



MAC KINTOSH ACADEMY



2019/2020
Annual Report

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Mackintosh Academy

nurtures the keen minds and compassionate hearts of the gifted child in a responsive and caring community of learners. Our students mature into confident, healthy human beings inspired to contribute to a world that needs them.





From the Board

The 2019/20 school year began with aspirations and visions coming to fruition, most especially the work on building a major Mackintosh campus expansion. As Mackintosh Academy serves as a beacon for gifted learners in the Denver metropolitan area, we needed to make more room for prospective students to join our community. In recent years, we have had to turn prospective students away because we had reached our facility's capacity limits.

The 19/20 school year witnessed a major step forward toward realizing that dream of extending our reach by constructing a new theater, art space, community kitchen and an office area for our learning specialist and school counselor, thus freeing up classroom space to allow for additional instructional areas. Though a ceremonial groundbreaking was held at the end of the 2018/2019 school year, the ground was actually "broken" in August 2019 and the final building permit issued in October.

Generous donors from our Mack community followed the Board of Trustees and school administration, investing in a capital campaign fundraising effort to support this major expansion. Our marvelous new space opened in the fall of 2020.



With Mackintosh Academy's committed and exemplary leadership team and faculty, we will continue Eve Mackintosh's legacy of offering a learning haven for gifted students. ■

A handwritten signature in black ink that reads 'Stephanie Gill-Kelly'.

Stephanie Gill-Kelly, Chair
Board of Trustees

A handwritten signature in blue ink that reads 'Keely Bostock'.

Keely Bostock, Co-Chair
Board of Trustees

Pictured above: Head of School Diane Dunne and Board Vice-Chair Annie Slothower pose in front of the new entrance to the gym building.

Head of School Report

Every year in this Annual Report, we endeavor to recount the story of the previous school year. When we started school in August 2019, we could not have imagined the story that lay ahead of us. Nor could we have imagined the time, energy, creativity, courage and resolve, demanded of all of us, to address the challenges we would face. But knowing the soul of our school community — students, staff, board and parents — there really is no surprise that we continue to move forward, writing our own story and coalescing to address those challenges. Mackintosh Littleton is thriving, not just surviving, during a difficult time that has extended from February 2020 through to today.

How to organize an annual report that captures the productive but bifurcated school year of 2019/2020? If you attended our Annual Meeting last March, you know that 2020 marked the end of our strategic planning cycle and that the plan was structured around four key areas: **People, Program, Place and Prosperity**. As we launch a new strategic planning initiative this year, it makes sense to utilize those key areas or pillars in this report. I will add a separate section addressing the coronavirus pandemic, so I can highlight but also rightfully quarantine my report on our work in addressing this challenge. It is part of last year's (and this year's) story but definitely not the whole story.

People

At the start of the 19/20 school year, we welcomed our first counselor on staff, enhancing our support for the social-emotional needs of our gifted students. With social-emotional learning classes and consultation with faculty, Dr. Henricks helped Mack enrich its “whole-child” focus. Faculty engaged in ongoing professional development aimed at sharpening their skills in inquiry-based teaching and learning, IB training, concept-based math, and understanding giftedness. Each teacher participated in an annual goal-setting process to improve their practice as educators. They also engaged in a team-based self study for the ACIS (Association of Colorado Independent Schools) accreditation visit originally scheduled for the spring of 2021 but now postponed to 2022. This study not only involved teachers in reviewing educational practices but also expanded their understanding of governance and administrative structure and practices.



Counselor Dr. Lillian Henricks joined the Mackintosh staff at the beginning of the 19/20 school year.

Mackintosh increased its focus on equity, diversity, and inclusion by participating in the ACIS-sponsored Colorado Diversity Network and by incorporating faculty professional development in these areas.

