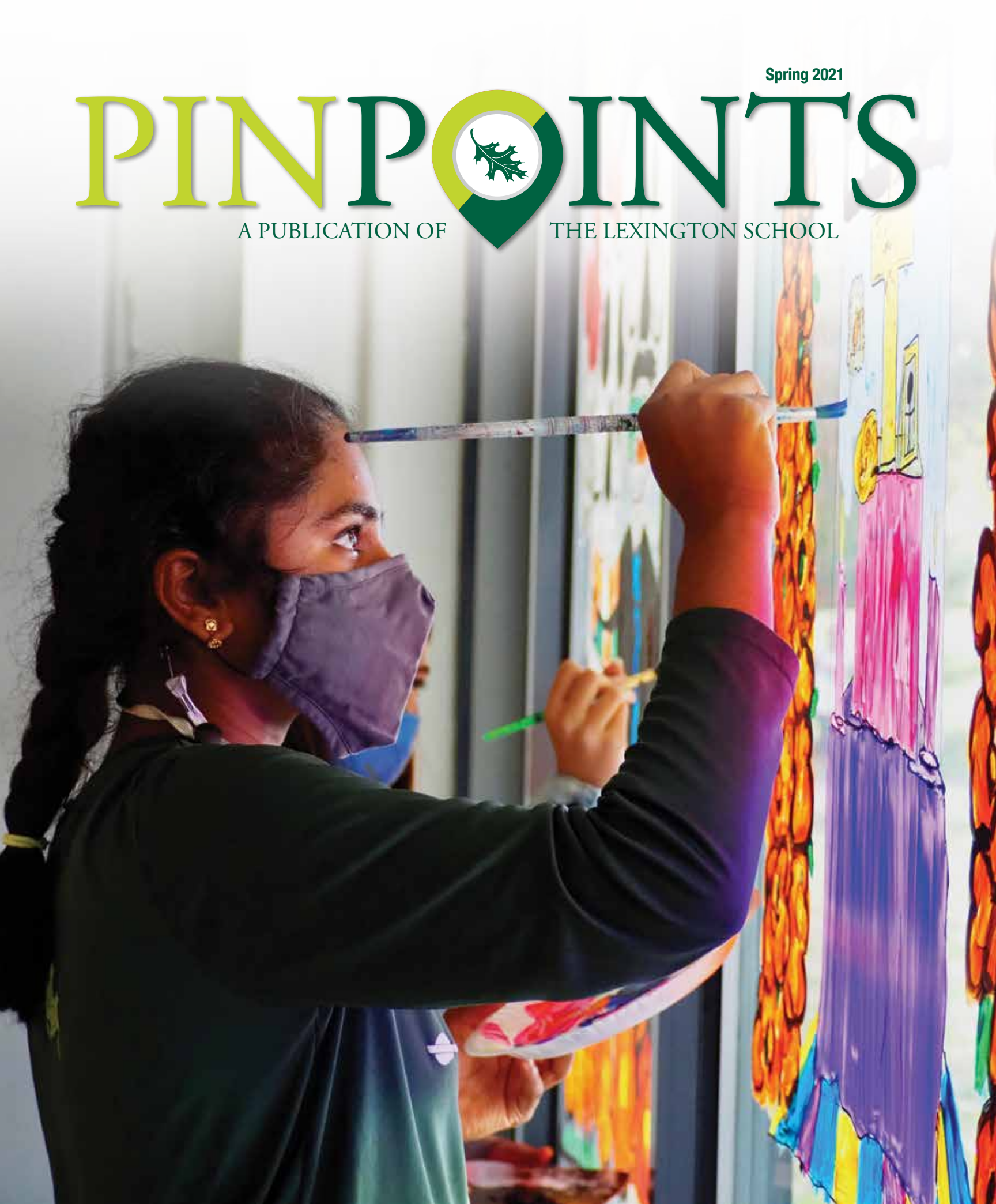
Spring 2021

PINPOINTS

A PUBLICATION OF THE LEXINGTON SCHOOL





Ms. MacCarthy and Scarlet ensure all is well on the TLS campus.

HEADLINES

What a year it has been! When I look back on my 32 years of being an educator, it is easy to say this one has been the most remarkable. In any moment of crisis, a community can either roll up its sleeves and get to work or sit down and give up. This TLS community got to work, and our Mission truly Met the Moment. There has been no other time in our school's history that the Mission Skills have been so apparent, so tested, and so needed for success.

Teamwork allowed us to open the school on time, resilience helped keep in-person learning an option throughout the year, creativity and curiosity led us to reimagine how to do school and have fun in the process during a pandemic, and ethics and time management helped us navigate the many twists and turns COVID threw at us.

I look back on this year and see many gifts. As an institution, we were forced to reexamine much of what we do and decide what is core to our values and essential to the TLS experience. We spent a lot of time outside this year, reminded of the joy and learning inherent to the outdoor classroom. We rearranged our space for COVID protocols, built crews and cohorts, and discovered even closer peer and faculty relationships along the way. Most importantly, we all were reminded how much we love going to school and how not to take it for granted.

I am enormously proud of our school: our families, our children, and our faculty and staff. TLS has proven once again the old adage, "When the going gets tough, the tough get going," or in other terms, when the TLS Mission Meets the Moment, we make good things happen. Thank you for being a valued part of our community. I hope you enjoy this spring edition of *Pinpoints* magazine.

Una MacCarthy
Head of School

CONTENTS


2


18



34


36



30

Grant knows Ms. Hutton's only preschool rule. See page 30 for a tribute to Ms. Hutton as she retires from Director of Preschool.

Editor
Lucy J. McKinstry '66

Copy Editor
Ann Eames

Design
Steve Parker Design

Photography
Jo-Ellen Fischbach
Lindsay Milward
Tom Novitsky
Beth Pride

2 FEATURE 18 ACADEMICS 33 ATHLETICS 36 ARTS 40 PHILANTHROPY 44 ALUMNI 55 PINPRINTS

Cover photo: Creativity is at the forefront for Vidya Sethuraman and Ainsley Metze, sixth grade, as they work on their pieces for *La Toussaint.* Photo by Beth Pride. **Please address comments to lmckinstry@thelexingtonschool.org.**

when the MISSION meets the moment...



Since its founding in 1959, The Lexington School has been a leader. Amid the pandemic summer of 2020, TLS was the first school in Kentucky to announce its plan to open, in person, for the 2020-2021 school year. The Healthy at School team, under the unwavering leadership of Una MacCarthy, mobilized the safe return to campus after summertime, and The Lexington School has largely remained in-person this entire academic year. With health and safety first and foremost, faculty and staff reimagined the entire concept of what makes the best classroom experience, employing the same Mission Skills they instill in students. Dedicated to both virtual and in-person teaching and learning, TLS has honored the essence of the school. With a record 613 students this year, students and families recognize and appreciate the nimble planning and the flexibility of space – both inside and out – that have made this unique school year possible. Our 40 expansive acres have supplied outdoor classrooms in all weather, while The ONE School Project ensured 140,000 square feet under roof, allowing social distancing even inside on particularly rainy days.



OUR SCHOOL COMMUNITY THRIVES





Left: Niamh and Elena, third grade, work together to determine what wing fold and throwing style make their paper airplanes fly farthest and fastest.



The impressive thing about it is The Lexington School has embodied Mission Skills from day one, September 14, 1959, decades before the actual assessment of creativity, curiosity, ethics, resilience, teamwork, and time management came into being.

Lexington School administrators and teachers have always known the importance of – and have emphasized and encouraged – these character traits that are strong indicators of academic as well as lifelong success.

Millions of Mission Moments have resonated throughout the last 60 years with students, who are ever the stronger for their TLS experiences. **Margaret Cowling '64,** respected and beloved history teacher since 1975, and bright-eyed fifth grader on that opening day, incorporates Mission Skills into her curriculum every time her class meets, both by design and by happy happenstance. She explains, "Mission Skills are interwoven into the fabric of history; we don't have a day, for instance, when discussion doesn't hit on one or more Mission Skills. Recently, we considered the ethics of Carthaginians, how they did not support Hannibal in the boot of Italy, how they betrayed him a second time when they were willing to turn him over to Rome after he had implemented his creative solution of paying yearly tribute to Rome. We also examined the curiosity of Alexander the Great in moving beyond the Persian borders, though his men were terrified and thought they would fall off the end of the world. Our biggest focus is the end-of-year paper where students choose three leaders and apply four of the six Mission Skills to those individuals, giving specific examples to support whether they did or did not possess and apply these skills."

Right: Time isn't going to get away from Leighton and Jack in Acorns.

Above: Miss Cowling



This issue of *Pinpoints* celebrates the Mission Skills that have guided our students, faculty, and staff through this year. Enjoy!

when the MISSION meets the moment...



Above: Jack Charles welcomes a visitor to his outdoor classroom.

A Creative Approach to Learning is Fostered

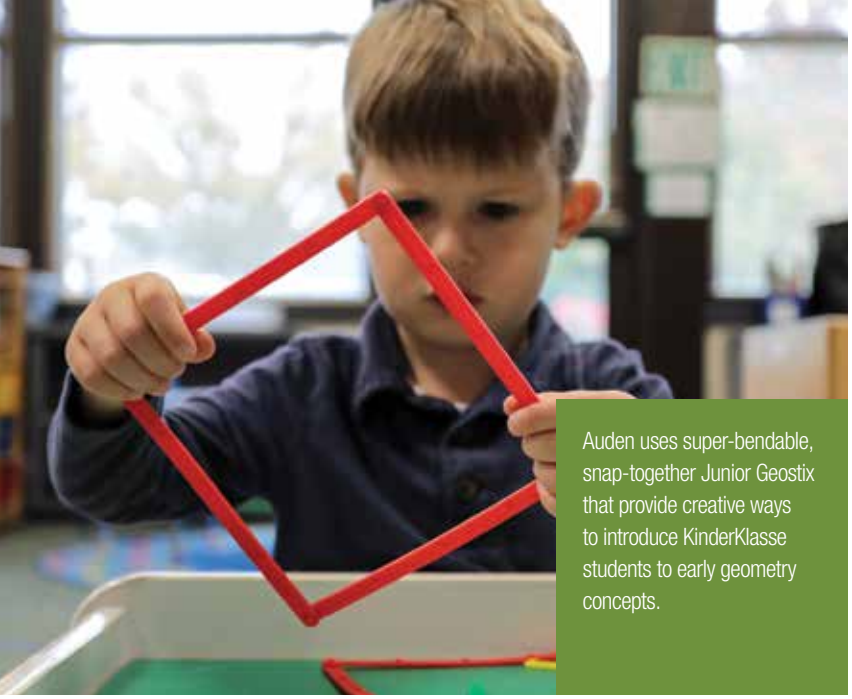
In the first grade Learning Center, the eight students of Ms. Parrish and Mrs. Troiani are outdoors daily – as are all TLS students – sometimes spending almost more time out than in. They're carrying Mission Skills in their pockets the whole time, though they'd never guess it. Creativity comes to the forefront, with or without a roof over it.

Both teachers know the deep importance of breathing fresh air and stretching legs during "brain breaks." Those morning and afternoon changes of scenery – in addition to recess – help classroom learning. Of course, classrooms themselves have shifted outside on many days. Throughout the fall and on into winter, lunch, self-distanced of course and with ever-present Crazy Creek chairs flat on the ground, is under the trees, beside the playground, over near the running path.

Out-of-the-box classroom settings lend themselves naturally to creative opportunities to experience school: gnarly tree roots, fresh out of *The Wind in the Willows;* a centuries-old downed tree trunk, taller, almost, than the exploring kiddos themselves; Scarlet Gate's magical stream, filled with wonders of all sorts; even a cozy, dressed-for-the-cold s'more read-aloud before Halloween. More time for imaginative play in the woods is an invaluable by-product of COVID.

Engineers of tomorrow construct dams in the creek, while would-be architects test their bridge-building creative mettle at Swiggy Land, a magical, wooded, inviting area of Scarlet Gate. One student felt such a welcoming connection to Scarlet Gate that he brought his dad to have a tour of his fort on a Saturday.

Though school looks – and certainly is – different this year, TLS students are stretching their imaginations, noticing nature more, feeling more at home in the woods, making up their own games out of what's nearby. They are exercising the gift of creativity that will last a lifetime.



Auden uses super-bendable, snap-together Junior Geostix that provide creative ways to introduce KinderKlasse students to early geometry concepts.



For Bat Day, cave replications are all the rage, as first grader Harrison transforms his desk into creative, bat-friendly spaces for reading and studying.



For seventh grade's dragster competition in physics, Anna and Emma experiment with different options to find maximum speed.



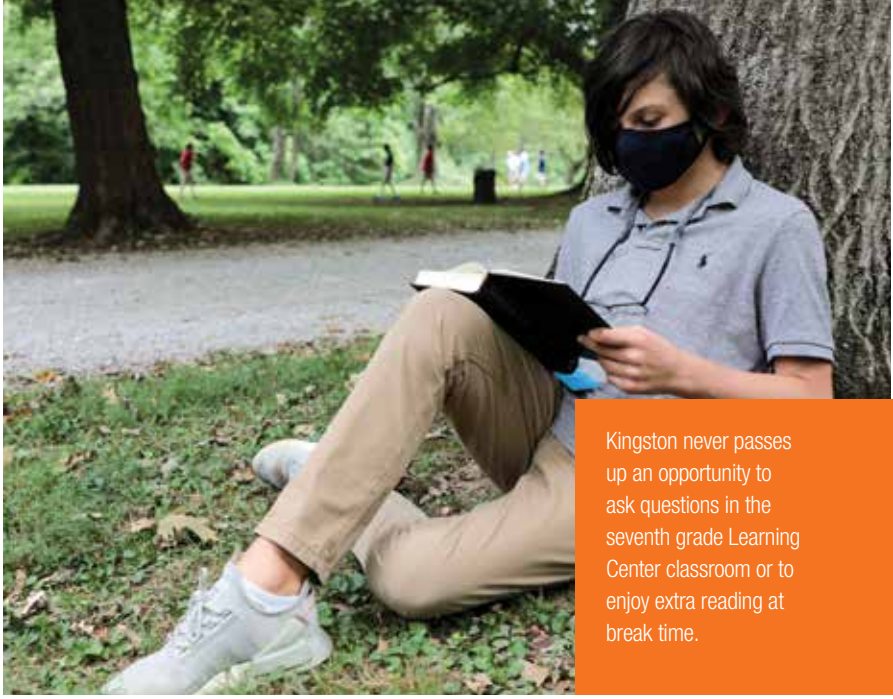




Appreciating the gifts of nature, Joy, Helen, Lillia, Ellie (almost obscured), and Avery make pretend "Forest Cakes" to share for their "Woods Bakery."



