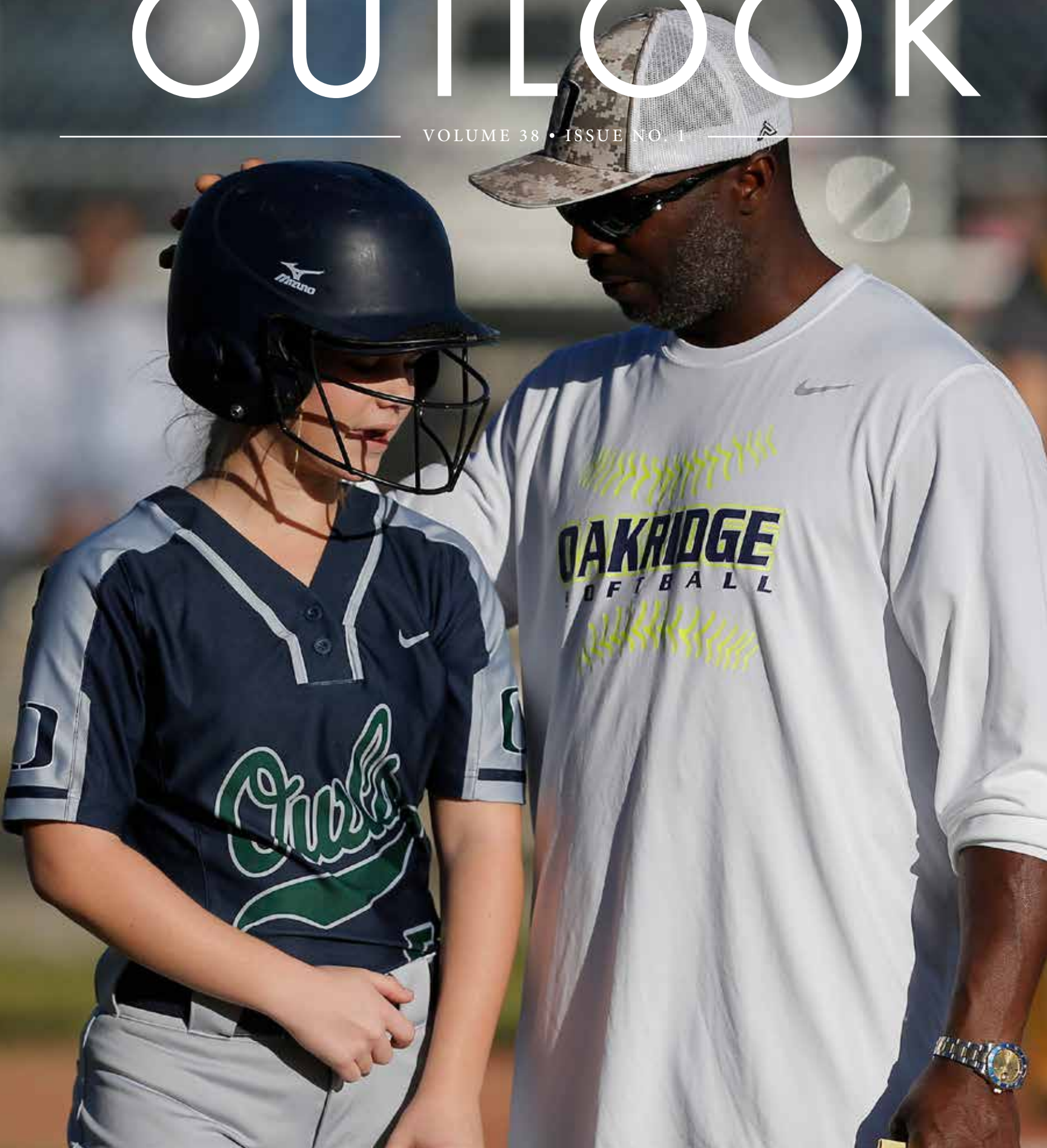


THE OAKRIDGE SCHOOL

OUTLOOK

VOLUME 38 • ISSUE NO. 1



FEATURES

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Watching the Numbers

It takes time to really understand how the Stock Market works, but some Oakridge students are learning the ropes thanks to a unique seminar made possible by new customized block schedules.



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A Community That Cares

Students and teachers rolled up their sleeves and put in many hours of volunteer service in support of first responders, military veterans, and those hard hit by recent hurricanes.

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Return of Calliope

An Oakridge tradition returns this spring. Find out why Calliope went on hiatus four years ago and what it took to bring the literary arts magazine back to life.

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An Oakridge coach makes the connection between nutrition and health, cross country running is put into perspective, and we delve into the history of the SPC.



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Speakeasy Soiree

Doggies and dancing and dinner, oh my! The 2018 Super Supper and Auction offered vintage glamour and so much more.

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MESSAGE FROM THE HEAD OF SCHOOL

Every time I walk across campus, I feel a tremendous sense of gratitude for what we have at The Oakridge School, the tangible and the intangible. This is a special place, and I am thankful that our faculty, staff, and administration have an opportunity to experience the joy of leading here. I am also thankful that our students learn here.



Owls have a fierce mascot watching over Frank Field in the form of a bronze owl presented by alumni Alec '89 and Ashley '89 Broadus.

Last fall, another moment of gratitude came in the form of a gorgeous bronze owl. Thanks to alumni Alec '89 and Ashley '89 Broadus, our Owls have a fierce mascot watching over Frank Field at the new Oakridge Athletic Complex. The facility's evolution has been stunning, and the owl is the icing on the cake. Our school community has been remarking about the strength and beauty of this new addition. Thank you, Alec and Ashley.

I am also grateful for the educators with whom I work. When our Communications Department talked about this Outlook and proposed that it focus on the teachers who call Oakridge home, it was an easy "Yes!" This issue will help you get to know our department chairs, enlighten you about the rich diversity – both culturally and professionally – of our faculty's history, and highlight some of the wonderful things our students, alumni, and faculty are doing. This snapshot of our school community reinforces the pride I

hope you share with me.

This year, The Oakridge School had its 10-year accreditation visit with the Independent Schools Association of the Southwest (ISAS), an 88-school, 6-state organization. A team of 20 educators from across the Southwest spent three days on campus, looking at the educational program through the lens of school mission and with a spirit of continued school improvement. We will have a visiting committee report later in the spring, but our teaching community had an opportunity to hear from the chair of the visit. In his closing comments, J.P. Culley, Head of Holland Hall School in Tulsa, remarked about Oakridge teachers:

"Morality does not exist in one person or another. Morality exists in the spaces between individuals. And we all know what a deeply moral activity teaching is. The spaces between, here at Oakridge,

are rich with what every family hopes for their child and what every teaching professional hopes for their community. The Visiting Committee took note of how well you serve your students' needs. You reach out to them. You care for them. You challenge them. You grow them. You make yourselves vulnerable to their intellectual curiosity and social-emotional needs. You partner with their families. You exceed all kinds of expectations to make them the best they can be."

We pursue excellence through ongoing accreditation, and we are thankful for the insight and wisdom that will help guide Oakridge over the next decade. We, too, want to be the best that we can be, which includes faculty professional development.

Inside these pages, you will glimpse scenes from the LLI Southwest Conference we hosted in late February. Welcoming almost 250 teachers from 47 schools and 10 states, our faculty, students, and parent volunteers shined. Faculty demonstrated lessons and shared their wisdom with other talented teachers from across the U.S. Our students also benefited from guest instructors, experiencing some of the best teaching we have seen. This is an exciting endeavor, and we were honored to be part of it.

Jonathan M. Kellam, Head of School



ACADEMICS

Stock Market Seminar

The Upper School change to block scheduling for the 2017-2018 school year provided Oakridge students the opportunity to take seminar courses. These courses last one semester, are taken on a pass/fail basis, which means there is no computation of grade points. There is also no homework for the courses, which are meant to expand students' areas of interest and passions.

One such course is Stock Market 101, which is taught by Associate Head of Upper School Jim Andersen. Mr. Andersen began working with Alex Duran '00 and his wife Stacey in 2016. Stacey is the founder and CEO of Portfolios with Purpose (PwP), a company that combines finance, markets, philanthropy and networking through a fun and engaging student investing competition.

"The High School Challenge intends to instill an interest in basic economics and inspire young people to become better prepared for college and ultimately what lies beyond," Mrs. Duran said.

Alex Duran is a co-founding partner of Permian Investment Partners. Prior to joining the firm, he worked at Brahman Capital as an investment analyst and he served as an investment banking analyst at

Goldman Sachs. After Oakridge, he went on to earn business and finance degrees from The University of Texas at Austin.

"When I was a junior at Oakridge, my economics class participated in a rudimentary virtual stock market challenge game," Mr. Duran said. "I had never thought about stock picking or finance before that. Participating in the game enabled me to quickly develop a passion for the markets, and that passion

It has since expanded to the top business schools in the country at the university level and now includes top college preparatory schools in the nation.

A group of seniors at Oakridge participated with Alexa Pressley '17 registering the largest gains during the last contest. Through the experience, eight students got to meet with top investors in the area and received advice on careers in finance and investments.



Stock Market 101 students with Jim Andersen, Associate Head of Upper School, and Alex Duran '00.

"My future profession has nothing to do with the stock market, but the meeting with successful and talented professionals, financiers and investors taught me a lot about the importance of networking," Alexa shared.

This year, 21 students in grades 9-12 from The Oakridge School will compete in the Portfolios with Purpose stock market competition.

shaped where I attended college and what I focused on in my studies, internships and eventually, my full-time job. This early realization gave me a huge advantage over my peers. I hope today's Oakridge students will find a similar level of inspiration and direction from the PwP's stock picking contest."