Parent Council continued its winning ways. They commandeered car line on Wednesday afternoons to free up teachers for faculty meetings, organized very successful Mack Connections or Dining for Dollars initiatives, and focused parent involvement in many meaningful ways to support teachers and the school. Our grands braved slippery board-covered pathways leading to a gym hemmed in by construction to attend our annual Grand Event. Parent Council's efforts culminated in a tremendously successful Mack Event, an online community gathering and fundraising event in May. In record numbers, parents attended last year's Annual Meeting in the gym and toured the under-construction (and unheated) sections of the arts expansion with Board of Trustees members as tour guides and expressions of *This is so cool!* And when they weren't wearing hard hats and guiding parents through the construction site, our trustees were busy steering the Mackintosh ship toward long-term sustainability and fulfillment of our mission.

Students remain at the core of this people category, of course. Their enthusiasm and commitment to learning, encouraging and enjoying each other, and their resilience and flexibility were palpable on campus and later during MackFLEX online classes. And their commitment to our green initiatives continued unabated with collecting and organizing glass and plastic at car line, hoisting daily air quality flags, and adhering to the motto — reduce,

reuse and recycle. Even the pandemic could not totally deter our activities as we held a virtual Earth Day assembly and devoted ourselves to green activities all that week.

Program

There is no way to depict adequately the wealth of the Mack program in such a condensed report. Weekly teacher updates and bi-weekly newsletters provide a more detailed view, but our students' embrace of inquiry-based teaching and learning tells the real story: PreK students studying the moon and creating original calendar charts; kindergarteners tackling big picture mathematics; first and second graders exploring ecosystems, plants and interdependent relationships; third and fourth graders reprising their bi-annual Colonial Days; fifth and sixth graders creating *nichos* that were displayed in the Museo de las Americas; and seventh and eighth graders producing an online version of Romeo and Juliet, complete with original music. Wow, as parents often remark, *I wish I could have attended a school like Mack!*



A *nicho* celebrating the life and contributions of our founder, Eve Mackintosh. The *nicho* was on display at Denver's Museo de las Americas.



Our teachers extended their teaching to parents by leading Parent Education Events, and administration improved its own leadership skills by assessing the programs of other IB and ACIS schools.

Place

The entire school year was about balancing the frustration of permit- and weather-related delays with the absolute excitement of seeing our new arts expansion literally rise from the ground. Children signed their names and wrote messages on the studs, and both parents and students penned hopes for the future to be placed in a time capsule in the new entryway.

While occupancy would wait until October of 2020, we were already planning and dreaming about what this new addition would mean for us: a raised stage with sound and lighting systems, a visual arts space with easy outdoor access, a serving kitchen, and so much more, as well as the capacity to serve more gifted learners.

Prosperity

While students, curriculum, and teaching approaches are absolutely key, the financial health of a school allows them to exist and also builds and maintains the physical setting where school magic happens. As you will see in the

Admissions and Development sections of this Annual Report, we have been steadfastly building strong enrollment and a culture of philanthropy, both absolutely critical for the success of any independent school. We are grateful every day for your faith in us represented by that growing enrollment and giving.

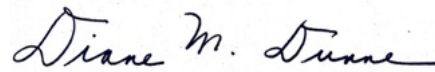
Coronavirus

The health crisis that was already gripping the world descended upon us mid-March, 2020 when we closed our campus through the end of the 2019/2020 school year but opened, maybe even wider, the doors of teaching and learning through which we reached out to our students. Out of necessity was born our MackFLEX program, a gold-standard approach and curriculum for online education. Many people worked to make this a reality, but special recognition goes to our Curriculum Coordinator, Sharon Muench, who labored tirelessly to develop and oversee this program. At one point, she shared that her Masters in Education included an emphasis on online learning! We are so fortunate!

MackFLEX, after many enhancements, is still serving us well as we maintain a determined and flexible response to the challenges of this pandemic. In 19/20 we also started a series of Friday Connections email communications with parents that continues to today. Administrative staff worked all summer to develop a safety plan with detailed protocols and strategies for campus improvements for the 20/21 school year. We were ably supported by our parent

Back to Mack Task Force and our faculty whose job it was to implement all these protocols for the safety of our students, allowing us to end the 19/20 school year with a solid plan to return, in person, for the 20/21 school year. As part of this process, we established critical ongoing relationships with Tri-County Health Department and Children's Hospital and continued to work closely with our Children's Hospital Nurse Consultant.

