

# Lamp Post

Spring 2018 | The Lamplighter School | Dallas, Texas

DISCOVER YOUR PASSION



• Astronaut Tom Jones inspires Lamplighter students to discover their passion •

# Our Mission

Dedicated to igniting the potential of each child, Lamplighter engages children in the joy of learning through intellectual discovery in a creative, inclusive, and collaborative environment.

# Lamp Post

Spring 2018

## Statement of Inclusion

A community of varied voices will strengthen the education of Lamplighter students and enrich the lives of all of its members. Lamplighter will, therefore, strive for the lamps that we light to reflect the ever-changing community in which we reside. We value individuality and encourage all children to reach their potential, while respecting their similarities and differences. We are united in purpose and committed to working together to accomplish the mission of The Lamplighter School.

## Non-Discrimination Statement

In compliance with federal and state laws, The Lamplighter School does not discriminate on the basis of race, color, creed, gender, national or ethnic origin, age, marital status, sexual orientation, or disability in administration of its educational policies, admission policies, financial aid program, athletic and other school-administered programs, or the employment of staff.

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Deadline for articles, photographs, and news for the next issue (Fall 2018) is August 1, 2018.

**On the cover:** Lamplighter Kindergarten and third-grade students were treated to an inspiring visit from Dr. Tom Jones. The veteran NASA astronaut, who spent 53 days in space over four separate missions, spoke to the students about how he developed his passion for space travel and how each student could one day become an astronaut, too!



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**“Joyful, playful learning at Lamplighter involves experimenting, taking risks, testing the boundaries, and adapting when things go wrong.”**

Dear Lamplighter Community:

During the late 1980s, Seymour Papert was a name that was well known to all members of The Lamplighter School community. Dr. Papert, a professor at MIT, had ideas about children, computers, and learning that inspired so many teachers and researchers in different ways. The MIT partnership with Lamplighter was just like our SMU Design Thinking partnership today.

The MIT Media Lab’s Lifelong Kindergarten research group, led by Mitchel Resnick, continues the work inspired by Papert. While many things are different, the key element of teaching and learning has not changed – that is, the importance of giving children time and encouragement to follow their interests and curiosity.

The Innovation Lab has opened new opportunities for our incredibly talented faculty to encourage new explorations. The space for students to find their own questions and develop their own projects are the important fundamentals of learning. While coding, making, and design thinking are skills that lay the intellectual foundation for creative problem solving, those skills are supported by four key components: projects, passion, peers, and play!

**Projects:** It is important for children to engage with problems in the context of meaningful projects. The goal is not only to understand new ideas but also to use them. Take for example the Pre-K Farmers’ Market or the third-graders creating new games for younger students through the Caine’s Arcade Project or Seniors making improvements to the chicken coop. Projects are the vehicles for students to communicate an interest or solve a problem.

**Passion:** In Papert’s seminal book, *Mindstorms: Children, Computers and Powerful Ideas*, he describes how a childhood fascination with gears provided him with a way to explore important mathematical concepts. Passion is what makes the pursuit of an interest worthy of the effort. He knew that people will work longer and harder, and make deeper connections to ideas, when they are working on projects about which they are passionate.

**Peers:** It is so important for students to have opportunities to work together. It is in the coming together that one learns how to collaborate as well as the give and take of moving an idea into action.

**Play:** Joyful, playful learning involves experimenting, taking risks, testing the boundaries, and adapting when things go wrong. Papert called this process “hard fun.” At Lamplighter, we call it “a serious education wrapped in the wonder of childhood.”

Our faculty and staff are deeply dedicated to these four P’s (projects, passion, peers, and play). Their expertise and ways of encouraging each student’s success through a broad and deep curriculum allow room for each idea to advance and every student to feel supported.

In the Lamplighter Spirit,

Joan Buchanan Hill, Ed.D.  
Head of School



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## LAMPLIGHTER CORE COMMITMENTS:

- Promoting academic excellence through an innovative curriculum and teaching that cultivates the potential in each child in an ever-changing world
  - Actively engaging young children in the joy of learning, teaching them to be tomorrow's problem solvers and laying the foundation for lifelong learning
  - Developing character, confidence, and collaborative skills through social and emotional curriculum
  - Embracing diversity in all its facets, striving to be a genuinely inclusive community, respectful of social and cultural differences and seeking broader understanding of the world
  - Encouraging curiosity and creativity through hands-on learning
  - Prizing and preserving the discovery and wonder of childhood
- 

Dear Lamplighter Community,

With spring in full swing, our campus is looking and feeling terrific. While enjoying the results of our 2012 strategic plan and eagerly anticipating the next, it is a great time to reflect on Lamplighter's core commitments.

Over 17 years, I have seen countless examples of these timeless principles in action from students, faculty, staff, parents, alumni, and fellow board members. Knowledge and consistent application of the core commitments throughout the Lamplighter community create our school's unique culture. This culture supports faculty strength and expertise, which in turn nurtures strong academic and social and emotional engagement with students.

Our clearly defined culture also fosters an intentional, creative campus and classroom design. Day after day, faculty and students engage in joyous and purposeful learning indoors and out: on the playground, gardening, designing, constructing, cooking, creating, playing, and interacting. With this magical formula, Lamplighter students consistently emerge as risk takers, problem solvers, and confident leaders.

Lamplighter will always hold a special place in our family's heart. We look forward seeing what the future holds!

With Lamplighter spirit,

A handwritten signature in cursive script that reads "Sarah C Weinberg".

Sarah Weinberg  
Board Chair

## CELEBRATING SENIORS

*Lamplighter celebrates fourth-graders' achievements with annual luncheon*



Fourth-grade students gathered with their parents and teachers to celebrate the Lamplighter Senior Luncheon in September. The annual tradition marks the moment when fourth-grade students receive their Lamplighter senior pin and offers an opportunity for the senior class to reminisce and reflect on the past seven years at Lamplighter.

At the suggestion of Head of School Dr. Joan Buchanan Hill, parents and seniors talked about their best Lamplighter memories and how they would describe Lamplighter in three words to someone who has never been to the school. Students came up with many creative ideas including “Family, Friends, and Love,” “Best School Ever,” and “Chickens, Chickens, (and more) Chickens”!

Invited to address the group were two young alumni, sixth-grader Thomas Rowley '16 and tenth-grader Sophia Hurst '12. Both Rowley and Hurst are current students at Greenhill School. Rowley took the podium first and opened by saying “Lamplighter means a lot to me.” He reflected on his seven years at Lamplighter highlighting the many special events and activities for fourth-graders including the Senior Jacket Ceremony, Senior Opera, and running the Lamplighter Layers Corporation. He went on to emphasize how well Lamplighter prepared him for middle school, noting, “Lamplighter made me confident, hard-working, and willing to try new things.” He concluded his remarks by sharing that “Lamplighter has helped shape the student I am today, and it will do the same thing for you.”

Next up was Sophia Hurst who first noted the pure sense of joy she felt while walking through the hallways at the School that morning. It is something that she could only describe as “Lamplighter Spirit.” Hurst also reflected on her special Lamplighter memories and concurred with Rowley’s comments that Lamplighter prepares its students well for their next school experience, stating, “middle school will require a lot of hard work, but Lamplighter has equipped you with all the tools necessary to succeed.”

In her final words of advice, Hurst emphasized to students to “do what you love,” a mantra she learned at Lamplighter that has guided her for many years.

## OUR JOURNEY THROUGH LAMPLIGHTER

*by Stacy Anderson*



It was the roaring fireplaces, the cozy alcoves of the library with its posters of the recent Caldecott and Newberry Medal winners, the Barn's busy chickens and farm animals, and their audience of tiny observers. Our Lamplighter journey began with these images on a tour of the school in the fall of 2010. The warmth of this special world for children affected us. It emanates, of course, from the people inside who create these warm spaces. It is the wonderful teachers, who, when I see them now, bring back the years of Birdie's life to me. Each has made a significant impact on her through their passion for teaching.

I still have such a pleasant, serene feeling when I drive onto the Lamplighter campus, a feeling like leaving the rest of the world behind. What truly makes Lamplighter my happy place is knowing how much it means, even if I can't possibly know everything it means, to Birdie. We are grateful for what we take away with us from our time at Lamplighter: the solid educational foundation, love of learning, empowering experiences, parent education, friendships, and memories. But beyond this, or perhaps part of a better, larger education, Lamplighter is a dreamy world that is, and always will be, "childhood" for our daughter. At the end of this journey, when I look into her eyes, I don't see a vessel filled with words and numbers, but a lamp's flame burning bright and deep. And with that we head toward the future.



**“LAMPLIGHTER  
MADE ME  
CONFIDENT,  
HARD-WORKING,  
AND WILLING TO  
TRY NEW THINGS.”**

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# The CLASS OF 2018

Seniors love Lamplighter because...



**Kaitlyn Adams**  
"...of all my special bonds with my teachers and friends."



**Katherine Bowden**  
"...we make lifelong memories like when we fed the chickens Cheerios in Pre-K, and plays in Kindergarten."



**Arden Bowen**  
"...of the interesting projects that we do like the Operas, Caine's Arcade, pioneers, and Flat Stanley."



**Nate Brylowski**  
"...all the friends I've met."



**Reva Donepudi**  
"...on my first day at Lamplighter everybody was so welcoming and made me feel like I have been here since Pre-K."



**Jake Conroy**  
"...of all of the events like Carnival and All School Program."



**Gigi Dimas**  
"...we learn how to start and manage a business and about teamwork by helping and working with our classmates."



**Perry Gross**  
"...in third grade you get to take the baby chicks to the barn."



**Declan Kirk**  
"...we're always doing something fun and new."



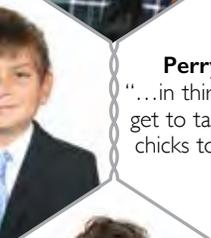
**Grayson Godkin**  
"...I like how fun the science program is."



**Ella Hufft**  
"...it makes you feel like the whole school is a big family."



**Savannah Johnson**  
"...all the teachers are kind and caring."



**Ariyan Mishra**  
"...of its unique barn and chicken coop."



**Nina Ohler**  
"...when you and your friends go to different schools, you will remember them."



**Elliot Levy**  
"...it has Lamplighter Flash and you get to be on camera in front of the whole school."



**Caroline Lober**  
"...it is a second home to me."



**Christian Oh**  
"...in math class we learn long multiplication, decimals, and fractions, and the math boxes are very fun."



**Ava Schamerloh**  
"...I have made so many friends I will never forget and the teachers are like friends - they stick with you forever. I will never forget Lamplighter."



**Zach Vennerberg**  
"...they make sure everyone is happy because they keep teaching kids until they figure things out."



**Chloe Oeschger**  
"...we have so many animals. I love that the fourth graders get to take care of and pick up the chickens and sell their eggs."



**Hartley Roybal**  
"...in crew you get to go on a hunt for the eggs and pick up the chickens."



**Alora Rao**  
"...everyone is awesome and the best."



**Sahara Tran**  
"...in fourth grade science we get to make talking plushies that you get to cherish for the rest of your life."



**Coco Trowbridge**  
"...it's like everybody is one big family and everybody is so caring."



# Senior Salute



**Gela Aguilar**  
"...everyone is welcoming, and you never feel left out."



**Nora Ahearn**  
"...you make so many memories, for example, the day I got elected as the Lamplighter Layers historian."



