

THE Oakridge School

Vol. 35, No. 2

Outlook





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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 basic skills as well as cultural, emotional and physical development, which prepares 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 achieve 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, in high moral and ethical standards, in honor, in the respect of the opinions and the rights of others, in the realization and acceptance of the consequences of an individual's actions, and in the pursuit of knowledge as a lifelong experience.

We believe the graduates of The Oakridge School should be men and women of good character who have developed a healthy respect for self, and 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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Special thanks to Mr. Peter Novak for contributing the cover photo for this issue of the Outlook.

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The Oakridge School is an independent, coed, college-preparatory, day school for students in preschool (age 3) through grade 12. The Oakridge School does not discriminate on the basis of color, creed, sex, or national and ethnic origin in school-administered programs.



“I am very impressed with Oakridge and very grateful to have this premier school in Arlington. The Homecoming celebration showcased the strong sense of community at Oakridge!”

— Arlington Mayor Jeff Williams

OAKRIDGE HOMECOMING: RHYTHM AND BLUES BRING ALUMNI HOME

By Lori Lane, Assistant Head of Middle School

Homecoming 2015 was another memorable Oakridge event celebrated by alumni and enjoyed by the entire school community.

For more than 20 years, traditions reminiscent of a 1950's small town have continued. Spirit Week kicks off the festivities. Students dress up each day based on a theme, and at the end of the week, everyone wears their homecoming t-shirt.

On Homecoming day, local and school leaders, student teams and organizations, and members of our extended school family line up to travel down the spinal road parade. The number of parade entries has increased over the years, but it is the entries themselves that give the Oakridge homecoming parade its hometown feel. From the Oakridge Drumline to classic cars, flatbed trailer floats to horse-pulled buggies, the sky's the limit.

This year, a catered cookout by Chop House Burgers brought everyone on campus early to tailgate before the 7:00 p.m. kickoff against Greenhill School. As the stadium lights came up, families could feel the excitement in the air. It was absolutely thrilling to watch the Varsity Football players run on to the field as the Oakridge drumline and TCU band brought the crowd to their feet. After a hard-fought game, the Owls emerged victorious over the Greenhill Hornets with a score of 42-20, bringing their season record to 6-0.



Arlington Mayor Jeff Williams, Grand Marshall of the Homecoming Parade, with his wife Karen (left), Lori Lane (right), and Headmaster Jon Kellam (far right).

Homecoming night was complete when the night sky lit up with fireworks. In our humble opinion, it was the most spectacular fireworks show in Arlington, Texas.

"Some of my favorite memories from Homecoming involve working on our Homecoming banner all four years of high school in someone's garage or living room," says Ashley Frank Klesmit '08. "I'm sure our parents loved us carrying paint jugs in the house!"







Homecoming Themes From Yesteryear

- 2001** Respect...What You Want? Baby We Got It!
- 2002** Fiesta
- 2003** Stayin' Alive for 25
- 2004** Wild About Oakridge
- 2005** Got Game?
- 2006** Oakridge...The Real Thing
- 2007** Built Owl Tough
- 2008** To Infinity and Beyond
- 2009** How Sweet It Is
- 2010** Let the Good Times Roll
- 2011** Oakridge Bound...All Roads Lead Home
- 2012** Oakridge: The Home of Champions
- 2013** Like a Totally 80's Homecoming
- 2014** Cape Oakridge





“The College Advising team at Oakridge strives to connect students with colleges and universities that best match their individual skills, talents, and interests.”

— Jon Kellam, Headmaster

A DAY IN THE LIFE OF COLLEGE ADVISING

By Kellen Lewis, Director of College Advising

Before the first bell at 8:40 a.m. every morning, the College Advising Office is already buzzing. It doesn't hurt that the office is between the parking lot and the Upper School – an easy stop as students start their day. Visits from students during the morning hours run the gamut, from news of a college acceptance to a request for essay feedback. Or, maybe a junior hopes to see the Vanderbilt counselor when he visits, but it turns out that there is an AP Chemistry test. A quick conversation leads to an easy solution: take the test and then head over to meet Mr. Gutierrez.

In college advising, every day is different; every moment is vibrant and dynamic. Life is neither slow nor boring. In so many ways, Oakridge college advisors have the prime vantage point of seeing our seniors live the Oakridge mission. Students write the story of who they hope to become during their visits to the college office. And as a college preparatory institution, The Oakridge School has dedicated a three-member team to support these efforts.

The job description of each person varies, but multiple priorities are handled in any given day. Students enjoy individualized attention throughout their college admissions process, but this face time with advisors is only a small segment of what the office does. An equally important facet is the behind-the-scenes networking and relationship building. Our college advising team has the role of ensuring that each college where a student applies understands what it means to be educated at Oakridge. At the same time, it is the college advisor's role to understand the admission priorities of colleges and universities across the U.S. and abroad.



A representative from Washington University in St. Louis holds an information session for students in the Quad.

Below, see what a fall day might have looked like for Kellen Lewis, Director of College Advising.

8:00 a.m.

Visit with three seniors. One is picking up feedback from the two essay and four short answer questions she gave to Mrs. Lewis the evening before. (Mrs. Lewis, incidentally, reads student work over a cup of coffee in the wee hours of the morning.) The other two seniors have some good news to share, which Mrs. Lewis will make sure she puts in the morning's Upper School announcements so that all students can celebrate.

The PSAT is quickly approaching, so Mrs. Lewis spends some time touching base with College Advisor Peggy Pfursich who handles all logistics. This is no small undertaking with almost 200 students testing in more than 15 classrooms.

8:45 a.m.

Mrs. Lewis has a student conference scheduled. Each Upper School student has a daily study hall; most seniors use this time to balance homework and college application priorities. Even though Mrs. Lewis will be meeting with a student, the University of Southern California is also visiting. She will use this time to tell USC about our new MakerSpace and to inquire about any changes to their application process.

9:35 a.m.

It's second period. Though Mrs. Lewis does not have an appointment scheduled, three colleges are visiting. Since there is a three-person team, each staff member can visit with a college representative, building rapport, expanding understanding of the institution, and sharing information about our Oakridge students.

10:20 a.m.

Tutorial has started. There are two more colleges visiting, but this is also a high-traffic time in the college advising office. Five students drop off essays for review and feedback; one student stops by to see if Mrs. Lewis will review his college application before he submits it.

11:00 a.m.

Third period. There is one student scheduled for her study hall and two students waiting for assistance. One student needs help sending ACT scores to her colleges, and the other has a quick question about how to navigate the "Write a letter to your future roommate" prompt on one of his college applications. Mrs. Lewis manages to address all three student needs and takes a deep breath before...

11:50 a.m.

It's fourth period, and there are four colleges scheduled during this block. Thankfully, College Advising Coordinator Paulo da Silva spotted the hectic pacing, made sure there were meeting spaces for all four colleges, and recruited interested juniors and seniors to come hear more about the schools. Mrs. Lewis and Mrs. Pfursich will address student needs while also juggling the college visitors to ensure that the colleges feel good about their visit to Oakridge.