The 2019/2020 school year saw triumph and tremendous challenge, both of which elicited the very best of us at Mackintosh. ■



Diane M. Dunne
Head of School



Admissions

Mackintosh continued to maintain a healthy enrollment for the 2019/2020 school year with a modest increase of 3% from the prior year. Our first through fourth grades continued to be at capacity, with waiting lists. We were especially pleased to see a 30% increase in middle school enrollment, providing an enhanced social and academic environment for our oldest students.

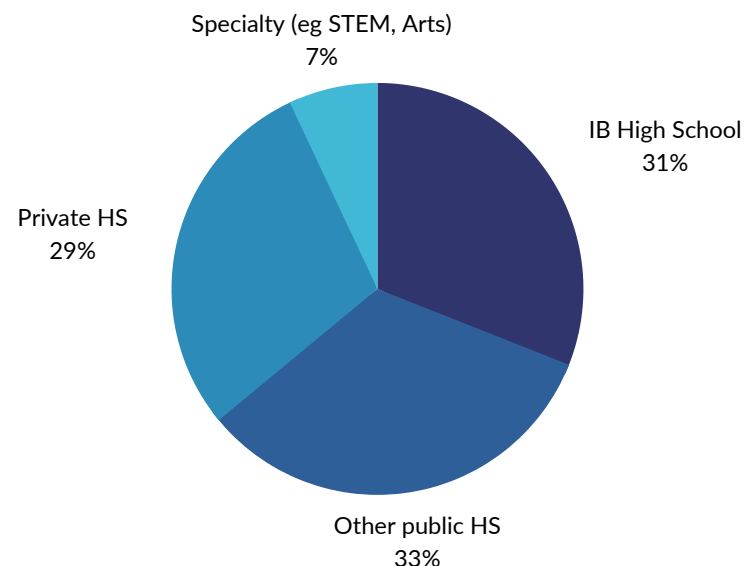
Our students continued to benefit from the richness of a diverse learning community.

Approximately 20% of our students identified as ethnically diverse. In addition 32% of our community received some form of financial assistance, supporting a diverse socio-economic base. Mackintosh supported four students through our Solar Scholars program, offering nearly full scholarships to students who maintained high academic standing and who would not otherwise be able to attend our school. Mackintosh invested in Professional Development in supporting members of the LBGTQ community and updated its handbook to reflect policies around gender identity. Approximately 5% of our families identify as part of the LBGTQ community.

When the COVID crisis hit in early spring, we had an outpouring of support from Mackintosh families. Mackintosh established an Emergency Tuition Assistance Fund supported by Board members and parents. While only a small number of families needed help from this fund,

we were successful in ensuring that no child had to leave Mackintosh due to financial stressors. We were also grateful to retain current families, with enrollment holding steady heading into the 2020/2021 school year, in spite of the health and economic uncertainties. Overall our attrition due to COVID was less than 3% with most of those students planning to return for the 2021/2022 school year. This was significantly lower than most independent schools across the U.S. and speaks to the dedication of our teachers and strong programming that continued throughout the early months of the pandemic.

High School Choice (2010-2020)



We were fortunate in that the pandemic hit near the end of our admissions season. Families who had applied for the fall of 2020 proceeded with enrollment. Unfortunately, we did see a dramatic decrease in spring inquiries, which impacted the fall 2020 enrollment for our youngest grades. The admissions office quickly switched to virtual tours and virtual open houses. We also began offering a Speaker Series featuring expert staff members to continue to attract new families to our incredible community of learners.

One of the most frequent questions we receive in the admissions office is, “Where do Mackintosh students attend high school?” An analysis of graduate choices from 2010 to date

reveals that Littleton, Heritage, and Regis continue to be the most popular choices.

Overall, about $\frac{1}{3}$ of our students choose an IB program, with just under $\frac{1}{3}$ choosing an independent school option, and the remaining students choosing a specialty school, their local public high school, or open enrollment into a high school of choice. ■





Curriculum

The 2019/2020 school year definitely challenged us to push the envelope in our curricular planning and teaching methods. We reached new heights and dimensions in our teaching, and it propelled us squarely into the role as leaders in our field.