Portfolios with Purpose began with top investors worldwide picking stocks and the charity that the winner chose received the proceeds.

Since all lives are affected by the stock market, Mr. Andersen hopes to provide a fun and competitive way to engage students in learning about the market and its importance. He also hopes that some of the participating students will have a similar experience to Mr. Duran's and follow his footsteps into the fascinating world of finance and investments.

Jim Andersen and Bridget Lewis

CAMPUS NEWS

New Block Schedule

New customized block schedules are changing the way Upper School students handle their business. The new scheduling took effect at the beginning of the 2017-2018 school year. Instead of attending the traditional 45-minute seven classes a day, students now have two four-period days with each class lasting 80 minutes. Students have periods 1-4 on A day, periods 5-8 on B day. During full, five-day weeks, students have a C day with all classes meeting for 43 minutes.

The move was designed to provide students with time for more in-depth study, peer collaboration, interdisciplinary and team-teaching opportunities, and one-on-one time between teachers and students. There is “Initiative Time” at the end of the day, which can be used to work on public speaking or writing skills, college advising, club meetings, or other programs.

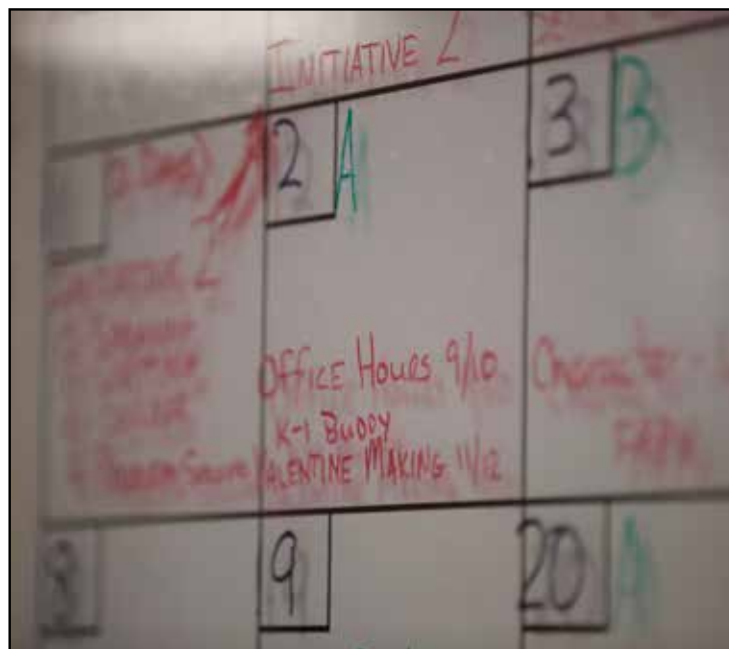
“I like block scheduling because we get longer class periods,” said sophomore Elizabeth Trimble. “If one of my classes gets into a good discussion, we don’t have to worry about wrapping things up because our time is cut short.”

Chemistry teacher Jenny Chung agreed and called the block schedule beneficial within her classroom. “I am able to incorporate hands-on activities like labs, scavenger hunts, games, etc., within the same class period and allow these activities to apply to the lesson.”

Junior Tate Woody gives high marks to the block scheduling because it incorporates new semester-long seminars offered with the pass/fail grading option.

“I like seminars because you get to learn information that you want to know about, while taking a break from the normal lessons,” Tate said. “I took one seminar where we got to watch films from the 1920s to present. There were no tests, but we learned a lot of useful information.”

Seminar courses range from the virtual world of travel and modern physics, to athletic workouts for developing overall skills and mindful moments of yoga



Block schedules provided time for more academic exploration.

and meditation. *Outlook* offers a closer look at the stock market seminar just ahead in this issue.

While Upper School students’ days more closely mirror a college schedule, Middle School students have been introduced to the new block scheduling to help better prepare them for the transition to Upper School.

“The hybrid approach to block scheduling has allowed us to pilot a unique approach to the students in grades 5-8,” said Britt Robinson, Head of Middle School.

“The student experience has been enhanced with the opportunities we have been able to pull into the school day because of our alternative schedule. Some students would not be able to participate in some of the activities because of other after-school commitments. But, the schedule makes participation in passion-based activities possible.”

Bridget Lewis

LEARNING MADE VISIBLE

More than 200 teachers from across Texas and from states as far away as Kentucky and Minnesota attended the 2018 Lausanne Learning Institute (LLI) Southwest conference held in February at The Oakridge School. This year's theme was "Making Learning Visible" and educators along with other conference participants said the two-day conference empowered them to teach more creatively, better engage their students, and transform their schools. LLI Southwest included presentations from 35 schools, 44 fishbowl sessions and invaluable networking opportunities.



CAMPUS NEWS

Oakridge Serves

At The Oakridge School, a student's day is filled with academics, the arts, and athletics, but serving others and the community is another important piece of the puzzle. Despite their busy schedules, students love the idea of giving back and jump at opportunities to help those in need.

Oakridge students participated in the Great Kindness Challenge and World Read Aloud Day in January. There was an annual school-wide canned food drive in November and students had an opportunity to collect winter clothing for Mission Arlington through December. The Early Childhood Center raises money for St. Jude Children's Research Hospital in their annual Trike-A-Thon. The faculty participate in a day of service every spring at non-profits throughout the community, while Middle and Upper School do the same in the fall. Key Club, a service organization in the Upper School, took off when it was founded last year, and continues to grow.



When a sudden need arises, like the devastation of Hurricane Harvey, Oakridge students and staff step up without hesitation. With a goal of raising \$5,000, Head of School Jon Kellam asked the Oakridge community to donate approximately \$5 per student and faculty member over four days in early September. The final total was \$8,632, which was delivered to the American Red Cross for the organization's relief efforts.



Lower School students showed support for those who serve our community, including Arlington Police.

When considering the many service efforts that center around the holidays, Head of Lower School Sarah Schechter considered May as a potential time to start another giving tradition at Oakridge.

"I thought, 'Why should giving be limited to Christmas and Thanksgiving?'" said Dr. Schechter. "If we really want children to learn the joy that comes from serving, it needs to happen throughout the year."

That idea inspired a Day of Giving. On the last Monday of the 2016-2017 school year, Lower School students spent the day participating in a number of service projects. They made posters honoring local fire and police departments, created cards for senior citizens, wrote letters for military veterans, decorated placemats for homeless shelters and lunch sacks for Meals on Wheels, picked up trash around campus, painted inspirational messages on rocks to place around Arlington, and crafted toys for animals in shelters.

At the end of the day, it was surprising and impressive to see how much had been accomplished. Students agreed it was a rewarding way to spend the last full day of school.

"The Lower School Day of Giving was an incredibly memorable experience that has stayed with the children," said third grade teacher Lauren Carfa. "They experienced a true sense of satisfaction and fulfillment through helping others."

CAMPUS NEWS



Eighth grade students and staff visited the Elmcroft Retirement Center on World Read Aloud day. In addition to reading, students also played games and provided a listening ear to the residents.



Oakridge students were eager to display random acts of kindness during the Great Kindness Challenge, including spontaneously singing "You Are My Sunshine" to Food 4 Life employee Ms. Vern. January 2018 marked Oakridge's first time participating in the annual nationwide effort, which is meant to create and celebrate a culture of kindness around the world.

Avani Basrai, a fourth grade student, wrote letters to residents of a local nursing home. "I felt really good because I made somebody's day even happier," Basrai said.

Not only did the students have a productive day, but goodwill was spread throughout the Oakridge community, Arlington, and beyond. The plan is to make the Day of Giving an annual event where students continue to be inspired to look for ways to serve their community.

Sarah Schecter



Students helped to keep Oakridge beautiful picking up trash around campus.

CAMPUS NEWS



CAMPUS NEWS



CAMPUS NEWS

Adoption Brings Connection

There are people who work at a school that students rarely see. These are the people who pay bills, get supplies ready, handle the insurance, process paperwork and write marketing material. At times these diligent people might come to work and forget they are at a school. Children are such a joy, so it seems like a shame for this group to miss out on the fun of knowing students and interacting with them.

That is where the Lower School comes in. Head of Lower School Dr. Sarah Schecter decided that each class would adopt a staff member. On the first day of the 2016-2017 academic year, school year certificates of adoption were delivered to each of the selected twelve adoptees. The recipients were surprised and unsure of exactly what it meant. It didn't take long before their adopted class came by and visited, sang to them, told them a joke, or delivered handmade cards. Over time, the students learned more about their adopted staff members and their jobs that support the school. Staff members fell in love with their classes who visit on a regular basis to share exciting things they are learning and the exuberance of childhood. The staff adoptees drop by their classrooms and feel at home going to performances and class parties. It is common to hear students call out to the adoptees when they see them occasionally around campus.

Athletic Department assistant Marilynn DeVore is thrilled with her new family. "I love going to the library or art with my class. Last year I bought my class mouse ears for their play. It's awesome!"

Louise Johnson, executive assistant to the Head of School, said she has learned a lot from her third grade friends. "It helps me know more students and I enjoy the cards and letters they bring me," Mrs. Johnson said. "I've also expanded my joke repertoire. I look forward to having the students come by for a visit."

Karen Messer in admissions also enjoys being adopted.



Mrs. Benjamin's second graders surprise Mrs. Lewis with handwritten letters.

"It is a real treat when they come by and see me," Mrs. Messer said. "I like to learn things about them and about Lower School. I also had fun going over and reading a story to the students."