Peggy Pfursich consults with senior Barron Wortham during the college advising workshop for seniors at the start of the school year.

12:35 p.m.

Mrs. Lewis, Mr. da Silva, and Mrs. Pfursich use lunch time to catch up with students, track down answers to a few questions, and renew their energy for the afternoon ahead.

1:15 p.m.

A junior family has arrived for a fifth period meeting with Mrs. Lewis. Their son would like to begin building his list of colleges so that they can take advantage of travel opportunities on Presidents' Day weekend as well as Spring Break. Two colleges are also visiting, so Mrs. Pfursich and Mr. da Silva step in to network and communicate with the representatives.

2:05 p.m.

Sixth period. For the first time today, Mrs. Lewis does not have a student scheduled. She takes advantage of the time to do some editing on a couple of her own recommendation letters, format and review a handful of faculty recommendations she has received during the day, and look at student writing. During this time, she has five walk-in students with quick questions to address.

2:55 p.m.

It's seventh period, and Mrs. Lewis has to head out of the office for a late afternoon counselor update. Throughout the fall, colleges host updates so that high school counselors can


hear about changes in the application process, the profiles of successful candidates for admission, and university updates. These opportunities are critical for networking, so Mrs. Lewis and Mrs. Pfursich engage in these conversations whenever possible.

Evenings / Weekends

The work of the College Advising Office is not confined to the school day. Mrs. Lewis will be reading student and faculty work, writing her counselor recommendations, and planning well beyond 3:40 p.m., when the students head to athletics.

The Cycle of a Year

Fall is a senior-intensive time; spring is focused on the junior class. Because there is not a one-size-fits-all approach, Mrs. Lewis and her team will orchestrate group events as well as individual and family conversations. Every year, the team plans college nights (including a night devoted to financial aid and scholarships), a sophomore college tour, College Day (for grades 9-12), participation in local college fairs, and exams like PSAT and AP.

Without question, a College Advising Office in an independent school is a busy place. Still, walking with students through this rite of passage is a role all three members of the team take seriously. It is an honor to serve and support Oakridge students during the journey. 



Kellen Lewis works with senior Grace Pinac on college t-shirt day.

A LOOK AT THE CLASS OF 2015 BY THE NUMBERS

73

seniors

5

*seniors with offers to
play college athletics*

1

*National
Hispanic
Scholar*

157

*different colleges
accepted our students*

10

*National
Merit
Commended
Letter
Winners*

80

*pounds of Jolly
Ranchers, M&Ms,
Skittles, and other
assorted chocolate
consumed over
college application
season*

129.7
*the average
number of Community
Service Hours per
student, (the graduation
requirement is only
60 hours)*

9,470

*hours volunteered by seniors
across our cities, states,
country, and abroad*

\$7.9 million
*in merit-based
scholarships;
percentage of seniors
with merit-based
offers: 65*

7.7

*the average number
of college applications
per senior*

1 National
Achievement
Scholar

562 college
applications mailed
to schools across the
United States – TCU
and Baylor were the
most popular with 20
applications each

CLASS OF 2015



Clockwise from top: Seniors and their first grade buddies at the senior luncheon; at the reception hosted by the Oakridge Alumni Association, seniors wear their new college t-shirts; Headmaster Mr. Kellam on graduation day with the Salutatorian and Valedictorian; in August, seniors returned to pick up their yearbooks and catch up with friends; a senior and her first grade buddy at the senior luncheon; the seniors listen to speeches at graduation as they prepare to walk the stage.





Clockwise from top: The Oakridge Class of 2015 poses for their class portrait with Mr. Kellam and Mr. Broadus; two seniors anxiously wait in the library for graduation to start; seniors receive a special gift from the Alumni Association.



There is no greater compliment to a school and its faculty than to have its graduates seek a career in education. We talked to three Oakridge alumni about what inspired their calling to the field of education, how Oakridge has prepared them for their careers, and their advice for others pursuing this path. Although each of their journeys has been different, they share their connection to the Oakridge family and a desire to help others grow through learning.

Christiane Buuck, Class of 1997

What is your current position/title/degree path?

I am a Senior Lecturer in the Department of English at Ohio State University. I specialize in teaching developmental writing, as well as honors composition, and sometimes a little creative writing, too. I am working on a novel right now and I'm looking forward to finishing it this year.

What was your motivation for pursuing this path?

I have always loved teaching and have found myself in a classroom in one way or another every place I have lived. Even when I studied abroad in France during my junior year of college, I somehow ended up in a French middle school classroom teaching conversational English. At Oakridge, and later at Davidson, I was certainly influenced by excellent teachers who showed me that the classroom is a space where incredible transformations can occur – not all of them academic.

“Don’t neglect your own learning when you are crafting a career in the classroom.”

– Christiane Buuck '07

What is the one accomplishment you’re most proud of since you left Oakridge?

Professionally, I am most thankful for the Creative Writing Fulbright to France that I completed the year after I graduated from the Master of Fine Arts program in creative writing at the



Christiane Buuck '97

University of Arizona. I spent a year walking the pilgrimage paths of the Camino de Compostela as they exist in France and staying in monastic communities, researching, writing, and engaging in the most fascinating international diplomacy on the ground with everyday French people.

Personally, I am most thankful to be building a balanced life. I am able to work at a job that is fulfilling and challenging, do my own writing, weave, exercise, garden, worship, engage in our neighborhood and church communities, and give time and energy to my family – especially my husband and our seven-month-old daughter, who teaches us every day about curiosity, exploration, and joy.

Who were the most influential people and/or what were the most influential experiences you had while at Oakridge?

Among the teacher stand outs are Myron Ice, Julie Ladner, Kyle Edgemon, Elissa Eggleston, Mike Pellegrino, and Peggy Bunzli. Stunning teachers and amazing people, all of them. One hugely influential experience was participating in choir in all its forms, including show choir, and our trip to Carnegie Hall. Mr. Ice introduced me to singing well, to finding community through music, and to Gershwin and the American song book, and I will be forever thankful to him for all of it.

Another influential experience was a class trip in middle school to Y.O. Ranch that included a climbing wall and sleeping under the stars near a herd of longhorns. On days when things get tough, I remember getting to the top of that 40-foot climbing wall, and things seem a bit more doable.

What thing are you proudest about that came from your education at Oakridge?

I don't really think of things in terms of pride, but if I may speak in terms of gratitude, I'm really glad that I got the opportunity to play volleyball while in high school. It's something that I really enjoyed for a time and knew I wouldn't continue after I graduated. Strange as it seems, I'm also really glad for the work I did in the lab reports and logs and scientific drawings I used to create as part of Mrs. Eggleston's classes. I'm glad I got through her AP Biology class, too. I remember being up until 2 a.m. studying for that class. A friend and I used to call one another and just stay on the line as we studied in order to help each other stay awake.

What is one piece of advice that you would give Oakridge graduates? What about those who are planning a similar career?