**Birdie Anderson**  
"...I feel very loved, and Lamplighter has brought out the best in me."

**Braley Campbell**  
"...at the end of the school year you never want to leave because you know it is one step closer to leaving Lamplighter."



**Thomas Cate**  
"...the special events such as Carnival, Opera, and taking care of barn animals."



**Margot Cathey**  
"...at carpool the teachers are so welcoming and you just want to run inside and go to recess and play with your friends."



**Madeline Chuang**  
"...it shows true happiness and it's different because we have no doors and we have reading wells."



**Jazmin Dunn**  
"...in fourth grade at Carnival we get our Senior jackets!"



**Alex Eastin**  
"...of the teachers, the chickens, and the barn."



**Allie Gerber**  
"...of the people. Everyone is so joyful and always smiles. I have made so many friends, and everyone is like the best friend for me."

**Owen Hanson**  
"...in Pre-K we got to name the barn animals: Rock Star, Brownie, and Sunny, for example."



**Anne Marie Helfrich**  
"...the teachers make every day special."



**Enzo Henry**  
"...the teachers always make learning fun."



**Pilar Hoitsma**  
"...of the gingerbread hunt in Kindergarten because you bake it and it surprisingly runs away, and you try to find it and catch it, and it's so much fun."



**Slade Kirkham**  
"...it's the perfect school for me."



**Davis Knocke**  
"...of all the amazing people and fun activities."



**Dilan Koganti**  
"...they make learning fun. You'll never see a teacher giving a lecture."

**Emmy Moss**  
"...of the chickens and animals in the barn."



**Edie Murawski**  
"...it gets us ready for the world: like Lamplighter Layers, Flash, and carpool escorts."



**Evie Murphy**  
"...people care about you."



**Zettie Niven**  
"...the wonderful teachers teach us kindness and respect so all the new friends I meet are always so very nice and friendly to me."



**Alexis Pabst**  
"...when doing carpool escorts you can make friends with the younger kids, and the younger kids will look up to you and respect you."



**Maddie Phillips**  
"...if we get something wrong, the teachers help us right away so we can see our mistake and how to avoid it."



**Maddie Posten**  
"...it's so unique. We have so many animals, unique classrooms with space to look out at our friends, and a unique playground with a zipline."

**Evans Senvalds**  
"...the amazing model rockets we made in science."



**Greta Solomon**  
"...I feel comfortable expressing who I am."



**Ella Stewart**  
"...it teaches us to make friends well and then we have friends for the rest of our life."



**Charlotte Tang**  
"...my first friends from Pre-K are still my best friends today in fourth grade."



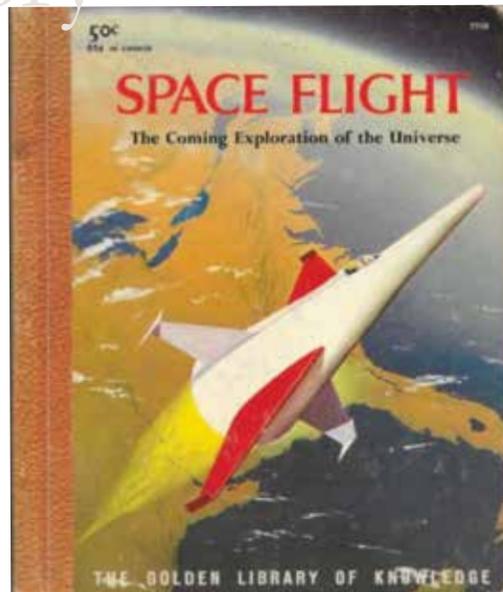
**Christian Warner**  
"...its unique way of teaching. Instead of sitting at your desk or table all day, you move around to the well and your table."



**Aadhya Yanamadala**  
"...my teachers and friends always challenge and encourage me."



**Lyla Zicarelli**  
"...you get to participate in everything like crew, and you always get a fun and exciting job."



## Destination Lamplighter

Astronaut Tom Jones discovered his passion for space exploration when he was a young elementary school student. His relentless pursuit of this passion eventually led him to become a NASA astronaut and travel on four separate space missions. Jones shared this passion with Lamplighter students and began the “recruiting process” for a mission to Mars in the 2030s. . . calling all future Lamplighter astronauts!

On a September day, third-grade and Kindergarten students were treated to an inspiring visit from Dr. Tom Jones. The veteran NASA astronaut, who spent 53 days in space over four separate missions, spoke to the students about how he developed his passion for space travel and how each student could one day become an astronaut, too!

The third-grade and Kindergarten students at the school were the lucky participants in the special assembly because it ties in with the science curriculum in these grade levels at Lamplighter. Third-grade students study a large integrated unit on space exploration, which culminates in a collaborative project to design a Mars colony. The science curriculum for Kindergarten students

includes a space unit that focuses on “things we can see in the sky,” such as the sun, moon, and stars.

After being introduced by third-grader Leo Meyer, Dr. Jones explained that he came to Lamplighter today “to talk about his journey to space and *your* journey to space,” noting, “we are looking for talented, motivated, inspired explorers.” He recalled how his quest to become an astronaut began at the young age of 10 years old. At the time, Jones was living in Baltimore, Maryland, and had the opportunity to visit a rocket factory. After observing a “type two” rocket being built, he realized how “cool it would be to ride on one someday!” Jones also credits his grandmother for helping spark his interest in space travel when she

gave him a book titled *Space Flight* when he was 5 years old. He joked that at the time the book was published (in the 1950s), there were no actual pictures of people in space, just paintings. Yet the book stimulated his interest in the possibility of space travel, and this inspirational treasure still sits on his bookshelf today. At Lamplighter, teachers strive to inspire students in similar ways with both books and hands-on learning experiences to help “ignite the potential in each child.”

Jones then spoke to the students about how his journey to become an astronaut evolved over the years from a young, inspired 10-year-old to his first space mission at the age of 35. Jones’ first step toward achieving his goal involved studying at the Air Force



Thomas D. Jones, Ph.D., is a scientist, author, pilot, and veteran NASA astronaut. In more than eleven years with NASA, he flew on four space shuttle missions to Earth orbit. On his last flight, Dr. Jones led three spacewalks to install the centerpiece of the International Space Station, the American Destiny laboratory. He has spent 53 days working and living in space.

Academy and becoming a pilot with the U.S. Air Force. Following six years of service with the U.S. Air Force and later earning a doctorate from the University of Arizona in planetary sciences, Jones began what became a seven-year application process with NASA to become an astronaut. He noted that he received two “rejection postcards” from NASA before submitting a third application. On his third attempt, Jones received a call to go to NASA for an interview, which successfully led to enrollment in astronaut school. As he told the story of this journey, Jones paused to ask the students, “What was the lesson learned from this process?” The students cheered and shouted in unison, “Never give up!” Building character and confidence are core commitments of the school’s philosophy.

Following these words of wisdom and inspiration, Jones chronicled stories from each of his four space missions and talked about what it is like to live and work in space. The students were enraptured by his stories and especially enjoyed seeing photos of the foods astronauts eat in space. The “flying cheeseburger” photo was certainly a crowd favorite!

When it came time for Q&A, students were very enthusiastic about learning more. Inquiries from Kindergarten students included: “How loud are the engines?” “Do you eat ice cream in space?” and “Can you feel how fast the space station is going?” Third-grade students asked questions such as “How do we predict what Mars will look like?” “How do you get chosen to go to

the space station?” and “What was your greatest fear in space?”

At the end of the assembly, Jones concluded by reminding the students that NASA “needs some new explorers... do I have any volunteers?” Many hands in the audience were immediately raised with enthusiasm while Jones noted that the mission to Mars will likely take place in the 2030s, and “You will all be the right age in 25 years... You are the future explorers of the red planet.”

## Lamplighter Alumni Share

The Lamplighter School strives to expose its students to a wide range of hands-on learning opportunities as well as diverse fields of interest. Through high expectations for academic excellence, combined with an environment encouraging creativity and curiosity, Lamplighter helps young students discover their passions. See how these Lamplighter alums gained invaluable experiences during their time at our school, which laid the foundation for successful careers and creative pursuits.



### Finley Harbaugh Konrade '93

“As an executive recruiter, you have to have The Golden Rule top of mind every day, all day. My clients’ candidates are going through stressful career transitions, the clients are in serious need of a key puzzle piece for their organization, and my internal employees and peers want to feel supported and empowered. Lamplighter taught me patience, the importance of diverse opinions, and critical thinking that have positioned me well for my career. That spirit burns forever!”



### Sam Bovard '11

“Lamplighter allowed me the freedom to explore and try new things, particularly in theater. The fourth-grade Opera and the process of writing our own story gave me the confidence in my own abilities to continue to write for the stage and act through high school. Through the freeform classes and philosophy of the school, my ideas were never stifled and helped me find my passion for theater.”



# Their Passion

## Matthew Miller '88

“Lamplighter made learning fun, and this enjoyment from learning is something that has stayed with me after Lamplighter. I always knew I wanted to do something with animals. Being around the barn animals at Lamplighter certainly reinforced that interest.”



Dr. Miller shares his passion for caring for animals with son Hayden '20 (center) and Lamplighter second-graders.

## Nicole Ginsburg Small '83

“Good beginnings have everything to do with the way we move forward. Children leave Lamplighter wanting to know more about the world they live in, more about learning, and more about how to make their own mark, because Lamplighter is just their good beginning.”

### Lamplighter: It's A Small World After All

Nicole '83, Sadie '19, Julia '16, and Justin '83 Small



## Hallet Thalheimer '11

“When I was a student at Lamplighter, I was many things: an aspiring biologist, artist, writer, and poet. Lamplighter supported my dreams, no matter how fanciful or far-fetched. Today I am an artist happily driven to creative expression on many levels. Specifically, my passion for art was nurtured in the Lamplighter art studio, weaving textiles and working with color and form through many mediums. Sophisticated and innovative artistic expression often has its roots in the exploration of several types of art—while at Lamplighter, I was able to partake in art of all mediums, from fiber to glasswork. By nurturing my multidiscipline interests, Lamplighter has allowed me to fully explore my artistic potential and inspired me to include natural elements into my work, exploring organic forms through materials and creating sculptural pieces with branches, bamboo, or other natural resources that I find in my yard.

In true Lamplighter fashion, I now work in many artistic mediums, most recently in fiber, soft sculpture, ceramics, and printmaking. Because of my time in elementary school, I feel that I am more willing to experiment with my art and try strange and unusual techniques, creating interesting and innovative installations.

From the seed planted at Lamplighter, my art practice has blossomed to include a printmaking internship, summer college-level art studies at acclaimed art institutes, two gallery installations, multimedia large-scale soft sculpture pieces, public installations of provocative fiber art and inflatable sculpture, and two Hockaday AP studio art concentrations. I plan to continue my exploration of art in college, building on an invaluable foundation.”

# PartnerProfile

The Lamplighter School joined forces with Commit! in 2013 to provide support to strengthen the literacy skills of Dallas Independent School District (DISD) students. As part of this partnership, the Lamplighter community supports its partner schools – Sudie Williams Elementary and Walnut Hill Elementary – in a variety of ways. These efforts include holding bi-annual book drives to build the school libraries and conducting a pen pal program and Skype sessions between students at Lamplighter and students at the partner schools. During the 2017-2018 school year, this partnership has continued to expand, and students have formed connections with their pen pals through more frequent face-to-face interactions. Take a look at the exciting events that have taken place throughout this school year!