Reed practices fourth grade scientific methods, investigating Germ Theory with bread put into contact with different surfaces.



Kingston never passes up an opportunity to ask questions in the seventh grade Learning Center classroom or to enjoy extra reading at break time.



Curious about the visitor on the bench, second grader Ella celebrates Halloween with her new friend at a storytelling event in The Forest.

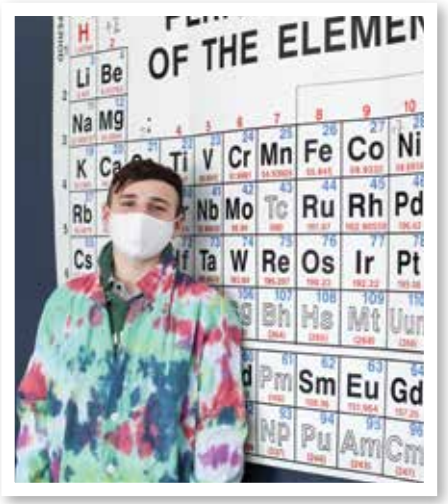




Aubrey hones her fifth grade precision skills in search of the answer to one of science's Greatest Mysteries … how many drops of water ***does*** a penny hold?



Roman, Montessori III, knows all about conifer and deciduous trees, simple and complex leaves, and is especially excited by his acorn discovery.



when the
MISSION
meets the moment...

Science Traffics in Curiosity

How tall is an oil spill? What percent of the bucket of beach sand is salt? Visit the chemistry class of Jason Hurst, middle school science teacher, to find out.

Through a series of problem-solving labs – often by trial and error – eighth graders acquire the knowledge to answer those questions, and many, many more. About that oil spill, Mr. Hurst says, "They're figuring out volume and surface areas. They have all the tools to solve it from labs we've done leading up to it, but it's all about putting those tools together in the right order to the specific process." For the sand/salt ratio, he explains, "They try all sorts of things; heat the sand, fill the bucket full of water, boil it, fill it again, strain it, then dissolve the salt. Once the salt is dissolved, you can separate the sand from it, then you have salt water."

Is your reaction time faster by flash or by sound? Which hand washing method is most effective? Are fingerprints inherited?

Join the group for fascinating explanations of their independent science projects.

TLS science does traffic in curiosity, in all the best ways. It's riveting. It's mesmerizing. And it's all over the place. It's all around them. Their first assignment was to observe the world around them, and to come to the table, literally, with questions. Mr. Hurst believes, "Science is innate for them at this age. They are still trying to figure out the world around them. They are figuring out how things work, and it can be a real surprise for them. That is where curiosity comes in. What will happen? Sometimes they guess right; sometimes wrong. That's part of the fun." Mr. Hurst has designed the lab series to tap into, and to ignite, their natural curiosity.

If you're ever curious about how to improve your day, let the TLS eighth graders demonstrate one of their labs or their projects.

Above: Holden and his classmates ask – and answer – question after question.

when the
MISSION
meets the moment...



Ethics is Not Up for Debate

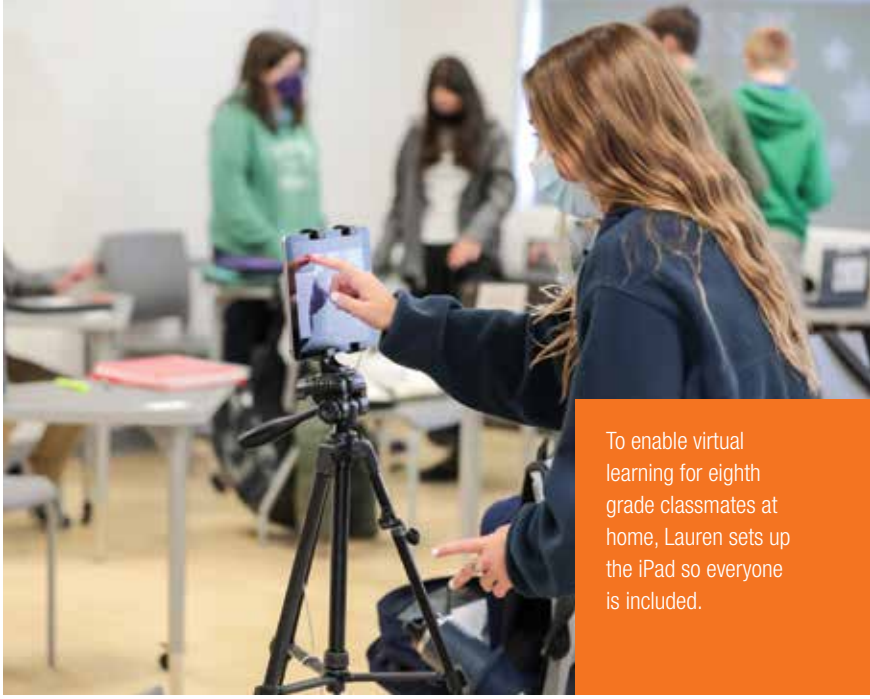
"I like to start the year with debates. Students do small debates throughout the semester to develop their critical thinking skills. Debate requires them to go beyond just having an opinion. Debate requires them to have evidence to support those opinions. Not only that, but debate requires them to research a topic from multiple perspectives, moving away from confirmation bias and toward a more complete understanding of the issue they are debating," Dr. Laura Bonzo-Sims states.

Above: Dr. Bonzo-Sims

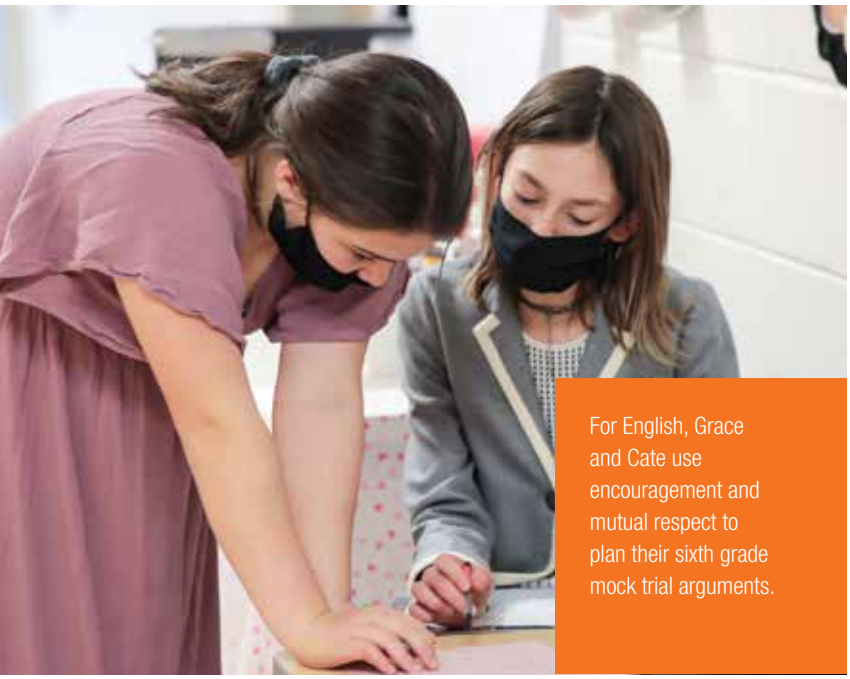
There is always rich discussion in the classroom of Dr. Bonzo-Sims. Former students, now well into their 30s, recall gripping exchanges of ideas and afternoons of wide-ranging conversations that remain vivid decades later. Recent discussion centered on CRISPR, the genetic-editing technology. Students gathered information from podcasts, documentaries, PBS and Nova clips, videos, and Radiolab. Even before the 2020 Nobel Prize in Chemistry was awarded to Emmanuelle Charpentier and Jennifer A. Doudna for development of this method for genome editing, TLS eighth graders were fascinated by the topic. Their research brought challenging thoughts of editing out diseases, of modifying genes, of ethical dilemmas. The class delved into concepts, intriguing and innovative, that have unbounded potential, and pondered, "Even though we can do it, *should we do it?"* Debates and written papers sometimes brought forth changes of opinion, as classmates looked deeper and considered different scenarios. What if CRISPR edited out cancer-causing cells? That comes with dangers, but so does radiation and chemotherapy. Where is our balance? What is our risk/reward? As Dr. Bonzo-Sims confirms, "We spent a lot of time on working through the gray areas of CRISPR ethics, which ended up being one of our best debates so far."



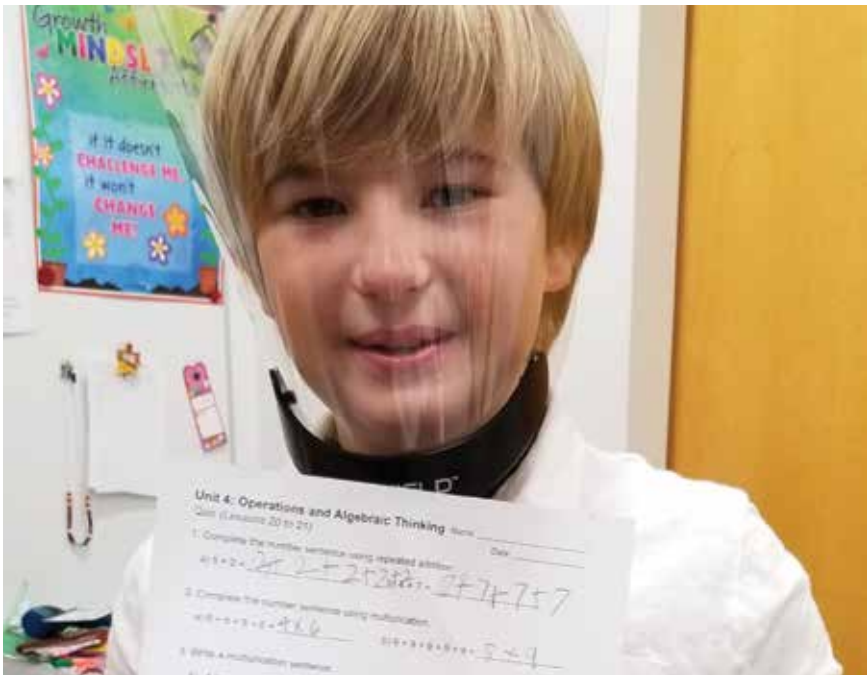
Henry lends a helping hand to his KinderKlasse friend Everly, as they make their way back to the classroom after a fun-filled adventure on the playground.



To enable virtual learning for eighth grade classmates at home, Lauren sets up the iPad so everyone is included.

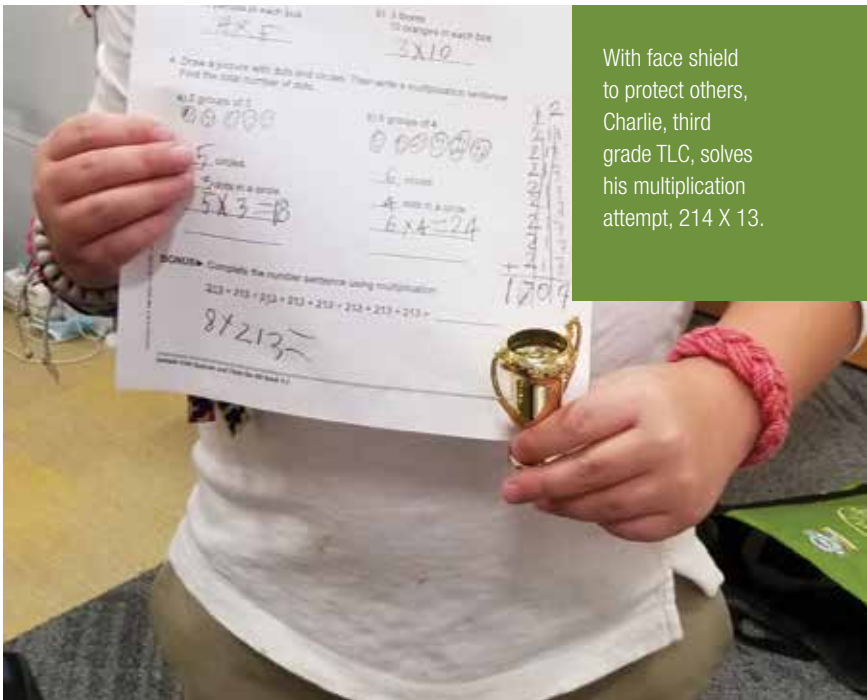


For English, Grace and Cate use encouragement and mutual respect to plan their sixth grade mock trial arguments.





Caroline uses fourth grade thoughtfulness and a jump rope to help Brielle and Liam on their scooters.



With face shield to protect others, Charlie, third grade TLC, solves his multiplication attempt, 214 X 13.