There's a lot of pressure at this cultural moment to think of college as a means to a career. I teach a lot of students who are incredibly stressed out and so overextended that they are not enjoying college at all. I'd urge you to make space for the joy of learning during your college years. Slow down. Try classes outside your major or intended major. Think outside the grades a bit, and take the time to explore what you really enjoy. If you hope to teach, then get experience wherever possible. Take notes about the strategies your own teachers use. Volunteer in community classrooms. Talk to people who teach about how they got where they are, what they love, and what they might do differently.

Don't neglect your own learning when you are crafting a career in the classroom. I can't say enough about good colleagues, good conversations, and good reading – all of these can lead to the lively exchange of ideas and the enriching of your life and vocation. There's a lot to be said for taking a class now and then, too, especially because if you teach, you probably also love to learn.

Jarrett Cocharo, Class of 2006

What is your current position/title/degree path?

I teach geometry and algebra II in Fort Worth ISD. I was an accounting major in college.

What was your motivation for pursuing this path?

Two years ago I had a stroke, and what I remember most about those trying times was the support I received from my Oakridge family. Teachers who I hadn't seen or spoken to in years came to visit me in the hospital and physical rehab center. I honestly couldn't believe that so many cared enough to do so much. Yes, Oakridge gave me one of the best educations that you can receive in North Texas. But it also gave me a lifetime network of support, which is priceless. I wanted to give other students not only the education I received but also the emotional support that proved crucial to me later in life.



Jarrett Cocharo '06

What is your favorite Oakridge memory?

In my junior year, most 11th graders had study hall during sixth period. I remember becoming close to so many people that I previously hadn't talked to that much. We even made t-shirts for our study hall!

What thing are you proudest about that came from your education at Oakridge?

I can remember clearly meeting with then Head of Middle School (now Headmaster) Mr. Kellam when I first started. He told me and my parents that we would be joining a very close family. I didn't understand what he meant at the time. But now, having graduated almost ten years ago, I can proudly say the people I talk to the most are my friends from Oakridge. You truly never leave the school.

What is one piece of advice that you would give Oakridge graduates? What about those who are planning a similar career?

Be flexible. It is okay if you do not know what you want to do when you grow up. Chances are if you ask any of your teachers, they would have chosen much different college majors and career paths. You are constantly changing, so expect that the things you liked when you were a teenager may not be the same things you like when you are a college graduate.

Alyssa Belcher, Class of 2010

What is your current position/title/degree path?

I am pursuing my master's degree in International Comparative Education from the Graduate School of Education at Stanford University. After I graduate in 2016, I hope to pursue a career in educational research with the goal of promoting global citizenship as a way to encourage multicultural understanding and international peace. While I currently am aiming for a career in research, I am leaving my options open to change.

What was your motivation for pursuing this path?

After I graduated from the University of North Carolina at Asheville, I moved to Baoding, China, where I taught English for a year in an international boarding school. My experience living in and traveling across China developed my love of other cultures and inspired me to pursue a career in the field of education.

What is the one accomplishment you're most proud of since you left Oakridge?

I'm really proud of all the exploring I've had the opportunity to do. I've been able to travel all over the Southeast United States, across China, and, most recently, I camped at multiple National



Alyssa Belcher '10

Parks as I moved from North Carolina to California. Our world really is a beautiful place!

Who were the most influential people and/or what were the most influential experiences you had while at Oakridge?

There are so many possible answers to this question! Obviously my time at Oakridge shaped me and my path in more ways than I am probably conscious of, but I want to recognize the fact that I never felt held back from anything I wanted to pursue because of my gender. There is a lot of discussion about how girls receive the message either explicitly or subliminally that they can't pursue certain career paths or interests, but I never once got that message. I really grew up with a lot of strong, intelligent female role models – my own family members, my friends' moms, and the staff at Oakridge – and combined with the culture of educational cultivation at Oakridge, I never once felt that my gender was an influential factor in my success, and I am extremely grateful for that.

“I highly encourage all college graduates, particularly those going into the field of education, to spend some time living abroad.”

– Alyssa Belcher '10

What thing are you proudest about that came from your education at Oakridge?

I developed really good study habits while I was a student at Oakridge, balancing homework with my after-school ballet training. I think, in part, because of the necessity to learn how to manage my time well, and because there were high standards from my teachers at Oakridge, college was never very stressful for me.

What is one piece of advice that you would give Oakridge graduates? What about those who are planning a similar career?

I highly encourage all college graduates, particularly those going into the field of education, to spend some time living abroad. It really forces you to change your perspective and challenge your assumptions about the world. For me, my experience living abroad really forced me to develop my patience and tolerance for adversity and made me really appreciate the privilege I've had in my life.

STUDENT AMBASSADORS

By Mike Cobb, Director of Admissions

The Oakridge Ambassador Program has expanded for the 2015-2016 school year in some tremendous ways. This leadership program for students in grades 7-12 is a unique way for students to receive training and experience real world opportunities to serve.

The expanded program was launched this summer with a two-day "Ambassador Camp" that engaged students in hands-on, collaborative brainstorming and planning for the year. Over the two days, students enjoyed team-building challenges, brainstorming activities, leadership training, and planning for the year.

Oakridge Ambassadors will participate in activities that provide opportunities to lead and the ability to impact and improve our school community. Students have formed teams based on their interests and level of leadership experience. These teams have specific goals for the year, including Ambassador Tour Guides, Social Media Teams, Event Planners, Event Stewards, and more. Through Ambassadors, this outstanding group of student leaders will stay engaged in relevant, personal, and unique leadership experiences throughout the year. @



Clockwise from top left: Lunchtime at Ambassador Camp, tour guide Ambassadors participate in a planning session, Ambassadors share feedback on their observations from walking around the campus, a team building exercise tested Ambassadors on cooperation and strategy.



NEW FACULTY AND STAFF

Fifteen new faculty and staff have joined The Oakridge School. Among them are faculty in the Upper School (5), Middle School (3), Lower School (1), and ECC (1). Four are coaches, two join the fine arts department, two join technology, and three are non-teaching staff members. They've moved to the area from other cities within Texas and from Virginia and Alabama, and include among them one Oakridge alumnus and one spouse of an alumnus.

Most importantly, all of these new faculty and staff are excited to join the Oakridge Family. Read more about each of them at www.theoakridgeschool.org/newstaff. @

Frances Allen

Upper School
Visual Arts

I am an educator because it allows me to share with young minds what I am passionate about.



Andrea Anders

Upper School English

I am an educator because I love teenagers. They inspire me to be creative, innovative, energetic, and dynamic.



Tera Buckalew

Preschool

I am an educator because I love seeing the excitement on the children's faces every day.



Hannah Davis

Middle and Upper
School English

I am an educator because I have a passion for introducing students to the power of language through writing.



Megan Elizondo

Middle School Maker
Specialist / Middle
School Technology

I am an educator because I hope to help students find what they may be passionate about and develop a love of learning.