The Pre-Kindergarten teachers developed four units to allow for a greater emphasis on natural play and discovery. These units were completed throughout the school year as student interests and questions developed naturally. This approach led students, in one unit, to dismantle computers to better understand what was inside. They also asked questions about their natural world and marveled at their discoveries.

The academic journey for our primary elementary students (kindergarten to fourth grade) ranged from studying ancient civilizations and indigenous peoples to exploring systems in science of the states of matter, the human body, electricity and energy. The International Baccalaureate guidelines encouraged teachers to ensure the curriculum engaged our students in grappling with big ideas or foundational concepts rather than just lists of discrete facts. Primary elementary teachers nurtured an environment that encouraged students to ask not just the "what?" but also the "so what?" and the "now what?" questions, leading from simple information to thoughtful analysis. During spring remote learning, students also received

a crash course in using computers and technologies to propel their learning. We leveraged support from the entire staff to provide direct instruction to all students in writing, reading, and maths. Students also had a number of hands-on, off-screen experiences to support learning targets in our science and social studies standards.

Our upper elementary and middle school students also enjoyed a powerful year of learning. Our 6th grade students participated in a year-long research, skill development, and service-learning project, the Exhibition, with a team of mentors and teachers. When we transitioned to remote learning, this individualized support continued undeterred, culminating in a wonderfully successful celebration of learning. This year the final presentations were held over video-conferencing, and students were able to present individually to their teachers, friends, family, and classmates. The inclusion of people important to them, from around the world, was powerful. In addition, our middle school students performed their adaptation of *Romeo and Juliet* to a world-wide virtual audience. Throughout the year, middle school students rewrote *Romeo and Juliet* to reflect what would happen if the characters developed their communication, social skills, and thinking skills. The results were wildly creative; the Bard would have been impressed.

Before the spring transition to remote learning, we had already created a very strong foundation in our planning and teaching routines that could be maintained with our high expectations of curricular deployment. Unlike many schools, we were able to continue direct instruction, four days a week, almost



A 6th grade student's artwork, made during their unit on the brain.

immediately; we maintained that level of commitment for all of our kindergarten to 8th grade students until the end of the school year. Our Pre-Kindergarten classes had two to three days a week of morning video-conferencing and daily on-screen activities especially curated for them.

The remote learning experiences required that teachers be extremely deliberate, detailed, and flexible with their planning and execution. Teachers embraced that challenge with gusto and forged the frontier in what good curriculum and learning looks like, sounds like, and feels like. ■



19/20 Highlights



Middle school students painted colorful murals around campus as part of their design unit.



The fifth and sixth grade mercado. Students learned about popular arts and crafts throughout South America, and then sold their own handmade goods to raise money for charity.



First and second graders looked at money from around the world as part of their unit on symbols.



Fifth and sixth grade students successfully completed The World Peace Game, a hands-on political simulation.



Even our youngest students received direct instruction during online learning in the spring.



8th graders spoke to local leaders in the sustainability field about their experiences participating in the World Affairs Challenge.



Third and fourth graders visited the state Capitol building for their unit on Colorado history.



The Pre-K/K classes presented "Going Buggy," the last play to be held in our old performing arts space.



David Ortiz, candidate for Colorado State House, visited our first and second grade class during their leadership unit.



Soccer drills on the field. All students have daily physical education classes.

Green Initiatives

By monitoring and reducing our campus use of environmental resources, promoting good practices to the surrounding community, and incorporating hands-on, inquiry-based learning about sustainability into our academic program, Mackintosh Academy continues to serve as a model “green school.” We also continue to receive national recognition for our programs. This year, we received certification as a **National Wildlife Federation Schoolyard Habitat**, a designation given to schools that have created and restored wildlife habitats on their grounds. Other 2019/20 highlights include:

Student Programming:

The Green Team, a group of student leaders selected from our kindergarten through eighth grade classes, found new ways to promote sustainability efforts on campus. Under the guidance of sustainability coordinator Alison Weems, the group implemented a set of “green routines” in each classroom, which included practices such as terracycling, soft plastic recycling, repurposing materials for maker spaces, GOOS (good on one side) paper recycling, and composting. In a further effort to reduce our use of disposable materials, the Green Team also sold “Messssh kits,” which included a reusable plate, fork, and spoon, for students and families to use during lunch or at school functions.

