm not surprised at all by his success."

Another Lexington School connection for Josh is his longtime admiration of Susan Bradley Cox, TLS's first girls' PE coach and 2011 inductee into the USA Triathlon Hall of Fame. Josh says of the most decorated female age-grouper in U.S. triathlon history, "Susan is the face of triathlon in Kentucky."



EMORY PARSONS '10

At 2004 Writers Guild are **Emory Parsons '10** and **Chloe Talbott '10**, second graders in Mrs. Medley's class.

Emory checked in from her new digs in Charleston, SC. "That's a wrap on my first post-college job in Nashville, where I managed the event space for a modeling and talent agency. It was such a fun job; I never knew who would show up in our office. I had the chance to meet Trisha Yearwood, along with the members of Little Big Town and Lady A. Unfortunately, I never saw Keith Urban or Nicole Kidman.

"Chloe and I had a blast living together for a year. We are the true definition of lifelong friends: we were born at Baptist Health on March 7,1996, and delivered by the same doctor. Chloe is about three hours older than I am and was born three doors down from me on the same hallway. Our birthday memories are so special as we would have one big party with all our TLS friends. We'll definitely miss seeing each other every day.

"Nashville is a vibrant place, and I enjoyed being so close to home, but I'm excited for my new city and the opportunity to live near the beach."



Clara de Castro '12, Strohmann, and Mr. Hurst deck out for lab work.



Strohmann Breeding '12 is in Assisi, Italy, a week before being sent home.

The **Ground Rules** of Travel

BY STROHMANN BREEDING '12

Weathering a storm is not new to The Lexington School. This community can get through anything because we have each other.

During the 2012 summer, from my room in France, I looked out over the small Paris square. I was 15 then, knee-deep in a once-in-a-lifetime experience of travel abroad with my close TLS middle school friends. It was the first time I'd been overseas without my family. It was the biennial, two-week trip from Barcelona to Paris, led by the incredible duo of Ms. Sara Merideth and Mr. Johnathan Herrington. Speaking our smattering of French – confidently, of course – we traveled across that wonderful city, touring the Louvre and climbing the hill to Sacré-Cœur Basilica. TLS had already given us other adventures, from North Carolina's Green River Preserve to the famous Southwest Trip that taught us how to fend for ourselves and consisted of awesome music jam sessions with favorite teachers (talking to you, Mr. Johnson). Lexington School students knew how to conduct themselves on a trip.

On February 29, 2020, I was almost halfway through my study abroad at the University of Arkansas's Rome campus, focusing on globalization and the role of human rights in Europe. I was thoroughly enjoying my time, only somewhat aware of rising coronavirus numbers in Wuhan, China. I looked forward to the relaxing weekend ahead, void of day trips and full of opportunity.

I awoke to a classmate's call: "Strohmann, check your email. They've decided to send us home. The program is over." I rolled over, put on my glasses, and scrolled through Outlook to find a message from the University. Our program was over, and we were going home.

Northern Italy had become a hotspot for the coronavirus. We'd been directed not to travel to Venice, Milan, or Florence, but never did we think the program was in danger. Rome only had three cases; two had recovered.

Not 48 hours later, I was on a plane home. I walked through U.S. customs, and, because I hadn't felt sick, was welcomed into my country, uncertain of the road ahead. I soon arrived at Blue Grass Airport. My parents followed CDC recommendations, vacated our house, and left me to quarantine for two weeks. All I had was plenty of food, my Xbox, and Gwennie, my Corgi.

My quarantine proved a foreshadowing for America. Every day I called the Kentucky Department for Public Health with my temperature. Fortunately, I had no COVID-19 symptoms. It was an odd time – phone calls with friends, movie nights with ice cream and junk food, and time to think. An old TLS pal **Charles Head '12** reached out to touch base. After 14 long days, my parents came home.

Reflecting on events leading to departure from our host country, I thought of ground rules I learned from Ms. Merideth and Mr. Herrington. They'd gathered us on a Paris sidewalk before we walked into our hotel, told us to be polite, how to smile, and to be overly apologetic and graceful. They reminded us how to hold our belongings, always mindful of our surroundings. The message was this: We are guests; we are ambassadors of our country. We represent America, and we owe it to everyone involved to put our best foot forward in being good stewards of that large responsibility.