Amanda T. Harrier

Marketing and
Communications
Coordinator

I am a communicator because I love to write and tell stories that need to be told.



Shawn Hindy

Upper School Spanish
/ Head Field Hockey
Coach

I am an educator because I love making a difference in kids' lives and being a positive role model for them.



Wesley Irons

Upper School Physics

I am an educator because I love learning and physics, and I love to share these passions with others.



Daniel Jamieson

Orchestra Director

I am an educator because I am passionate about music and the impact it has on our daily lives.



Nick Lane

Technology Assistant
/ Tennis Coach

I am an educator because I want to influence children in as many positive ways as possible.



Kellen Lewis

Director of College
Advising

I am an educator because I want to help develop students to be leaders in a global community.



Michael Millions

Seventh Grade History

I am an educator because I want to leave this world in a better place than I found it.



Reda Petraitis

Assistant Athletic
Director / Head Girls'
Basketball Coach

I am an educator because I love sharing my unique life experiences as a student athlete.



Kristen Robertson

Physical Education
/ Head Swim Coach

I am an educator because physical education is critical for helping children develop healthy habits at a young age.



Kathy Jo Rogers

Fourth Grade


I am an educator because I love children and growing with them.



ANNUAL RETIREE LUNCHEON

Last spring, a group of Oakridge retirees came back to campus to celebrate the fourth annual Oakridge Retiree Luncheon.

Seventeen retirees returned to campus this year for a wonderful lunch on the bridge followed by a tour of the campus and a visit of their old classrooms. The retiree luncheon is a great way to acknowledge the many years of service these educators have given to The Oakridge School.

Gail Kilman, Ph.D., and Headmaster Jon Kellam initially put the idea together to create the event. "The Oakridge Retiree Group held its first luncheon in 2010," said Dr. Kilman. "We organized it because we wanted to stay connected to Oakridge and with one another. Many of us remember what the school was like before the Pioneer Parkway campus opened!" 



Front Row (l-r): Lorna Jones, Sharon LeMond, Gail Kilman, Su Henderson, Barbara Cox, Mary Smith, Jan Kern, and Pat Martin

Back Row (l-r): Andy Broadus, Jon Kellam, Elizabeth Page, Susan Butts, Barbara Kimbrough, Pat Gordon, Julie Ladner, Lisa DeFrank, Frances Rucker, Mike Yandell, and Tony Barriteau

OWLS OF ALL AGES LEARN TOGETHER

By Amanda T. Harrier, Marketing & Communications Coordinator

Ten years ago, Upper School teacher Catherine Danner had an idea for her Advanced Spanish students.

She assigned a project where the students would pair up and create a Spanish children's book. They would develop and write a story, create illustrations, and then publish their book by printing and binding it. Students would be proud of their creation, but the real excitement came when the classes journeyed over to the ECC to read their Spanish books to the Preschool, Pre-K, and Kindergarten students.

Ms. Danner's classes of mostly sophomores and juniors sat on the floor and engaged the ECC students in the story. Afterward, they helped them practice their Spanish numbers and colors. Their grade for the assignment was based not only on their book, but on how they worked and interacted with their fellow owls. Ten years later, the project continues to engage students both young and old.

"They have such a great time," said Ms. Danner. "After my students leave, the little ones ask when they're going to come back."

She's not the only teacher thinking outside the box, and outside their division. Middle School teacher Gail Roe has started a new project this fall with her sixth grade math students. Working with a partner, they have been tasked with creating a game, writing a song, developing a story, or creating an art work that will help the Kindergarten students understand difficult math concepts.



Sixth grade students compose a song to help Kindergarten students learn math.

When Ms. Roe first had the idea, she contacted Kindergarten teacher Emily Sweeny and asked what math concepts her students had the most trouble with. She brought this list to her own students, who would be able to pick one and develop their own approach to teaching the concepts. The concepts included adding and subtracting numbers, recognizing coins, and odd vs. even numbers.

Each teaching activity would be tested out by their classmates before being taken down to the ECC. One of the early ideas in development was a board game called Mathopoly that helps the younger students learn how to add and subtract money.

"Early Childhood students are always enriched when our older students come for a visit," said Betty Garton, Early Childhood Center Director. "They get a wonderful glimpse of their future as an Oakridge student. It encourages our young owls to look forward to an educational journey full of wonder and discovery."

Ms. Roe already has plans for this new project to grow. "Next year, the first and seventh graders will continue the project, and then on to second and eighth graders," she said. "So they create a relationship that can expand over three years. I'm excited to see how it develops."

Fifth grade teacher Claire Reddig had friendship in mind when she came up with an idea to help ease the transition from Lower to Middle School for the fourth graders.

"There was an ongoing conversation in the Middle School about how to make this transition smoother for the students," said Ms. Reddig.



Upper School Spanish students visit the ECC students.




Above and lower left, Mrs. Danner's students read Spanish children's books that they wrote to the ECC students. Below right, a sixth grader in Mrs. Roe's class creates a math game to play with Kindergarten students.

She contacted the fourth grade teachers, and together they paired their classrooms up to write letters back and forth and planned a Popsicle Social complete with get-to-know-you nametags. Both exercises led up to the final event – “Are You Smarter Than a Fifth Grader” – where the three fourth grade classes competed to answer trivia questions written by the fifth grade students.

Using online game-based learning platform Kahoot, Ms. Reddig collected questions from the fifth graders covering science, math, history, English, and general Middle School trivia. The fourth graders gathered in the Middle School commons and used iPads to compete as classes against each other with the fifth graders cheering them on from the sidelines.

“The game gave them a glimpse of what they’re going to learn next year,” said fourth grade teacher Ashley Read. “It made them feel more comfortable and confident, like ‘I can do this – I can tackle Middle School.’ It’s important to have that level of comfort.”

Whether it’s Upper School visiting the ECC or just bridging that one-grade transition between Lower and Middle, all agree that being at Oakridge provides a unique opportunity for cross-divisional collaborations.

“One of the best things about Oakridge is how we have all ages here on the same campus,” said Ms. Danner. “You wouldn’t be able to do projects like this at most other schools.” 





FOREIGN LANGUAGES AT OAKRIDGE

By Jim Andersen, Associate Head of Upper School

Studying a foreign language has immense personal and global benefits. It is an important part of The Oakridge School's curriculum from our Early Childhood Center through our Upper School.

Did you know that studying a foreign language improves critical thinking, creativity, and flexibility of the mind? The United Nations has six official languages. (Can you name them? See the end of the article for the answer.) The European Union has 24 working and official languages.

Because of the importance of being bilingual and having an understanding of the cultures of the world, the Foreign Language Department and the Academic Steering Committee are leading a year-long study of the future foreign language offerings and curriculum at The Oakridge School.


The study will not only address the curriculum and scope and sequence of the languages that are taught, but also will include a 30,000-foot view of what skills our students need to be successful in the future in our shrinking world. Student and teacher exchange programs, service learning, international travel,

authentic cultural awareness, and technological innovation will all be studied in this year's in-depth review.