Nadia DiStefano, Community Engagement Coordinator, and Bridget Lewis, Director of Marketing and Communications, also look forward to spending time with their new families. Mrs. DiStefano was adopted by Mrs. Kristin Davis's first grade class and said she enjoys engaging with the children during special moments, such as when she joined them at the Scholastic Book Fair and helped them decorate gingerbread houses before Winter Break. Mrs. Lewis was adopted by Mrs. April Benjamin's second grade class and enjoys how simple moments such as eating lunch with the children can turn into meaningful conversations about nutrition or even history.

The adoption program has resulted in many new connections, making the Oakridge family even closer.

Sarah Schecter

College Networking

Long before students at The Oakridge School receive their official notice of acceptance to college, their journey to getting that congratulatory letter includes many directed visits to the Office of College Advising. As part of a commitment to empowering students with information needed to obtain admission to college, the advising staff organizes college visits, hosts college fairs, and facilitates meetings with representatives who will read students' college admission application. In January, the staff went a step further and welcomed leaders who have a direct voice in granting admission to their respective colleges.

Oakridge's inaugural "College Night: College Admissions' Deans Panel" included Elena Hicks of Southern Methodist University, Adam Sapp of Pomona College, Julie Shimabukuro of Washington University in St. Louis, and Gil Villanueva of the University of Richmond. The



The Oakridge School hosts more than 100 university representatives each year and provides students with opportunities to visit campuses. This group of sophomore students toured the University of Texas at Austin in February.



The Office of College Advising hosted the spring event, College Night: Admissions' Deans Panel. All of the guests emphasized finding the right fit when it comes to students choosing a college.

event was moderated by Victoria Farrar-Myers, an Oakridge parent, Arlington city councilmember, and college professor. Panelists discussed the value of an independent school education, the college search and admission process, tuition, and trends in higher education. A recurring point centered on students finding the right fit when it comes to choosing a college.

Identifying the right fit is a message that mirrors the advising staff's philosophy. "We work with students individually to help them define their perfect fit," said Kellen Lewis, director of the Office of College Advising. "Freshman, sophomore, and junior students are encouraged to use college visits as an opportunity to explore the many different options available to them in the hope that they will find one that aligns perfectly with their values, interests and abilities."

For seniors, visits are an opportunity to show demonstrated interest in a

particular university. "Universities are starting to place more emphasis on demonstrated interest when making admission decisions," Lewis revealed. "Students can show demonstrated interest by visiting a university and participating in an admission information session and campus tour, attending a college fair, and scheduling college interviews." Arranging college visits is made easier thanks to Oakridge's partnership with Naviance and RepVisits, which offer a new online system for universities to schedule visits.

In the end, however, technology, outstanding admissions essays, exceptional interviews, and college tours might not matter as much as how a student concludes his or her final year of high school. "Senioritis is a real thing," one panelist said, adding that successful completion of one's senior year is important.

Bridget Lewis and Kellen Lewis

CAMPUS NEWS

Exploring Passions Through Summer Programs

Summer is a great time for Upper School students at The Oakridge School to explore their interests and passions. Some students can be found on college campuses across the country, where enrichment programs provide them the opportunity to learn more about their favorite subject, develop their skills, and explore higher education environments in search of the right fit.

For junior Tushar Kohli, the subject was economics and the campus was the University of Chicago. After participating in the three-week Pathways Program, Tushar heard from professors in the University's globally-ranked Economics Department. They wanted to discuss a number of topics including cutting-edge economic research.

"The most memorable part of this program was being able to experience the University of Chicago campus and the city of Chicago, while also learning about economics from real professors at the University," said Tushar.

Music attracted junior Emma Gladden to the University of Denver campus. As a participant in the Lamont Summer Academy, she was able to participate in an intensive two-week program that included master classes, private lessons, ensemble rehearsals, and college preparatory music theory. Emma attended as a vocal major, and said that it was an experience she will never forget.

"I think I might have sung more in those two weeks



Olivia McLean among other HOBY participants at UNT.

than I have in my entire life," Emma said. "The experience made my love and appreciation for music blossom and caused my voice to grow and improve in so many ways. I enjoyed every minute of it."

At both West Point and the Naval Academy, senior Jeff Wright participated

in summer programs. The Summer Leaders Experience at the United States Military Academy and the United States Naval Academy Summer Seminar both give high school students an opportunity to experience life as a cadet or a midshipman, including academic classes, physical fitness training, and intramural athletics.

An interest in art and fashion design drew junior Abraham Hsu all the way to Paris to take a Fashion Design Process course as part of the Parsons Pre-College Studies Program. In addition to working in the classroom, students were inspired by the city around them.

"My favorite part was the art walk we went on, where we looked at the street art and learned about the culture," said Abraham. "We even created some graffiti of our own."

Junior Olivia McLean felt as if she wanted to take leadership positions at school and in the community, but wasn't sure how to get started. After attending the Hugh O'Brian Youth Leadership seminar (HOBY) at the



Junior Tushar Kohli participated in an economics program at the University of Chicago.

CAMPUS NEWS

University of North Texas last summer, she gained clarity.

“HOBY helped me understand that leadership and leadership styles come in many different forms, and that every single person leads in a different way,” Olivia said.

Oakridge students have been participating in HOBY, a program geared toward helping high school students discover their personal leadership strengths, for many years. Olivia had the chance to hear from inspiring speakers like Imam Omar Suleiman, a professor of Islamic Studies at SMU and the Co-Chair of Faith Forward Dallas at Thanks-Giving Square, on his challenges in providing leadership to diverse groups. Another speaker, improv actor Kyle Austin, likened leadership to being on the stage.



Junior Jace Araujo (second from right) prepares to present her opening statement for the plaintiff in a mock trial at the San Francisco Superior Court.

“Like improv, with leadership, you have to always be on your feet ready to adapt to whatever challenges you face,” said Olivia. She added that the overall experience left her feeling as if she could “change the world.”

Leadership and stepping out of your comfort zone also played a role in junior Jace Araujo’s 10-day experience at the Envision Intensive Law and Trial program in collaboration with the Stanford Law School. After hearing from Stanford Law professors, Jace and fellow



Senior Funmi Solano participated in the High School Honors Science Program at Michigan State University.

participants argued a case in a mock trial at the San Francisco Superior Court.

“I had to write, memorize, and deliver the opening statement on the plaintiff side in front of the judge,” said Jace. “It was the most nerve-racking thing I have ever done!”

Whether over three days or three weeks, these programs help prepare each student for the transition to college in a way that can only fully be realized through time spent immersed in a college environment. For senior Funmi Solano, her participation in the Michigan State University High School Honors Science Program exposed her to that world in a new way.

Funmi spent seven weeks learning about electrical engineering and robotics to develop a robotic sensor system for pipelines. Her fellow participants in the program inspired her to work hard and also increased her excitement about heading off to college next year.

“I love my new friends from this program because I realized that there are people out there who I will soon get to meet in college,” said Funmi. “Being able to interact with such smart, talented, inspirational people motivates me every day to do my best.”

STUDENT SPOTLIGHTS



Two members of the Oakridge Class of 2018 have been named National Merit Finalists: Adrian Luong and Funmi Solano.



Congratulations to the 2018 National Geography Bee champion at The Oakridge School, sixth grade student Jackson Graham.



Congratulations to the 2018 Spelling Bee champion, fourth grader Grace Hunter, left, and alternate, eighth grader Olivia Benefield, right. They represented The Oakridge School at the Scripps Area 15 Spelling Bee in Fort Worth.



Six singers and two instrumentalists from The Oakridge School took part at the All-State Clinic and Concert hosted by the Texas Private School Music Educators Association (TPSMEA). The students were selected by audition from a large pool of musicians from around the state. During the event, Head of School Jon Kellam was named the TPSMEA's 2017-2018 Distinguished Administrator of the Year. Senior Cade Kellam was honored as a four-time TPSMEA all-state singer.



Junior student Austin Foster was named Mr. Texan for the month of August by the Breakfast Optimist Club of East Fort Worth. The honor qualified Austin to compete for a scholarship.

STUDENT SPOTLIGHTS





FACULTY

EXPERIENCES ABROAD SHAPE EDUCATORS' APPROACH TO TEACHING

Every teacher at The Oakridge School who has lived abroad credits his or her experience with significantly shaping their approach to teaching and working with young people. That is certainly true for Upper School Spanish teacher Katherine Arce, who as a University of Kansas junior, studied in San José and Heredia, Costa Rica.

KU has the longest-running exchange program with the Universidad de Costa Rica. After Mrs. Arce finished three semesters at UCR, she remained in Costa Rica where she met her husband, began her teaching career, and started a family.