Our greenhouse produced a bounty of plants and vegetables, while providing an abundance of learning opportunities for all our students throughout the year. Math classes took turns working in the greenhouse and then selling their harvested produce each week during afternoon carline. Each classroom also cared for an AeroGarden, a tabletop indoor garden which produced plants that could then be transplanted into the greenhouse. In the spring, 7th and 8th graders participated in “ReNew Our Schools,” a five-week energy awareness and conservation competition. Middle schoolers also participated in a program to monitor daily air quality and raise community awareness of air pollution. Even our youngest learners were involved in sustainability efforts. This year, our Pre-K students planted edible plants and flowers in the raised gardens on their playground.



Thank you to The Steller Group and The Jones Family for being our Sustainability Partners and Glass Recycling Program Sponsors for 2020!



Campus Events

In addition to these ongoing sustainability practices, we hosted a number of special events. For our International Peace Day and Autumnal Equinox Celebration, students engaged in service projects, including school and park clean-up, greenhouse gardening maintenance, and art projects made from repurposed materials. Mackintosh sponsored the annual bike/walk to school day in the fall to encourage students to use alternative modes of transportation on a regular basis. Finally, we celebrated Earth Day in April with activities that were incorporated into the curriculum all week long. Students also completed earth-friendly activities outside of class, including building bird feeders, picking up trash in their neighborhoods, and creating art out of recycled items. Our celebrations culminated with a virtual all-school assembly featuring a slide show of their work.

Community Outreach

Mackintosh families continued to participate enthusiastically in our recycling programs. In 2019/20, our community broke the previous year's record for the amount of glass recycled. Through our partnership with Clear Intentions, and with sponsorship help from the Jones family, we collected over 12,000 pounds of glass! We continued our soft plastic/wrap recycling program through Trex Recycling, and also added a new program this year. Our students and families saw a need for pet food bag recycling, and thanks to a parent volunteer, we were able to add this to our services. ■

Giving

We accomplished many wonderful things as a community at Mack in 2019/2020. The culture of philanthropy and giving becomes stronger each passing year, and we are so grateful for that. The gifts of time, talent, and treasure are incredibly important and greatly appreciated at Mack.

There are two primary sources of revenue at Mackintosh Academy: tuition and philanthropic support. We rely on philanthropic gifts from our community to further enhance the educational experience at Mack and provide the extra margin of excellence not afforded by tuition. This community of generous donors includes: Board of Trustees, parents, grandparents, faculty, staff, alumni, and friends. Funding in the form of gifts from donors are raised through a number of initiatives including: the Annual Fund, Mack Event (formerly known as the annual auction), Parent Council, Capital Campaign, and other activities.

The year kicked off with the launching of our Annual Fund, one of our most significant fundraising programs each year. Thanks to our generous donors, last year we were able to once again exceed our goal of \$50,000 and provide the following with Annual Fund dollars:

- *Technology equipment upgrades.*
- *State-of-the-art classroom equipment and supplies.*
- *Continuing environmental and sustainability initiatives.*
- *Vibrant, integrated visual and performing arts, physical education, and Spanish programming (these are “extras” at some schools, but not at Mack!)*

For the fourth year in a row, 100% of our faculty, staff, and Board of Trustees supported our Annual Fund! We achieved 95% participation from our parents too! A big thank you to our Annual Fund Parent Ambassadors for helping encourage support from their classes!



Staff convened in August for the annual staff retreat, reflecting on the past year and planning for the upcoming year.