"I think I can! I think I can!" Clay works diligently and independently by challenging himself to assemble his one-through-ten KinderKlasse counting cubes in descending order.



How many vertices in a hexagon? Faustine's dot candy and popsicle sticks, in first grade Learning Center, tell her.

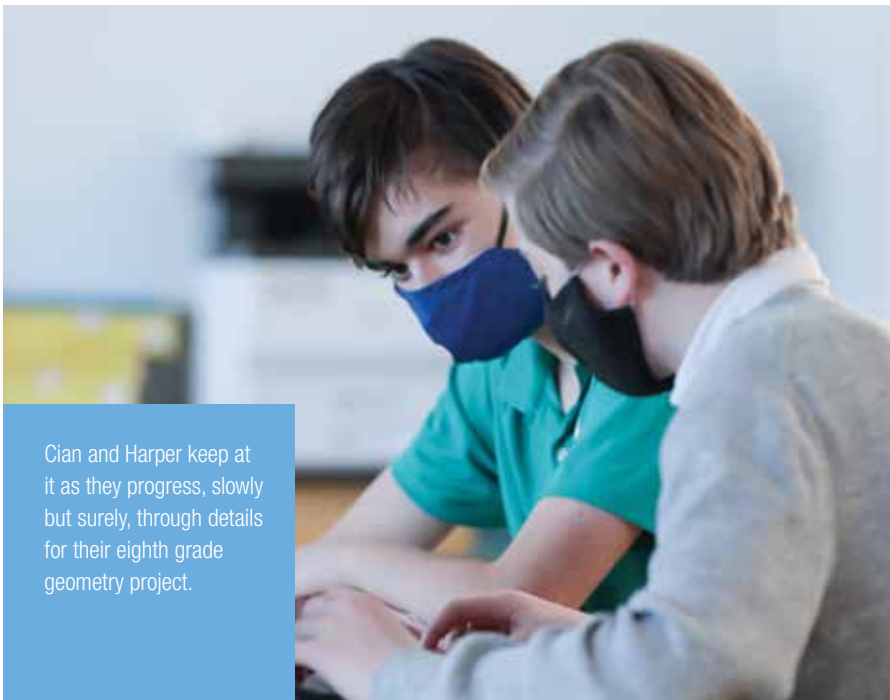




A phalanx of sixth grade resilience shows TLS strength. Sadie, Crosby, Auveen, Grace, and Lauren ensure social distancing at Scarlet Gate.



Outdoor classrooms are filled with resilience. Students project speaking voices to be heard and discern musical sounds midst the chorus of nature.



Cian and Harper keep at it as they progress, slowly but surely, through details for their eighth grade geometry project.



when the
MISSION
meets the moment...

Resilience is Learned from Past and Present

From their collaborative social studies video project, fifth graders have discovered powerful lessons in resilience through learning of personal stories amidst World War I. Accounts of bravery and resilience throughout the world in the early 20th century resonate today in the classroom of language arts and social studies teacher, **Heidi Zimmerman Simons '03.**

Integrating with their library program, created in concert with librarian Lori Hancock, students have created detailed newscasts from the perspective of a particular country they are studying.

Early into the project, Mrs. Simons provided feedback and opportunities for students to go back again and again to get the point right, research more, delve deeper and to develop academic rigor and resilience themselves: "Students are researching a wide variety of videos and literature and music from the time period and are including commercials as well. The ways they frame their ideas are incredibly impressive. They're working hard on this, gathering their materials, and becoming proficient at editing their newscasts through WeVideo."

David Farmwald, language arts and social studies teacher, accentuates the Lower Schoolers' dedication and thoroughness, explaining, "To build their whole narrative around who they are, they've designed their own personas, themes, and backgrounds from their country. They've developed a new media channel and have determined what kind of news they want to accept and to reject. Some students have added non-English subtitles, Google-translating them, so people of other countries can understand their newscast. Their final project will be impressive."

Above: Bishop, Amanuel, and Sydney work on edits for their World War I video.

when the
MISSION
meets the moment...



Above: Embry and Lillie Belle show friend helping friend. No competition. No winner. All on the same team.

Teamwork is Something to be Thankful for

Robert Fulghum, author of *All I Really Need to Know I learned in Kindergarten,* would hanker to visit The Lexington School's Kindergarten. He would find instant friends, both students and teachers, and he'd be fascinated to learn about Mission Skills, all six of which are foundational in Kindergarten. Teachers Emily Stout, Dominique Metze, Jaci Sloan, and Michelle Harrison emphasize teamwork.

In the days preceding Thanksgiving, conversation turns to thankfulness, leading to teamwork. As Preschoolers share how fortunate they are to have had in-school classes throughout the fall, they've learned teamwork along the way. Mrs. Stout says, "I really hammer home that there are many children their age whose schools are not open. When we're here together, we're going to do our best work, be our best person, our best friend. I want to push them to do their best, to be team players."

Mrs. Metze focuses on teamwork in her classroom, explaining, "In the morning when our students come in, they are matched with a partner. It's not always easy for Kindergartners who want things their way, but that's the learning process, the give-and-take. When you work a puzzle together, you don't keep all the pieces and give just one to your partner; you help each other. We work a lot on being a good friend and teammate."

In a similar vein, Mrs. Sloan comments, "Pairing students is an opportunity to practice teamwork. I purposefully pair them, especially during math games, so there's one student who can help and encourage the other. Their ability to work together, practicing grace and kindness, takes center stage."

Important conversations in Mrs. Harrison's room center around teamwork, too, as she says, "We talk a lot about being the friend that you want to have, about being kind. We talk about problem solving together and being a good member of the class team."

That's all we really need to know.



Anderson, Joe Frank, and Carrick combine KinderKlasse fun with cooperation as they work together to assemble mix-and-match magnetic dinosaurs.

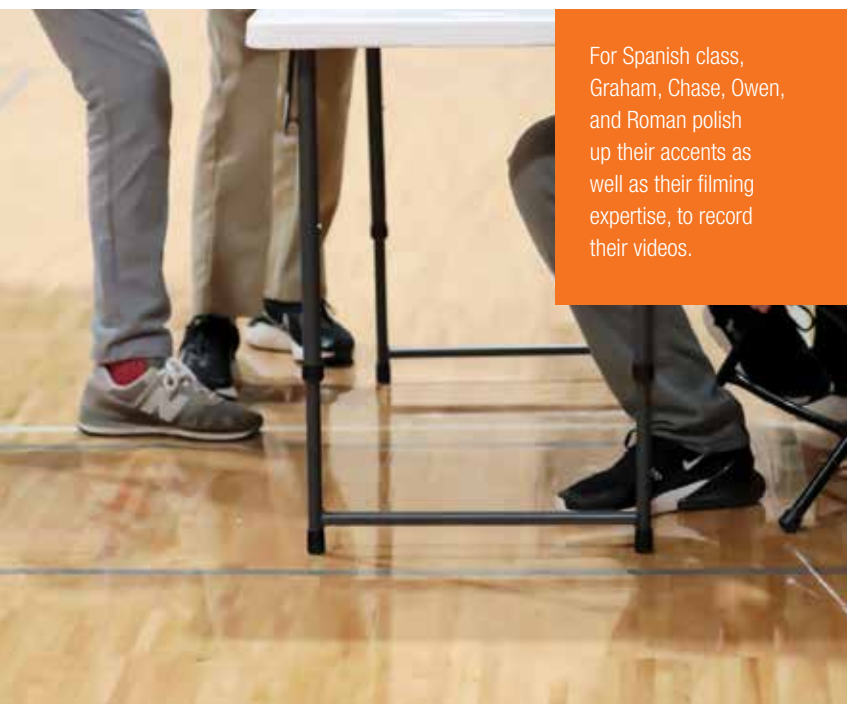


First graders count by fives, tens, or group piles of a hundred together. Students must agree how to count the seeds and divide responsibility.





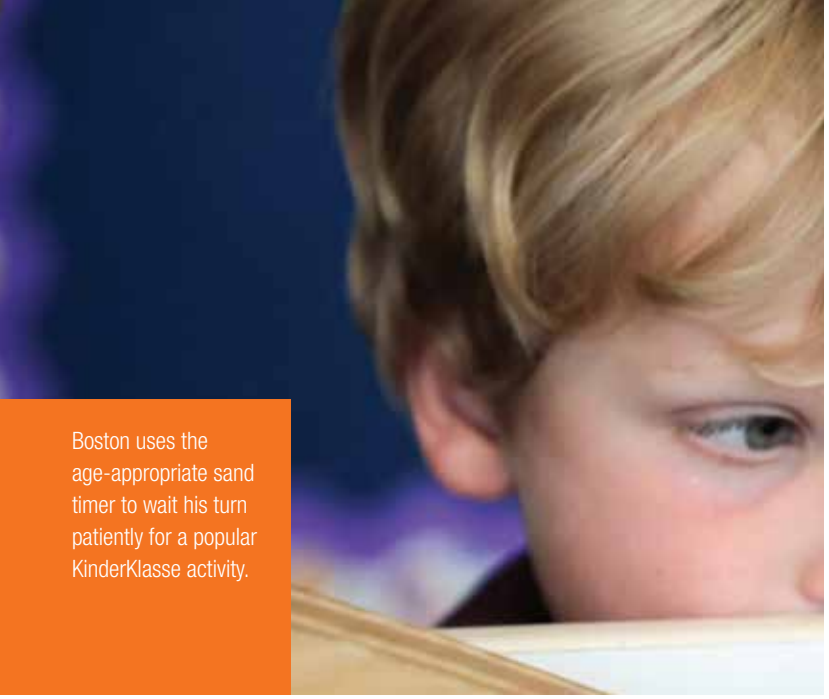
Seventh graders use teamwork to test and refine their robot programs, navigating the obstacle course successfully.



For Spanish class, Graham, Chase, Owen, and Roman polish up their accents as well as their filming expertise, to record their videos.



Wide-eyed with wonder in sixth grade anatomy and physiology, Emma dissects a cow eye with Sadie and holds the vitreous humor that gives the eye its shape.



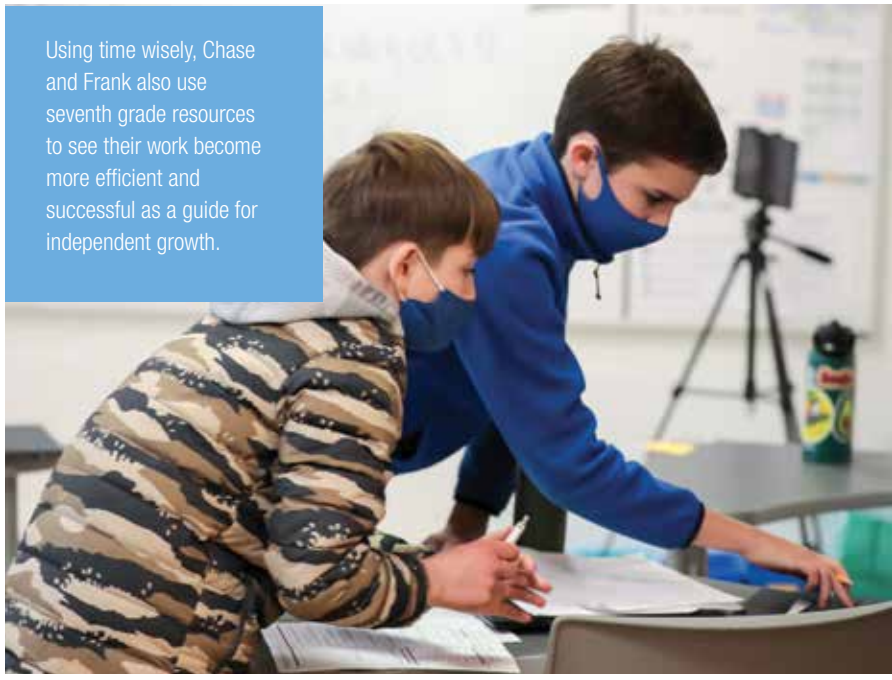
Boston uses the age-appropriate sand timer to wait his turn patiently for a popular KinderKlasse activity.





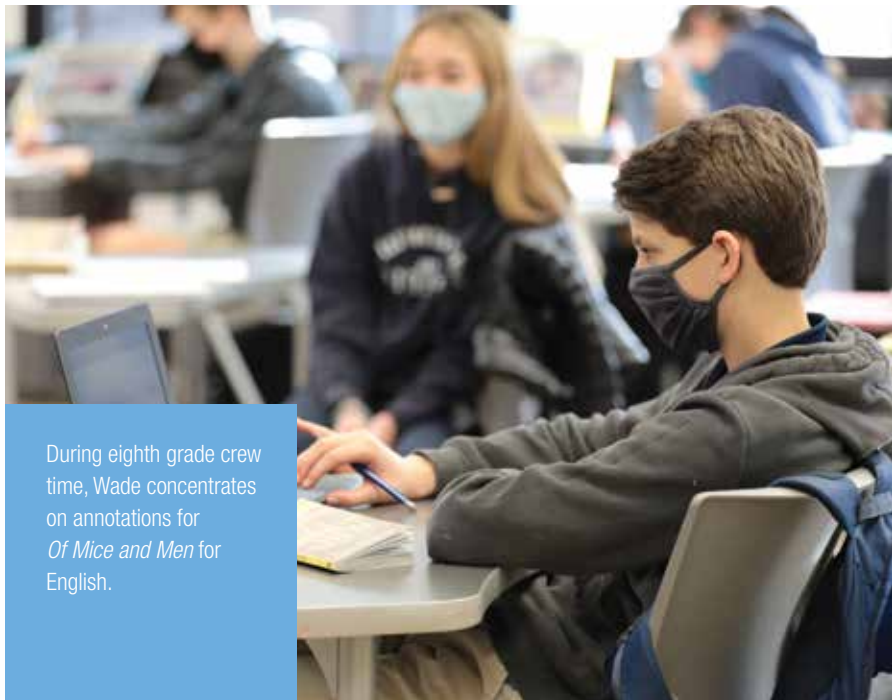
As Learning Center third grader Harris finishes academic work in a timely manner, he is absorbed with a butterfly's life cycle.