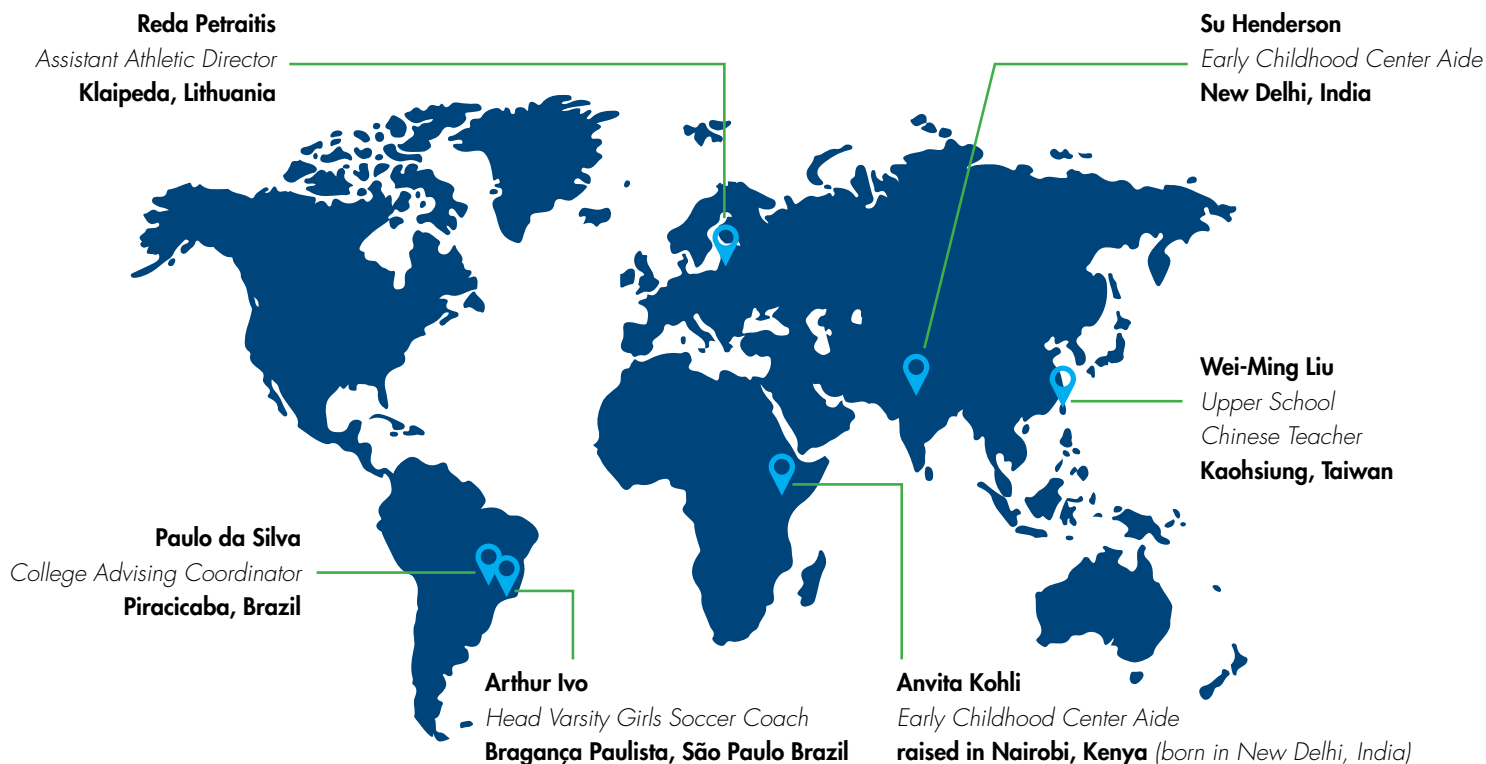
"The experience with culture and language formed the basis for the subjects that I teach," said Mrs. Arce. "But, having been a second-language learner provided me insight into how to approach material with my students. My ties to Costa Rica allow me to keep up with cultural trends, keep the 'outside looking in' perspective fresh, and it provides me a constant source of authentic resources to use with my students."

Upper School French and chemistry teacher Marissa Tate lived in Paris from 2001 to 2003, right after completing her Master of Arts from The University of Texas at Austin.

She taught several different classes at the Université Paris XIII, including an English conversation class for students who were nearing the completion of their degrees to become teachers themselves.

"I moved to Paris two weeks after the September 11, 2001 terrorist attacks on the U.S. My plane was ten percent full of people. I had no job, no idea where the campus was, what I would be teaching, how much I would be paid, and I had no place to live," Mrs. Tate said. "As an educator - I take that feeling of pride in not only surviving my first day, first week, and the entire experience - and use that





to push my students to reach a potential that they probably have yet to see they possess.”

Mrs. Tate also feels that she is a great advocate for Oakridge students to pursue languages, no matter their desired career path, “so they can explore the world, meet other people, and ultimately learn more about who they really are.”

Missionary work carried physical education teacher and coach Mara Townsley to Zambia, Central Africa in 1978. She was just four years old and her family lived in total immersion language study on a farm.

“Living overseas absolutely affected my world view. I’ve seen great poverty and neglect, not only physically, but emotionally and spiritually,” said Coach Townsley. “I saw heartache and triumph in the same environment. The experience is a great reminder that people are

important, not possessions.”

The family later moved to Kitwe, Zambia, where Coach Townsley attended a private British school before enrolling in an American boarding school in Kenya.

“My experience at boarding school shaped my career choice and my heart for kids,” said Coach Townsley. “My high school coach, in particular, was a great impact on my life and the very reason I am a coach today. She was tough, held me accountable, made me responsible, encouraged me, challenged me, and pushed me in every way on and off the field. She cared about me as a person. That made me aware that kids are loyal and committed when you invest in their lives and get to know them as individuals.”

Though he doesn’t teach in the classroom, Paulo da Silva ’05, college advising coordinator and soccer coach, plays a unique role in

the educational experience of many Oakridge students.

The Brazilian native and Oakridge alumnus is also the school’s first international student mentor. “I understand what it feels like to be a student studying in another country. Having someone available to talk to on campus, who has traveled a similar path and been successful, can make all the difference in the world,” Mr. da Silva said. “I am able to empathize with the students from abroad and offer unique support to their teacher. That type of bridge-building is priceless.

*Bridget Lewis,
Director of Marketing and
Communications*

SHIFTING GEARS TO TEACH

Most Oakridge teachers begin preparing for the classroom when they are still undergraduates in college. Others enter the profession as a second or even third career and find working with preschool through grade 12 students more professionally challenging and personally fulfilling than they ever imagined it could be.



“The moment I stepped in front of the class, I knew I was in the right place,” said Upper School math teacher Joe Feldstein. For eight years he worked in the aerospace industry as a mechanical engineer and then as a structural analyst on the F-16 airplane, Cobra helicopter and General Electric jet engines. Tutoring physics in his spare time led to teaching. “I’m happy to teach any of the science, technology, engineering, and mathematics (STEM) classes — all of which I have done.

Pre-kindergarten teacher Susan Strode spent part of her early career working with advertising as an in-house graphic designer for several Fort Worth printing companies. She went on to work from home after the births of her



children. She joined Oakridge as a full-time teacher in the Early Childhood Center after serving as a substitute teacher in the Arlington Independent School District and as a children’s leader with Bible Study Fellowship.



Being Oakridge’s Integrated Media Studio coordinator and an assistant basketball coach was never the grand plan for Ms. Melissa Triebwasser. She previously worked as the women’s basketball coach for William Jessup University. She also served as a medical education sales representative, which allowed her to travel nationwide meeting with deans and professors at medical schools. The desire to return to Texas led Ms. Triebwasser to Oakridge. She started out as a coach then used her college film training to continue building Oakridge’s Integrated Media program.

“We now have students all over the country studying film, graphic design and communication,” said Ms. Triebwasser. “It’s an amazing feeling to get to help people discover gifts and passions that they didn’t know they had, and to shepherd them along a path they never imagined they would take.”



Before Orchestra Director Daniel Jamieson entered education, he worked in radio and in music sales. “I pre-recorded voice tracks between songs and eventually moved into retail where I sold all kinds of musical instruments,” said Mr. Jamieson. Though he also had dreams of being a record executive, he saw teaching as an opportunity to help youth in an area that was familiar to him.

“Music was my refuge as a teenager. I knew no matter how bad my day was, if I could make it to band class, I’d survive. I try to reciprocate that now. I strive for my class to be one in which my kiddos can be themselves and forget about the stresses of the rest of the day.”

MEET THE DEPARTMENT CHAIRS

Most people could easily name Oakridge's Head of School, Jon Kellam, or its division heads: Betty Garton, ECC; Sarah Schecter, Lower School; Britt Robinson, Middle School; and Butch Groves, Upper School. Behind the scenes, however, are some of the school's most important academic leaders, the department chairs.

Considered the resident experts in their academic fields, department chairs oversee the curriculum scope and sequence from grade to grade. They support the creation of an academic environment where learning flourishes, challenging work is commonplace, and professional enrichment occurs. In short, department chairs ensure that The Oakridge School provides sound, college preparatory academics. The Outlook invites you to get to know these leaders a little better.

Jared Colley | English/Language Arts
BA, English and Philosophy,
The University of Texas at Austin
MA, Literature/Critical Theory, New York University

What I love most about English:

I love that English is truly a subject about learning how to ask better, more probing questions. It's not so much about knowing the answer as it is about learning how to ask the deeper questions. In English we live in the realm of "excluded middles" – namely the realm where there isn't always a binary answer of "true" or "false." Instead, we get to live in the grey and ask questions like "what does it mean to be human?" – questions that only inspire more inquiry.

On lifelong learning:

For years, I thought I wanted to continue my studies in philosophy as a PhD candidate. Now that I have spent more than a decade in the field of independent school education,

my desire has changed such that if I were to return to academia it would be to research education and pedagogy.

I model lifelong learning first and foremost by refusing to do things the same way each year as a classroom teacher. I constantly look for ways to modify or redesign the curricular content of the course, and I love to share both the successes and failures when attempting to make the curricular content more engaging for each student.

Time abroad:

I studied British literature at Oxford University during the summer 2002. I took classes on Shakespeare, Jane Austen, and the literary origins of punk subculture. It was an amazing journey because I had the chance to experience the literary places I was reading about. Most importantly, this was the trip where I met my wife. As a result, I can confidently say that studying at Oxford was the best decision in my life, and it had nothing to do with the academics.