In addition to Oakridge faculty, staff, and administration, the school has asked its vast network of sister schools to participate in dialogues and conferences to collaborate on ideas and experiences. There has been tremendous interest in our study from language chairs and school leaders.

Oakridge offers Spanish in grades PS-12, French in grades 5-12, one year of Latin in grade 6, and Chinese in grades 9-12. Currently, our Upper School students are required to take three years of one of our languages or two years of two different languages to graduate.

The results of this comprehensive review will guide our decision making for the direction of foreign language study in all divisions of the school.

Were you able to name all of the official languages of the United Nations? They are Arabic, Chinese, English, French, Russian and Spanish. 





THE OAKRIDGE CLASSROOM ENVIRONMENT

By Sarah Kramer, Assistant Headmaster

When Learn21 was initiated three years ago, the faculty and administration crafted qualities of what the new classroom environment would look and feel like. In an Oakridge classroom, our faculty has been focused on mission and philosophy, Learn21 tenets, the writing and speaking initiatives, and the six C's (communication, collaboration, creativity, critical thinking, character, and cosmopolitanism).

During the Administrative Staff Retreat in summer 2015, school leadership agreed that while all areas of focus are an important part of classroom culture, putting all the qualities into one synthesized model would benefit students and families. The result? The Oakridge Classroom Environment was unveiled during 2015-16 pre-planning and remains at the forefront of our teaching and learning at Oakridge.

Across divisions and academic disciplines, our faculty and administration are engaged in conversations about the qualities that define an Oakridge education. Teachers facilitate student learning, and these tenets guide classroom dialogue and planning. @

The Oakridge Classroom Environment...

- embraces hands-on learning and authentic experiences.
- encourages students to find their voices as they develop and share their passions.
- engages in a meaningful and timely feedback loop.
- facilitates the exchange of ideas and experiences within a global community.
- fosters digital organization, literacy, and citizenship.
- inspires inquiry, creative thinking, and problem-solving skills.
- nurtures a warm, positive culture based on respect, responsibility, and empathy.
- promotes character development and leadership skills.
- provides a variety of learning tools and resources, both inside and outside the classroom.
- supports a blend of established and progressive teaching methods.





“Oakridge has allowed me the opportunity to study abroad. It was great to experience the cultures in Greece and Italy and learn about history.”

— Caroline Broadus, Class of 2017

OWLS ABROAD SUMMER 2015

By Melanie Hartsell, Upper School Faculty

A group of Upper School students, parents, and faculty travelled to Greece (Athens) and Italy (Rome, Pompeii, Sorrento, Capri) this summer. It was life-changing, especially for those who had never travelled outside of the country.

The group, led by Upper School math teacher Melanie Hartsell, was immersed in Greek and Italian cultures – the language, history, food, people, and customs. Stepping back in time, artifacts and ruins of ancient civilizations that lived in 500 B.C. or earlier were explored. Everyone learned stories about how people lived and how the inventions and traditions that were created thousands of years ago are still present today. Nothing in the United States dates back that far! The historical places, museums, and beautiful landscapes, especially around the coast of Italy, were true highlights.

One of the favorite experiences was taking a boat tour around the Islands of Capri and Sorrento and finding lemons the size of grapefruits or small cantaloupes growing on the trees. New words in Greek and Italian were learned each day, and there were always new foods to taste. The Oakridge members of the group bonded together even more closely than before and also developed very close friendships with students from other schools in Florida and Louisiana.

The memories of building a group pyramid to pick oranges from a tree, playing hacky-sack during free time, taking countless selfie-stick pictures, figuring out the local transportation, seeing creative artistic displays around the fountains, eating gelato, hanging out, charging cell phones by riding a bike, surviving the rain showers in Pompeii, and getting one student home without her passport will always remain with the students and chaperones.

While in Greece, the economy was crashing and the frustrations of its people were evident in the graffiti and conversations. Being in the land where the Olympics began, seeing the Acropolis and the school of Socrates, and experiencing Athens were experiences that will be forever etched in the minds of the Oakridge students.

The Roman Forum, Coliseum, Palatine Hill, St. Paul's Basilica, The Vatican, Michelangelo's ceiling, the Roman Catacombs, Pompeii, and Mt. Vesuvius enlightened the group culturally during its stay in Italy. This trip was the experience of a lifetime for the students!



CAMPUS LIFE

Below and right, photos from the first pep rally of the year; middle row, fun at the Back-to-School Family Picnic; bottom left, Varsity Volleyball kicks off a great season; bottom right, practicing at summer cheer camp.





Above left, playing on the playground at the ECC; above middle and right, more fun at the Back-to-School Family Picnic; middle row, the Varsity Cheerleaders look on as the football players take the field; bottom left, the Varsity Field Hockey team playing at home; bottom right, the OPC provided first day snacks to Upper School students.



OAKRIDGE STUDENTS FINISH THE SENTENCE:

Oakridge is preparing me for my future by...



...helping me have a caring heart and solving puzzles!
- Ginny, Kindergarten

...practicing jumping and bouncing to be a spaceman!
- Kenan, Pre-K



...practicing writing and spelling!
- Wyatt, Kindergarten



...teaching me to follow directions!
- Noah, Kindergarten



...preparing me to be a water engineer and go to MIT. Oakridge will help me to read, do math, and write.
- Austin, 1st Grade



...teaching me new things. Getting my knowledge stronger will help my future when I'm a dance teacher or maybe just a regular teacher.
- Natalie, 2nd Grade

...teaching me how to write cursive, and I will need that to sign checks and important papers when I get older.
- Fiona, 4th Grade



...teaching me new things every year that will make me smarter. I want to be an inventor/doctor.
- Luc, 3rd Grade



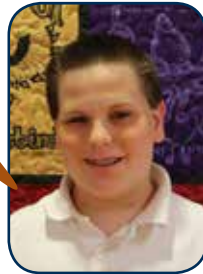


...preparing me for many things - like being accountable, being more mature, and to always smile.
– Kennedy, 5th Grade



...teaching me to leave my comfort zone and do other things that aren't what I'm used to. Oakridge has also taught me that technology can do a lot more than entertain you. Lastly, Oakridge has taught me to make new friends and be a better person.
– Landon, 6th Grade

...teaching me about being honorable, trustworthy, and respectful. Also, Oakridge is really good about doing equal in arts, academics, and athletics. This helps me because I am getting exposure to a bit of everything, so I can be prepared for whatever I want to do with my life.
– Will, 7th Grade



...teaching me to be myself. Through the years, I have discovered who I am with the support Oakridge has supplied me. The encouraging teachers, the innovative technology, and the fantastic coaches have all helped me on my journey.
– Emma, 8th Grade

...providing me with the tools and knowledge that I need in order to succeed in all of my classes, subjects, and extracurricular activities. I am taking an additional class in computer programming and spending time in the new Maker Lab.
– Garrett, 9th Grade



...giving me the opportunity to hold the office of student council president, which will shape me into a better leader for future leadership positions that I hope to hold. I am also taking two science courses this year to provide a background for medical school. I participate in choir, voice lessons, and the school musical in hopes of receiving a scholarship for vocal performance.
– Elizabeth, 12th Grade



...teaching me how to take life into my own hands. I am working very hard in my classes, working extra to better my music for our orchestra, and look forward to contributing on the basketball and tennis teams.
– Avery, 10th Grade



...preparing me to work hard in school and look for the right college. I am focusing on computer science and math with the intent to study engineering.
– Amy, 11th Grade



THE PATH TO ART DISCOVERY

By Andy Stewart, MS and US Fine Arts Faculty

When an Oakridge senior crosses the stage in May, they leave with a piece of paper and a pat on the back; a proud community of friends, family, and faculty supporting them as they move forward; and the memory of amazing experiences in the classroom and on the playing fields. They also leave with purpose in their stride: a vision for themselves and the world made possible through their discovery of the Arts.