Using time wisely, Chase and Frank also use seventh grade resources to see their work become more efficient and successful as a guide for independent growth.





In an allotted amount of time, first graders use time management skills to complete questions and activities both as a group and with a partner.



During eighth grade crew time, Wade concentrates on annotations for *Of Mice and Men* for English.



when the
MISSION
meets the moment...

Our Students have a Real Time of it

Make the most of the time we have, wise words for the oldest among The Lexington School's family as well as for Sharon Deller's second graders. Mrs. Deller knows the importance of time management skills, and she ensures that her students have ample practice in this area every day.

Above: Joy puts detail onto her map with time to spare.

At TLS since 1993, Mrs. Deller has developed tested classroom routines and traditions that build on preschool learning and give a solid foundation for developing mastery of the skill. She succinctly says, "We use both short-term and long-term time management goals."

Each day, the children have independent work, usually three things to do, and they have a set amount of time, about an hour and a half. They must balance their time with what they need to accomplish that morning. Some students check in with Mrs. Deller on a one-by-one basis, but for the most part, they are all independent and able to complete their three requirements.

For longer term projects, at the beginning of the year, the class made a map of the United States, and each person chose a state to research and write a report. Mrs. Deller gave a deadline, and students worked on this every day. She says, "Each day, I explained a different part. Some students took a little longer for one section than others. All had to manage their time in order to be finished by the due date so they could present it to the class. I am proud of each one of them for the work they've done."

Homework, which takes about 30 minutes in second grade, calls for time management skills, too. Mrs. Deller gives three assignments each night: reading, math, and spelling words. It's a lot to manage in second grade, and TLSers are learning to make the most of the time they have.



Fourth Grade Resilience:

THIS TEAM DOES NOT FLINCH*

**Sarah Heller, Speaking from Firsthand Knowledge*

Teachers never know precisely what lessons will emanate and resonate most deeply with a class. Plans for a chapter's study change instantly when something more consequential appears. Fourth grade has had a lion's share of quarantines, and John Platt, language arts and social studies teacher, captures the situation, saying, "There's great opportunity to talk about resilience, time management, and creativity Mission Skills.

Right now, we're teaching from empty classrooms to kids at home. We've taught from home to kids in full classrooms with substitute teachers. I've taught groups where I was home and the group was home, so it's a wide variety of situations." Students have learned when to join what Zoom and how to navigate out-of-the-ordinary circumstances.

Since 1959, TLS has had a strong family atmosphere, but COVID has taken it to a new level. In The Learning Center, Liesl Fischbach, Instructional Specialist, notes, "It's a family dynamic more than ever, since students can't choose which friends to interact with. They're with the same classmates all day, learning teamwork."

Sarah Heller, lower school art teacher, has wrapped up her focused, seven-week specials class, creating artwork for Heritage Day, fourth grade's pinnacle performance. With on-the-scene knowledge, she heartily applauds the resilience of the "faculty on-the-fly, who have adjusted, adapted, and kept education going forward."

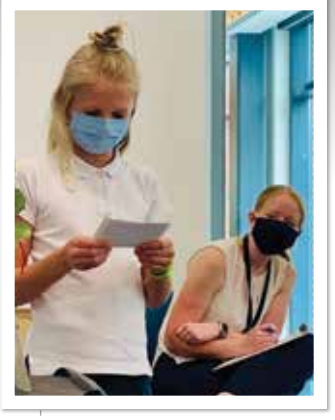
Speaking specifically of Heritage Day, Allison Downing, language arts and social studies teacher, explains, "In the world of change, we've tried to keep a sense of normalcy with this important tradition, knowing students have looked forward to this for years. They've attended older siblings' performances, and some have even heard their parents reminisce about Olde Kentucky Day, the predecessor." As in years past, students delve into the curiosity Mission Skill to research their heritage and create costumes from their ancestral countries.

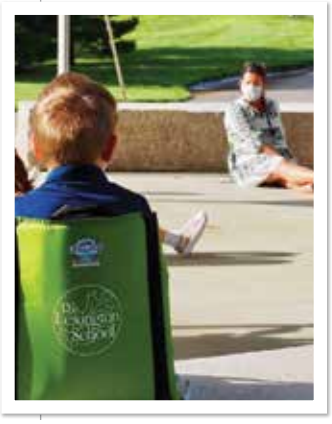
Time management is at the forefront as well. Megan Conley, science teacher, points out, "Fourth grade is always a transition year for students, coming from their first through third grade classroom settings. They now must follow a schedule with their core classes. They change classes – albeit differently this year, with teachers, instead of students, moving. They have lockers now, scheduled assignments they need to keep track of, and weekly planners. It's a lot of learning and adjusting of their academic abilities."

Courtney Sizemore, TLC Instructional Specialist, in quarantine and with newborn Rhett (who made Zoom appearances), is impressed with students' ability to pivot from in-person to virtual school. She emphasizes, "They've learned to be innovative with technology and use that fluidly."

In her first year at TLS, and in TLC, Morgan Keeler is impressed with her students' resiliency. She proudly says, "They're learning to work out their problems and make the best of their circumstances. They understand this is who we get to interact with because this is the cohort we have."

TLS students don't flinch either.





ETHICS AT PLAY

Isolation and a sense of loneliness have been part of the COVID experience for students and adults alike. Separation from classroom friends heightens those feelings, and TLS teachers are thoughtfully alert to notice and help resolve those concerns.



Tom Novitsky, science teacher, tells a touching story: "One young man didn't engage in the daily soccer routine that most of the kids in his cohort enjoyed. The group noticed this one individual being left out and called him into the game. They coaxed him and coaxed him, and, finally, he came in. He was reticent though: 'I don't know how to play soccer. I've never played soccer in my life!' They were so full of encouragement, 'C'mon, you can do this. You can do it!' They wanted him to score, so they fed him the ball. He'd kick the ball, and it'd go outside the goal. It would never make it in. They did everything they could in a positive way to encourage him, and finally – **he kicked it in!** That goal was what he talked about all the way to carline – 'I scored! I scored! I scored!' It was the only goal he'd ever scored; he'd never played before. It was a huge moment, to have all those kids behind him, encouraging him. The fact was they rallied around. They didn't give up. They gave him the ball, instead of scoring themselves. It was heartwarming to witness. We have good kids, and I'm proud of them."





Left: Max and EJ, and Jud, inset, pay tribute to their family members in *La Toussaint.*

INSPIRATION *for another Generation*

Dia de los Muertos, La Toussaint, Day of the Dead is the multi-disciplinary, multi-language project where sixth graders research a deceased loved one and write a paper in English class about that person's life. In language class, students create detailed memory collages, featuring an array of family pictures, representations of hobbies and occupations, sometimes particular memorabilia for the loved one.

Students share thoughts of the activity and what they gained from their work. Poppy says, "I loved honoring my great-grandma because it was fun to show others a person I loved." Speaking of great-grandmas, Chris says, "I liked researching about my great-grandma and the country she lived in and learning more about *La Toussaint.*" Jud thinks similarly, mentioning, "I enjoyed hearing stories from my dad of what my great-grandpa was like. I learned about his life and what he had to do to survive. [He was a war veteran.] I also thought it was awesome how we got to hear about other people's special person." Quin, too, says, "I loved spending time with my grandma on this project and learning about my grandpa."

This multi-decade TLS tradition is meaningful, still, to alumni, many of whom continue to keep their memory boxes. Pointing out highlights from this school year, Gable explains, "*La Toussaint* gave me insight on the culture of France, where they respect the dead. I liked doing this project, and I also liked seeing some personal connections that other people have."

Through sharing inter-generational time together with a loved one, listening to family stories from another century or another country, honoring those who have gone before, today's students learn more about themselves, their own histories, and customs and stories.

BRANCHING OUT

Branches of government came to life in the sixth grade classrooms of Dr. de Beer, Mrs. Johnson, Ms. Lounsbury, and Mrs. Shaver. Using an array of limbs from Scarlet Gate and an abundance of creativity, curiosity, ethics, resilience, teamwork, and time management, students brought abstract concepts into concrete (wooden, actually) terms. The Legislative, Executive, and Judicial branches were highlights of gallery walks throughout the rooms, excellent opportunities for the entire Middle School, as well as faculty and staff, to view each display individually and to learn how the United States government is organized.





Woods and Kate branch out in their thinking because of this project.



FAMILY FIRST!

The Lexington School's Green Pages Directory is a dynamic link-list of **businesses owned and operated by Lexington School families.** As you shop locally, consider your Lexington School Family First! Visit the link below to browse the directory or to add your business to the list.

www.thelexingtonschool.org/about-tls/green-pages-directory

when the

MISSION

Curiosity | Ethics | Creativity | Time Management | Resilience | ✔ Teamwork

meets the moment!



The Lexington School Annual Fund

Your gift to the Annual Fund supports our mission, providing our students with the skills they need to meet *any* moment.

Join us at

www.thelexingtonschool.org/donate



Who? LOIS BABB



Where? I am in the counseling office, across from the dining hall advocating for students' well-being and ensuring that each student gains the skills needed to thrive in every area of life.

When? I have always had a strong passion for helping children and have spent the last 37 years doing exactly that. I am genuinely committed to helping young people on a personal level, assisting them in reaching their fullest potential.

How? A good education includes not only learning to read, write, and do math. Students need to know how to get along with other children, how to make solid decisions, control their anger, accept responsibility for their words and actions, and to be aware of their strengths and weakness. Many of these skills are taught at home. It is my intent to supplement the learning from home through small group and classroom guidance. I am also here to help students who are facing particular challenges such as illness, death, or divorce that may affect them at school. I also welcome the opportunity to help parents who have a concern about their child. When school personnel and parents work together, it is a winning combination for children.

Wow! I am from Eastern Kentucky, a family of twelve, and the first child to graduate from college. I enjoy fishing, traveling, and spending time with family, and I am an active member of my church. I am a highly skilled, resourceful, compassionate, and empathic person with my Master of Social Work degree. I have experience in assessment, developing treatment plans, counseling, and evaluation. I believe in The Lexington School's Mission Statement, and I feel blessed to be a part of this family.

Where? You can find me upstairs in Lower School's fifth grade area, in the classroom, bringing a love of learning to my students, or at recess, playing soccer with them!

When? As a child, I scoured atlases on family road trips, studied our encyclopedia for hours, and memorized every interesting fact I ever heard of or watched on *Jeopardy!* Teachers who impacted me most were in social studies and language arts. They pushed me to my intellectual limits, recognized my love for history, and provided the nurturing environment that helped form the teacher I am today.

How? If my students trust me and know I care about them as people first, they will work harder and become better learners. My goal isn't for them to memorize facts and regurgitate them on a test. My desire is for them to value learning and the search for knowledge, to become lifelong learners who try to improve themselves every day. I center my teaching around inquiry, debate, and the search for truth. I want my students to ask questions freely in the classroom, because one doesn't learn by *answering* questions, one learns by *asking* them.

Wow! I've been fortunate to view The Lexington School from the sidelines *literally* the past several years. My wife, Katie Morris, has been the athletic trainer, and I've seen the wonderful activities our school plans and executes. After seeing the amazing opportunities afforded the students and teachers here, I jumped at the opportunity to join TLS, to continue the tradition of excellence that fills every corner of this campus.

Who? DAVID FARMWALD





Who? JENNIFER JONES

Where? While my home base is Room 205, for fourth grade math, I stay "on the road" most of the day. At any given moment, I can be found careening on two wheels through the Fourth Grade Commons, precariously peddling my math manipulatives from one cohort to the next.

When? At age six, I knew I wanted to teach and thought my first-grade teacher, Miss Miller, literally hung the moon. My first students were my younger twin sister and brother, Carla and Carlos, who fidgeted as they perched in my grandmother's little wooden chairs beneath the wildly distracting window air conditioning unit while I taught and read to them all summer. However, I fought my calling to teach and studied journalism before returning to school to earn my teaching certification. I'm glad I finally followed my heart and landed at home with my first love.

How? When teaching a math lesson, I work to make real-world connections and accent the consequences of inaccuracy. In teaching place value, I tell my students that zeros have no value, but they surely do carry a lot of weight. So, if they owe me $48,000 and only pay me $4,800 because they omitted a zero, I'm taking them to court! I also try to instill in them the importance of accuracy, often sharing the proverbial phrase that it's "better to measure nine times and cut once than to measure once and cut nine times."

Wow! I believe in the value of making a personal connection with my students. They are always amazed when I tell them my grandfather was one of 17 children and that I hail from a very large, yet close-knit family. I also connect with my students through my love of sports, especially basketball, which I played in junior high and high school. Through sharing my life stories, I hope my students will see that teachers are people, too.

Where? I am in The Learning Center helping foster a love for learning through creativity and lots of hands-on learning.

When? I work with fourth grade students in writing, science, and social studies. I've always wanted to be a teacher, but not before I contemplated being a dog-walker when I was five years old. I love teaching and putting my creative side into lessons, thinking of ways to make each activity even more engaging than it was the day before.

How? I love to teach students to become problem solvers, not only in academics, but also in life outside school. Teaching and guiding students in that direction helps instill resilience and gives them a strong sense of independence, knowing they have the tools to be critical thinkers.

Wow! Being an artistic person, I create activities that require students to explore and grow. A particularly interesting lesson was dissecting owl pellets in science. We finished our animal unit by learning about food webs and food chains, and the students furthered their understanding and applied the new topics they learned through this activity. They had a hoot!