## UNITED TO LEARN



### September 2017: Planning

Lamplighter fourth-grade teachers met with the fourth-grade teaching team at Sudie Williams Elementary to plan events for the school year. Teachers from both schools explored ways to build on Lamplighter’s Dooley Author visit, brainstorming ideas for the students to interact with one another and form deeper connections. The team decided on a collaborative art project for the fall event, and discussed ideas for future projects, including a joint study of Texas to tie in with statewide fourth-grade curriculum.

Walnut Hill Elementary second- and third-grade teachers visited Lamplighter to plan the Dooley Author visit, and explore other student events for the coming year.

### November 2017: Dooley Author Visit at Lamplighter

Caldecott Medal winner Javaka Steptoe visited Lamplighter as part of the School’s Dooley Author Series, a program that brings award-winning authors and illustrators to campus for special visits with students and faculty. Lamplighter was thrilled to share this experience with second-grade students from Walnut Hill Elementary and third-grade students from Sudie Williams Elementary. Student representatives from all three schools enthusiastically worked together to bring the story to life, while Steptoe’s award-winning illustrations were displayed on a screen in the background during the presentation.

Second-graders also exchanged letters as part of the ongoing pen pal program designed to enhance literacy skills and build relationships between the partner schools. With the unexpectedly beautiful weather, Lamplighter students escorted their buddies outside to enjoy the playground. It didn’t take long for the kids to form a joint soccer game and hop on the ever-popular zip line!

## Partnership in Action



### November 2017: Fourth-Grade Art Project at Lamplighter

Following the presentation with Javaka Steptoe, students from Sudie Williams joined Lamplighter fourth-graders for a collaborative art project in the Cook Gym. Students worked in small groups using colorful paper to recreate a variety of images of the Dallas skyline.

### January 2018: Joint Field Trip to Trinity River Audubon Center

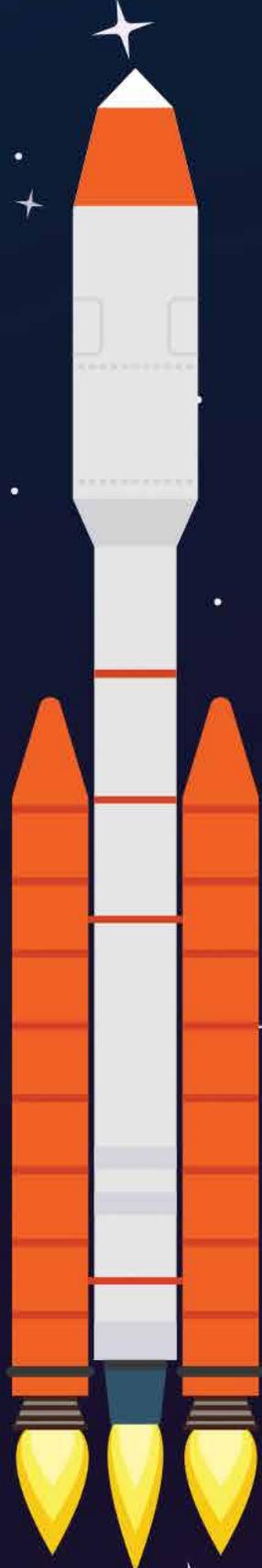
Lamplighter third-graders joined Walnut Hill Elementary school students at the Trinity River Audubon Center for a day of exploring nature. The students reconnected with their pen pals, then toured the grounds, ate lunch together, and shared in an afternoon hike.

### February 2018: Lamplighter Students Visit Walnut Hill Elementary

Lamplighter second- and third-graders rode buses to nearby Walnut Hill Elementary for another face-to-face visit with their pen pals. Students exchanged Valentine cards with one another, then worked together in small groups in the classrooms. Pen pals had fun working on “Get to Know You” questionnaires, making bookmarks, playing games, and touring the school. “The red lockers were cool!” remarked one Lamplighter second-grader.



# Forever Learners



## MARS MISSION SPECIALIST

An integrated payload design challenge provides an authentic maker experience.

• By Bill Burton, Kate Ogden, Becky Walker,  
Leslie Bledsoe, and Lauren Hardage

In this continuing section, LampPost illustrates the ways our accomplished faculty members teach, engage, inspire, and mentor as they deliver serious education wrapped in the wonder of childhood.

## MARS MISSION SPECIALIST

Faculty-published article featured in the March 2018 issue of *Science and Children*



Project-based learning is a core component of how students learn at Lamplighter. One notable example of this learning methodology takes place in third grade with a design challenge to carry food and resources to a fictional Mars colony. Given the success of this project over the course of several years, five Lamplighter teachers collaborated to write an article about this signature integrated learning project. The

article, “Mars Mission Specialist: Payload Design Challenge,” was co-authored by Lower School Science Teacher Bill Burton, Technology Coordinator Kate Ogden, and Third-Grade Teachers Leslie Bledsoe, Lauren Hardage, and Becky Walker and includes a 23-page educator handbook as a downloadable feature within the article. The article is featured in the March 2018 issue of *Science and Children*, an award-winning peer-reviewed journal published by the National Science Teachers Association. Below is an excerpt of the article:

**F**or the last several years, we have implemented an integrated Mars Colony project for our third-grade classes. Students explored several considerations related to colonizing and inhabiting a new world, including food sources, types of citizens, transportation, and housing design. Nearly everything about the project was open-ended, full of student choice, authentic, and original. Making and launching model rockets was always a favorite part of the project. Building solid-fuel rockets almost

entirely from scratch was a valuable experience for learning skills like measuring, cutting, working carefully, and following directions while including science content about forces and motion. Despite a few artistic differences, students’ designs were nearly identical and didn’t fit the open-ended feel of our Mars project. We wanted to improve the rocketry project to better match our problem-based experience. We also wanted to find ways to better use equipment in our school’s dedicated makerspace. However, there’s only so much about a rocket design that can change until it won’t fly properly. The last thing we wanted was for our maker experience to literally backfire on us. Instead of changing the external rocket design, we developed an integrated set of lessons allowing students to design and make a specialized payload that would travel inside their rockets and return safely to solid ground. It became an authentic maker experience integrating science, math, literacy, and human-centered design principles over a period of several weeks.



Bill Burton, Katie Nelson, and Debbie Herskovitz at TCEA

## Teachers at TCEA & NSTA

Lamplighter Faculty Present at National Science and Technology Conferences for Educators

The Texas Computer Education Association (TCEA) hosts an annual convention and exposition bringing thousands of educators together with the knowledge and resources they need to transform the future of teaching and learning. The convention showcases over 1,000 informative sessions and hands-on workshops for educators to learn best practices for integrating technology into their schools, classrooms, and libraries. This year, Lamplighter was proud to send three faculty members to the 2018 convention in Austin to present the innovative work that is happening at our School.

Lower School Science Teacher Bill Burton attended the TCEA conference and presented the payload design challenge, which is profiled in the Mars Mission Specialist article, recently published in *Science and Children*. Pre-K Teacher Katie Nelson also attended the conference and presented to a room of 80 Early Childhood educators to share the details of and methodology around the coding curriculum she developed for Lamplighter's Pre-K and Kindergarten students. Teachers from districts around the country were intrigued and excited by our "unplugged" approach to coding education – the way it is seamlessly integrated into current curriculum and supports learning outcomes for young students while still remaining cognizant of screen time limits. Along with Debbie Herskovitz, Bill and Katie were also able to attend sessions presented by other educators and returned to Lamplighter with inspiring ideas for enhancing Makerspace education for our students in our new Innovation Lab.

Over Spring Break, Lamplighter teachers had another opportunity to present the exciting project-based learning that is happening at our school. Together with Third-Grade teacher Leslie Bledsoe, Bill Burton presented the payload design challenge at the National Science Teachers Association (NSTA) annual conference in Atlanta, Georgia. The hands-on workshop profiled the Mars Mission Specialist: Payload Design project, while incorporating elements of TinkerCad, 3-D printing, and rocketry.

Lamplighter congratulates these teachers for sharing the innovative work that is happening at our school on a national stage!



Pre-K Teacher Katie Nelson presents at TCEA





Pre-K Teachers Cheryl Shulman and Carrie Bays

## Reaching the Summit

Pre-K Teachers Attend Early Childhood Literacy Conference

In January, Pre-K Teachers Carrie Bays and Cheryl Shulman attended the 2018 Early Literacy Summit at the Glasscock School of Continuing Studies, located at Rice University. The one-day conference offers both theoretical depth and practical applications and focuses on promoting higher-order thinking and socio-emotional development in early childhood. Bays and Shulman participated in three sessions: “Promoting Socio-Emotional Development Through Open-Ended Art,” “Bringing Books to Life Through Story Baskets,” and “Sensory and Light Tables: Thinking and Promoting Socio-Emotional Development Through Play.” Both Bays and Shulman have already implemented learnings from the sessions into their Pre-K classes at Lamplighter. In addition, they are planning to incorporate story baskets into integrated lessons as well as create more opportunities for Lamplighter students to experience open-ended art to promote their socio-emotional development.

## A New York Winter

Winter Institutes at Teachers College, Columbia University in NYC



L-R: Shayna Starr, Savannah Seifert, Olivia Claiborn, Megan Dini, and June Landry

This school year, five Lamplighter faculty members applied and were accepted to enroll in Winter Institutes at the prestigious Teachers College Reading and Writing Project (TCRWP) at Columbia University in New York City. The mission of the TCRWP is to help young people become avid and skilled readers, writers, and inquirers. The organization has developed state-of-the-art tools and methods for teaching reading and writing and shares this knowledge through a variety of professional development opportunities for teachers across the globe.

After receiving acceptances to the program, First-Grade Teachers Olivia Claiborn, Savannah Seifert, and Shayna Starr participated in the professional development workshop titled “Using Writing Toolkits and Learning Progressions” this past February. This institute spotlights the creation and use of toolkits to support writing conferring and small group work. The lessons guide teachers in considering the many ways to help students remain on a steady trajectory of growth using goals, personal charts, checklists, and rubrics so that student growth continues well beyond time in the classroom.

Lamplighter sent two more teachers to TCRWP at Columbia University for another professional development opportunity in early March. Second-Grade Teacher Megan Dini and Reading Specialist June Landry attended the “Foundational Reading Skills in the Primary Grades” Institute, which focuses on ways to use shared reading, interactive writing, and mini-lessons to teach foundational reading skills. The workshop included on-the-spot teaching feedback as well as the opportunity to spend time in actual classrooms, participating in field-based professional development in some of the TCRWP’s best primary classrooms.

Walking the halls and learning from leaders who are famous for their seminars prepares Lamplighter faculty to teach our students at the highest levels. Lamplighter Lower School is thankful that we have such great Lamplighter representation and funds to support training at TCRWP – kudos on Lower School acceptances!

## WE ADMIT IT

How Lamplighter's  
Admission Process  
Has Evolved Over  
the Past Five Years



**W**hen Dr. Jasmine Harris joined Lamplighter as the Director of Admission and Placement at the beginning of the 2013-2014 school year, our school was regarded as a strong, respected program for early childhood and elementary school students. Since joining Lamplighter, Harris has continually sought ways to improve our admission process to enhance the school's reputation in the broader Dallas community. With the support of Head of School Dr. Joan Buchanan Hill and in collaboration with Admission team members, Jacquelyn Wilcox, Angie Constantinides, and Margaret Oden, Harris has implemented notable changes to the admission process that have helped Lamplighter solidify its reputation as the premier early childhood and elementary program in the area.