Arts education at The Oakridge School begins at the Early Childhood Center where music, movement, and visual arts are incorporated into every classroom. This is where the foundation is laid as children use the Arts to build crucial skills.

Beginning in pre-kindergarten, Oakridge students use creation as a way to illustrate the material that they are learning in relation to reading and history. These concepts are reinforced through songs and movement. Much of their work is then displayed not only at the ECC but also in our main gallery of art in the foyer and hallways of the Fine Arts Center. Students even get a chance to perform for parents and friends throughout the year.

"The experiences that our young children have in the Arts compliment their development in so many ways," said Betty Garton, Head of the Early Childhood Center. "Our specialized activities help to build fine and gross motor skills, spatial awareness, problem solving and critical thinking, self-confidence, creativity, risk-taking, sound discrimination, and public speaking.



To learn is to invent, and that is what we see developing each and every day in our art, music, and creative play opportunities."


As they transition to Lower School, students begin to experience art and music as creative mediums of their own. Music and art history are added to the curriculum as students learn how the Arts transcend race, country, and time. It is not uncommon to see students on one side of the hall manipulating clay or painting with watercolor, and on the other side creating their own songs on xylophones or learning how to notate music. The experience becomes tangible for the students, who often

go so far as having their artwork entered into local competitions, or traveling to the Bass Hall to hear the Fort Worth Symphony perform.

Middle School Arts education at Oakridge is about discovering passion for the Arts. After a rotation in fifth grade through Art, Strings, Drama, and Choir, students begin to focus their energies on learning the intricacies of their favorite discipline. They refine their skills as opportunities are made available for them to showcase their talents, whether that be through the PSIA One Act Play competition; TPSMEA concert, sight-reading, and solo opportunities in strings and choir; or having artwork hung in different galleries and exhibits around Arlington and Fort Worth.

Once they reach Upper School, Oakridge students have garnered an understanding of what it means to be a successful musician, artist, or actor. They discuss the importance of art in society and can recall numerous instances where music, drama, and the visual arts connected them to the greater community. The skills and knowledge that they have gained allow for profound opportunities like singing at Carnegie Hall, receiving Betty Buckley award nominations in theater, or winning scholarships at the Fort Worth Stock Show Art Contest.

While we are proud of their accomplishments here on campus, we are even prouder to have helped shape young men and women into adults who respect and appreciate the Arts, continue to support the Arts, and recognize the value of Arts in our society. It serves to distinguish Oakridge graduates from other students in college and the workforce.

Over the course of their careers at Oakridge, students learn how to excel in the classroom and on the field. Their education provides incredible opportunities for success beyond the walls of Oakridge. But as they toss their caps in the air, they are met with the recognition that they have achieved more than just a piece of paper. They have also discovered their voice: that which defines who they are, and allows them to share it with the world. 



FORMER ATHLETES INSPIRE AS COACHES

By Amanda T. Harrier, Marketing & Communications Coordinator

Coaches at Oakridge bring more than their knowledge of the sport to what they do – they bring the benefit of their own experience as athletes. More than half of the full-time coaches at Oakridge played on the college level and some went on to play professionally.

“Having coaches who played collegiate athletics gives our student-athletes the added perspective of someone who has walked in their shoes,” said Shawn Meadows, Athletic Director. “It adds credibility to the instruction, much like a math teacher who spent five years working as an engineer.”

“A teacher’s ability to say, ‘I’ve been where you are, and this is what you can accomplish,’ to a student can be very useful in the process of inspiring individuals or teams to reach beyond what they think they are capable of achieving,” said Mr. Meadows, who is also an assistant coach for varsity football.

Owls exceed in athletics thanks to hard work and determination, but their coaches provide the inspiration and encouragement. Here, some of our coaches share their thoughts about athletics.

Mara Townsley – Middle School Field Hockey, Girls Soccer, and Softball

of years at Oakridge: 17

I played Soccer at Hardin-Simmons University in Abilene, Texas, where I was a walk-on during my junior and senior years.

The most valuable lessons I learned as a college athlete were time management and hard work. Spending so much time playing soccer taught me to use my time wisely outside of practice. I had to be organized and prepared at all times in

order to handle my class load. My grades actually improved when I started playing.

June Boller – Varsity Volleyball Head Coach, Middle School Girls Basketball and Track

of years at Oakridge: 4

I played Volleyball at the University of Tennessee, and then after college, I played for USA Volleyball adult teams for the past 15 years.



Coach Boller and members of the Varsity Volleyball team.

I believe that playing sports assists in your listening and problem solving skills. We call it mental toughness in sports, but in life, it’s the ability to listen, pick out the most important parts, and then put them into action. And when that doesn’t work, you find other ways to get the job done. I am a coach today because of playing college ball, and I continue to play today because of my love for the game.

Paulo da Silva – Varsity Boys Soccer Head Coach, Varsity Football

of years at Oakridge: 3

I played Soccer at Southern Methodist University from 2005-2009.

Being a collegiate player helped me not only learn responsibility, but also helped



Paulo da Silva played soccer at SMU before coaching soccer at Oakridge.

me realize that if you want something bad enough, you can accomplish it by working hard and never giving up.

Kristen Robertson – Varsity Swimming/Diving Head Coach, Middle School Cross Country

of years at Oakridge: 1

I swam for the University of Virginia as a member of the Women’s Varsity Swim Team for all four years of my undergrad.

Throughout my athletic career, my coaches taught me the benefits of hard work and setting high goals, and how preparation is vital to success. I have learned to win and lose with dignity. My experiences provided



Left: Swim Coach Kristen Robertson was a member of the swim team at the University of Virginia. Right: As a Dallas Cowboy, Coach Dexter Coakley learned the importance of teamwork.

me with many skills that have served me well in my academic and professional pursuits, and that's why my passion is helping young student-athletes develop similar skills to help propel them through life.

Dexter Coakley – Varsity Softball Head Coach, Varsity Football, and Middle School Wrestling

of years at Oakridge: 3

I played collegiate football with Appalachian State University and professionally in the NFL for 10 years with the Dallas Cowboys and the St. Louis Rams.