Departmental goals:

We want students to be empowered to think for themselves and to have the courage to voice those thoughts, whether it be in the form of text or speech. Yes, students need to find their voices, but just as importantly, they need the necessary tools, resources, and strategies to share their voices with others. As a department, this means we have to revisit our curricular scope and sequence constantly to make sure we have a program in place that teaches every student how to read and think more critically and how to write and speak more clearly and effectively. The literature we read contributes to the process by inspiring both self-reflection and empathy while connecting students to their ancestral past, but our most important goal is making every student an effective writer and communicator

as he or she prepares for success in the real world.

Andy Stewart | Fine Arts
BME, Music Education,
Oklahoma State University
MM, Pedagogy and Performance,
Oklahoma State University

What I love most about choir:

Choral music is an incredible avenue for exploring the human condition. I love having the deeper conversations with classes about how music illuminates our shared experiences and allows us to feel closer not only to each other in the group, but also with the rest of humanity.

On lifelong learning:

Many of our faculty are active artists. I sing with the professional ensemble Orpheus Chamber Singers where weekly I get to sit and learn under another conductor.

Time abroad:

I sang with the Westminster Festival Choir for a month in Florence, Italy in 2008. Other overseas choir tours have included Ireland and England.

Departmental goals:

It may be time to reevaluate/reshape curriculum in our younger grades as well as expand offerings in Middle and Upper Schools. There seems to be a strong desire from students to be able to immerse themselves in multiple artistic disciplines. We hope to continue to move that conversation forward. There is room to align our verbiage about the arts. While our model isn't broken, it certainly feels like there could be a more holistic view of the disciplines we offer.



Department Chairs on back row (L to R): Colley, Lane, Stewart, Andersen. Seated: Bonner, Wiseman.

Jennifer Bonner | History/Social Studies
BA, Political Science and History,
Marquette University
MA, American History and Early Modern
European History, University of New Mexico

What I love most about history:

I adore history because it the grandest collection of human stories. The variety of narratives is so varied and they are so full of lessons that we need to listen to and learn from. These are the lessons that drive me to want to share this narrative with my students.

On lifelong learning:

I am a voracious reader. Any break we have, chances are I will read a book (or five). I also am constantly searching for new lessons and collaborate with other teachers outside Oakridge. Any time I find

something I think will help people in the department, I share. I also believe an essential part of being a lifelong learner is being receptive to the input from other members of the department. A good chair should never be complacent or assume what they do is something 'best.' That attitude simply stunts growth.

Departmental goals:

My campus-wide goal for the department is a more direct alignment and increased collaboration. I am eager to invigorate the curriculum from the earliest grades until our students graduate. I genuinely want students to see history as something so much bigger, and important, than memorization and dates without context. More than anything, I want students to embrace that history also includes their story.

Charlotte Wiseman | Mathematics
BS, Mathematics, Texas A&M University
MEd, Curriculum and Instruction,
Texas Wesleyan University

What I love most about math:

I love that math is used to explain everyday life. It is relevant to everyone at some level. It has rules and steps and procedures to follow to arrive at logical conclusions.

On lifelong learning:

I attend math conferences most years and watch webinars on topics of interest so that I am always learning. I invite the department members to do likewise. I forward links to webinars and remind them of upcoming conferences to attend. I share articles from the National Council of Teachers of Mathematics journal that I find relevant to the respective grade levels. I also share ideas and articles found on Twitter. Lastly, I encourage faculty to visit each other and colleagues at other schools.

Departmental goals:

One of my campus-wide goals is to have our math curriculum better aligned vertically. I would like for our teachers from different divisions to have time to meet consistently. It is my hope that all students leave Oakridge with an appreciation for how math is relevant to their lives, how they may use it in their futures, and that they believe they can be successful in math.

Lori Lane | Science
BS, Biology, The University of Texas at Arlington
MEd, Educational Leadership and Policy Studies, The University of Texas at Arlington

On lifelong learning:

I model lifelong learning by taking classes, volunteering with Junior League of Arlington, and serving other nonprofit organizations.

Research projects:

I did some graduate-level projects as an undergraduate. I was invited to take a graduate-level class called Scanning Electron Microscopy (SEM). In the class I learned how to operate the microscope through a series of projects. The culminating project was creating a hypothesis and testing. My hypothesis was determining the length of time that Gun Shot Residue (GSR) would stay detectable on a shooter's hands using the Scanning Electron Microscope with energy dispersive x-ray analysis.

I wasn't always a teacher:

I interned with the Tarrant County Medical Examiners Crime Lab for two years. I reported to the Senior Trace Analysts, but was also trained by the Forensic Anthropologist, Questioned Document Analyst, and Fingerprint Expert.

Departmental goals:

We are working on creating a STEM Showcase. The showcase will provide the platform for PS-12th grade students to share an experiment and test results.

Jim Andersen | World Languages
BA, Spanish, The University of Wisconsin at Milwaukee
MBA, The University of Texas at Arlington

What I love most about languages:

My favorite aspect of world languages is the opportunity I have to meet and get to know a wider variety of people. Language is power.

On lifelong learning:

Although I am no longer in the classroom daily, I do have the occasional opportunity to substitute teach a period or two for our Spanish teachers. Last semester, I loved teaching a seminar course on the stock market.

Study abroad:

I studied at the Universidad Complutense de Madrid my junior year of college. I have also spent considerable time in Spain for class trips and personal trips.

My family hosted a foreign exchange student from Madrid during my high school years. This experience allowed me to travel to Spain most summers and was the start of a lifelong bond with my Spanish "family." The independence, language experience, and cultural knowledge gained during this time is invaluable and still serves me well.

Departmental goals:

The World Languages Department has the goal of developing a passion for study of others' languages and cultures. It is a lifelong pursuit and one which pays off in a person's career and personal life.

FACULTY & STAFF: BY THE NUMBERS

FACULTY/STAFF

When Oakridge Opened in 1979: 13

At Start of 2017-2018 School Year: 132



Doctorates: 5
Master's Degrees: 53



Total Years of
Experience: 1,954.5



Attended High School
Outside of Texas: 55



Served in the
Military: 4



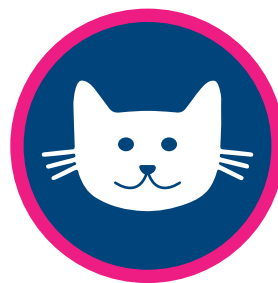
Children Attend
Oakridge: 41



Faculty Who Are
Only Children: 8



Dog Owners: 44



Cat Owners: 9



ARTS

RETURN OF CALLIOPE

Calliope, the Oakridge literary arts magazine, has been on a hiatus. Although it has been an Oakridge tradition for over a decade, the last edition rolled out in the spring of 2014, and that is why its return to publication as an Upper School seminar course is an exciting one.

This year's *Calliope* staff spent a lot of time thinking about how they want to frame the rebirth of the magazine. Their goal is to ensure that *Calliope* becomes a self-sustaining portrait of what makes the individuals and collective groups at Oakridge unique and eclectic. Guiding their efforts are Upper School English teacher Andrea Anders and visual arts teacher Frances Allen.



Calliope staff discussing the magazine.

"Because Frances and I really want the magazine to be solely student-centered, she and I have tasked the students with generating themes by which they can glean information from students from all divisions," said Mrs. Anders. "The goal is for them



Students stretching their minds and bodies to spell Calliope.

to capture abstract moments in time and to compile that information in a real, concrete way."

This approach should provide the students with an authentic snapshot of what it means to be at Oakridge for the 2017-2018 school year. Mrs. Allen reiterated that they don't want to do that "in a straightforward kind of way."

"We want *Calliope* to evoke feelings, emotions, and the desire to keep on looking at it, to keep on reading, to keep on celebrating, to keep on remembering that things existed, that events happened," said Mrs. Allen. "And we don't just mean the highlights. We mean to capture it all. The good, the bad, the not-so-good, and the not-so-bad."

Mrs. Allen and Mrs. Anders regularly collaborate with each other cross-curricularly, modeling for their students how to establish a common language and a rapport with their classmates who may not share their medium of expression. They have students

who are skilled in photography, journaling, interviewing, editing, idea-generating, and original content contributing. They ask them to share these skills with their classmates, and to lean on each other to achieve the common goal of creating this unique literary arts magazine that resonates with the entire Oakridge family.

"We all really like being a part of *Calliope* because there's not already a format that we have to follow," said senior Channy Cornell. "We get to invent that format, and that's a cool responsibility."

Sophomore Elizabeth Trimble echoed Channy's sentiment. "We actually have a say in what we do in *Calliope*, and I enjoy that because it's different from anything that I have ever participated in before."

The revamped *Calliope* will be available in May 2018.

*Andrea Anders and
Frances Allen,
Upper School Faculty*

BEHIND THE CURTAIN

For the past seven years at The Oakridge School, the three-show theatre season has been one of the staples of the Department of Fine Arts. The season always opens with the fall play, which is followed by the winter musical. Senior-directed plays wrap up the season.

The fall play has the honor of kicking off the entire fine arts year as the first production in the John P. Flavin Fine Arts Center. Every year, actors and technicians get a chance to grow their resume by participating in a fully produced main-stage show.

Students audition, usually the second week of school, and rehearse after school three to four days a week, for two to three hour-long rehearsals. Auditions usually consist of cold readings from the script. The entire process is considered extracurricular. Those involved do so simply because of their love for the art.

Every play is chosen for different reasons. This fall, the students produced *A Wrinkle in Time*, which is read by fifth and sixth grade students at Oakridge.

“By focusing on this play, we were able to produce a show that was cross-divisional and cross-curricular,” said Theatre Director Brad DeBorde. “I try to mix things up by bouncing among children’s theatre, classics and comedies each year.”

Designing the show is also different each year. Sometimes a theatre production student will have a chance at designing, but most of the time DeBorde develops the designs.