At the time Harris joined Lamplighter, the Admission staff also expanded from a two-person to a three-person department. With this expansion, Jacquelyn Wilcox joined the Admission team and worked hand in hand with Harris to carefully evaluate and identify areas to improve the admission process and practices. During this period, the Admission department was supported by longtime Lamplighter employee Angie Constantinides, who retired at the end of the 2016-2017 school year. Upon her departure, Margaret Oden joined the Admission team, bringing fresh ideas and continued professional support to the department.

As Harris and her team evaluated Lamplighter's admission practices, the ultimate goal was to make the admission process easier and more approachable for prospective families and establish consistency with other Pre-K – 12th-grade independent schools in the area. Over the past five years, the team has implemented notable changes to the admission process including:

### Standardized Admission Testing

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**THEN** Applicants were required to schedule separate assessments with an outside party to complete the admission process.

**NOW** Applicants are not required to complete an additional assessment to apply to Lamplighter. Testing includes various ERB assessments, consistent with the Independent Schools Association of Dallas.

### Instituted Parent Conversations

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**THEN** Parents submitted applications without an opportunity for one-on-one face time.

**NOW** Parents of all applicants are required to complete a "parent conversation" as part of the admission process. This allows the parents of applicants an opportunity not only to share information verbally about their child, but also to ask questions and conduct an open, honest conversation in a private setting with an Admission representative. This meeting also provides parents with another touchpoint with the School to evaluate whether Lamplighter is the right fit for their child and their family. "They are choosing us, just as much as we are choosing them," notes Harris.

### Established a Weekend Admission Event for Parents and Children

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**THEN** Lamplighter did not offer prospective families an opportunity to visit or tour the school outside of a regular school day. Tours were only offered during school hours, when both teachers and students were engaged in teaching and learning activities. Prospective families could observe but not interact with Lamplighter teachers and students. Furthermore, children did not have an opportunity to visit Lamplighter until the Admission Playdate held in January.

**NOW** Lamplighter now hosts an annual Admission Preview event on a Sunday afternoon to allow prospective parents and children to explore Lamplighter on a non-school day. The format allows prospective families to interact and hold conversations with Lamplighter teachers and students. The event also expanded the leadership opportunities for Lamplighter fourth-graders. Many Lamplighter Seniors eagerly volunteer their time on a Sunday (and even give up parties and activities) to take part in this signature Lamplighter event before they graduate.

### Shifted the Entire Admission & Enrollment Process Online

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**THEN** Some components of the admission process were offered online, such as the online application; however, certain admission communications were delivered via regular mail, including admission decisions.

**NOW** All aspects of the admission, enrollment, and re-enrollment processes are entirely electronic. Current and prospective parents receive electronic communications, and all forms are completed online. Parents are able to submit and receive information in a much more efficient manner.

L-R above: Jacquelyn Wilcox, Dr. Jasmine B. Harris, and Margaret Oden

## Formalized Admission Metrics

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**THEN** Lamplighter did not have a process in place to formally capture data regarding key admission metrics.

**NOW** Through the support and analytical rigor of Associate Director of Admission & Placement Jacquelyn Wilcox, Lamplighter now captures and tracks an abundance of data related to the admission and re-enrollment processes. Data tracking and trend analysis are key components of evaluating Lamplighter's admission process and serve as a basis for making continual improvements.

## Increased Touchpoints with Newly Admitted Applicants

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**THEN** The "Milk & Cookies" event for newly admitted families was offered approximately two weeks after admission decisions were mailed. A New Parent Dinner was held at a local restaurant for new Lamplighter families during August.

**NOW** Newly admitted applicants receive a special package in the mail with a keepsake inviting them to "Milk & Cookies" to enjoy an evening on the Lamplighter playground. The LPA partners with the Admission office to provide new students with a favor bag which includes a collectible stuffed animal of a pig, cow, goat, or chicken wearing a Lamplighter t-shirt. A New Parent Breakfast now takes place in early June at the Dallas Arboretum. The early summer timing of this event helps new Lamplighter families become acquainted with key individuals who will help them navigate their first few months at the school and allows them time to set up summer playdates. Holding the event at the Dallas Arboretum also provides an opportunity to highlight our School's partnership with the organization.

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As a result of the new admission practices implemented in recent years, Lamplighter has experienced a 14% increase in applications, and admission to Lamplighter has become more competitive and selective. In addition, the population of students of color within our student body has increased from 20% during the 2013-2014 school year to 25% in the current 2017-2018 school year, making Lamplighter more reflective of the greater Dallas metroplex.

The Admission team continues to evaluate its processes to meet the evolving needs of prospective families, while maintaining the School's reputation as the premier early childhood and elementary school in Dallas. Harris notes, "We are not competing with other schools. We are competing with ourselves, always evaluating how we can be better than the year before."



**"I believe I have one of the most rewarding jobs in the world. I get to observe expert faculty teaching at a world-class school, talk about it to prospective families, and then meet the youngest learners who will go on to be leaders. This is not a privilege I take for granted."** – Dr. Jasmine B. Harris



Dr. Jasmine Harris was recently appointed to the Faculty of the Admission Training Institute (ATI). The ATI is a popular pre-conference program sponsored by the Enrollment Management Association, which is the admission arm of the National Association of Independent Schools (NAIS), representing over 3,000 schools in the U.S. and Canada. The ATI Faculty consists of only eight seasoned Admission Directors from around the country and provides critical professional development every year for over 100 individuals who are new to the admission profession.



## A HUMAN RESOURCE

### Johanna Nystrom, Finance and Human Resource Coordinator Retires from Lamplighter

For the past 20 years, Johanna Nystrom has served as the “face of Lamplighter” to countless prospective employees at the School. Since 1998, all faculty and staff candidates have communicated and coordinated with Johanna as they explored our School and contemplated employment at Lamplighter. With each and every interaction, Johanna always demonstrated the utmost professionalism, poise, and empathy. “In my own memories of interviewing at Lamplighter five years ago, I experienced a warmth and professionalism from Johanna that gave me the confidence that Lamplighter was a place I wanted to join. Her calm and professional demeanor, attention to detail, and thoughtful care throughout the process affirmed my interest in Lamplighter and enthusiasm about joining the staff,” recalls Communications Coordinator Landy Fox.

Beyond the recruiting process, Johanna extended the same professionalism and care to all members of the faculty and staff, serving as the point person for employee benefits and other human resource-related concerns. She provided a wealth of knowledge and guidance over the years that has helped hundreds of employees navigate the often confusing benefits process.

In 2015, Johanna was presented with the Emerging Leader Award at the Strategic HR Excellence Awards and Symposium, presented by the Pursuit of Excellence organization. The Lamplighter community was thrilled to see Johanna recognized by her peers in the human resources field with this honor.

Johanna Nystrom will retire from Lamplighter at the end of the 2017-2018 school year, completing 20 years of service to the School. Throughout the years, Johanna touched so many people at Lamplighter, and she will be missed dearly. We wish Johanna well in the next chapter of her life!



Johanna Nystrom with her son and two of her grandchildren at the 2017 Lamplighter Carnival

“Whenever anyone has a question about anything related to benefits, Johanna has been a ready resource. **Her willingness to go above and beyond to help every member of the faculty and staff has been invaluable.** The human resources operations are in top-notch condition because of Johanna’s attention to detail. A big believer in professional development, throughout her tenure Johanna worked hard to attain industry designations that help the Lamplighter offices to run excellently.”

– Joan Hill, Head of School

“Johanna, Marynell, and I worked together close to 20 years to create and maintain what I consider to be a great model for a Business Office in a smaller school. We had a lean office that still had the same required oversight for a large school even after the operations was split out. Johanna and I were partners in all we worked on together. **We bounced ideas off each other continually before starting anything new or revising how we did things.** Even when we were able to add another person, we all worked together. Johanna takes seriously her responsibility in the Human Resources area so the school can have the best benefits possible for all employees.”

– Elise Murphy, Former Assistant Head for Finance & Operations

“Johanna was always such a joy to work with! **She is an encourager and someone who always sees the best in every situation.** Without fail, she is always the first one to offer help, and her can-do attitude was an inspiration to others. How lucky I was to call her not just a co-worker but forever a friend!”

– Kristen Laws, Former Business Office Coordinator

“When I first met Johanna, we had connection – our sons both attended TCU. Go Frogs! We have kept this connection for the past 16 years. **Johanna is an inspiration to all of us at Lamplighter.** She takes time out of her busy day to work with each of the faculty and staff. We will miss her dearly, but we all know her grandchildren are calling, “Nana! Nana! Where are you?”

– Patricia Vermillion, Media Center Coordinator

“Johanna is hands down one of the nicest people I have ever met. She always stops what she is doing to help others, listens to offer keen advice, and goes the extra mile for her co-workers. **Johanna is well respected among her peers and colleagues.** This year, we shared a work space, and it didn’t take long to realize how witty Johanna is during our eight hours together. I wish there were more Johannas out there, and I will miss her tremendously.”

– Lyndsey Welch, Academic Assistant



## DIAMOND MINE

### Lamplighter Bids Farewell to Sandy Diamond, Director of Advancement

Following 10 successful years of service to the School's Advancement Office, Sandy Diamond will be leaving Lamplighter to pursue a new opportunity at the end of the 2017-2018 school year. Sandy's connection to Lamplighter began many years ago when her twins, Coco '04 and Richard '04, enrolled at the School as Pre-K students in 1998. Throughout their seven years at the school, Sandy volunteered with the LPA and was always a strong supporter of the Lamplighter mission. In 2006, she had an opportunity to join the School's staff as the Assistant Director of Development. After pursuing a promotion to serve as Development Director at Yavneh Academy, Sandy was recruited back to Lamplighter in 2009 and has served as Director of Advancement ever since.

Throughout her time at Lamplighter, Sandy established and maintained lasting relationships with those closest to our school. Those relationships allowed Lamplighter to build a strong endowment and increase annual fund gifts each year. Her work on two very successful campaigns helped further support the Lamplighter mission and establish a permanent legacy.

We congratulate Sandy on her new role as Development Director at Temple Emanu-El, effective summer 2018. Although we say farewell for now, it is not goodbye... Sandy will forever remain connected to Lamplighter as an alumni parent and continued supporter of our school's mission.

Sandy's dedicated work with Lamplighter has been recognized by so many individuals, including staff members, Trustees, and parents. Here is a look at how her hard work and dedication positively impacted so many people:



L-R: Sarah Weinberg, Catherine Rose, Sandy Diamond, and Jennifer Karol, at the Innovation Lab Ribbon Cutting

"Sandy's role at Lamplighter over these last 10 years has been at the heart of everything that we have achieved, and it is her big heart for this school that has nourished and pumped oxygen through much of what we have become and accomplished. We have benefited greatly by her hard work and quiet humility.