Participating in athletics in college and in the pros taught me the importance of team work. We had to always work together as a team and as one unit to accomplish the goals of winning football games. I needed my teammates just as much as they needed me. Working together as one allowed us to be successful on the field.

Shawn Meadows – Varsity Football, Athletic Director

of years at Oakridge: 8

I played college football for two seasons at Fort Scott Community College in Fort

Scott, Kansas, and then played the next two seasons at Tulane University in New Orleans.

Football helped me develop many character qualities that I rely on every day. I learned how to work hard to achieve my goals, how to celebrate victories, and how to work through defeats with class. I also learned how to work in different roles within a group, sometimes in the limelight, and sometimes behind the scenes. This taught me that every role is valuable to the group's success.

Reda Petraitis – Varsity Girls Basketball Head Coach, Assistant Athletic Director

of years at Oakridge: 1

I played college basketball at Weatherford Junior College for two years, and then at Oregon State University for two years.

College athletics requires a sacrifice personally and to the team. I learned to value every minute of my day, because I just didn't have many to spare. I learned how to perform under enormous pressure athletically and academically. More importantly, my unique personal and college experience as a student-athlete made me realize that there was no challenge in my life big or scary enough that I couldn't overcome!



Coach Coakley advises an Oakridge softball player.

IT'S GAME TIME!

Hey Oakridge All Stars

LET'S BUILD A BALLPARK



THE OAKRIDGE SCHOOL HAS ENTERED THE FINAL SERIES OF THE OAC FUNDRAISING CAMPAIGN – COMMITTED TO BUILDING A BASEBALL AND SOFTBALL COMPLEX.

TO SUCCESSFULLY CONCLUDE THIS HISTORIC PROJECT, WE'RE CALLING ON
THE ENTIRE OAKRIDGE COMMUNITY.

Put your rally cap on!

WE NEED YOU AS ONE OF OUR ALL STARS.

FOR MORE INFORMATION, PLEASE CONTACT:
MICHELE COLE, ED.D.
DIRECTOR OF DEVELOPMENT
817.451.4994 X2768

BASEBALL COMPLEX

Entire Complex	\$750,000
Baseball Field	\$250,000
Backstop	\$50,000
Home Bullpen	\$25,000
Away Bullpen	\$25,000
Pitcher's Mound	\$20,000
Home Plate	\$20,000
First Base	\$20,000
Second Base	\$20,000
Third Base	\$20,000
Stands/Seating - Section 2	\$10,000
Stands/Seating - Section 3	\$10,000
Stands/Seating - Section 4	\$10,000
Visitor Team Batter Box	\$10,000
First Base Coaches Box	\$10,000
Third Base Coaches Box	\$10,000
Left Field Foul Pole	\$10,000
Right Field Foul Pole	\$10,000

SOFTBALL COMPLEX

\$150,000	Softball Field
\$50,000	Backstop
\$25,000	Announcer's Booth
\$25,000	Home Bullpen
\$25,000	Away Bullpen
\$20,000	Softball Dugout - Visitors
\$20,000	Pitcher's Mound
\$20,000	Home Plate
\$20,000	First Base
\$20,000	Second Base
\$20,000	Third Base
\$15,000	Sound System
\$10,000	Home Team Batter Box
\$10,000	Visitor Team Batter Box
\$10,000	First Base Coaches Box
\$10,000	Third Base Coaches Box
\$10,000	Left Field Foul Pole
\$10,000	Right Field Foul Pole


SUMMER FUN

by Lauren Matocha, Director of Extended Day and Summer Programs

Summer 2015 was the perfect time for students to leap into fun academic and enriching opportunities on the Oakridge campus.

Summer Camp was held for six weeks at our Early Childhood Center with weekly themed activities and exciting field trips. At Summer Days and Summer in the Oaks, students gained confidence by exploring their interests and talents in a creative, nurturing environment. Our unique blend of sports camps

offered children in grades 1-9 an opportunity to learn a new sport or refine their skills in a sport they already enjoy.

Whether Summer Program participants were here for a week or all summer long, they left with a wealth of new friends and memorable experiences. 

To learn more about Summer Programs at Oakridge, visit www.theoakridgeschool.org/summerprograms.





Opposite page: Top, snack break in the Upper School Commons; bottom, students made aprons and pillowcases in Sewing 101 and quilts in the new t-shirt quilting class.

Clockwise from top left: Softball players in the dugout, snack break in the Commons, soccer campers with coaches Godfrey and da Silva, tennis campers practiced on both indoor and outdoor courts at the OAC, ready to play ball on the softball field, snack break in the Commons, and volleyball campers in grades 5-9 prepared for the season ahead with Coach Boller.



ALUMNI NEWS

Class of 1989

Two years ago, after 21 years in the Navy, **Ross Gordon (1989)** moved to New Zealand with his wife. Ross has three children, ages 23, 20, and 18. The oldest child is living and working in Fort Worth, and the younger two are both living in Virginia Beach working and going to school -- one at Old Dominion and the other at Tidewater Community College. Currently, Ross is working in a retirement village as a community nurse and loves it.

Class of 1991

Julie Coker Siratt (1991) chaired Cook Children's Hospital's Pickin' for Preemies event on September 7. Her event was held at Billy Bob's Texas and featured an amazing lineup of country performers, as well as a silent and live auction. Julie's tremendous dedication of time and talents helped raise money to support the medical center's Neonatal Intensive Care Unit.



(l-r) Julie Coker Siratt '91, Kelly Broadus, Josh Broadus '87, and Donnie Siratt '87

Jennifer Butts Beck (1991) created a company called Fisherkids. Her teaching experience at Oakridge led her to create a chores system with the spheres of learning congruent to those at Oakridge: accountability, independent living, and

financial wisdom. Jennifer's system is not just about chores and cleaning; it is really about teaching children how to live on their own one day. She called her company Fisherkids because of the proverb, "If I fish for you, you eat for a day. If I teach you to fish, you eat for a lifetime." This was posted in Peggy Pfursich's classroom while she was teaching at Oakridge and inspired the name. Jennifer currently has her own website at www.fisher-kids.com, and they distribute through several online retailers as well. They have served more than 5,000 families in the United States and overseas.



Nikki Morrison Franklin '91 and her son Brentley

Nikki Morrison Franklin (1991) and her husband of 22 years have lived in Hot Springs, Arkansas, for the last 13 years. They have two sons: one just turned 21 and will be getting married this October, and the other just turned 18. Nikki takes care of her husband who has been disabled for the past six years. In addition to being incredibly devoted to her family, Nikki decided to pursue academic and professional goals. She went back to school and graduated in May with a nursing degree. She is now an RN working in a local hospital, currently getting certified in chemotherapy and specializing in cancer patients. She is now

working toward her Masters. In the midst of her schooling, Nikki was diagnosed with Stage 3C colon cancer and has been fighting ever since. She just completed her 12th round of chemo. Nikki credits her faith and belief in Jesus Christ for getting her through her trials and for helping her triumph over medical setbacks and toward her professional goals.