“The designs I use help my curriculum by showing students how to work with lumber, stage painting techniques and lighting,” DeBorde said. “One of the amazing things about the fall play is that it is 100-percent student built and operated.”



Actors performing in “A Wrinkle In Time.”

Mary Poppins was selected as the winter musical and performed over three nights in front of a combined audience of 1,200 friends and Oakridge family members in early February.

“I discovered, especially with certain characters, that I have to spend time using techniques I’ve learned in my acting class and try to translate it into my performance and my singing,” said junior Ben Everett, who played Mr. Banks.

Senior Kenzie Holtman played the title role in the musical and said she learned more than her lines. “I learned how important it is to not only focus on yourself, but to help, encourage, and collaborate with others so you can grow together and be the best you can be.”

Brad DeBorde and Bridget Lewis

ARTS NEWS



Actors in the final scene of Mary Poppins (top left).

3-D art students designed and built a "Nightmare Before Christmas" gingerbread house that teachers school-wide voted on as a winning design. The contest entries were displayed in the Upper School in December (top right).

Oakridge singers and instrumentalists in January took part in the Texas Private School Music Educators Association All-State Clinic and Concert at the Eismann Center Performance Hall in Richardson (middle row).

Student authors from the Indie Publishing seminar selling their books at the spring Mansfield Pickle Palooza. The seminar was taught by Theatre Director Brad DeBorde (bottom left).



ATHLETICS

ATHLETICS BRIEFS

Seminar Highlight: Nutrition

This fall, Oakridge offered its first seminar course in nutrition. It is so very important that young people learn how to eat in healthy ways for their growing bodies during their teen and young adult years. This seminar provides information students can use every day, whether they are athletes, actors, or just looking to get healthier.



The seminar started off by examining the different amounts of macronutrients that students need to take in on a daily basis for general nutrition. The class then moved on to include discussions about different dietary needs for athletes. The course also covered the vast

variety of different diets on the market now. The most important aspect of nutrition for students is that they need to eat. While there are many choices for dietary intakes, students learned on the first day that D.I.E.T. stands for “Did I Eat Today?” Each time the class met, the first question they heard was, “What did you have for breakfast?” As growing young adults, students need to remember to eat in order to nourish their bodies, especially if they participate in a sport.

Later in the semester, another topic covered included meal planning, as this will be a very large part of



their life when they leave for college and beyond. Students need to know how to make healthy choices when away from home, and with the principles they learned in the nutrition seminar, they will have the skills to successfully meal plan now and in the future, to ensure

that they are eating optimally for what they are doing.

Matt Knauf

New Coach

KYLE WHITE TRACK & FIELD HEAD COACH

Kyle White has been coast-to-coast in his coaching career, with his latest stops as assistant track and field coach at the University of Arkansas and Stanford University.

Kyle also earned a Master’s Degree in Education while coaching at East Tennessee State University. In addition to Track & Field in the spring, Coach White served as an assistant cross country coach in the fall. He is married to Dr. Alison White, who coordinates the Physical Education Teacher-Ed program at the University of Texas at Arlington, and has two sons: Hayden, 10, and Weston, 4.



Kyle White

HISTORY OF THE SPC

The Oakridge School athletic teams have much to be proud of after competitive 2017-2018 fall and winter seasons. While the Owls focus on finishing strong this spring, Outlook takes a look at the 16-school member athletic conference that we call home — the SPC.

Oakridge joined the Southwest Preparatory Conference, or SPC, in 1990, and has been a proud and active member for 27 years. Head of School Jon Kellam serves as president of the SPC Board of Directors. In reflecting on our nearly three decades in the Conference, Commissioner Bob Windham said, “SPC has appreciated the Oakridge School’s long-standing positive relationship, and we greatly value the leadership that Jon Kellam has provided.”

The Southwest Preparatory Conference was established in 1952 at a meeting consisting of five schools. Three schools from Houston – St. John’s, Kinkaid, and Lutheran – met with St. Stephen’s of Austin and St. Mark’s of Dallas to discuss forming a loosely knit organization, without binding rules, to collaborate with, and compete against like-minded schools. After



Oakridge basketball players warming up at the 2018 SPC Winter Championships.

a second meeting, leaders from the five schools agreed to create the “Association of Texas Preparatory Schools.” The Association met semi-annually, rotating the location among the schools. The host school provided the chairman of the meeting and lunch, and the next host school provided the secretary.

The first Association football team was St. Stephen’s in the fall of 1952. The first Association basketball tournament was held at the end of February 1953, and it included three guest teams to fill out the eight-team bracket. The Association allowed the players to select the “All-Association” team in football, and the coaches selected the “All-Association” team for

basketball during the first year.

The first year of operation created much discussion regarding many topics that led to guidelines that would govern the conference for the next 60 years. Some of those topics included the following:

- Should admission to Association games be charged?
- How to best share tournament expenses?
- How should traveling teams handle lodging?
- How to secure officials?

One interesting piece of history is that two headmasters officiated a

varsity football game between Casady and St. Stephen's one night when officials did not show up for the game.

In April of 1953, Casady and Hockaday were invited to become members of the Association. At the end of that school year, Casady and Hockaday became the sixth and seventh members of the Association. The following year, two firsts occurred: the first girls' basketball tournament was held, and girls' volleyball began as a spring sport. Texas Military Institute of San Antonio was admitted as the eighth school at the end of 1955. The next year began with the Association adopting a constitution of governance and ended with the admission of Allen Military Academy of Bryan, TX as the ninth member school.

The Association of Texas Preparatory Schools officially changed its name to the

Southwest Preparatory Conference in 1958. Later that year, the first baseball tournament, track meet, tennis and golf matches occurred. Greenhill joined the conference in 1958, but did not participate in football. The next several years saw the addition of soccer, field hockey, and cross-country as SPC sports and the coming and going of schools as the conference grew to over ten schools. One key development was the determination that membership required a school to be a member in good standing with the Independent Schools of the Southwest (ISAS), an independent school accreditation agency.

The 1970s saw the SPC survive the national energy crisis by creatively restructuring tournaments and travel. By this time, the two military academies and Lutheran had left the conference while Trinity

Valley, Fort Worth Country Day, and Wichita (KS) Collegiate had joined the conference. The conference guidelines grew as code of conduct language was applied to schools, athletes, parents, and spectators.

In addition to Oakridge, there are 15 other member schools in the SPC. There is one in Oklahoma, eight in the Dallas-Fort Worth area, two in Austin, and five in the greater Houston area. These 16 schools are among the finest college preparatory, independent schools in the southwest, and all embrace a common philosophy of educating the whole child through exposure to academics, arts, and athletic programs. One distinguishing characteristic of the SPC is the season-ending tournaments. The College Board sets the Advanced Placement testing schedule in late spring, and the SPC concludes all of its competition by those dates.

Throughout its 65 years, the conference has continued to adapt to the ever-changing needs of the independent schools involved. Mr. Kellam recently stated, "Oakridge is proud of its continued affiliation with the Southwest Preparatory Conference. Knowing our student-athletes compete against others from like-minded schools in Texas and Oklahoma in a safe and positive environment inspires confidence that our teams are in a great position for success."

Shawn Meadows, Director of Athletics



Oakridge soccer team at the 2018 SPC Winter Championships.

CROSS COUNTRY

Cross country running, or distance running, is an activity that can make a huge impact on one's life. There are many medical and recreational benefits to hitting the open trail. Seeing how long and how far one can push oneself allows a person to become stronger, both mentally and physically.

From a personal standpoint, I have witnessed many of the aforementioned factors for myself, as have my cross country team members. I notice that when I run with our team, my awareness and mood totally change for the better afterwards. I notice that same phenomenon with our runners as well. One of our athletes may come to practice after having a bad day. But after a run, he or she is in much better spirits.



Cross country runners celebrate their teammate.

Another added benefit is that running burns fat very quickly, and it has actually helped me with substantial weight loss. As a result of running last summer, I experienced a decrease in my weight, dropping from 241 pounds to 210 pounds by the start of the 2017-2018 school year.

The physiques of many of our runners have changed as well over time — muscle

development, energy and endurance levels have increased dramatically. I will talk more about that and reveal how running has impacted my students' academic performance in The Oakridge School's new blog, Notes from the Nest.

*Chris Henderson,
MS Science Teacher and
Cross Country Coach*



The Notes from the Nest blog launches this spring and will include articles from Owl educators, administrators, and subject matter experts providing insight on what we have learned over the years. We are teachers with decades of experiences, parents, artists, doctors, tech gurus, and more. We have seen thousands of students from diverse backgrounds and skills, who have overcome struggles and achieved success. Our goal is to spread our experiences through Notes from the Nest, in hopes of stirring conversation, sharing our thoughts with the community, and to bring comfort and advice to parents as they raise their own school-aged children.

ATHLETICS BRIEFS



ALUMNI NEWS

Class of 2005

Ashley Brentlinger Read '05 and her husband David Read are happy to announce the birth of their second daughter, Finley Rae Read. Finley was born August 20, 2017 at Baylor All Saints in Fort Worth. Finley weighed 8 lbs. 2 oz. and was 19 1/4 inches long. Finley was lovingly welcomed into the world by big sister, Avery Kate, who is in preschool at Oakridge.



Class of 2006

Jennifer Groves Murrah '06 was recently recognized as a STAR performer in her role as a senior project manager for CenturyLink in Columbus, OH. The telecommunications corporation annually recognizes 20 STARs of more than 40,000 employees. Married since 2014, Jennifer and her husband Kyle Murrah, recently purchased their first home and she is training to run her first full marathon in Chicago in October.