**We will miss her laughter but we can smile that her fundraising acumen has left the school with a growing legacy.**

Sandy has been an elegant and spirited leader of the Lamplighter community, and we are thankful that her journey passed through our great institution."  
– Jennifer Karol, *Former Trustee and Chair of the Igniting Young Minds for a Lifetime of Learning Campaign*

"Sandy Diamond is a consummate professional and valued member of the Lamplighter community. The Advancement Office at Lamplighter is unmatched because of Sandy's leadership. The care and personal touch that Sandy displays to her team and our many volunteers is a model for building a strong community. I've known Sandy as a **lifelong learner**, and each year she spends time investigating the latest strategies so that she may employ them at Lamplighter. Sandy brings a sense of fun to any task and is **open to new ideas, which keeps the office fresh**. The Advancement goals that Lamplighter has attained during Sandy's tenure are the result of her diligence, our amazing faculty, staff, and Board of Trustees and her **love for Lamplighter**."  
– Joan Hill, *Head of School*

"Sandy has guided the Lamplighter Advancement department with **thoughtful and strategic leadership**. She exemplifies the team spirit that permeates Lamplighter's culture, and we feel fortunate for the dedicated focus she has instilled in our team, which we will continue to carry with us every day."  
– Cindy Connolly, *Associate Director of Annual Giving*

"Sandy is such an **inspiration and a valued member of the Lamplighter community**. She was always there to give advice and direction. She made such a positive impact on me personally and for Lamplighter as an organization. I know I will miss her as I am sure everyone else will as well. Temple has no idea how lucky they are."  
– Dana Rumbauskas, *2017-18 LPA Auction Chair*

"Working with Sandy has been one of the highlights of my time here at Lamplighter. Sandy's **attention to detail** makes her stand out in a crowd. There are certainly big shoes to fill for the next Director of Advancement, and we will all miss Sandy so much."  
– Marynell Murphy, *Director of Operations*

"There is no one, and I mean no one, who has **given their heart and soul to Lamplighter** like Sandy Diamond. I have never worked with someone with such **passion and dedication** in my life. I am lucky to call Sandy a friend and to have been able to work with her on the Land Campaign!"  
– Kirsten Kerrigan, *Former Trustee and Chair of the Lamplighter Land Campaign*

"Sandy Diamond has taught me everything I know about **thinking strategically**. She works through every initiative, every event, each committee meeting, every conversation well in advance and considers every detail."  
– Vicki Raney, *Assistant Head for Academics*

"The opportunity to work with and learn from Sandy is the secret bonus to volunteering through the LPA. Sandy is a model of professionalism, combining practicality and creativity in everything she does. Comfortable with change, constantly seeking new understanding and fresh approaches, **Sandy brings Lamplighter Spirit to every aspect of her work**. It was a privilege to be able to partner with her to engage and support our robust community."  
– Shannon Morse, *2015-16 LPA President and 2013-14 LPA Auction Chair*

"Sandy and I worked closely together for nearly 10 years. Our areas of Business and Advancement require a great deal of coordination. We were able to consider various scenarios while making sure we were following proper protocols and regulations. **We considered ourselves partners working for the good of the school**. There are so many things accomplished to be proud of in the Advancement area. My number one is the \$10 million Endowment which started small and was built up dollar by dollar under Sandy's leadership."  
– Elise Murphy, *Former Assistant Head for Finance & Operations*



# Barnyard Buzz

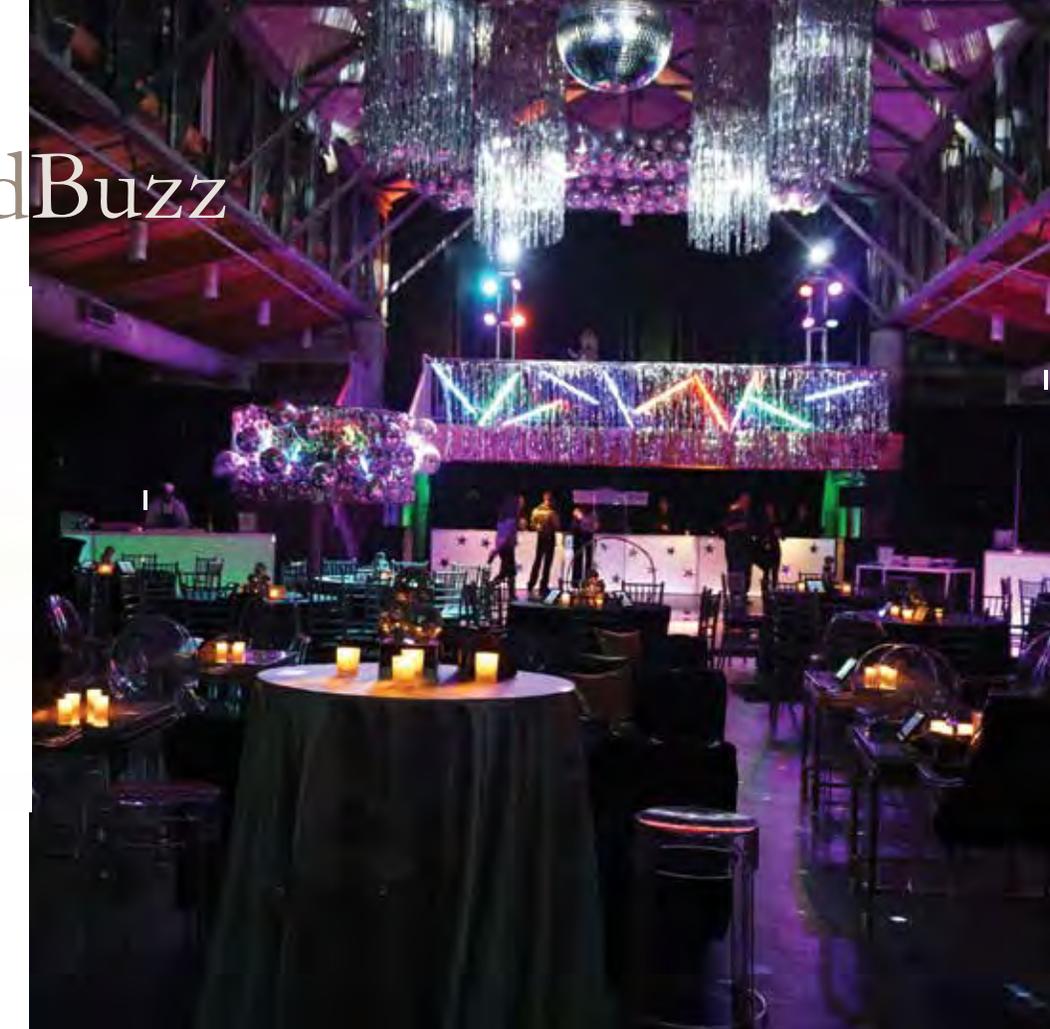
What's Happening Around the School



The Cook Gym at The Lamplighter School transformed into a disco dream come true! For one magical night, parents, trustees, faculty, and staff gathered to celebrate this year's annual Auction with a "Studio 53" theme, a nod to the School's founding date in 1953.

The annual Lamplighter Auction gala is a significant school fundraiser and is always one of the best community-building events of the year. Parent volunteers plan, produce, and promote a themed memorable Auction event each year. This year's "Studio 53" theme recreated the glittering nights at New York's Studio 54 nightclub of the late 1970s.

For the first time in history, the Lamplighter Auction event was held on the school's Inwood Road campus. The Cook Gym was converted into a pseudo nightclub, complete with disco ball, glitz, and glam associated with the iconic Studio 54. During the heyday of the 1970s nightclub, one could expect to encounter the likes of Diana Ross, Cher, Andy Warhol, Grace Jones, Bianca Jagger, Jerry Hall, Liza Minnelli, and countless others that danced the night away. Each night, the crowds in attendance never failed to don the most outrageous and



## DISCO FEVER

Parents' Association Presents "Studio 53" Auction Gala on campus to support Lamplighter's new state-of-the-art Barn

lavish looks, and evenings were always filled with surprises. Lamplighter's event strived to capture the spirit and enthusiasm of the historic Studio 54 with this year's theme.

Lamplighter's event began with cocktails, bites, and a silent auction with nearly 500 donated items up for bid. Once the Auction evening was underway, Lamplighter's Head of School Dr. Joan Buchanan Hill, dressed appropriately as Donna Summer, welcomed the enthusiastic crowd to the 2018 Lamplighter Auction. Hill introduced the Auction Committee members and thanked them for their extraordinary efforts in bringing the "Studio 53" event to life. But as the committee members were introduced, one key individual appeared to be missing. Then suddenly, to the surprise of the crowd, this year's Auction Chair Dana Rumbauskas appeared at the gym door on horseback. As all eyes turned to the

entrance, Rumbauskas rode into the event on a white horse, reminiscent of a famed evening in 1977 when Bianca Jagger entered Studio 54 on horseback.

This year's Live Auction offered 12 extraordinary packages including private dining with renowned chef Kent Rathbun, vacation homes in Telluride and Cabo San Lucas, an ultimate Tesla experience, concert suites, and unique sporting event experiences. Yet, as in years past, some of the highest bidding was not for diamond necklaces or around-the-world vacations but for student-focused experiences including "Come Fly with Us" and "Head of School for the Day." With the "Come Fly with Us" package, one lucky grade won the winning bid to travel as a class to iFly in Frisco, where each student will experience the feeling of free fall in the skydiving simulator followed by a group dinner at Kobe



Steaks and a dance party back at school. Fourth-grade parents bonded together to generate the highest bid so that each of the 56 “seniors” could celebrate this special experience together before they graduate to middle school in May. Parents cheered, and their students will soon embark on this memorable and unique experience.

Once the Live Auction concluded, guests made their way to the dance floor for chart-topping disco music with Lamplighter alum and alumni parent, DJ Lucy Wrubel, who ignited the crowd with favorites of the disco era to keep the celebration going well into the evening.

All funds raised at the Studio 53 Auction will support the pledge made by the Lamplighter Parents’ Association to name the School’s new state-of-the-art Barn that houses the chickens and the Lamplighter Layers Corporation, a business run by the fourth-grade students. The new Barn on campus officially opened last May during a ribbon-cutting ceremony and now supports the 47-year old student-run organization managed by the fourth-grade class.





## Dr. Lee Berger Returns

Paleoanthropologist and National Geographic Explorer-in-Residence Returns to Lamplighter and Announces New Discoveries

Lamplighter Kindergarten through fourth-grade students had the unique opportunity to participate in a special assembly with paleoanthropologist and National Geographic Explorer-in-Residence Dr. Lee Berger and his team of six “underground astronauts.” The visit to Lamplighter in October was part of the exploration team’s return trip to Dallas to announce their latest discoveries. Dr. Berger noted that the team “just came out from underground about two weeks ago, and this is the first time the full team has been together since 2013.”

Dr. Berger first visited the School during the Fall of 2015, shortly after his team discovered a new species of early ancestors, now known as *Homo naledi*, in South Africa. At the time of the visit, Lamplighter Lower Schoolers were the first elementary school students to welcome Dr. Berger and his team following the worldwide announcement of the new species. During the assembly, Berger surprised the audience when he announced that he was presenting to Lamplighter the very first skull cast of the South Africa *Homo naledi* find.

The Lamplighter community was thrilled to welcome Dr. Berger back to the school to learn about his team’s latest explorations and discoveries. Lamplighter Head of

School Dr. Joan Hill kicked off the assembly by introducing Lyda Hill, a long-time supporter of science exploration and of The Lamplighter School.

Berger began his remarks to the students by sharing the background on the expedition that led to the *Homo naledi* discovery and explaining how he originally recruited his exploration team. The process to recruit “underground astronauts” began with a Facebook advertisement, seeking “skinny scientists who were willing to travel to South Africa, work for free, and risk their lives.” Despite the daunting circumstances, many candidates applied and eventually six petite, educated, highly skilled women were selected to join Berger’s team. These women then spent up to eight hours underground each day, working in 100% humidity, risking their lives for the benefit of scientific discovery. The fossils discovered through this expedition were so plentiful that the team had to build a bigger lab and bring in more scientists from all over the world in order to keep up with the vast finds.