- *Staff professional development in IB, gifted education, social-emotional learning, and other special trainings.*

In January, planning began for The Mack Event and annual auction. When the pandemic started we quickly pivoted to a virtual event and online auction. We were delighted to have over 100 people join us on Zoom for our virtual Mack Event. It was a wonderful community event that even included a trivia challenge provided by our talented middle school students. Despite it being online, our auction was a huge success! We raised a total of \$71,476 for the event, including funds to support emergency tuition assistance and technology upgrades and equipment. Thank you to our generous auction donors, including families who donated their vacation homes, items and experiences, and teachers who donated experiences. A big thank you to our Mack Event planning committee for all of their hard work!

In the summer of 2018 we launched the silent phase of our capital campaign to fund the first phase of our campus expansion project. This expansion included the addition of a theatre space, creative arts and design studio, office, and kitchenette facilities. These additions allow us to fully integrate the arts, which are central to the International Baccalaureate curriculum at Mackintosh. We broke ground on the first phase of our campus expansion in Summer 2019 and construction continued throughout the 2019/2020 school year.

At the Annual Meeting on March 5, 2020, we celebrated the early success of phase one of our campus expansion project and officially announced the public phase of the capital campaign. We shared that to date we had \$673,044 funded towards our goal. We invited everyone in our Mack community to be a part of this transformational project with a gift to

the campaign. Just one short week later, the pandemic brought the country to a standstill. Like everyone, we paused in our tracks. Luckily the construction continued for the next seven months, and today we have a completed building project. Our Board of Trustees' fiscal responsibility and prudent planning over the past several years enabled us to undertake this vital campus expansion project. The Board's approach, coupled with the generosity of early supporters to this project, including current families, grandparents and community friends and 100% of our Board of Trustees and administrative leadership team is the reason we were able to open the doors to the new space for the 2020/2021 school year.



Board members Kelly Noble and Jason Widegren gave tours of our expansion project during the annual meeting in February.



Finalizing the fiscal year in development, we made the decision to combine our Annual Fund and Campus Expansion funding priorities into One Campaign for the 2020/2021 school year. We received significant additional funding through the One Campaign towards our campus expansion project.

We greatly appreciate all of our donors for making Mackintosh Academy one of your family's top giving priorities. Every gift is a gesture of support that truly matters. In addition, we would like to thank our Mack community members including grandparents, alumni families, and our vendors and friends, for supporting our school with financial and in-kind support.

Fundraising is a team effort at Mack, and we are fortunate to have so many wonderful friends and families who roll their sleeves up and help make the school the best that it can be. Our dynamic Parent Council raises money throughout the year from Mack Connections, pizza Fridays, book fair, spirit gear, rewards cards, and other efforts. Thanks to the Parent Council's fundraising efforts, we were able to purchase sound system equipment for our new performing arts stage! ■

Above: Grandparents participate in a kindergarten class activity during our Grand Event in November. Grandparents play an important role in our fundraising efforts.