Class of 2008

Courtney Wood Allen '08 and her husband, Josh, gave birth to their son, Jaxson Michael Allen, on September 17, 2017. The baby boy weighed 7 lb. 5 oz. and was 19 inches long. Courtney is a global brand specialist for Fossil Group in Richardson.



Blake Messer '08 recently took a position at Weir Oil and Gas in Fort Worth as the process engineering manager for the company's U.S. service centers. Blake's group provides support for all operations, including training, new tool development, product sustainability, continuous improvement projects, and facility improvements.

Kristin Scott '08 recently welcomed a baby boy. Hudson James Scott was



born on Kristin's birthday, January 11, 2018, at 3:29 a.m. He weighed 6 lbs. 19.5 oz. Congratulations to Krissy and the Scott Family.

Will Turner '08 starts the doctor of physical therapy program at the University of St. Augustine for Health Sciences this May. He and his wife, **Dana Diamarzouk Turner '08**, welcomed a baby girl, Charlotte, last fall.



Class of 2010

Alyssa Belcher '10 serves as a college guidance coordinator at BASIS Independent School District in San Jose, CA. In 2016, Alyssa earned a Master's degree in international education policy analysis from Stanford University. She earned Bachelor's degrees in sociology and psychology from the University of North Carolina at Asheville.

Sara Gordon '10 married Anthony McQuillen last October at the Basilica of the Sacred Heart at the University of Notre Dame. The couple met in law school

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at Notre Dame and now live in Washington, D.C. where they are both practicing law.



Class of 2011

Peyton Kemp '11 recently joined the Financial and Strategic Investors Group (FSIG) in the investment banking division at Goldman Sachs as an administrative assistant. She previously served as an executive assistant for global digital and cloud technology at Citi. Kemp earned a MSc in international fashion retail from the University of Manchester, UK, and a BA in international relations and affairs from George Washington University.

Ashlei Fong-Kutchins '11 was promoted in April to account



executive at Medix, a healthcare recruiting firm. She graduated in 2015 with a BS in Nutrition Sciences.

Monica Clifford Mendiola '11 married John Mendiola on July 29, 2017 in a wedding at San Antonio's University of the Incarnate Word. Monica is now an eighth grade U.S. History teacher at Tafolla Middle School in San Antonio.

Tyler Pfursich '11 is teaching physical education and coaching junior high football at Livingston Junior High School. He is also the head coach for the varsity boys' soccer program.

Paige Polk '11 is co-directing an interactive documentary website for Google's internal team. Based in Brooklyn, New York, she's grateful to blend media with social justice in the work that she does. She will graduate from the Media Studies Master's Program at the Pratt Institute in 2019.



Class of 2012

Taylor Craig '12 graduated from Emory University with a BS in

Neuroscience and Behavioral Biology. Now she is working on a PhD in the University of Michigan's Neuroscience Graduate Program.

Deron Molen '12 proposed to his girlfriend, Adrianna Pitrelli, on live television in Decatur, IL. He anchors the weekday 4 p.m. newscast for WAND (NBC) and serves as the station's lead nightside reporter.



Emma Leffler '12 will graduate from Southwestern Oklahoma State University with a doctorate of pharmacy this May. She has been selected to complete a clinical pharmacy residency after graduation.



ALUMNI NEWS

Andrew Read '12 and **Samantha Jamieson '13** became engaged December 16, 2017 in the scenic Reunion Tower elevator in Dallas. They were immediately greeted and congratulated by their families, who were jubilantly celebrating in the Reunion Tower lobby. The couple will marry next summer.



Class of 2013

Stephanie Neaves '13 graduated from Texas Christian University last May. She majored in psychology and minored in criminal justice and child development. Stephanie is currently seeking her Master's degree in clinical rehabilitation counseling at UT Southwestern.



Christina Pauley '13, in February joined GLG (Gerson Lehrman Group) as a junior research associate in Austin. Christina

earned Bachelor's degrees last year in both international studies and mathematics from the University of Denver. Last summer, she and her best friend from college raised more than \$5,000 in a bike ride from Oregon to Connecticut in support of Discovery to Cure, an organization that supports ovarian cancer research.



Class of 2014

Landry Petersen '14 will graduate from the University of Arkansas in May with a degree in international studies and religious studies. In August, Landry will depart on a year-long mission trip around the world with the organization, World Race. While overseas, she'll partner



with local nonprofits and ministries, sharing the Gospel and serving the "least of these" in the countries she will visit.

Class of 2015

Lauren Davidson '15 received her white coat from University of Missouri at Kansas City School of Medicine on August 17, 2017. The white coat signifies that she has completed most of her undergraduate work for her BA and that she will complete medical school work for her MD. She is excited to follow in her brother's footsteps, Dr. Sean Davidson '11.



Gretchen Leffler '15 is finishing her third year as a computer animation major at Ringling College of Art



ALUMNI NEWS

and Design. She has designed several art works and created short animations.

Class of 2016

Maddie Lowe '16 was a key player in this year's "Soonerthon," the biggest philanthropy event at the University of Oklahoma. In dance-a-thons, students stand for 12 consecutive hours for all children who can't. OU raised over a million dollars. "Seeing the kids' reaction to us raising this amount of money for the Oklahoma City Children's Hospital was so amazing," said Maddie.

Shanna Lucas '16 is a sophomore at Southwestern University in Georgetown, where she was hired as a First-Year RA team member for the 2017-2018 school year. A journalism major, Shanna serves as a writer and photographer for SU's newspaper, *The Megaphone*.

Spencer Lucas '16 wrapped up the semester at Southwestern Assemblies of God University in Waxahachie and enlisted in the U.S. Navy.

Class of 2017

Walker Emmert '17 and **Brayden Toulouse '17** have become members of the Texas A&M University Singing Cadet men's choir. Known as the "Voice of Aggieland," the group represents the university through musical presentations and special events around the world. This year's

highlights included singing with all five living former U.S. Presidents who assisted with Hurricane Harvey relief efforts.



JOIN OAKRIDGE CONNECT

Oakridge Alumni are now participating in an exciting new platform called Oakridge Connect. This closed group of over 1,500 alums allows members to communicate, network, share pictures, and post event information. The dynamic database helps maintain contact despite graduation, moves, and job changes. Alumni also have the ability to search for each other by class year, city of residence, university affiliation, Greek affiliation, industry, and company. Sign up at oakridgeconnect.org.

In Memoriam Owl Tribute: Janice Schauwecker

Hundreds of Oakridge students, parents, faculty and staff gathered at St. Joseph Catholic Church in Arlington October 26, 2017, to say goodbye to a beloved teacher, colleague, and friend.

Janice Schauwecker, 65, passed away unexpectedly October 20, 2017, while chaperoning and accompanying our fifth grade students on a field trip.

A loving mother, wife, mentor, friend, MBA and CPA — Mrs. Schauwecker also worked as a fifth grade math teacher, substitute teacher, and Oakridge swimming coach. Her daughters, Jessica '08 and Natalie '11, both entered Oakridge in Middle School and graduated at the top of their respective classes.

In her obituary, family members wrote that Mrs. Schauwecker "loved Disney and Sudoku, football and bacon cheeseburgers. But most of all, she loved her family and every swimmer, every student she coached and taught."

Mrs. Schauwecker had a profound influence on many lives and will be remembered for her work ethic, zest for life, love of children, and steadfast support of The Oakridge School.



SUPER SUPPER & AUCTION



Development Information Specialist Teri Foster holds Labrador puppy from Soggy Bottom Retrievers of Lufkin.



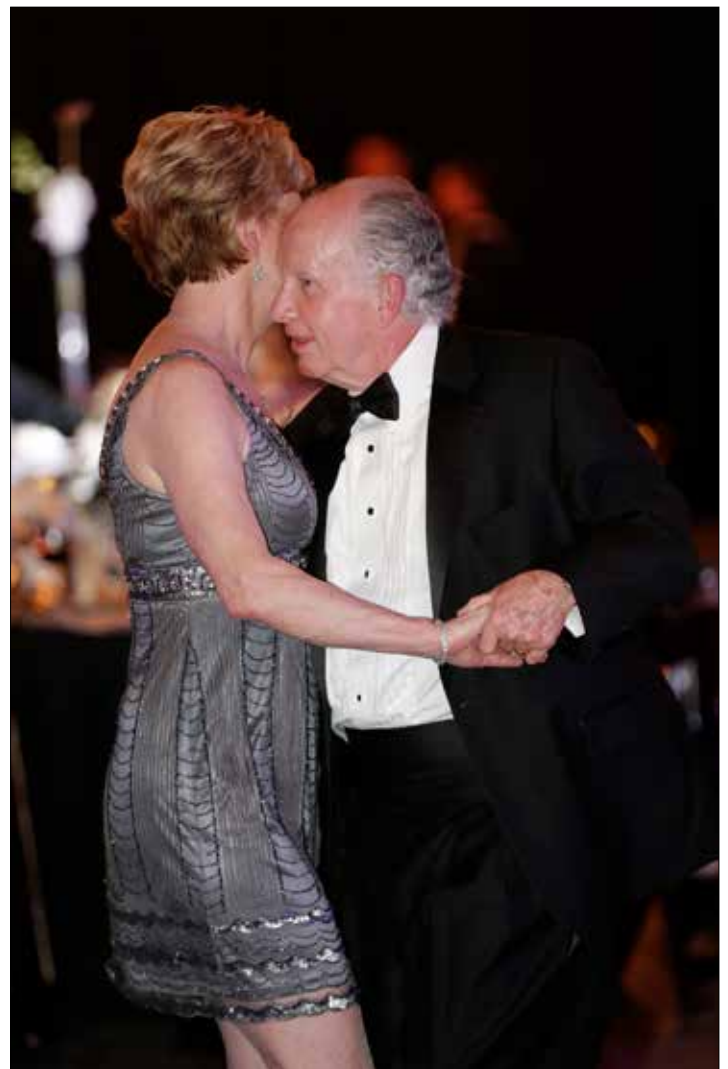
Dressed to impress (l to r) are Fran Lyons, Kristy Kundysek, Songul Agir, and Serena Kundysek.