Who? MORGAN KEELER





Who? KYLIE RUSS



Where? You can find me teaching in my lower school classroom, always hard at work with my third graders.

When? I've always wanted to be a teacher. As a kid, I delighted in new school supplies: colorful Sharpies, blue staples, and more Post-it Notes than I had room for. One Christmas, I begged my parents for an overhead projector and transparency sheets so I could invite my friends over to "play school." (Naturally, I always designated myself as the teacher.) Over the years, I fell in love with helping others understand something they had previously struggled with. Every day I walk through TLS doors, I get butterflies as I think about what exciting, new things my students will discover today.

How? I earned my Bachelor of Elementary Education degree from the University of Kentucky. Because I love people-watching and figuring out why someone did something, I pursued psychology as my second UK degree. Learning about a child's brain and behavior has made me a more understanding and proactive teacher, and I try to build young people's social-emotional skills within their educational foundation. It's important for me to check in with my students, provide opportunities for group work and bonding with new peers, talk with them about their well-being, and give them strategies to manage their emotions. My teaching methods focus on the development of the whole student.

Wow! Growing up, I also wanted to be a traveler. In college, I studied a semester in Ireland and a summer in Italy. Along with my dual degree, I also have a minor in Italian. Each week, I teach the entire third grade a bit of Italian. Don't ever be shy to swing by my room and say *Ciao!*

"HOW TO DO SCHOOL ON A CHROMEBOOK?"

Go back to summertime: It was The Lexington School faculty's turn to do major homework. Countless hours of discussion developed a solid roadmap for seamless continuation of TLS education under any eventuality, in school, at home, a mixture of both.



Becky Johnson, middle school social studies teacher, explains, "Everybody focused on improving tech skills. That's what we anticipated we'd need the most. How to do school on a Chromebook? Our faculty is well prepared." For maximum efficiency and in anticipation of distance learning, teachers became certified in Google Classroom, using a unified platform to streamline communication between school and home. As Mrs. Johnson continues, "This allows everybody to be on the same page. The training teaches how to navigate through programs and link them together with the classroom. We can communicate more information now to parents. It's easy for us to access and share material."

Dr. Lauren de Beer adds, "As an English teacher, one of the most valuable aspects of the Google certification was learning all the ways Google Classroom could enrich both the in-person and virtual classroom. My favorite use of Google Classroom is the ability to keep each student's work in one place. I no longer need to create 'paper' writing portfolios; the virtual ones are amazing. It's easier to track a student's progress over the course of the semester since I can easily compare an early writing sample to a later one. If I notice a consistent issue in grammar or style, I can hyperlink a resource to my comment so the student has an additional resource at his or her fingertips."

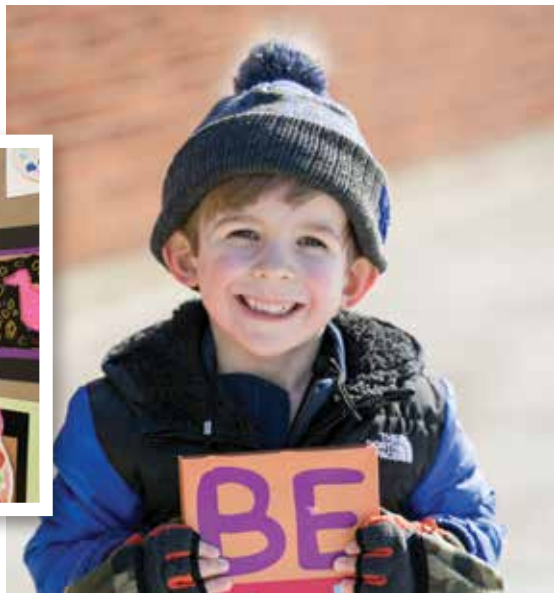
In The Learning Center, second grade teacher Brooke Conrad, gives her point of view: "Working through and earning my Google Certification has been extremely beneficial to my students, their families, and to me. I use Google Classroom daily to assign students engaging, interactive activities that focus on content presented in class. Students love showing what they've learned in this way. Google Classroom also allows me, as the teacher, to see if students understand concepts taught, and to provide immediate feedback. Since they were familiar with Google Classroom, the transition to virtual learning before the holidays was quite smooth. I assigned tasks as usual, students completed them at home, and I provided instant feedback. We also used Google Sites to create a Second Grade TLC Homepage, to communicate important dates and school information, which has been helpful for parents and/or guardians. Students can access online resources we've linked to the page (IXL, Zoom meetings, etc.). While the knowledge I gained through the Google Certification process would be a great benefit to any educator at any time, it has played a crucial role in making this untraditional school year a successful one."

Google Classroom enhances the goodness of TLS's classrooms.



BE KIND





Condensing 1998 to 2021 into two words is easier than one might think when talking about soon-to-retire Donna Hutton, Director of Preschool. Be Kind. Laura Bennett, mother of **Caroline '25** and **Catherine '27**, and current TLS trustee, explains it in a letter to Ms. Hutton. She says, "Our family received the gift of your presence from the first moment we met at TLS. Your Be Kind rule came home with us and guided our parenting. It is difficult to describe how many children, adults, and families you've made better humans with those two words. Thank you from the bottom of my heart."

One of the things that gives Ms. Hutton much pride is differentiation in every preschool classroom. The value of meeting every child where he or she is and making the material engaging and meaningful for them has been at the core of Ms. Hutton's beliefs since before 1998, when she was hired as first grade teacher by Molly Strassner, Interim Head of School. In 2006, then Head of School Chuck Baldecchi hired Ms. Hutton as Director of Preschool.

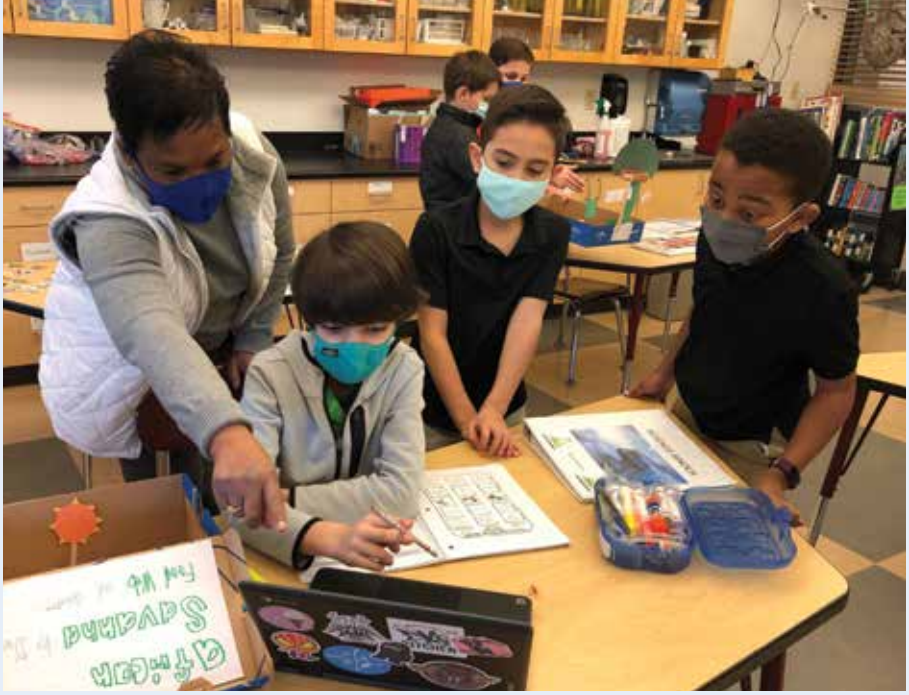
The Preschool Art Show, begun in 2010 and now larger than Ms. Hutton had ever dreamed, "honors every child's creative spirit and elevates it," says Mr. Baldecchi. The wildly popular Acorns class for two-year-olds began in 2011. In 2013, Ms. Hutton traveled to southeast Africa's Republic of Malawi where her daughter Tara was working for Partners in Health to complete work on Tara's vision, the Zikomo Preschool, which Donna stocked with non-consumable materials she had hand-selected and brought with her in her suitcases.

Dominique Metze, KinderKlasse teacher then kindergarten teacher from 1999, gives tribute, saying, "Words alone are insufficient to express how much Donna Hutton is going to be missed at TLS. Over the years, Donna wore many hats – a passionate teacher, a supportive leader, a parent ally, a diligent employee, a dear friend, a model of empowering children, and an encourager to all. One who always strived to become better, Donna had the unique ability to stretch others to grow, children and adults alike. I believe she will always be remembered for her daily focus of promoting kindness and instilling the Golden Rule. She and her otter puppet, Whiskers, reminded the children of Ms. Hutton's only rule – Be Kind. I cannot think of a greater legacy to leave The Lexington School."

Two other words, as Mrs. Bennett says, provide a fitting send-off to Ms. Hutton: Thank You.

THROUGH THE EYES & VOICE OF A CHILD

Reviewing her two years as interim Lower School Head, Dr. Eunice Beatty states, "My memories are focused on 'the world through the eyes of a child' as the poem says. With everyone being masked for one and a half years of my tenure, smiles have been covered, but through the eyes of a child, you see their smiles, hope, kindness, love, happiness, and learning."



Students are eager to speak their voices in honor of Dr. Beatty.

Gabe, first grade:
"Dr. Beatty is nice and always happy. I love that she always smiles. I can't see her smile anymore because of the masks, but I know she is because her voice sounds like she is."

Cruz, second grade:
"My favorite thing about Dr. Beatty is she is a really great principal! The best thing she has done at TLS is create a safe environment for us by reminding us to wear our masks always."

Saylor, third grade:
"The best thing Dr. Beatty has brought to TLS is that she lets people talk about what they believe in and what's important to them. Also, it's cool that her husband was Chief of Police, and she is a doctor!"

Brielle, fourth grade:
"She is always kind, and she brings kindness every time she walks in the room. She is an amazing person."

Dean, The Learning Center, fourth grade:
"My favorite thing about Dr. Beatty is that she helped me create the Safety Patrol, and she is always so happy to see us in the morning when she welcomes us to school. Also, she is a really very nice and lovely person. I didn't do anything bad to be sent to her office, but she seems like she was kind when other people did have to go there. She didn't scream or yell. She just talked it out with them and made them feel better."

Sydney, fifth grade:
"Dr. Beatty is really nice and comes into our classroom when a new student comes to TLS so they feel welcome. We're happy to see her in the mornings when she greets us and tells us to have a good day because she is happy."

From her heart, Dr. Beatty says, "This experience has been exceptional. As I reenter the gates of retirement, I remember the song lyrics, 'I believe the children are our future; teach them well and let them lead the way.' "

"TO CAUSE LEARNING"

Time, circumstances, communication, and a shared dedication to learning helped build a cross-generational connection between Jason Hurst and Keen Babbage.

By Dr. Keen Babbage

In many ways, the heart of that connection is shared with the essence of The Lexington School, a place where learning is caused, where challenging experiences build character, where inspired teaching yields profound learning, and where the courageous pursuit of knowledge is a way of life.

From 1993 through 1995, Jason Hurst was an outstanding seventh grader, then an excellent eighth grader at Bryan Station Middle School in Lexington, Kentucky, at the time Keen Babbage began his 13-year career as Bryan Station Middle School assistant principal.

In later years, Mr. Hurst became a teacher and asked Dr. Babbage for guidance and advice. Keen predicted Jason would become an outstanding teacher, a prediction evidenced by the results in Mr. Hurst's eighth grade Lexington School science classroom.

After retirement from his 27-year public education career, Keen considered good work options. From his nephew **Brian Babbage '08**, Uncle Keen learned many reasons to seek ways of service to The Lexington School, and he applied to be a TLS substitute teacher.

Now Jason Hurst has taught at TLS since 2011 where Keen Babbage has been a substitute teacher and volunteer since 2018. All the connections from 1993 into 2021 fit together perfectly.

Jason is currently in graduate school, working on his doctorate degree. He and Keen have had excellent discussions about the doctoral experience.

In books he has written about education, Keen Babbage has often said, "The purpose of a school is to cause learning," something Keen has believed to be his most important duty.

Their journeys to The Lexington School took different routes, but they led Keen Babbage and Jason Hurst to the same magnificent destination.





A GREAT STORY

[IF YOU'VE GOT A SECOND]

It was just a matter of time. They've had much in common for years, for decades, really. So when **Vernon Hatton (H'81)**, TLS basketball coach from 1962 to 1980 and star of Adolph Rupp's 1957 UK NCAA championship team, walked into Jimmy's Kentucky Roadshow Shop, a UK sports fan destination owned by **Jimmy Mahan '92**, they were instant old friends.

Feeling at home with Jimmy's Big Blue and Colt Green hospitality, Coach Hatton held court with stories of his famed 48-foot-10-inch shot against Temple University in Memorial Coliseum.

Coach had an avid fan in Jimmy. From his RV, as he took his Roadshow on the road, and headed through the New Mexico desert, Jimmy reminisced, "Having Vernon Hatton visit our store, a place that celebrates the history of sport and, most specifically, the Kentucky Wildcats, meant the world to us. He inspired us with his tales under Rupp, but also with his life outside basketball. All of it – every minute of it – made our lives better. It's something we'll never forget. Truly, we were honored!"

In turn, **Roberta Owen (H'00)**, physical education teacher from 1965 to 1998, recalls Jimmy's "naturally upbeat personality, his confidence and poise in an energetic, positive way" in sixth, seventh, and eighth grades. She remembers him as an excellent problem solver and also recalls, "He was a walking encyclopedia of sports information, especially anything about UK. I'm so proud of him for doing something he's always wanted to do."

As Coach Hatton adds about The Shot, "Till this day, it's still the longest game UK has ever played, three overtimes. In overtime, Temple was ahead two points, so we called time out with one second on the clock. They threw me the ball, and I turned and gave it a two-hand set shot. It went right in and tied the game, forcing another overtime."