Berger then went on to share his team’s most recent discovery: the remains of another species, estimated to have lived between 250,000 and 350,000 years ago,

likely a relative to modern humans. The remains were discovered about 60 feet beneath the surface through a tiny hole only 7.5 inches wide, “about the size of a dollar bill,” explained Berger. As the crowd pondered the tiny space used to navigate the cave, Berger presented an image of the skeleton recently discovered and stated, “you are some of the first people in the whole world to see these photos.”

The culminating moment of the assembly, however, took place when Berger made his second surprise announcement to the School by informing the students that, on behalf of Lyda Hill, his team will present the School with a skeleton cast of his team’s most recent species discovery. Berger explained that the skeleton is not quite complete, but as the team excavates more fossils, they will send more pieces to Lamplighter in the years ahead.

Berger concluded his remarks by reminding students, “there are a lot of great things to be found out there. Everyone thinks the age of exploration is over, but it’s not! I want you all to aspire to be explorers, no matter what you do in your life.” Lyda Hill concurred and further helped inspire the students by reminding the youngsters that “we need more scientists to help do this!”



## Help for the Homeless

More than 40 Lamplighter third-graders arrived at school early one morning in January to assemble over 200 lunch bags and over 200 snack bags for Family Gateway, a nonprofit organization that provides supportive services to children and families affected by homelessness. Lamplighter families collected oranges, apples, juice boxes, granola bars, Goldfish crackers, dried fruit, bread, deli meat, and cheese to prepare meals and snacks for children in need. Sandwich-making is a third- and fourth-grade tradition at Lamplighter, and the students, along with several parents, generously volunteer their time and energy each year. The initiative is part of the Lamplighter Parents' Association's (LPA) annual community outreach efforts.

The effort was the second of two projects coordinated by the LPA to support Family Gateway during the 2017-2018 school year. Similarly, fourth-graders, together with their parents, gathered in November to assemble over 200 lunch and 200 snack bags, which were then delivered to Family Gateway.



## International Delight



Pre-K students “traveled the world” at the International Bazaar. Each class studied a country and prepared a country booth. All students served as country hosts as well as explorers, traveling the globe to get their passports stamped!





## Thompson Talks Friendship

Internationally recognized psychologist discusses friendship development, popularity, and social cruelty in childhood as part of Dolores Evans Speaker Series

On Monday, January 29, Lamplighter presented an evening with Dr. Michael Thompson, author of *Best Friends, Worst Enemies: Understanding the Social Lives of Children*. Dr. Thompson is an internationally recognized consultant, author, and psychologist specializing in children and families. His presentation in Dallas was part of the Dolores Evans Speaker Series, a unique program that Lamplighter offers to its parents, faculty, and staff, as well as the broader community, to bring thought leaders to campus.

In advance of his evening presentation to parents and area educators, Dr. Thompson first met with Lamplighter faculty members on campus to discuss “The Nature of Boys,” one of Thompson’s distinguished areas of expertise. He noted that boys’ innate wiring for “rough and tumble” play and “physicality” are often misinterpreted as “aggressive” play, and therefore leads to stereotypes that “boys are bad.” Thompson cited research that traditional elementary school education is “four-fifths based on language using verbal processing, an approach that, on average, favors girls.” Thompson provided guidance for the faculty members for communicating with male students using simple, direct, and concrete language. And, in some cases, Thompson advised teachers to eliminate spoken words altogether, suggesting gestures and other nonverbal cues as a more effective communication method.

Lamplighter fourth-grade students also had the opportunity to spend time with Dr. Thompson the day he visited the School. Thompson guided students through an open discussion about friendship, first asking the fourth-graders to come up with ten different definitions of the term. Many enthusiastic participants shared a variety of adjectives and explanations including “extraordinary,” “someone you can express your feelings to,” “someone you can trust

and who cares for you,” “someone who won’t judge you for what you look like,” and “someone who is loyal and truthful,” among others. Once the classmates generated a solid list of definitions and word associations with friendship, Thompson shifted the conversation to the notion of popularity. Not surprisingly to Thompson, students struggled somewhat to define popularity, a term commonly used among fourth- to seventh-grade students in countries across the globe. Thompson noted that in his experience in over 700 schools worldwide, students are commonly able to grasp and define the term friendship, yet struggle when asked about the concept of popularity.

**“Bullying is actually on the decline within schools, despite the fact that recent media coverage has driven awareness of this topic.”**

During the evening presentation, Dr. Thompson was introduced to the crowd of over 350 people by his “friend of over 60 years,” Mrs. Liza Lee. Lee, the former Headmistress at the nearby Hockaday School, described Thompson as “one of the most revered and respected in his field” and remarked that his “understanding, empathy, common sense, and humor were all evident when he was a child.”

Much of Thompson’s advice centered around the fact that kids spend the majority of their time with other kids, and that peer-based relationships, rather than the advice of adults, provide the most effective learning opportunities about social interactions. Thompson emphasized that peers are far more successful in teaching each other valuable lessons of effective communication, modulating aggression, sexual socialization, moral values, and a

sense of self-worth than the efforts of their parents and other adult counselors. Given this insight about social relationships among children, Thompson recommended, “85% of the time, you’re best staying out of your child’s social life.” Rather, he advised parents to “listen, empathize, and always ask before giving any advice to your child about their social relationships.” In the case of the other 15%, Thompson detailed the exception to this approach in cases where children are unable form friendships with peers in their current environment. In these instances, parents, teachers, and other supervising adults may need to intervene to help the child find an environment better suited to his or her interests and personality. This may be at another school or even a summer camp that provides a forum for the child to connect with peers with a common interest or skill. Thompson followed up this account by noting that bullying is actually on the decline among schools, despite the fact that recent media coverage has driven awareness of this topic. At times, parents misinterpret ordinary conflict among children as bullying, when in fact the issues can be resolved successfully without the need for serious concern or adult intervention.

Thompson concluded his presentation with a reminder to parents that “we can’t choose our children’s friends,” and advising parents that “you don’t have to monitor your child’s social behavior, but you do have to monitor their mental health.” When he opened the floor to more questions, one inquiry focused on the impact of social media and its effect on social relationships among school-aged children. Perhaps surprising to some parents in the audience, Thompson asserted that he does not see a dramatic change in the nature of adolescent friendships due to the rise of social media. Although social media provides a new format for communication among youngsters, the same lessons about friendship still prevail in the online forum.



## WAGONS HO!

Lamplighter second-graders experienced life on the Oregon Trail, circa 1855. In January, the playground was transformed into the Oregon Trail, complete with landmarks and hardships. Students dressed in pioneer clothing, including prairie skirts, bandanas, boots, and cowboy hats. The journey ended (on the other side of the Ring Road) with a feast on homemade recipes prepared by the students.

Second-graders had been preparing for this journey throughout the first semester of school. This culminating event was the result of integrated study of the pioneers involving literacy, math, science, social studies, music, and art. Here are some of the fun ways the second-graders learned about pioneers in their cross-curriculum studies:

**Pioneer Math** Pioneer families packed their wagons with tools, food, household items, and personal items. Each item was measured in BWU (Bulk Weight Units). A BWU represents a combination of the item's size and weight. The pioneers were only allowed to pack 2,000 BWUs in each of their wagons.

**Pioneer Science** Students collaborated on science and math lessons by cooking items to prepare for their journey. They jarred pickles, made cornbread and butter, and dehydrated fruits to learn about food preservation.

**Pioneer Literacy, Art, and Geography** Students prepared for the journey by completing diary entries, a self-portrait, and trading buttons with other travelers. Students also sang authentic pioneer songs and made maps of the Oregon Trail. Classes also read *Dear Levi*, an historical fiction chapter book based on accounts of traveling on the Overland Trail in the 1850s.

**Pioneer Social Studies** Students designed and created "Go West" posters to persuade others to travel along for land, gold, money, and to seek a new life. Second-graders studied the history and formation of important landmarks and milestone locations along the way.

Pioneer families packed their wagons with tools, food, household items, and personal items



## EDUCATORS' SUMMIT

Lamplighter Hosts Joint Faculty Meeting  
for Dallas Area Independent Schools



The Lamplighter School hosted a crowd of nearly 250 educators and administrators from 12 Dallas-Ft. Worth area independent schools for a chance to network and hear from thought leaders in the field of education in February. The event presented the opportunity to learn the latest trends in education from the President as well as the Chief Innovation Officer of the National Association of Independent Schools (NAIS), an organization serving more than 1,800 schools and associations worldwide.

The event kicked off with a celebration of local independent school leaders who are retiring or moving on this year from their current roles. The first to be recognized was Rhonda Durham, the outgoing Executive Director of the Independent Schools Association of the Southwest (ISAS), a nonprofit member organization serving independent schools in Texas and nearby states. Praise for Durham's work acknowledged her ability to create a "culture of inclusiveness," her rigor in preaching "good governance," and her success in leading schools in the region to become national leaders.

Durham's successor as Executive Director of ISAS will be Scott Griggs, the current Head of Greenhill School. Griggs was honored for his service to the Dallas independent school community, along with Meredyth Cole, outgoing Head of The Episcopal School of Dallas, who will transition to a new role this summer as Head of The Lovett School in Atlanta, Georgia.

Following the celebration of local leaders, David Dini, Head of School at St. Mark's School of Texas, introduced the event's special guests from the National Association of Independent Schools. First to speak was Donna Orem, President of NAIS, who presented the topic of "Managing the Polarities of Stability and Change." Orem began by referencing key trends that will impact the field of K-12 education including the aging population, new patterns in where families live, and educational debt. Orem noted the impact of such trends including a decline in spending on children's programs, a

change in the types of schools families choose, and a possible increase in the demand for educational financial aid. Further, she emphasized that the emerging generation is very concerned about education and how it is supported and funded. Yet while technology is "disrupting" a number of industries including education today, the "power of teachers and technology combined has the ability to provide the best possible education for children." Orem concluded with inspirational words for the crowd of educators noting, "technology can free up teachers to focus on what they do best," referring to the social-emotional aspect of learning.

Next to address the audience was Tim Fish, Chief Innovation Officer of NAIS. Fish began by engaging the crowd with round-table conversations about the "thriveabilities" that great teachers have now and will need to possess in the future. Small groups brainstormed and discussed these qualities with one another, drawing upon the vast years of education experience in the room. Fish then shared his top five "thriveabilities" that he believes will have the biggest impact going forward: expertise, compassion, collaborative spirit, design ability, and passion to learn.

In his role at NAIS, Fish visits schools all over the country, observing spaces that schools deem "innovative." In these visits, his most notable observation is that the "teacher is often not visible." Rather, students appear to experience optimal learning opportunities when teachers simply "get out of the way." Fish went on to emphasize the high-quality results that students can achieve when educators and administrators pose challenges and provide resources but leave the problem-solving aspects up to the students. Fish wrapped up his remarks with advice for teachers to continue to think about how to "design challenges that help kids discover," but also think about how to step back and let students thrive.