This feeling of considerable responsibility and my thoughts of The Lexington School are often paired with one another. TLS pushes us to our limits, requiring our absolute best in practically every aspect of our life. It's important to know those limits, and to know that most of the time we can carry a larger load than we think we can. Follow that with a tenacious family of lifelong supporters and people who eight years from my graduation reach out and ask if I made it back safely – that's what The Lexington School has given me.



SPENCER PARSONS ’13

Deep in the Heart of Texas are **Spencer Parsons ’13**, **Jack Totty ’09**, **Carter Brewer ’10**, and a TLS-Wannabe Friend.

In the fall of 2019, Spencer booked a show for his band in Austin, TX. Spencer and his bandmates were happy to make the drive from Dallas – where he is a senior at SMU – to Austin for their house party gig. Spencer, knowing that Jack loves music, reached out to his buddy, who lives in Austin. Spencer gave Jack the party information and told him he hoped they could see each other. Jack’s response was quick, “Spence, I’m already going! That’s Carter’s house!” It was a terrific TLS-in-Texas reunion. Spencer remarked how special the world of The Lexington School is. “It doesn’t matter that Jack, Carter, and I graduated from TLS in different years. We’re all friends and had a great time catching up at Carter’s party.”

THE **GOODNESS** OF **MUSIC**

BY CAITLIN FLEMM ’15

I produced a virtual choir in April when COVID-19 took the world by storm. What we needed was art. By sharing my music from home, it was my hope that the joy and power of music could be shared with others during these unprecedented times. After making videos of multiple Caitlin Flemms singing together on the “Acapella” app, the virtual choir idea came to be. The project involved 100+ hours collecting, editing, organizing, mixing, and producing the video, my goal being to bring a smile to faces that needed it. In this unsettled time, I turned to Shawn Kirchner’s arrangement of “Unclouded Day,” feeling that message fit our pandemic world. I had no clue my video would circulate the internet with 2.3-thousand views. In mid-April, it appeared on LEX 18’s *Hey Kentucky!* The joy of hearing reactions from friends and people I’ve never met has filled my bucket and pushed me to work harder through quarantine. I’ve also written multiple choral pieces and arrangements to bring the goodness of music to people during COVID.

Many Lexington School memories shaped me into the young woman I am today. I began at TLS in Mrs. Metze and Mrs. Hetman’s kindergarten class. At age five, I knew it was because of their strong leadership and compassion that I wanted to become a teacher. Every year, my mother asked who my favorite teacher was, and I always gave



the same response: “I can’t choose! They’re all my favorite!” It’s true that all TLS teachers are among the most compassionate educators ever. Mrs. Metze, Mrs. Hetman, Mrs. Merideth, Mrs. Deller, Mrs. Medley, Mrs. Vennes, Ms. Haynes, Mr. Platt, Ms. Zimmerman, Mrs. Foster, Mrs. Moloney, Mrs. Jefferson, Mr. Novitsky, Dr. Cooper, Ms. Lounsbury, Mr. Gunn, Ms. Willmott, Mrs. Hogate, Mr. Herrington, Miss Cowling, Dr. Bowling, Mr. Mohan, Ms. Nawor, Mrs. Hancock, Mr. and Mrs. Johnson, Mrs. McCoun, Mrs. Anderson, Mrs. Staley, and so many others, influenced my decision to choose the education path.

THE **GOODNESS** OF **MUSIC** (CONT.)

The problem was, I never knew what I wanted to teach. That all changed in fifth grade when, with encouragement from Mrs. Moloney, Mr. Novitsky, and Dr. Cooper, I spread my wings as a singer. Our musical was *The Wild West,* written by the illustrious Dr. Cooper himself. As I played Annie Oakley on the TLS stage, I knew singing and performing was the life I wanted to live. I still have the nostalgic "Irish Blessing," that ended every TLS concert, ringing through my head.

My TLS family supported me through my Lexington Catholic High School journey; Mr. Gunn, Mrs. Moloney, Mrs. Deller, and others came to my performances to see ME! TLS teachers care, even after we've left the classroom.

I went back to my TLS roots to find a course of study at UK. I majored in Choral Music Education. My teachers still continue to support me and what I love. When I get my own classroom, if I can become half the teachers they are, I'll be an unstoppable educator. They fostered my creativity, excitement, and curiosity (and answered many questions with patience). I am forever grateful.