As Jimmy says, "We could've listened to his stories all day long." All day long for "One-Second Hatton."





Students can't say enough about it.

Wes jumps in first, pointing out, "The Colt Cup Challenge helped connect us as a whole division even though we were competing against each other." Eli emphasizes, "It was nice getting to do stuff after school. With all the sports gone, it felt more normal to hang out and compete with classmates." Caroline adds, "My favorite part was the Friday afternoon components. Those were fun and hilarious."

The goal was fun. Tim Alford, Middle School Head, and faculty members knew they wanted to give students a relief from COVID postponements and cancellations; they considered all manner of ideas. He explains, "We agreed the best was akin to the House Cup System in *Harry Potter* and the British educational systems, to replace some of what we've lost when athletics couldn't happen and also to build community and a sense of excitement among the students."

Lila echoes Mr. Alford's thoughts, "Things are difficult right now, and the CCC was a way to forget about the outside world and to have fun and get some exercise with classmates."

"We were still distanced, but the Colt Cup Challenge was one of the only times that the whole grade got together. I've missed being with the whole grade." — Erica

From The Learning Center, Courtney Stefanick, Eighth Grade Instructional Specialist, shares her thoughts, saying, "In uncertain times, when all you can expect is the unexpected, it is important to have something to look forward to. While many students showcase their academic strengths daily, we respect that some students thrive in athletics; that is where they shine the most. To create something to look forward to and have an outlet for our student-athletes, up rose the idea of the Colt Cup Challenge. While the focus was not only on sports – many other facets made up this challenge – the sports component was designed to accommodate the loss of some of the standard fall sports at TLS. Soccer and football began the ball rolling, along with other exciting competitions involving a variety of sports played in both a competitive yet safe, socially-distanced format. Students teamed up with their crew, those they were with each day in classes. On alternate days, they could stay after school to participate in these competitions, designed with fun in mind. The most incredible thing was the number of participants who didn't play those standard fall sports. They still showed up and gave their all for their crew. There were points for participation, of course, and that made the most difference. I enjoyed watching eighth grader Casey, who typically does archery, drill soccer balls into the back of the net to score points for her team. It was great to watch some of the girls, who would likely never go out for the football team, kick field goals, showcasing their 'girl power.' Students who came out were all from different athletic backgrounds – some never play competitive sports at all and some are missing their club team experiences due to the pandemic – but so many Middle Schoolers came out, tried their best, HAD FUN, and had something to look forward to each week. And that, right there, was the goal of the Colt Cup Challenge."

Virginia couldn't agree more: "It was a super fun way to distract us from the global pandemic."

Yea TLS Colts!



MUSIC IS HIGH MUSIC IS LOW MUSIC IS FAST MUSIC IS SLOW



Music has many components, and with the students I teach, ours is singing.



By Martha Anderson

With COVID-19, I have reimagined what music class looks like. Instead of first singing vocal warmups, while learning new song repertoire, we chant the words of songs and use creative movement to accompany those words. Music is high, music is low, music is fast and slow. We explore these concepts with bags of scarves, ribbons, and instruments dedicated to each individual class. To add to our "new" music class, I have given each second and third grader an instrument bag that includes a white board for writing original rhythms and egg maracas and chopsticks for playing those rhythms.

Literature has always been an important part of our music classes, and, happily, we have been able to continue that throughout the year. Even our favorite puppets make an appearance!

I miss seeing those smiles of delight behind the masks on the young faces, but I know we're having a special, reimagined music time together.



AS WE SPEAK

Speech team hasn't missed a beat in pivoting, as Coach Laura Bowling exclaims with trademark enthusiasm, "We can absolutely do speech and be COVID-safe."

Hearty Congratulations for Second-Place Finish in Bluegrass Regionals!

Like a stellar Duo Improv presentation, being part of this year's TLS speech team takes nimbleness, confidence, and plenty of innovative thinking. Dr. Bowling's students have those traits in spades. They're quick on their feet, even quicker in their thoughts. This primarily eighth grade team works hard. Amelia says, "Obviously, this year has changed the speech team schedule, and virtual tournaments have been interesting, from film attempts to spamming a group chat about awards. Truth be told, every member has put in an enormous and applaudable amount of work. It's amazing to see the determination and effort pay off."

Virtual tournaments require more prep work prior to those Saturdays when the team used to spend all day at the tournament. A silver lining, though, is that everyone can "attend"; distance is not a factor. Tournaments in October, November, December, and a double tourney in January have yielded plenty of trips to the podium since the Colts team consistently places impressively amongst worthy competitors. Louisa notes, "Speech is a great skill to improve during challenging times, and Dr. Bowling has done a fantastic job helping our wonderful team participate at tournaments in a COVID-safe way."

It's been a positive experience for sixth graders, too, as Max points out, "It's really fun, but this is my first year on speech team, so I don't actually know what I'm missing. It'll be great to perform next year in front of live audiences." Nathan agrees, saying, "I joined late, but I've had a great experience."

For her fellow teammates, Malika shares wisdom from the British actor Sir Ian McKellen: "Acting is a very personal process; it has to do with your personality."



Amelia, Sophia, Louisa, and Sukriti speak for the team's success.

AROUND EVERY TURN

"WHAT I LIKE MOST ABOUT WOODTURNING is that the main aspect of it is creativity. I never know what each piece will look like before I start turning it. I know it's going to be a cup or a bowl, but I don't know the fine details. It's really great."





Seventh grader Fisher Hale has a new hobby, and, in typical TLS fashion, he has turned COVID challenges into golden opportunities. For his golden birthday (12 years old on June 12), his parents, Amanda and Clark Hale, chose an out-of-the-ordinary present – a benchtop wood lathe.

Fisher's lathe has an exceptional accompaniment, the wise presence and thoughtful guidance of Chad Eames, professional woodturner, of the eponymous Chad Eames Woodworks, www.chadeames.com. Chad is the brother of Sara Myatt, mother of **Hudson Ward '23**; fifth grader Harper Ward; Lyla, PreK; and stepmother of Dawson, eighth grade. At school, everyone knows Amanda is Director of Development, and Sara is Development Operations Manager.

Chad and Fisher have spent many hours together in Fisher's back yard. Says Chad, "It's great working with Fisher, seeing his interest in woodturning. I enjoy his designs but let him make his own decisions, then offer guidance, if there's an element that might be an issue, with the wood cracking, for instance. I want him to find his own voice, not become a copy of what I do."

Fisher has learned lathe safety and proper technique to use his scraper and sharp-point tools. He's gotten his classmates in on the learning, too, offering them remote learning of a different sort, as he sends reviews of pieces and videos of his makings.

In addition to the creativity of woodturning, Fisher mentions resilience: "I was making a goblet out of walnut, a strong wood, and thought I could get it really thin. I turned on the lathe, and it snapped in half, so that didn't end up working out. I used some of the spare wood, though, to make a biscuit cutter. We use it every time we make biscuits."

Problem-solving is another lathe life lesson. As Fisher describes, "Sometimes there is a rough spot in a bowl, and your blade keeps jumping when it hits it. It's hard to keep going after that, so you have to stop and figure out what to do. Most of the time, you just need to sand the rough patch, and then you're good. Other times, it's not that simple, and you have to create a new plan to finish the piece."

Chad emphasizes, "Woodturning is great for kids since they must think through a project, be organized, anticipate the next steps and what problems might arise, yet they can make something fairly quickly. They begin with a chunk of wood and have a finished bowl in 30 minutes. That immediate gratification helps hold their interest."

Scarlet Gate is a favorite place for Chad to collect wood from downed trees and fallen branches. He says, "It's like a little oasis, hidden back there. I enjoy the hunt, looking for what I need, or maybe see a piece that sparks an idea." He appreciates the variety, and has used ash, sycamore, cherry, walnut, hackberry, and maple from the former homestead of James Lane Allen, Kentucky's first important novelist, who moved there with his parents in 1854. Teachers of the Myatt/Ward children have enjoyed many of Chad's Scarlet Gate creations, as every year they receive a hand-turned piece of art – pens, pencils, bowls, candlesticks, wine bottle stoppers, bangles, ornaments – all from Scarlet Gate wood.

Chad encourages girls and boys both to follow Fisher's lead and give woodturning a try. "You can be any size, and it doesn't require super strength, just creativity and practice. You can make a beautiful Mother's Day or Father's Day gift."

Fisher gets to the point: "It's a great way to spend your time."







JOINING THE TRUSTEES' CORNER



Bill Farish

Bill Farish knows The Lexington School about as thoroughly as anyone. Through the years, he and his wife, Kelley, have walked practically every inch of TLS's 40-acre campus as parents of **Ande '07**, **Sammy '09**, **Lulu '10**, **Will '12**, **Daisy '15**, **Robert '17**, **Coco '20**, and **Stormy '22**.

Mr. Farish has already sat through more TLS board meetings than he can count, serving the school from 1999 through 2005, as Steering Committee Chair for most of that time. The Farishes are devoted TLS family members. The decades of TLS homework at the Farish household are far from over, as Mr. Farish's TLS responsibilities this time around include the Committees on Trustees, on Development, and on Finance.

Well known and deeply respected throughout Bluegrass, national, and international thoroughbred racing circles, Mr. Farish is a leader in the industry. He oversees the day-to-day management of his family's Lane's End Farm in Versailles, and is involved with the Breeders' Cup, having served nine years as its Chairman; The Jockey Club, currently serving his second term on its Board of Stewards; Keeneland



Association; National Thoroughbred Racing Association; and the Grayson-Jockey Club Research Foundation, to name but a few organizations. He is also a past Trustee of the University of Kentucky.

Mr. Farish says, "Kelley and I feel very fortunate to have seven graduates of TLS with an eighth, hopefully, just a few years away. TLS has been the center of our family's lives for 24 years, and we feel that more than ever Lexington is incredibly lucky to have a school of this caliber. The faculty has always been the greatest strength of the school, and this remains true today."

Thomas Gaines '83

As **Thomas Gaines '83** lived at Gainesway Farm when he was a TLS student, he naturally is devoted to both The Lexington School and the Thoroughbred industry. He serves on TLS's Building and Grounds, Finance, and Development Committees. He also serves, or has served, on the following boards: Breeders' Cup, Kentucky State Racing Commission, Kentucky Equine Education Project, and the Lexington Convention Center, among others. Close to his heart, too, is the Gaines Center for the Humanities at the University of Kentucky.

Mr. Gaines reminisces with his wife, Kim: "As **Olivia '20** and **John '23** have progressed through TLS, I'm struck by changes which have occurred since I graduated. Certainly, there've been advancements in the science and technology applied to how children learn, and The Lexington School does a phenomenal job of incorporating them into their curriculum. What I'm most impressed with is the degree to which our teachers are 'dialed in' to each child at every age and stage. Whatever they need to develop and thrive, our faculty are there to provide it – extra help in a particular subject, support and attention to organization/time management, or any number of other areas. The school and faculty are incredibly focused on every child individually: how they learn, their strengths, weaknesses, and their unique challenges. When Olivia finished eighth grade, it was amazing to see the progress she had made in what felt like a remarkably short period of time. Many of my closest friends remain those kids who surrounded me on my journey through TLS. I'm so glad Olivia and John have had the chance to partake in that same experience."



Susan Rogers

Susan Rogers knows firsthand the goodness and strength of The Learning Center, TLS's school-within-a-school for students with language-based learning differences. She and her husband, Mike, have watched their eighth-grade daughter, Maggie, who began TLC in first grade, grow into a confident, eager learner through the student-to-teacher ratio of four-to-one. Their son, Liam, is following suit as well in TLC's second grade. The Learning Center is a Rogers family affair. Mrs. Rogers reflects, "The loving environment and personalized approach of TLC give our kids the tools and confidence they need to be successful in a world that's not often welcoming to learning differences."

Founder and CEO of People Pinnacle, Mrs. Rogers also knows firsthand about bringing out the best in organizations and the people, processes, and culture within them. A strategic planner, human resources consultant, and executive coach, she offers the board lessons learned from her experience assisting organizations in the business, government, and non-profit sectors for almost two decades. Mrs. Rogers also worked internally at Lexmark, developing leaders and enhancing employee and organizational performance. She is passionate about using her expertise to assist local non-profits, and she currently serves on the board of The Well of Lexington. At TLS, the School Life, Human Resources, and Development Committees benefit from her deep and wide business background.

Spring it on! CELEBRATION '21

Friday, May 7, 2021

Join Us Online for this Community Event CELEBRATING The Lexington School

Presented By:

White • Greer • Maggard Orthodontics

Platinum Sponsors:

Tower Hill Insurance

ATS Construction

Gold Sponsor:

Overbrook Farm

Silver Sponsors: Airdrie Stud, Inc. • Audi of Lexington
Buchart Orthodontics • Keeneland • Traditional Bank

Bronze Sponsors: The Allen Company, Inc. • Banks Veterinary Clinic
Bux Pain Management • Cecil's Heating & Air Conditioning Inc. • Clay Ingels Co. LLC
Congleton-Hacker Company • Dentistry for Children
Employee Benefit Associates, Inc. • Gray Construction
Isabel Ladd Interiors • Knight, Wahle & Chalothorn Orthodontics
Marsh & McLennan Agency • McDonald's

www.bidpal.net/celebration21

NEW ALUMNI PARENTS *and a Grandparent!*



The **Cassidy** Family

Laurel Johnston Cassidy '88 and **Peter Cassidy '89** are in that select Lexington School group of double alumni couples. Both have TLS siblings; Laurel's brother and sister, **Crews Johnston '84** and **Melissa Sparrow Mahan '94**; and Peter's sisters, **Katie Cassidy Sutherland '86**; **Dr. Maggie Cassidy '87**, deceased; and **Anne Cassidy '97**. Laurel and Peter have TLS fourth grader Stokes and his older sisters, Eva Pace and Emery.