Front row, left to right: Rebbie Evans, The Winston School; Gretchen Kane, Ursuline Academy of Dallas; Roger Perry, Lakehill Preparatory School; Tim Fish, Chief Innovation Officer, National Association of Independent Schools; Joan Hill, The Lamplighter School; Rhonda Durham, Executive Director, Independent Schools Association of the Southwest; Suzanne Stell, Shelton School

Back row, left to right: Eric Lombardi, Ft. Worth Country Day School; David Dini, St. Mark's School of Texas; Bertrand Ferret, Dallas International School; Scott Griggs, Greenhill School; Karen Warren Coleman, The Hockaday School; Dave Monaco, Parish Episcopal School. Not pictured: Mark Crotty, St. John's Episcopal School

## IN MEMORIAM



### **Daniel Wolford Cook III** 1935 – 2018

Life Trustee Daniel Wolford Cook III passed away early this year after a long illness. Mr. Cook served as a Trustee of The Lamplighter School from 1987-2003. During this time, he served on the Executive Committee from 1994 -1999. In 2003, he was named as a Life Trustee. Dan and his wife, Gail, were strong supporters of Lamplighter for many years. The Cook Gym was named for Dan Cook in 1995. All five of Dan Cook's children attended Lamplighter: Daniel '76, Chad '77, Cherie '79, Corbin '89, and Heather '90. Two of his grandchildren, Sarah and Adam, also attended Lamplighter.



### **Marilyn Corrigan** 1929 – 2018

Early this year, Marilyn Corrigan, mother of Lamplighter alum and Life Trustee David Corrigan '68, passed away. The Corrigan family has been close to The Lamplighter School almost since its founding. In addition to her son, David, her daughter, Alice Corrigan, and four grandchildren, John Livingston, Margaret Livingston, Allen Corrigan, and David Corrigan, all attended Lamplighter. Mrs. Corrigan supported numerous and meaningful causes; among those was Lamplighter. She will be missed in our school's community.



### **Andrew Unterberg** 1976 – 2018

Former Lamplighter student Andrew Unterberg passed away unexpectedly in March this year while vacationing with his wife, Alana. During the summer of 2015, Andrew participated in a Lamplighter alumni gathering in New York City. As part of the alumni event, Andrew provided beer from his brewery, Threes Brewing, in Brooklyn, New York. The event provided a fun way for Lamplighter alums living in New York to reconnect outside of Dallas. Lamplighter extends condolences to the Unterberg family.



## GRADUATES ON THE GO



### COME TOGETHER! HABITAT FOR HUMANITY COLLABORATION WITH ST. MARK'S AND HOCKADAY

Volunteers from the St. Mark's and Hockaday Community Service Programs have dedicated hundreds of hours to building homes with Habitat for Humanity over the years. The families who receive the homes put in their own "sweat equity" working alongside students and parents during the construction. Since 2007, 11 homes have been built on Homeland, Bickers and McBroom Streets in the Los Altos neighborhood in West Dallas.

Lamplighter alumni and alumni parents working together on a Habitat for Humanity building project in West Dallas. Left to right: Jake Yarckin, Shea Castleman, Isabella Shadle, Penelope Piccagli, Katherine Pollock, Karen Pollock, Charlie Rose, Catherine Rose, Amelia Brown, Sophie Gilmour, Stacy Piccagli and Sarah Weinberg

### 2000

**Lindsay Dolan '00** married Kolby Hanson on May 27, 2017 in New York City. Lindsay and Kolby are both doctoral candidates in political science at Columbia University working on their dissertations.

**Rebecca Rochelle '00** is attending Roger Williams Law School in Rhode Island where she is in her second year. Rebecca was recently engaged to Aaron Costello and is busy making wedding plans.

### 2005

**Laura Chilton '05** graduated from UT Austin in May 2017. Currently she is attending Duke University working on a Master's of Management Studies and will graduate in May. After graduation she will work for Ernst & Young as a consultant in the Dallas office.

**Kayla Ellis '05** graduated from the University of Washington in the spring of 2017. She is currently attending Seattle University pursuing a Master's Degree in Teaching. Her dream is to be a middle school science teacher.

### 2008

**Tucker Drew '08** is now a freshman at the University of Oxford where he is studying Linguistics and Philosophy. He graduated from Phillips Academy (Andover, Mass) last year. He is busy giving tours of Oxford and is really having fun living as an expat. He will spend this spring in South Korea continuing his Korean language studies.



Tucker Drew '08

## 2010

**Anna Cramm '10** is a senior at Shelton and plans to attend Iowa State University in the fall. She has had a busy senior year, including being captain of the cheer team, competing with her team at Cheer Athletics, and preparing for college cheer tryouts at Iowa State in May. She was awarded First Team All-State at Cheer TAAPS competition in Waco this past December.



Anna Cramm '10

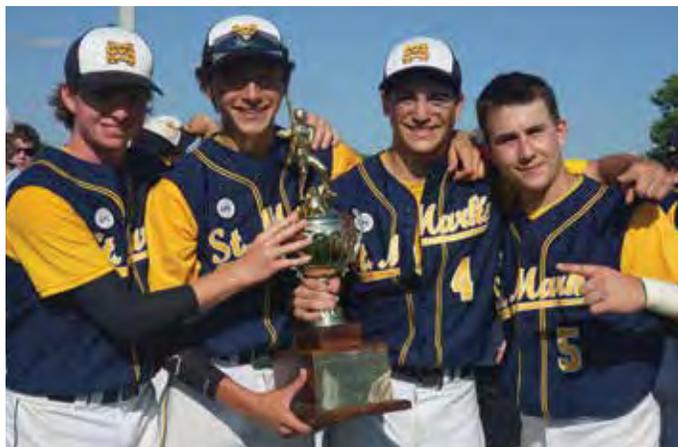
**Sarah Hodgson '10** is a senior at Hockaday and a National Merit Semifinalist and National Spanish Exam Gold winner. Sarah returned to Lamplighter frequently this school year as one of the Chairs of the Young Alumni Car Wash.



Sarah Hodgson '10

**Bailey May '10** is a senior at Parish Episcopal School where she is president of the Latin Honor Society, Captain of the JV Volleyball team, and Treasurer of Mu Alpha Theta. Bailey loves being a peer counselor, Admissions Ambassador, and a member of Judaic Culture Club, and she plays the violin. She is also on the Vickery Meadow Teen Board and is a member of the Junior Symphony Ball of Dallas and volunteers with McShan Reads.

**Reece Rabin '10** is a senior at St. Mark's. Reece recently committed to play baseball at Princeton University next year. He is a National Merit Scholarship Finalist.



Reece Rabin '10, third from left holding trophy.

**Matthew Toudouze '10, Alex Rose '10, Cal Rushton '10, Gregory Toudouze '10** at SPC 2018 Soccer Tournament in Houston, pictured left to right.



**Emma Cabrales '10** was named Homecoming Queen at The Episcopal School of Dallas 2017 Homecoming.



Emma '10 and Atticus '11 Cabrales

## 2011

**Isabella Shadle '11, Colin Neuhoff '11** (St. Mark's), **Penelope Piccagli '11, Shea Castleman '11** enjoyed the evening at St. Mark's Homecoming.



## 2012

**Griffin Benners '12** is a sophomore at Greenhill. He plays for the varsity volleyball and soccer teams. His volleyball team took first place. Griffin is looking forward to working with campers this summer at Greenhill summer camp.



Griffin Benners '12

**Piper Drew '12** is a sophomore at Phillips Academy in Andover, Mass. She loves sewing and fashion design. She designed the costumes for the most recent school musical.



Piper Drew '12

## 2015

**Jackson Benners '15** is in seventh grade at Greenhill. He plays water polo for Trident, the St. Mark's club team, and the recently formed DFW team, Pegasus. He is in the USA Water Polo Olympic Development Program and will play in Romania and at the National Junior Olympics this summer.



Jackson Benners '15

## 2016

**Kate Eastin '16** is in sixth grade at The Episcopal School of Dallas where she plays soccer, basketball, and volleyball. She also plays club soccer with Sting. She loves spending time with her friends and has kept up with her best Lamplighter friends.

**Sterling Ratan '16** is entering her second season with the Elite Club National League soccer team, D'Featers '05. She is also involved with the National Charity League and the North Texas Food Bank. In her spare time, she is enjoying modeling. She has all A's at McCulloch Intermediate School and is known as a queso expert. Sterling is still best friends with two Lamplighter classmates, Kate Eastin and Alex Rees, despite attending three different schools.



Sterling Ratan '16

**Alex Rees '16** is in sixth grade at Parish Episcopal School where her favorite class this year is Humanities. She also enjoys playing sports such as soccer and lacrosse. She plays club soccer with Sting and gets to travel to out of town tournaments with her team. Alex is looking forward to first term at Camp Longhorn this summer (her fourth year) where she enjoys her camp friends, Blob, and swimming. She has two sisters, Gabriella '14 and Sofia '19, and two Labrador retrievers.



Lamplighter BFFs: Kate Eastin '16, Sterling Ratan '16, and Alex Rees '16

## THE HOCKABOTS

**Sophia Yung '14** and **Stella Wrubel '16** competed with their five-girl Hockaday middle school robotics team – “The Hockabots” – at the First Lego League (FLL) North Texas Championship on February 3. The Hockabots won the First Place Championship Award for achieving excellence and innovation in both the Robot Game and Project beating more than 500 teams who were competing! The team qualified for the state championship after advancing through two weekends of qualifier and super-qualifier competitions (winning the best Robot Design award out of 40 teams in the first round). In the super-qualifier round, Sophia and Stella’s team won the Referee Award – an award given to a team that stood out to the referees for its poise, energy, competence, and confidence. Out of 600 teams, only 60 advance to the championship round. The girls performed well in all areas of the competition (robot game, robot design, and core values) and have brought their Lamplighter Spirit to STEM at Hockaday. The team will go on to compete at the World Championship in Houston later this spring. The duo recently visited Lamplighter and shared their passion for robotics with the fourth-grade class.



## PUBLISHED AUTHOR

**Alexis Clark '86** is an Adjunct Assistant Professor at Columbia Journalism School in New York, NY. Alexis has a book coming out on May 15 titled, *Enemies in Love*. The book chronicles the true story of a black army nurse who falls in love with a German prisoner of war in Arizona during World War II. *Enemies in Love* uncovers the history of the German soldiers detained in the U.S. during the war and the experiences of the black nurses tasked to care for them. Alexis originally wrote about this story for the *New York Times*.



### Alums!

We want to hear from you! Email [advancement@thelamplighterschool.org](mailto:advancement@thelamplighterschool.org) by August 1, 2018 to submit entries for the “Alumni Now” section of the upcoming Fall 2018 LampPost. Contact us any time to schedule a visit.

And be sure to FOLLOW us:



## CALLING ALL YOUNG ALUMNI!



### 8TH ANNUAL LAMPLIGHTER YOUNG ALUMNI CAR WASH

**SATURDAY, MAY 12  
11:00 A.M. - 1:00 P.M.**

#### *Volunteers Still Needed!*

Young Alums (fifth grade through high school seniors) from across the city will head back to our first alma mater on May 12 to wash cars, raise some money, and reconnect with friends. We want you to join us!

#### *Sponsor Opportunities!*

Do you have a company or local business that would be willing to sponsor the Car Wash? Let us know!