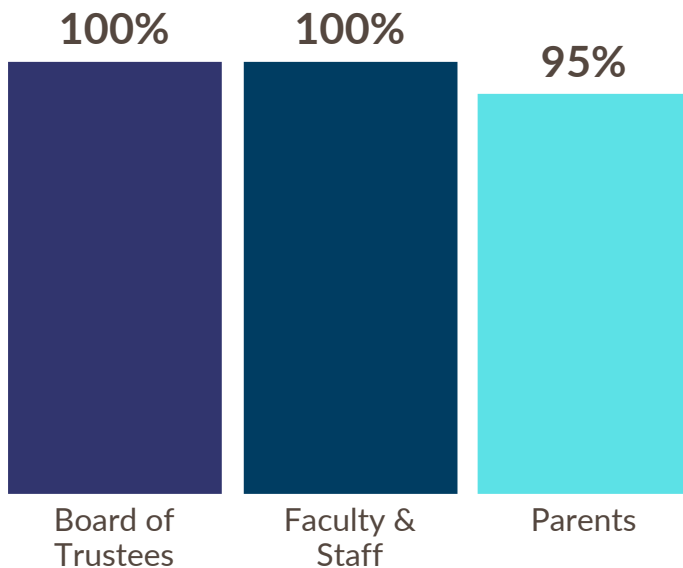
By the numbers

\$221,580
Total funds raised in
2019/2020

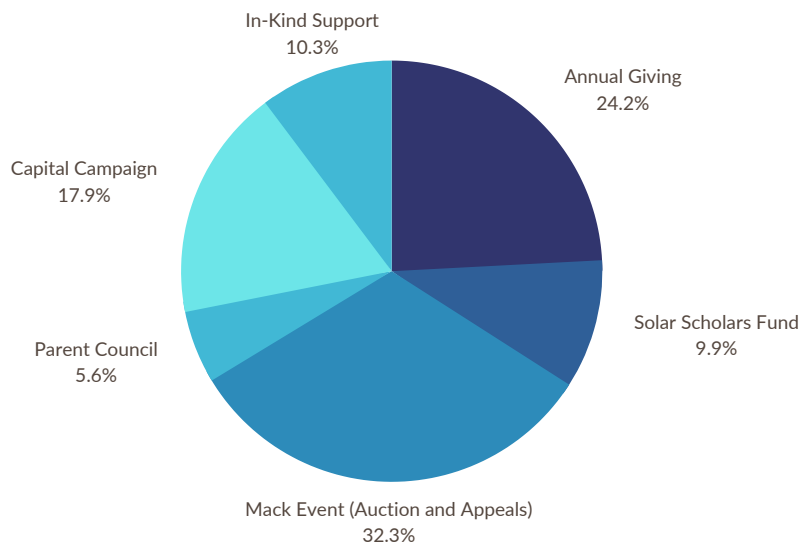
\$71,476
Funds raised during
the Mack Event

150
Number of individual
donors

PARTICIPATION



DONATIONS BY TYPE



Teacher Greg Ashworth reads to students at the book fair, an annual event sponsored by Parent Council.

Financial Overview

ASSETS

Cash and cash equivalents	\$1,562,466
Operating investments	\$443,602
Tuition and other accounts receivable, net	\$22,095
Prepaid expenses	\$5,124
Promises to give	\$55,792
Property and equipment, net	\$1,505,339
Beneficial interest in assets held by community foundation	\$93,115
Endowment investments	\$281,913
TOTAL ASSETS	\$3,969,446

LIABILITIES

Accounts payable and accrued expenses	\$302,803
Tuition and fees, paid in advance	\$860,620
Refundable advance - PPP Loan	\$266,500
Notes payable, net	\$657,980
TOTAL LIABILITIES	\$2,087,903

NET ASSETS

Without donor restrictions

Undesignated	\$355,056
Board-designated endowment	\$4,455
Invested in property and equipment, net of related debt	\$847,359
With donor restrictions	\$674,673
TOTAL NET ASSETS	\$1,881,543

TOTAL LIABILITIES AND NET ASSETS	\$3,969,446
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OPERATING REVENUE

Tuition and fees	\$1,898,238
Student activities and camps	\$90,830
Other income	\$10,653
TOTAL OPERATING REVENUE	\$1,999,721

OPERATING EXPENSES

Educational program	\$1,356,853
Administrative support	\$442,613
TOTAL OPERATING EXPENSES	\$1,799,466
NET OPERATING INCOME	\$200,255

NON-OPERATING ACTIVITIES

Contributions	\$94,913
Net special events revenue	\$71,476
Fundraising and development costs	(\$126,152)
Net investment return	\$36,100
NET NON-OPERATING ACTIVITIES	\$76,337
CHANGE IN NET ASSETS	\$276,592



Donors

We would like to thank the following individuals, organizations, foundations, and corporations for supporting Mackintosh Academy between July 1, 2019 and June 30, 2020. Donor lists comprise all fundraising efforts including: Annual Fund, Capital Campaign, Solar Scholars, Mack Event (formerly known as the annual auction), and other fundraising efforts. Thank you for your generous support.