From Laurel:

I've told Peter the highlight of my day was picking up Stokes and seeing grass stains on his pants. We both agree our decision to send him to TLS was the right one. He's in John Platt's fourth grade class, and we couldn't be more pleased.

For a last-minute decision to move schools, we've hit the jackpot with John Platt. I could tell immediately by the paint stains on John's Tevas that he was perfect for Stokes. I ran home and told Peter that John reminds me of a cross between **Chris Johnson '89** and Mr. Lightell. Chris, a former classmate of Peter's, is TLS's seventh grade science teacher. Ken Lightell was my TLS math teacher and both Peter's and my upper school advisor.

We've always wanted a male teacher for Stokes. One of our main goals for him is to develop a love of reading like his sisters, and we hope his admiration for

Mr. Platt will motivate him to read more. Peter's fourth grade teacher was Mark Scarr, then a first-year teacher, who, in many ways, resembles Mr. Platt: both bearded, language arts teachers, and, if I had to guess, both listen to the Grateful Dead.

As we hit the jackpot with Stokes's teacher, we totally scored with his wonderful class peer group, including Robert Lewis, whose mother, **Molly Nicol Lewis '97**, was a classmate of Anne Cassidy, Stokes's aunt, and Cash Smithwick, whose mother is **Ginger Moore Smithwick '91**.

Now, I just need advice on how to get these grass stains out!

The **English** Family

English 101 might be the moniker for **Jordan English '02**; wife Meredith; daughter Noelle; Jordan's sibs, **Marshall English '05** and **Ellee English '09**; mom Susan and dad **Vic English '74**. Noelle is a third generation TLSer in the Acorns class.

From Jordan:

When Meredith and I toured the school with Noelle, pre-COVID, I hadn't been down those halls in nearly 17 years, yet I was approached by several former teachers who still knew my name and asked about everyone in my family, by name. It reinforced that TLS is truly unlike any other school! There were new buildings, new faces, beautifully updated classrooms, and unfortunately (in my opinion) the absence of Crispitos from the lunch menu, but the feeling of warmth, encouragement, and creativity so clearly remained.

With 2020 being an unusual year to join as a new parent with a new student, I found great peace in thinking of my early-year teachers who brought me comfort and guidance, Mrs. Meekins, Mrs. Groves, Mrs. Geddes, and Mr. Platt, and knowing that Noelle would feel that same comfort and guidance by her teachers. Meredith and I love listening to Noelle talk about her Acorns class, all the things she's learning, her new friends and teachers, and we are grateful to continue the TLS tradition with our family's newest generation.





The **Freed/Clay/Branch** Family

Sara Clay Branch '63, member of The Lexington School's first graduating class and grandmother of Kindergartner Cassius Freed, was part of the Paris (Kentucky!) carpool with her sister **Beatie Clay '66** and **Em Parrish '64** and **Laura Parrish '64**. Sara's sister **Mary Woodford Clay '74** came onto the TLS scene a bit later. Sihler Branch and Daniel Freed, Sara and her husband George's daughter and son-in-law, are Cassius's parents.

From Sara:

It is wonderful to have Cassius attending Kindergarten in my old school, and he loves it already. He speaks enthusiastically about his teachers, classmates, and school activities, and it's heartwarming to see how much he is learning so quickly.

I joined the first seventh grade class in the school's history, but my early days were rocky. I was unprepared for a challenging academic curriculum with a bunch of bright kids! Thankfully, the excellent faculty taught me to study and prepared me for boarding school, college, and business school.

Apart from academic preparation, what I now appreciate most about TLS are my continuing friendships among former classmates and seeing their grandchildren in school with mine. Although I was one of only eleven in that first graduating **Class of 1963**, The Lexington School has become a much larger community without losing the family feeling.



The **Johnson** Family

Heather Brown Johnson '01 and husband Patrick are proud parents of Shelby, in Acorns. Shelby has heard TLS stories from her mom and aunts, **Holly Brown Powell '96** and **Sarah Brown Childers '03**.

From Heather:

Beginning this new, yet familiar, TLS journey with Shelby has been incredibly exciting and nostalgic. As I walked through the halls, I was amazed by memories of which teacher I had in each classroom and where each of my lockers had been. Seeing how much Shelby has enjoyed her Acorns time with Mrs. Murray and Mrs. Sandberg this year and the never-ending kindness and warmth she has received took me back to how it felt to be a TLS student many years ago.

I gained many life lessons from TLS: basketball while sporting #13 in green and white and skiing at Breckenridge with **Allaire Ryan '01** and **Luiza deCamargo '01**. The most influential lessons, though, occurred within the many classrooms and at the hands of phenomenal teachers I was fortunate to experience. I learned to write notes furiously in Miss Cowling's class. I wish she had a podcast so I could hear her tell her stories again. Then Ms. Bonzo taught me perseverance in English class with each paper draft, and I learned the satisfaction of a good grade when it's truly earned.

My TLS experience and the educational foundation gave me tools I needed to be successful in my professional and personal achievements. Having the opportunity to share that with Shelby is truly the greatest gift.

NEW ALUMNI PARENTS

and a Grandparent!



The **Ladd** Family

Greg Ladd '01, brother of **Leslie Ladd Kime '04** and of Catherine Ladd Kenneally and Field Ladd, both current TLS parents, sometimes feels he never quite left TLS, but he likes that. He and wife Kelsey are parents of Gregory, nicknamed G, in Mrs. Gumm-Gray's first grade, and younger sibs, Laura James and Archibald Brewer Ladd, called Archie, born December 30, 2020.

From Greg:

Having already spent a third of my life walking the halls of TLS (or, more likely, with Una MacCarthy telling me to walk), I'm grateful that G will have the same wonderful memories as I have. Education is one of the greatest gifts a parent can give a child, and it's rewarding to pay forward what my parents worked so hard to provide Leslie and me. The TLS experience, both educational and developmental, is so important to the future opportunities G's mother and I hope he might have. I love hearing him talk about his friends in class. It makes me smile and think of a Chapman, Cowgill, Priest, Waldman, Wood, and Moore ... to name just a few. Go Colts!



The **Mason** Family

It is a walk down Memory Lane for **Alex Kinkead Mason '86**, as she and husband Albert are parents of eighth grader Lola and older sister Ina. Alex and her sister, **Elizabeth Kinkead Descarpentries '82**, hold their TLS years very dear.

From Alex:

When Lola wanted change for middle school, TLS was the first choice, but I was a little apprehensive about her having a smooth transition in November of seventh grade. It is a testament to TLS how welcoming her class was. My sister, Elizabeth, would agree that our dearest friendships have grown from our Kindergarten through ninth grade TLS experience. After 40+ years, our friends and their families are like family. I hope the same for Lola. Despite the challenges of these COVID times, after school she jumps into the car filled with the excitement of the day to tell me all the reasons she loves TLS.

The traditions during the '70's and '80's stand out to me; Friday dress-up day with morning school-wide assembly, ninth grade class plays, climbing the ladder for one piece of Mr. Prichett's Christmas candy wreath, wearing PE uniforms with our ironed-on initials that we changed in and out of multiple times a week. The Arts Festival was a great influence on my life and career. **Elizabeth Carey Nahra '86**, my dear friend and classmate who passed away, wanted to revive it. She would have been the one to make it a huge success. Perhaps it will be revived.



The **Milward** Family

Jeff Milward '99 and his wife, Amanda, continue the TLS Milward twin connection into the second generation with Kindergartners Harrison and Mary Carter in Mrs. Harrison's class. Back in the day, Jeff and **Will Milward '99** knew that same preschool hallway, up and down.

From Jeff:

In a year of so much disruption, it has been a true joy to watch Harrison and Mary Carter get out each morning in carline with the same sense of excitement and eagerness to learn as I did 32 years ago. To watch them greeted inside the doors by Mrs. Anderson, one of my all-time favorite teachers, and to know that they, too, may get to build their own recorders in her third grade music class, is equally as joyful, and reinforces my sentiment of their years ahead experiencing all the wonders of TLS. So many grand memories that are still vivid in my mind lie ahead for them. Whether from class trips, participating on sports teams, or building that perfect bond with a teacher who pushes them to be the best version of themselves, knowing that TLS is setting the foundation for their education and character, is something Amanda and I could not be prouder of. TLS continues to evolve in all the best ways, and while the halls might look a little different three decades later, we are so grateful that the experience is still the same.



The **Mischner** Family

Sometimes is takes a while to get back home. **Sam Mischner '95** tells an interesting story. He and wife, Jill, with daughters, Sloan in Mrs. Espinoza's PreK, and Ellie, in Acorns next year, have recently moved to Lexington, where he grew up.

From Sam:

Though I only attended TLS for two years (PreK and Kindergarten), many of my childhood friends and friends I have today are from those important years. I attended multiple schools as a child, but I will always consider TLS foundational in my life, and a place that feels like home.

A sense of home was exactly what Jill and I were seeking after caring for our Sloan and Ellie in Brooklyn as COVID hit. We have lived in multiple



cities during our professional lives, but never felt like we had a home; after spending 100 straight days indoors, we decided to move to Lexington. It is hard to describe the emotions we felt walking into TLS and just seeing the world of opportunities ahead for our girls. Jill and I got emotional thinking about sending them here, and we feel as if this whole transition is our COVID silver lining.

Sloan loves school! She is upset when it is the weekend, and she doesn't get to go. She loves her teachers, friends, the playground, and the food! For a child with severe allergies and who had never eaten at a restaurant until TLS, this is a big deal. She loves Taco Tuesday and getting a pizza in its own box. Jill and I love it when she says she is a "TLSer," and we can't wait for her sister to join her next year.

As a family, we finally feel like we have a home and a school that makes it that way.



The **Ware** Family

Getting a head start on things, **Chris Ware '99**, brother of **Meredith Ware Avant '96**, began to know The Lexington School well, even before he began as a fourth grader; his mom, Janette Ware Moloney, along with them in their family photo, was already a favorite third grade teacher here. Chris and his wife, Lacey, are proud parents of Piper in Mrs. Espinoza's PreK and of younger sister, Mayva.

From Chris:

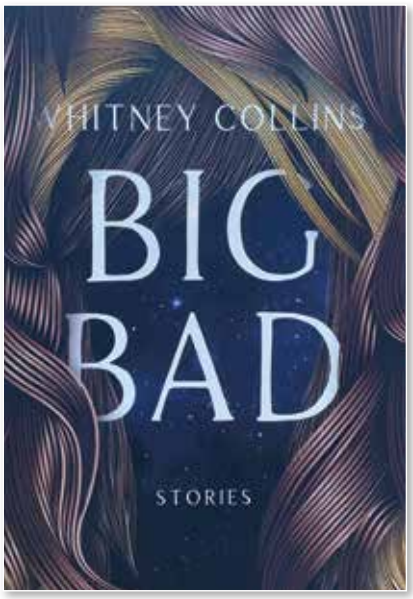
There is an indescribable joy I get when reflecting on the unique connection I have to TLS, the genesis being my mom – an educator, mentor, and much more, who taught TLS students for 29 years. Added to that pride is the time spent as a TLS student myself, but now an even greater joy is being a TLS parent, knowing Piper is getting the education and life lessons that shaped me, and that her Grandma J helped build. I may be slightly jealous that Piper, and soon Mayva, will get to learn in quite a few more classrooms than existed when I was a TLS student, but I'm thrilled to know they are getting the best education, by the best teachers, in the best facilities, and more. When I think back, it's truly special how TLS permeates both student and faculty lives beyond time spent in the classroom – it echoes through the generations that follow everyone who walks those hallways.



Row 1: Ella Dickinson, Kali Thomas, Hiba Malik, Ann Kathryn Shashy, Hanae Yoshida, Virginia Peppiatt, August Brooks, Isabel Brunker, Sarah Belin, Kincaid Keating, Molly McLay, Nasim Mohammadzadeh, Ella Harris, Elizabeth Herbert-Jones, Skye Park. **Row 2:** Cate Cunningham, MaKayla Brown, Reace Marshall, Bridget Young, Olivia Greer, Ariyana Rhodes, Lucie Lott, Grace Lyman, Allie Holoubek, Elizabeth Nielsen, Monique Bacha, Ashley Westerfield. **Row 3:** Davis Truitt, Jake Neuzel, John Paul Thomas, Hampton Jefferson, Ryan Sullivan, Jack Lofwall, Charlie Boone, Mac Jett, Paul Kamer, Bashir Sfar, Walker Owens, Max Steiner, Owen Garcia, Connor McLay, Austin Hagan. **Row 4:** Jon Willcutt, Matthew Russo, Fletch Griffith, Hawkins Schnabel, Davant Latham, Trey Fry, Henry Beck, Cole Preston, T Buckley, Kevin Cline, Logan Absher, Graham Wald, Moises Hernandez, Sims Fister, Brutus "Quin" Clay. **Not pictured**: Riley Radtke.