#### *Contact*

Sarah Hodgson, Car Wash Co-Chair  
[shodgson@hockaday.org](mailto:shodgson@hockaday.org)  
214-766-3448

Katherine Pollock, Car Wash Co-Chair  
[kpollock@hockaday.org](mailto:kpollock@hockaday.org)  
214-862-6344

#### The 2018 Lamplighter School Young Alumni Car Wash Committee

##### **Committee Co-Chairs**

Sarah Hodgson  
The Hockaday School

Katherine Pollock  
The Hockaday School

##### **Committee Members**

Caroline Anderson  
Greenhill School

Dulany Bloom  
Greenhill School

Jack Bovard  
Greenhill School

Ryan Brown  
The Hockaday School

Shea Castleman  
The Hockaday School

Anna Cramm  
Shelton School

Isabella Dickason  
Parish Episcopal School

Sophie Gilmour  
The Hockaday School

Quinn Graves  
Greenhill School

Eva Newberger  
Parish Episcopal School

Hanna Newberger  
Parish Episcopal School

Penelope Piccagli  
The Hockaday School

Alex Rose  
Greenhill School

Thomas Rowley  
Greenhill School

Avery Savage  
The Hockaday School

Isabella Shadle  
The Hockaday School

Jacob Staveteig  
Parish Episcopal School

Campbell Swango  
The Hockaday School

Katherine Swango  
The Hockaday School

Gregory Toudouze  
Greenhill School

Matthew Toudouze  
Greenhill School

Samantha Ward  
Parish Episcopal School

Stella Wrubel  
The Hockaday School

## THEY'VE GOT SPIRIT

Lamplighter honors alumna  
Leslie Philipson Krakow '69  
and former Assistant Head for  
Finance and Operations  
Elise Lockett Murphy



As a culmination to the School's annual Alumni Days, Lamplighter celebrated its annual Spirit Award Luncheon on Friday, February 23. The event took place on campus and honored two women who embody the spirit of Lamplighter. The Lamplighter Alumni Association presented Leslie Philipson Krakow '69 and Elise Lockett Murphy with the 2018 Spirit Award in a gathering of over 100 guests including faculty, staff, alumni, current parents, and friends of the school.

Leslie Philipson Krakow is a Lamplighter alum whose love for the school shines through in every way. Krakow believes that you give back to the institutions that have given to you, and she has certainly accomplished that at Lamplighter. Most recently, she served as Head of the Architectural Search Committee for the

Igniting Young Minds Campaign and engaged award-winning architect Marlon Blackwell to design the school's Innovation Lab and new Barn.

Judy Gass, former Lamplighter Head of School, provided remarks to celebrate Krakow, describing her as "the most diplomatic, engaged, thoughtful person in the room" and "one who leads in the most gracious way." Gass went on to describe Krakow's long-term commitment to Lamplighter, noting she is "the embodiment of a lifelong learner" and is "mission-driven in everything that she does." Following Gass's remarks, Krakow's sons, Ben '08 and Eli '10, took the stage to honor their mother and express their gratitude "not only for her hard work, but also for the lifelong friendships that we have because of Lamplighter."

Krakow then shared her personal reflections of her days at Lamplighter, noting, "I loved coming to school... EVERY day!" recalling special traditions such as square dancing, playing the ukulele, and participating in French plays. She had the opportunity to see the same joy in her sons that she experienced as a Lamplighter student as they attended from Pre-K through fourth grade, taking part in many of these same traditions over 30 years later.

The other recipient of the 2018 Spirit Award, Elise Lockett Murphy, served for 20 years as the Assistant Head for Finance and Operations at Lamplighter. Murphy was instrumental in establishing Financial Aid for Lamplighter families during her tenure at the school. Locally and nationally, she trained and inspired Business Officers in the areas of best practices and fund



accounting. Over the years, she touched the lives of countless students, parents, faculty, staff, and Board members at the school.

**“Lamplighter is not just a place to work, it’s a place where you can see the joy of learning with every girl and boy.”**

Peggy Carr, a longtime friend of Murphy’s for over 35 years, provided remarks to celebrate the honoree. Carr first highlighted Murphy’s recent recognition as the National Business Officers Association “Unsung Hero Award,” an honor bestowed on business officers “who have made extraordinary contributions to their schools

and exemplify exceptional integrity, knowledge, and motivation.” She went on to describe Murphy as “loyal, ethical, and a consummate professional.”

When Murphy took the stage for her remarks, she joked, “as a financial person, this will be short and succinct!” Murphy went on to reflect on her time at the school, recalling her most cherished time as an advisor for Lamplighter Layers, the school’s student-run egg-selling organization managed by the fourth-grade students. She emphasized that “the most important aspect of a school is the students,” and “you haven’t seen anything until you watch a 10-year-old navigate an Excel spreadsheet!” She concluded by saying that “Lamplighter is not just a place to work, it’s a place where you can see the joy of learning with every girl and boy.”

“Through volunteering together, we build a stronger and more vibrant Lamplighter community that enhances the educational experience of our children.”



Dear Lamplighter Families:

As I was driving down the road over spring break, I saw a billboard that stated “You were born an original. Don’t die a copy.” It struck me that this is not only the mantra for Lamplighter but also for the Parents’ Association. This school encourages our children to be themselves, to think for themselves, and to be the kinds of friends who allow others to be themselves. Our Parents’ Association is set up with these same objectives in mind. I’ve seen so much creativity and leadership this year within the LPA that it astounds me. From superheroes marching our children into the Lamplighter Carnival to the transformation of the gym to look like Studio 54, our LPA will always be defined as an original.

Lamplighter runs on volunteer power. Through volunteering together, we build a stronger and more vibrant Lamplighter community that enhances the educational experience of our children. What makes Lamplighter such a special school, in addition to the incredible dedication of the faculty and staff, is the commitment of parent volunteers. Our community of parent and grandparent volunteers dedicated over 2,000 hours of volunteer hours to the Lamplighter School this school year.

It has been an honor to serve as this year’s LPA President. Starting last spring, the LPA committees began planning for the upcoming year’s events and activities. Recycle, reuse, and streamline were the goals of this year’s LPA Board. We found ways to recycle through the Carnival Committee’s innovative approach to

partner with recycling companies that could turn our leftover fun into 1.5 tons of recycling material that could be converted into energy to power a home for a year! We then found ways to reuse by collaborating with all committees to decrease overall spending. Finally, we focused on streamlining our technology by moving our volunteer platform to Sign Up Genius, spearheaded by the genius of our Volunteer Chairs Abbey Ahearn and Elizabeth McNeil.

Over the summer, our hardworking team of New Family Coordinators, chaired by Jaime Walkowiak, Jorie Wages, and Aimee Whitaker, held playdates to welcome our new families into our community. The Spirit Store committee, chaired by Janel Perez and Courtney Case, spent the summer creating and designing the spirit wear that is loved by all. Mary Nix, the energetic President-Elect, kicked off the school year by hosting the annual Intake Conference where the LPA Board hosts tables for parents to view and volunteer for all upcoming activities.

In October, Lamplighter celebrated the 64th Annual Carnival chaired by Margaret Morse and Amy Puig and their capable committee. It was a true Superhero event that included rides, activities, souvenirs, delicious food, and culminated with the much-anticipated Senior Jacket Ceremony on the Lamplighter hill.

Lamplighter’s Media Center Open House, chaired by Kelly Smoyer and Elisha Scott,

ushered in the season of giving. It was a festive day of donating books in honor of our beloved faculty and staff to restock our library. The day concluded with a concert led by Lamplighter student musicians which reached all-time attendance levels as our students entertained our community.

Our LPA commitment to giving continues through our Community Outreach program, chaired by the big-hearted pair Stephanie Kirkham and Tracy Roybal. This committee continues to strengthen our relationship with our Commit! partner schools through book drives and donations, while also facilitating meaningful service projects for our third- and fourth-graders by providing meals to Family Gateway.

Cultural Awareness Chairs Heather Bonfield and Louise Vigeant worked with the Lamplighter faculty to enrich the Pre-K students’ study of Mexico with puppets from the Dallas Puppet Theater in a splendid performance of “Fiesta Mexicana” which delighted everyone in attendance. In the spring, students in the third and fourth grade were thrilled to experience and make Spanish food to deepen their knowledge of the Spanish culture during Hispanic Heritage Month.

The hard-working team of Ellen Oeschger, Paige Kuchler, Megan Ratcliff, and Allison Williams chaired the Faculty and Staff Appreciation Committee. They served theme-based lunches once a month to the faculty and staff, filled the snack jars with goodies provided by the generous



Board Members of the 2017- 2018 Lamplighter Parents' Association

Lamplighter community, and created a “spa” for Valentine’s Day including massages, snacks, and drinks for our beloved teachers.

The Friday Lunch committee served over 10,000 meals to our children under the dynamic leadership of Friday Lunch chairs Joe Urso and Amy Weselka, along with their team of dedicated volunteers. This LPA committee also served pizza and healthy salads to faculty and staff to fuel them throughout the year.

The team in charge of our social calendars was led by the amazing Auction Chair, Dana Rumbauskas, along with her remarkable co-chairs: Stephanie Fine, Nicki Johnson, Tiffany Wilmer, Eric Loehr, Emily Clarke, and Justine Pokorski. The Studio 53 Auction was a night of smashing success featuring disco balls, delicious food, music by DJ Lucy Wrubel, irresistible auction items coveted by all, and a surprise appearance by a white horse! This team’s dedication to Lamplighter didn’t stop at Auction. They hosted spectacular events throughout the year including Mom’s Bingo Night, Around Manhattan Parents’ Social, Snow Day, Dad’s Casino Night, the first ever Daddy Daughter Dance, and Splash Day. All proceeds from these events generated more than \$380,000 to benefit the Igniting Young Minds for a Lifetime of Learning Campaign. The LPA’s social activities would not be complete without Donuts with Dads and Popsicles with Pops coordinated by Michael Stern, the Dads’ Coordinator Chair.

Working throughout the school year to keep us informed was our enthusiastic team of grade-level coordinators: Cindy Hanson, Corinne Hufft, Kim Henley, Janelle Pinnell, Lori Bennett, Ashley Coker, Ali Robins, Erin Calaway, Katie Aisner, Heather Deskins, and Elayna Erick. This group of committed parents answered our questions, coordinated children and parent parties, and filled our inboxes every Sunday with information from the school. Melissa Nivens and Jennifer Brylowski, the steadfast Memory Book Chairs, also worked throughout the school year to gather fourth-grade memories for our beloved Lamplighter Yearbook.

As the end of our school year was coming to a close, the dynamic duo Margee Hocking and Marylene Leogier sent us on a tour around the world as they chaired the much anticipated International Night event. Children and parents visited countries from around the world while getting their passports stamped, sampling savory foods, and watching a talented team of international performers entertain all in attendance.

Special appreciation goes out to the following volunteers who help keep the LPA running smoothly all year. Their work is invaluable to the LPA: Treasurers, Dan Fine and Arun Meyyappan; Secretary, Kristen Phillips; Communications, Lisa Kirby; Technology, Zi Lichliter; President Advisor, Brenna Lambert; and President-Elect, Mary Nix.

The LPA has been successful due to the help and encouragement from the leaders of Lamplighter. Dr. Joan Hill and the Lamplighter staff have been supportive of all the LPA activities. Sandy Diamond, Director of Advancement and Taylor Good, Parent Relations Coordinator, were invaluable members of the team that brought all the LPA endeavors to fruition. I am grateful to these leaders and the LPA families for all you have done for the LPA this year.

As my time at Lamplighter is coming to an end, I feel nostalgic about all the memories I’ve had at this wonderful school. It seems like yesterday when I was walking my little ones down the hall, holding their hands, and encouraging them to go on their first Lamplighter playdate. As the parent of a now Senior about to do his last “Hug ‘Em Out,” I want to thank this wonderful school that has given knowledge, confidence, and the gift of loving to learn to my children.

Sincerely,

Sunny Knocke



**THANK YOU!**

## The Lamplighter School 2017 - 2018 Annual Fund

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