After my first UK year, I am a Kentucky Governor's School for the Arts Vocal Music alumna ('18) and have founded a children's choir camp (Summer 2016). I wrote and sang my arrangement of "Pomp and Circumstance" for the LEX18 Senior Sendoff. I've sung in UK Opera Theatre's "It's a Grand Night for Singing!" and have composed and sung much beautiful choral music. In addition, I am a peer mentor for the Holmes Hall Creative Fine Arts Living Learning Program.

It is because of The Lexington School I am the Caitlin Flemm I am today. I will forever be grateful, TLS, and will carry you in my heart always.



RYAN SULLIVAN '16

Founding means to lay a bottom, as in a solid base of a structure. Ryan credits his TLS foundation and family for his recent entrepreneurial success: "TLS taught me courage." Upon eighth grade graduation, when asked who impacted him the most, he said, "It's impossible to single out one teacher or coach, as there are so many to whom I would give credit. It's all about the foundation; no skyscraper in the world gives its rising credit to a single piece of steel."

"Sully" started a clothing brand this year, stemming from his AP mentoring project challenging the expected conformity of today's youth. He beckoned his peers to be courageous, to live **Unxpectd.** He made T-shirts with the logo, and fellow classmates took interest. The brand and demand grew exponentially, and his basement became a manufacturing hub of sewing and embroidery machines. Marketing on social media platforms – TikTok, Instagram, and others – **Unxpectd** drew national, as well as international, attention. Six months later, with a TLS foundation of courage that gave rise to this entrepreneur called "Sully," Ryan celebrated $500,000 in sales – something most certainly **Unxpectd!!**

Graddy Prewitt '71, in back, and his family gathered for Christmas, 2019. Beside Graddy is his wife, Jackie Prewitt. From left are: Dan Simon, John Simon, **Martha Prewitt '03**, **Anna Coleman Prewitt Simon '98**, and Tessa Simon.





On March 12, 1987, with Coach Mark Scarr, the fifth and sixth grade basketball team celebrated their league championship.

Front: **Kash Stilz '91**, **Connor Keller '91**. Back: **Lisle Dalton '91**, **Matt Hill '90**, **Ben Hoffman '90**, **Byers Watt '90**, **Ryan Massie '90** (near trophy), **J. B. DuPuy '90**, **Chris Young '90**, **Todd Baynham '90**, **Eli Scarr '91**, **Patrick Johnson '91**.

HENRY GRADDY PREWITT '71

Henry Graddy Prewitt '71, 63 years old, of Versailles, Kentucky, died on June 8, 2020, of complications from heart surgery.

Born in Winchester, Graddy grew up in Clark County with aspirations of farming. He attended The Lexington School for one year, graduating with the **Class of 1971**, before heading to Episcopal High School in Alexandria, Virginia. Graddy graduated from Episcopal and quickly transitioned to farming full time, raising his first tobacco crop in Woodford County in 1975.

A farmer, mechanic, electrician, mason, carpenter, painter, reader, storyteller, listener, Graddy had many talents and interests. There was nothing he wouldn't do for Jackie, his wife of almost 42 years; sister **Louise Prewitt Lagrew '74**; his daughters, **Anna Coleman Prewitt Simon '98** and **Martha Prewitt '03**; his grandchildren, John and Tessa Simon; his extended family; and those friends who became family. He will be missed by all who knew him.

BYERS WATT '90

The Lexington School offers heartfelt condolences to the family of **Byers Watt '90**, brother of **Sarah Watt McClymonds '94**.

Remembering Byers, **Whitney Neuman Ward '91** says, "In one of my last conversations with him, we were talking about boarding school, and Byers spoke highly of Mr. Brost and how he helped him find the Taft School."

Connor Keller '91, at Taft with Byers, speaks of his longtime friend: "Growing up, we played on many teams together. We were on the same Taft soccer and basketball teams. Byers had a great reputation for being a competitor on the field and in the classroom. He was liked and respected by all his peers and faculty there. I have many memories of being with him on the court and spending time together traveling through the Pittsburgh airport, going to and from school.

"One afternoon, Byers and I were playing basketball against Trinity Pawling (TP) on their home court. Their team had multiple players who went on to play in college, so we were outmatched from the start. Early in the game, TP stole the ball and went down and dunked it. Suddenly, out of nowhere, the ref whistles for a time-out. When we were in the huddle, our coach, out of complete frustration, asked who called the time-out. 'Coach, I called the time-out.' Byers replied with a grin on his face. 'I'm the tallest player on the team, and that guy just jumped over me and slammed it!' We couldn't help but laugh, which helped us all relax, though, it didn't change the outcome of that game.