Head of School Jon Kellam with Ryan Brentlinger Worthington '99, chair of the 2018 Super Supper and Auction.



Live event painter Doug Peak creates a speakeasy-themed work of art.



Former School President Andy Broadus and wife Linda enjoy a dance.

SUPER SUPPER & AUCTION



Super Supper and Auction chair Ryan Worthington '99 and her husband Matt '98.



Oakridge parents Tammy and Kirk Franklin enjoying a dance.



Winner of the Heads & Tails line dance Paul Cary.



Chairman of the Board of Regents Don Duke speaks to Oakridge supporters at the Speakeasy Soirée.

OAKRIDGE PARENTS' CLUB

The Oakridge Parents' Club (OPC) volunteers have been hard at work setting records and having fun. This school year has far exceeded my expectations and my heart is so full. We have surpassed our membership goals with a record number of 345 parents and we are still growing. By the end of the 2017-2018 school year, our volunteers will have created more than 35 events. I have said this several times: every person and every piece counts.

OPC volunteers kicked off the year with the Back to School Fair & Picnic where we held our first ever Uniform Resale fashion show. Our Lower School children had their school supplies waiting for them courtesy of our volunteers. The first day of school we held our Cheers & Tears: Welcome Back Event in our Library. Even the rain that day could not stop our enthusiasm. We have provided several class parties, dessert parties, test snacks and healthy snack days. We continued throughout the year with our big Owlfest Fall Festival, Holiday Treasures Gift Shop, additional Uniform Resale days, and three catered luncheons for faculty and staff. Our Oakridge Pages website underwent a complete makeover and serves as a resource for those who want to connect with our Oakridge friends and family who are business owners or entrepreneurs. Our Parent Ambassador program is going strong with new families matched with current families in order to provide a resource for any new family questions or needs. After Prom planning is underway. This is a fun and safe OPC-sponsored event for Upper School students who attend the prom.

FUNdraising has been hard at work this year with our "Magazine and Gift Sale" event, which provides funding for the many other events we sponsor, in addition to allocating remaining funds to Oakridge. We held our first "Spirit Night" during Homecoming Week



Families at the Back to School Fair.

at Chick-fil-A to raise funds for OPC. It was a blast! All of our events to date this year are highlighted in our colorful fall newsletter.

I think my feeling for this year can be summed up by a meme I sent out last year: "Volunteered. Got Way Happier!" This is so true of the spirit of OPC and its dedicated volunteers. I would like to most especially thank our Executive Board including: Jeanne Curtis, Ronda Lane, Melissa Steer-Koon, Tessa Guevara, Leslie LeMond, Victoria Farrar-Myers, Toni Parvin, Michelle Reese, Jennifer Miller and Kendra Walton. I am so honored to work alongside each of you and consider this year such a blessing. Also a huge thank you to Jon Kellam, Lauren Matocha, Bridget Lewis and Alisa Hunter for helping us with every event and idea we have had this year. We are looking forward to the months to come.

*Michal Tincup
OPC President 2017-2018*

OAKRIDGE PARENTS' CLUB



OPC organized a fashion show with students serving as models.



The OPC Book Fair was held Jan. 24-31 in the Library. "There's A Treasure In Every Book" was the theme.



OPC members provided snacks and treats for students and teachers in all divisions.



Holiday Treasures provided students with an opportunity to shop for gifts on campus.



OPC President Michal Tincup, center, with parents in the record-breaking 345-member club.

Owl Club Allocations 2016-2017

\$3,300 Endowment

Basketball programs

\$382.59 6- Hands Up Defenders

Track programs

\$917.94 6 Starting Blocks

\$6,441.83 4 Jump Pit Covers

Softball programs

\$5,500 Replace broken scoreboard

All US athletes

\$7,125.38 2 Vertimax training systems with accessories to workout 10 athletes at one time

All US/MS athletes and faculty/staff

\$3,795 One Dynatron Solaris Plus, 709Plus – 5 Channel Combo Stim/Light Ultrasound

US Field Hockey

\$3,800 One pair FH goals + nets to update/replace

MS and US Tennis

\$1,800 2 Lobster ball machines

\$2,400 2 additional 3 row bleachers to compliment what we have

\$1,000 ECC PE Program

\$1,000 LS PE Program (in the form of an Amazon Gift Card - this was the helicopter ball drop prize that was donated back to Owl Club)

The Oakridge School would like to recognize The Owl Club for its efforts to support our many athletic programs. We are grateful for your many contributions and appreciate your commitment.





Make Your Gift Today

The Oakridge School Annual Fund 2017-2018

www.theoakridgeschool.org/makeagift



We are honored to chair The Oakridge School's 2017-18 Annual Fund. We chose Oakridge because it is the very best fit for our family of three boys, Christopher and Niccolo, both seniors, and Marco, a sixth grader. It has been amazing to witness how their education plays out in the real world, beyond our Oakridge fences. We have been a part of the Oakridge family since 2010 and it's been a fantastic journey since day one.

What is the Annual Fund? The Annual Fund is Oakridge's top philanthropic priority and it supports the daily operating budget. It is essential to our school and we could not operate without it. All independent schools are faced with the same need: to bridge the gap between tuition dollars and the actual cost of a private education. The Oakridge Board of Regents deliberates thoughtfully on setting tuition, considers what is affordable while staying competitive and offers the best value. The Annual Fund generates the funds that make up the difference. Tuition, Annual Fund, and the Super Supper & Auction, make up the revenue stream for our school. However, unlike other fundraisers, 100% of your tax-deductible gift to the Annual Fund goes directly back to the school. Who benefits from Annual Fund?

Your children benefit directly from your gifts. Oakridge is able to recruit, train and retain talented faculty and staff, as well as, explore new ways to educate our students, creatively and forwardly, in the classroom, on the field, and on the stage. The students are provided cutting-edge technology and new equipment in a top-notch, safe environment and facility.

What does Annual Fund pay for? Oakridge invests its greatest dollars in the people who make up our talented, dedicated and caring faculty and staff who touch your children's lives every day. The Annual Fund pays for all the visible and invisible, tangible and intangible things that make our school unique.

Why should you participate? When you participate, you are automatically part of something big and it feels good. Our school's success depends on EVERYONE'S participation and EVERY GIFT MATTERS, no matter the size. Diversity is a big part of what makes Oakridge stand out above the rest, and the diversity of means is no exception. Your gift, large or small, makes a difference.

How and when do I make a gift? NOW or LATER! It is easier than

ever for you to participate. You can:

- write a check
- use a credit card online
- schedule a recurring monthly payment online
- send in cash
- transfer stock options
- make a pledge online

Please remember that matching gift programs are available at many of your places of employment. Check with your human resources department to see how you can double your gift!

Our goal this year is twofold: to raise \$425,000 and to achieve 100% schoolwide participation!

We are still in the race and invite you to join in Oakridge's 2017-18 Annual Fund campaign. Thank you in advance for considering your gift thoughtfully. Should you have any questions, feel free to contact Teri Foster at 817.781.2125, Larraine at 817.691.6229 or Ralph at 214.435.1934.

See you at the finish line!

Best Regards,

Ralph and Larraine LaRovere

**OAKRIDGE
GOLF CLASSIC**



Save The Date Oakridge Golf Classic

**Monday, May 7, 2018
Walnut Creek Country Club**



The Oakridge Golf Classic supports The Owl Club, whose mission is promoting school spirit, character development, and the physical well-being of our students through financial and other forms of support for physical education and athletic programs in every division.

**All proceeds benefit the Oakridge Physical Education
and Athletic programs.**

**For more information about sponsoring the 2018
Golf Tournament, please contact
Amy or Bryan Key 817.980.3904**



Amy and Bryan Key
2018 Oakridge Golf Classic Co-Chairs



Dennis Brown
President, The Owl Club

OUR MISSION

To inspire students to seek their full potential in academics, the arts, and athletics in a challenging and nurturing environment that cultivates social responsibility, mutual respect, and personal integrity.

OUR VISION

To attain national recognition as a college preparatory school that provides educational excellence grounded in responsible character development and ethical leadership.

PHILOSOPHY

We believe the role of The Oakridge School is to provide a challenging educational program that emphasizes the total development of each child, encompassing intellectual and social skills as well as cultural, emotional, and physical development, thus preparing students for higher education and life.

We believe an environment that employs a variety of teaching techniques and learning activities best enables each student to succeed as an individual and as a member of a group.

We believe an orderly environment, stressing personal and academic self-discipline, provides an atmosphere most conducive to success.

We believe in academic excellence and in the pursuit of knowledge as a lifelong experience.

We believe in high moral and ethical standards, honor, and mutual respect.

We believe The Oakridge School functions most effectively with the involvement of students, parents, faculty, staff, and members of the community.

We believe the graduates of The Oakridge School should be men and women of good character who have developed a healthy respect for self, an awareness of the privileges and obligations of citizenship, and a keen sense of empathy for and responsibility to fellow human beings.



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To Parents of Alumni:

If this magazine is addressed to a son or daughter who no longer uses your home as a permanent address, please email his or her address and contact information to tfoster@theoakridgeschool.org.