Class of 2016 Matriculations

Logan Absher ..... Auburn University
Monique Bacha ..... Savannah College of Art and Design
Henry Beck ..... University of Pennsylvania
Sarah Belin ..... University of Pittsburgh
Charlie Boone ..... Furman University
August Brooks ..... Hamilton College
MaKayla Brown ..... Spelman College
Isabel Brunker ..... Wake Forest University
T Buckley ..... University of Tennessee
Brutus Clay ..... Washington and Lee University
Kevin Cline ..... Millsaps College
Cate Cunningham ..... Rhodes College
Ella Dickinson ..... PJ's College of Cosmetology
Sims Fister ..... University of Denver
Trey Fry ..... University of Kentucky
Owen Garcia ..... Bluegrass Community & Technical College
Olivia Greer ..... Virginia Commonwealth University
Fletch Griffith ..... Columbus College of Art & Design
Austin Hagan ..... Bluegrass Community & Technical College; UK
Ella Harris ..... High Point University
Elizabeth Herbert-Jones ..... High Point University
Moises Hernandez ..... Electrical Apprenticeship
Allie Holoubek ..... University of Mississippi
Hampton Jefferson ..... University of Virginia
Mac Jett ..... University of Alabama
Paul Kamer ..... University of Michigan
Kincaid Keating ..... University of Alabama
Davant Latham ..... Texas Christian University
Jack Lofwall ..... Stanford University
Lucie Lott ..... Samford University
Grace Lyman ..... Ball State University
Hiba Malik ..... Mount Holyoke College
Reace Marshall ..... Ohio University
Connor McLay ..... Carleton University
Molly McLay ..... Gap Year
Nasim Mohammadzadeh ..... Brown University
Jake Neuzel ..... University of Kentucky; Civil Engineering
Elizabeth Nielsen ..... University of Tennessee
Walker Owens ..... Auburn University
Skye Park ..... Harvard University
Virginia Peppiatt ..... Gap Year
Cole Preston ..... University of Denver
Riley Radtke ..... University of Kentucky
Ariyana Rhodes ..... Indiana University East
Matthew Russo ..... University of Kentucky
Hawkins Schnabel ..... Sewanee: The University of the South
Bashir Sfar ..... Purdue University
Ann Kathryn Shashy ..... Texas Christian University
Max Steiner ..... University of Kentucky
Ryan Sullivan ..... Entrepreneur: UnXpectd
Kali Thomas ..... University of Kentucky
John Paul Thomas ..... Baylor University
Davis Truitt ..... Transylvania University
Graham Wald ..... University of Kentucky
Ashley Westerfield ..... Wake Forest University
Jon Willcutt ..... Case Western Reserve University
Hanae Yoshida ..... Yale University
Bridget Young ..... Tulane University



Whitney Martin Collins '88

BIG BAD, a short story collection authored by **Whitney Martin Collins '88** received the 2019 Mary McCarthy Prize in Short Fiction. The collection, released by Sarabande Books in March 2021, features thirteen short stories, one of which won a 2020 Pushcart Prize and another a 2020 Pushcart Prize Special Mention. It is available through Amazon, Barnes and Noble, Sarabande Books, and various independent booksellers.



Rodes Fisher Cleland '99

Rodes Fisher Cleland '99, Sewanee 2006, and her husband, Gareth, welcomed Louise Holliday Cleland to the world on August 12, 2020. Big brother Graham loves telling Louise stories about huge dinosaurs.

Rodes, Product Manager with Bullard, feels fortunate and proud to work with a Kentucky-based company manufacturing personal protective equipment to protect workers, especially those on the front line of the pandemic. Yes; it is the same Bullard, **Wells Bullard '96** at the helm. Gareth is Global IT Director for Finn Partners, a New York-based public relations firm.

Rodes spent a good deal of 2020 taking her family to many of the wonderful places she discovered with The Lexington School, including Raven Run and McConnell Springs, and fondly recalls a field guide she worked hard on with Mrs. Ford's class.



The Lexington School is on 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.

To find us, go to: https://www.linkedin.com/school/the-lexington-school-kentucky/ or contact us at Development@thelexingtonschool.org to request an invitation.

IN MEMORIUM



A POSITIVE SPIRIT
ADIL SIDDIQI '10

The Lexington School offers warm condolences to the family and friends of **Adil Siddiqi '10**, who died November 8, 2020, of congenital heart failure. He attended TLS for seventh and eighth grades.

Mrs. Staley, middle school art teacher, remembers Adil well: "I loved having Adil in my art class both years. He was always fun to be with, had a positive spirit about him, and got along well with his peers and teachers. He worked hard for me and did whatever was asked. His sense of humor ignited the classroom and these halls of learning. He put a smile on his classmates' faces while creating in art class, sitting around the lunch table with his friends, and running the mile in PE class. Everyone enjoyed being around Adil. I know many people miss him."

Adil earned his University of Kentucky Bachelor of Arts degree, magna cum laude, in Integrated Strategic Communication with a minor in Digital Media and Design. He had recently been accepted into the Master of Arts in Communication program at Johns Hopkins University, where he planned a double concentration in Health and Political Communication.

Using his natural creativity, Adil was Creative Consultant for I AM 3RD Sports, as vice-president of the executive committee. He had also been Creative Intern for Digital Chumps, in charge of promotional video content.



At TLS Graduation, June 3, 2011: Front: Jate Bernard, Sara Suhl, Axel Kiefer, Riley Ferguson, Ashley Atwood, and Thomas Adkins. Back: Caroline Boone, Trey Duncan.

"He had a charm about him that seemed to amplify in proportion to the height of his hair."
— Mary Katherine McCarty '11

FOREVER IN OUR HEARTS
TREY DUNCAN '11

Lexington School friends and admirers mourn the death of **Trey Duncan '11** on September 17, 2020. From Kindergarten through eighth grade, Trey was a proud Colt, who carried with him his love of TLS and of lacrosse as an All-State LAX player, and who also competed throughout the US, with Lexington-based travel teams.

Classmate **Mary Katherine McCarty '11** shares memories: "To know Trey was to love him. His lovable personality, loyal friendship, and contagious laugh could never be duplicated and will remain forever intact through the countless lives he impacted at TLS and beyond. Behind his charm was an enormous heart; Trey was the type of guy who signed his classmates' eighth grade yearbooks with 'I love you,' and truly meant it. I'll always cherish the memories made with Trey during my years at TLS and Lexington Catholic, from the chicken drummy eating contests to the high school economics class project where we had to simulate buying a house together (an experience I will never forget!). Trey was special, and I am grateful to have had his friendship for over a decade."

Trey is survived by his parents, Robert and Lisa Duncan, and his sister, **Taylor Duncan '15**.



LEAVING A LEGACY TOO LONG TO COUNT
BETTY COX

After teaching math at Georgetown College for 14 years, Betty Cox brightened the lives of her Lexington School students and colleagues from 1978 through 1994, as teacher of mathematics, advisor, and chairman of the math department. She was committed to excellence, and she and her cohorts led enthusiastic Math Counts and Math Bowl teams to victories.

Ruth Belin '85, an endocrinologist who heads Diabetes Regulatory at Eli Lilly and Company, recalls, "Not only did she teach us the fundamentals of math, but she did so in a way that revealed its magic and whetted our appetites to learn even more and to solve challenging problems. Though she treated everyone equally, I couldn't help but notice a little extra gleam in her eye when it was one of us girls who jumped in first to solve a difficult problem. I've carried her joy for math with me ever since, sharing it with students and now with my own children. Though her legacy lives in countless students, she'll be greatly missed by all who knew her and benefited from her kindness, dedication, and pursuit of excellence in herself and her students." Upon her retirement, Betty said, "Every time I hear about the success of one of my former students, I feel a sense of joy. … They don't know it, but a bit of me leaves with each one of them." Now a bit of Betty Cox remains with many of us.



KINDERGARTEN TEACHER EXTRAORDINAIRE
HARRIET HART COLLIER

Mrs. Collier, mother of **Julanie Collier Lee '78**, was a beloved Lexington School Kindergarten teacher from 1977 to 1986.

By Patty Cordy Henricksen, devoted friend and former TLS Kindergarten teacher

Sitting on the striped rug reading Big Book to 24 enthralled Kindergartners, I suddenly became aware of a bright light flooding the room. Looking up, I saw Harriet Collier standing in the doorway, revealing her dazzling smile. As she had only dropped in that day to observe, it would be another six months until her return to TLS as a kindergarten teacher, but the remembrance of the warmth from her smile, which radiated on that day we first met, is still vivid. The special times we shared are filled with so much joy, laughter, and love, which is not surprising since her mantra, as displayed on a sign above her lake retreat front door, was to "Live well, laugh often, love much." She showered her love on family, friends, colleagues, and students, all while making each of us feel we were very special beings in her life. Our hearts will forever be marked by the tenderness, joy, laughter, and love from our very special and dearly loved Mrs. Harriet Hart Collier.

IN MEMORIUM

FREDERICK L. LUDDY



Right: Mrs. Webber, Mr. Lawrence, Miss Ison, Mr. Luddy, Miss Imrie, Mrs. Turner, Mr. Doughty, Mrs. Clay.

Frederick L. Luddy (H'99), gentleman of arts and letters, was Founding Director of The Lexington School from 1959 to 1961. He loved The Lexington School deeply and was proud to have played an essential role in the school's beginning. Hiring the outstanding first faculty – Margaret Imrie from Scotland; Amos Lawrence from Oregon; James Doughty from Massachusetts; Claire Hudgins Clay from Tennessee; and Elizabeth Ison, Marilyn Turner, and Grace Webber from Lexington – was a particular point of pride. Through those teachers, Mr. Luddy knew the future of the nascent school, founded by **Josephine Abercrombie (H'00)**, was in most capable hands. **Geneva Patton (H'72)**, secretary, bookkeeper, and so much more, held a special place of respect, too, in Mr. Luddy's esteem.

Ms. Abercrombie reminisces, "We were fortunate to have Mr. Luddy as our first Director. He was



instrumental in helping create a special school that offered an exceptional learning experience with the best teachers and staff. My father and I thought highly of Mr. Luddy's principles and his passion for education."

WHO?
WHAT?
WHERE?

PIN PRINTS



Seasons of TLS

1 "Happy Skies above TLS" shows the beginning of this school year. **2** Anderson, KinderKlasse, relishes in the TLS snow.





3



4



5

3 The more things change…. "Dr." **Curt Harrity '06** gives **Philip Charash '06** a shot/vaccine during the 1997-1998 school year. Gale Smothers Weissinger Bhattacharyya, kindergarten teacher from 1986 to 2009 who had both boys in her class, remembers this photo, taken in the prekindergarten room of Mary Beers. Mrs. Bhattacharyya speaks from her years in the classroom, "The simple act of pretending covers many skills: broadening language skills, working with others, handling emotional situations, improving small motor skills, and encouraging creative thinking skills." **4** In Acorns class, TLS's youngest students are excited to share their answers when Mrs. Murray and Mrs. Sandberg ask, "What do you love most about school?" Callie immediately replies, "I love playing with Noelle." **5** Jack feels the same way, adding, "I love coming to school and playing with my friends. I also like sliding on the slides on the playground." **6** Morgan, Bobby, and Jax lead the way in first grade with kindness cards for the nursing home. Morgan explains, "When I'm working on cards, I really focus on what I'm doing. I want to be an artist." Bobby knows, "They'll feel really happy when they get our cards." Jax says, "We got the idea from the Be Kind book. I like this book a lot."



6

The Lexington School has prepared my girls for any obstacles they may face in high school and beyond. Both academically and in life situations, TLS has been a wonderful nurturing environment for growth.

– Dr. Clarissa Beiting, mom of **Lillian '20** and **Caroline '21**

CELEBRATING MS. A.

A 95th birthday is great cause for celebration, and The Lexington School continued the tradition of honoring **Josephine Abercrombie (H'00)** on her special day. Head of School Una MacCarthy, students from youngest to oldest, faculty, and staff all took part in a five-minute video tribute, which Ms. A thoroughly enjoyed.

On Founders Day as well, TLS students made cards and posters commemorating the day.





Save the Date

OCTOBER 15-16, 2021

REUNION WEEKEND

The Lexington School
REUNION WEEKEND

Class of 1971 .....**50** Year Reunion
Class of 1981 .....**40** Year Reunion
Class of 1991 .....**30** Year Reunion
Class of 2001 .....**20** Year Reunion
Class of 2011 .....**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!

Join us as we close out the ONE School Campaign with a
ONE School Giving Challenge launching at CELEBRATION '21.

Then **Save the Date** to celebrate!
Saturday, August 28, 2021

ONE

ONE HUNDRED DAYS
ONE HUNDRED GIFTS
ONE HUNDRED THOUSAND DOLLARS

For each gift of $1,000 received to the ONE School Project between CELEBRATION on Friday, May 7 and Sunday, August 15, we will receive $1,000 in challenge funds, up to $100,000!

For More Information Contact
Amanda Hale, Director of Development
859.278.0501

The Lexington School

1050 Lane Allen Road
Lexington, KY 40504-2018
859-278-0501
www.thelexingtonschool.org

RETURN SERVICE REQUESTED

NON-PROFIT
ORG.
U.S. POSTAGE
PAID
ATLANTA, GA
PERMIT NO. 3259

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

HISTORICALLY SPEAKING



The Fantastic 50th!

The grand **Class of 1970** celebrated via a two-hour Zoom on October 16, 2020.

From Paris, France, and Paris, Kentucky, Caroline Robertson Augé and Catesby Simpson joined Brownell Alexander-Clark (Nicholasville), Si Campbell (FL), Brian Dale (Glasgow, KY), Patterson and Kim DeCamp (Lexington), Hunt Edwards (ME), George Lamason (IL), Whitney Leavell (TX), Jean Ellen Ezzell Paulson (Lexington, representing her sister, Mary Ellery Ezzell, deceased), Cheryl Sears (TN, representing her husband, Ken Sears, deceased), Lauren Buckley Williams (GA), and Sky With (Winchester). It was an unforgettable evening of enthusiastic reminiscing and celebrating.

In touch with vivid TLS reminiscences, but unable to Zoom, were Duncan Baker (Versailles) and Leigh Griffin Hernandez (NM).

Front: Tina Krogdahl, Caroline Robertson, Ken Sears, Silas Campbell, Lauren Buckley, Mary Ellery Ezzell
Back: Campbell Graddy, Patterson DeCamp, Nancy Noyes, Brownell Alexander, Brian Dale, George Lamason