Corporate donors

Amazon Smile
Anderson Greenscapes
Community First Foundation
The Denver Foundation
Denver Integrative Assessment
Driftwood Builders LLC
Fidelity Charitable
First Bank
H2WOW Car Wash
Infinite Frontier Consulting
King Soopers
Parent Council
The Piton Foundation
The Steller Group
Target

Maria Cardona
Dash Carmain
Alex and Brianne Claypool
John and Sherry Claypool
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Bayard and John Cobb
Lisa Weiske Conner
Bart and Allyson Crawford
Jenny Crichton
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Chandler Davis
Aaron and Nicole Delabre
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Erica and Tony Di Tirro
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Mrs. Pauline Jaouen

Individual donors

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Dr. Rebecca Beavers
David Beitel
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Jennifer Bellon
Rich and Katie Bellon
Jennie and Andrew Bond
William and Laura Boroughf
Keely and Vance Bostock
Christopher and Susan Brion
Arleen Brogan Smith
Rex Brown





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 Susan Jenkins
 Dallas and Paula Johnson
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 Stephanie Gill Kelly and Keith Kelly
 Roger and Megan Knight
 Souen Park and Matthew Kratter
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 Malia and Justin Kulesza
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 Christina Von Stroh
 Jonathan and Jennifer Von Stroh
 Patrice Von Stroh
 Mark McMullen and Lori Walter
 Tsegi and Craig Wangberg
 Kirk Ward
 Matt McMillon and Tara Wass
 Alison and Weyman Weems
 Patty and Chuck Weston
 Ken and Debbie Whaley
 Michelle Beutz and Jason Widegren
 Lisa Wilcox
 Shane Wilcox
 Christina Wimmer
 Scott and Kathy Yates
 Darin Zier
 Anonymous (11)



MackFLEX Moments

While this year saw the cancellation of many on-campus events, we found new ways to learn, connect and celebrate together as a community. Many of our treasured Mackintosh programs and traditions took on a new life in virtual form. Here are some of our favorite moments in 2019/20:



At the virtual **Mack Event** in April, families shared pictures of their activities during remote learning.



On **field day**, students faced off against their families in tug-of-war, water balloon relays, and more. The whole school reunited at the end of the day for a virtual assembly.



For **6th Grade Exhibition**, friends and family from across the country came together virtually to hear students discuss their capstone projects.



Students participated in a variety of **Earth Day** activities, including making bird feeders at home.



Middle school students were hard at work on their production of **Romeo and Juliet** when Mackintosh moved to remote learning. They quickly adapted their show for an online format, and "Zoomio and Juliet" was born!



It was a beautiful morning for an **outdoor graduation ceremony**. While much was different about graduation this year, the program still included time-honored favorites, such as the poetic tributes that faculty members write for each of the graduates.



During remote learning, students were given optional **M.A.C.K.S** (Maths, Arts, Construction, Kindness) challenges to complete each week. Here a student left painted stones around the neighborhood.



Students and teachers bid one another farewell for the summer during a **car line parade**.

2019/2020 Staff

Christy Allen

Visual Arts Lead Teacher

Stacey Anderson

Learning Specialist

Greg Ashworth

Pre-K Associate Teacher

Arleen Brogan Smith

Business Manager

Maria Cardona

Spanish Lead Teacher

Kindergarten Associate Teacher

Lisa Conner

Kindergarten Lead Teacher

Chandler Davis

3rd/4th Grade Associate Teacher

Lynette De Schepper Bello

Math Teacher

Diane Dunne

Head of School

Andres Espineira

IT Manager

Kristi Espineira

Director of Marketing

Lula Guilbert

3rd/4th Lead Teacher

Lillian Henricks

Counselor

Susan Jenkins

3rd-8th Grade Lead Spanish Teacher

Kelly Kates

Performing Arts Lead Teacher

Mindy Lambert

1st/2nd Grade Associate Teacher

Sharon Muench

Curriculum Coordinator

Nancy Muhich

5th/6th Grade Lead Teacher

Joe Pausback

7th/8th Grade Lead Teacher

Lara Pausback

1st/2nd Grade Lead Teacher

Mallory Remy

7th/8th Grade Lead Teacher

Sarah Schultz

Office Manager

Beth Steklac

Director of Admissions

Assistant Head of School

Tami Vinson

Director of Development

Alison Weems

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Patty Weston

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