"We all know Byers wanted to win every game, and I played, and won, many games with him at both TLS and Taft. However, I have always remembered that comment in the huddle. Very few people could have jumped over Byers and dunked a basketball. Not a lot of people would be able to smile about it, but Byers did, and I love that!"

In Memoriam

ELLEN RICE '93

Friends honor **Ellen Rice '93**, who died unexpectedly of heart arrhythmia on February 2, 2020. Ellen graduated from Sayre School, earned a bachelor's degree in psychology from Wheaton College in Norton, MA, and a primary certificate from the New England Montessori Teacher Education Center. From Lesley University in Cambridge, MA, she held master's degrees in early childhood education and in special education for moderate disabilities K-8. She worked in several Massachusetts Montessori schools before returning to Lexington as director of operations for the non-profit supporting "Thy Will Be Done," Easter oratorio composed by her mother, Angela Rice.

In remembering Ellen, **Emmy Hartley '93** says, "I reconnected with Ellen last summer when I started going to Orangetheory Fitness. We took many of the same classes and often caught up before class started. She was a huge fan of Orangetheory. The first day I saw her there, she said she'd been going for over a year, and it had changed her life. She went almost every day and was truly beloved by everyone there. The outpouring of love from that community when she passed away was really amazing."



Sara Dean '93 reflects, "I first met Ellen in 1990 in the TLS hallways; we were in seventh grade. What stood out about her was her warm smile. She was a quiet, sweet friend with a gentle soul that shined through in everything she did. She loved her family, being involved with church choir, and keeping up with classmates. She touched many lives and always made you want to be a better person. I've thought often of a story told at her funeral. A friend recalled the evening before Ellen's passing when she and her mother went to a concert at their church. After the performance, a man in the choir spoke to Ellen and her mother and told them his attention was drawn to Ellen as he performed. There seemed to be a halo or a heavenly light shining down on Ellen that night. It gives me great comfort knowing Ellen is in a better place."



Damien Rotter '99 and **Elizabeth Ruch '99** continued their friendship that began when they were in the kindergarten class of Mrs. Gale Smothers in 1989.

DAMIEN ROTTER '99

by Elizabeth Ruch '99

Summer of 2019, Damien and Kaya, his daughter, came into my work, and we caught up for a minute. He was a friendly, familiar face. Damien was a kindred spirit, and we could relate on many levels. We met up and got coffee and took a walk. We were supportive of each other. I am thankful for my time with him. I'm grateful for him and for our reconnecting. He would say that time is the most precious thing we have to give loved ones. Experiences together and connection matter.

He had an appreciation of the beauty of nature; valued family, his siblings, **Jeremy '91** and **Brittany '03**; kept loyal friends; and taught me that love is action. Damien was kind, loyal, passionate, and funny. He helped me eat healthier, motivated me not to give up at the gym or when hiking our favorite trails. He reminded me I can do great things. After a steep incline, it was well worth the tough parts to see such a breathtaking view with him. He loved to run, even a half-marathon. He wrote thoughtful poetry. He was unique, genuine, and he was awesome. Remember, you can't rewind time and you can't know the future. We all live on borrowed time, so please make the most of it. And be kind.

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HISTORICALLY SPEAKING



In the biology lab at break time the day they returned from Spring Break, members of the **Class of 1996** interview Ms. Jawanna Ford, their ninth grade biology teacher, about the outbreak of "a mysterious TLS rash" that occurred the week before and during spring break. With petri dish at front left and after thorough questioning, contact seekers – Olivia Hurter, Jill Tallal, Bret Jones, Gray Lyster, and Don Offutt in foreground – determine Ms. Ford is not one of the suspects who carried the rash. Students also thoroughly examined slides from the "rash" under the microscope to identify the pathogen. Researchers speculated that Dr. John Fox, interim Head of Upper School, may have known the rest of the story. The "mystery" remains unsolved. Who knew the 1996 world of make-believe would evolve into the 2020 world of COVID-19?



Kamron Cox '06, The Lexington School's 2020 commencement speaker, prepares for the Southwest trip with **Sonny Hamid '06**. Kamron reminisces, "We were tentmates together and trying to concoct something better than the Pop-Tarts we ultimately ended up eating for every meal once the trip rolled around. If I remember correctly, I had a hard time getting the propane burner to start, and I was pretty sure I'd burn off my eyebrows by the time I finally got it."