Brothers, **Jay (1991)** and **Todd (1993) Fitzgerald** are co-founders of JATO Athletics, a boutique enterprise that serves as an outsourced athletic department. They manage sporting events, run camps, and organize both private and team training and travel. Their clients are coaches, parents, and individual athletes. Both Jay and Todd were Division 1 athletes in soccer and football, respectively. Jay had further athletic experience as an MLS player, and Todd was an arena football player after his college career, so they have a good idea of what it takes to be successful. If you are interested in their vision of "What does it mean to be an athlete?" visit <https://vimeo.com/66562857>.



JATO Athletics was founded by Jay '91 and Todd '93 Fitzgerald.

Class of 1997

Lisa Williams Clark (1997) married Wade Clark on July 10, 2011, in Lana'i, Hawaii, in a private ceremony. She has been living in Los Angeles since 2004 and has been working on the Paramount lot with "The Dr. Phil Show" and then "The Doctors," where she is a senior producer. Lisa is also the executive editor at Bird Street Books and Ghost Mountain Books. In Lisa's spare time, she has started

working on developing reality TV shows with her executive producer as well. (So if anyone's life feels like the perfect reality show, she would love for you to shoot her an email!) In October of 2014, Lisa and Wade had a son named Ethan Crawford Clark. Lisa wishes he could experience the wonderful environment and education of Oakridge, but they have no plans to move back to Texas. She says he will certainly know all about his Texas roots.



Lisa Williams Clark '97 with husband Wade and son Ethan Crawford.

Stephen Frazier (1997) and his wife of 13 years, Deidra, have a son named Miles who is an Oakridge 3rd grader. He is the creator of FrazierFit and Core Condition Fitness located at 4000 W. Pioneer Pkwy in Arlington. Stephen is also a professional



Stephen Frazier '97 with wife Deidra and son Miles.

bodybuilder and holds the title Mr. USA of 2012. Stephen's wife is a detective for the Grand Prairie Police Department. They are excited to keep the Owl Pride tradition going in their family!

Class of 1999

Lindsay Ashworth Yanaway (2002) and **Justin Yanaway (1999)** live in Arlington with their two daughters, Hunter Grace, almost 3, and Hampton, 6 months old. Justin works for a medical device company. Lindsay feels blessed to stay home with their two girls and also keeps busy volunteering for the Junior League and the Susan G. Komen Race for the Cure. Lindsay and Justin recently toured Oakridge and couldn't believe how much it has changed. They look forward to sending Hunter Grace and Hampton here when the time comes.



Hampton and Hunter, daughters of Lindsay Ashworth Yanaway '02 and Justin Yanaway '99.

Class of 2002

Philip Trick (2003) has been accepted as an associate to the Casualty Actuarial Society. He is currently manager of the

actuarial department at The Scruggs Group in Argyle, Texas. Phillip and his wife of seven years, **Kate Chapman (2002)**, live in Arlington with their one-year-old daughter, Zibby.

Class of 2007

Sean McGill (2007) graduated from medical school in May and has begun the MD Residency Match at The University of Texas Medical Branch at Galveston. He is working to become a child psychiatrist. Sean and his parents credit and thank the Oakridge community and Sean's teachers for preparing him so well for all of his educational endeavors.



Sean McGill '07 graduated from medical school in May.

Oakridge Alumni, please send us your updated contact information and news for future Outlook magazines. Visit www.theoakridgeschool.org/alumni to share your news, or email Amy Ladner Wilson '92 at alumni@oakridgeowls.net.

Are you a member of the Alumni Facebook Group? Search Alumni Association - The Oakridge School on Facebook and click "Join Group" to receive updates and stay in touch with fellow alumni.

LEGACY CHILDREN

Oakridge has 41 legacy children enrolled for the 2015-16 school year.

12	10	11	8
ECC	LS	MS	US

Welcome to our newest legacy children!



Left: 2nd grader Natalie and pre-school student Avery, daughters of Matt Buckalew '05
Right: Jennifer Smith Krajcirovic '97 and daughter Zoey – Kindergarten



Left: Jennifer Conatser Hendrix '96 and daughter Avery – Pre-K
Right: Preschooler Audrey is the daughter of Emily Blackwood Savage '97



WE ARE Family



THE
OAKRIDGE
SCHOOL

cordially invites you to
*Grandparents' and Grandfriends'
Day*

Please join the students, faculty and staff
as we celebrate our very special family and friends.

Tuesday, November 24, 2015
8:15 am until 11:45 am
The Oakridge School
5900 West Pioneer Parkway
Arlington, Texas 76013



OAKRIDGE PARENTS' CLUB

The purpose of the Oakridge Parents' Club (OPC) is to assist the administration, faculty, staff, and Board of Regents in providing for the educational enrichment of the students, to promote the fellowship of the families and staff of The Oakridge School, and to raise funds to accomplish these objectives. Think of the OPC as our PTA!

Throughout the school year, the OPC hosts a wide variety of events including "Cheers & Tears: Let's Have a Great Year" (a parent welcome back to school event), the Back to School Fair, Faculty & Staff Appreciation Luncheons, classroom parties for ECC & LS, student socials for MS & US, Owlfest, Holiday Treasures, Book Fair, and the After Prom party. We raise money to support these programs through our annual Magazine Sale as well as membership dues, Uniform Resale, Box Tops Collection, and OakridgePages.com (our Oakridge community "yellow pages").



At the end of the year, we allocate back to the school the monies raised by the OPC that have not been used to support the OPC events. Because of the support from the Oakridge community last year, the Oakridge Parents' Club was able to allocate \$56,600 to the school.

Linda Wright
OPC President 2015-2016



Come Join Us!

All Oakridge Parents are encouraged to become members of the Parents' Club. Your membership dues of \$30 at the Supporter level or \$60 at the Legacy level provides the funds necessary to host all the events and activities sponsored by the OPC as well as our allocation of funds.

Questions?

Please contact the President of the Oakridge Parents' Club, Linda Wright, at 817.584.0431 or ldwrightku83@gmail.com.

Upcoming Events

OWLFEST

October 27, 2015

Join us for the annual Fall Holiday Carnival. Volunteers are needed for ticket sales, prizes, set-up and decorating, and clean up.

HOLIDAY TREASURES

December 7-11, 2015

The Holiday Treasures gift shop is a yearly activity before the Winter Break to give ECC, LS, and MS children an opportunity to shop for holiday gifts for relative and friends. Volunteers are needed to assist the children in selecting and wrapping their gifts, collecting money, and restocking the Holiday Treasures shelves.

FORT WORTH MUSEUM OF SCIENCE AND HISTORY FAMILY NIGHT

November 3, 2015

ECC-6th grade children and their families are invited to spend the evening at the museum experiencing the many activities and exhibits.

BOOK FAIR

January 20-27, 2016

The Book Fair is an exciting opportunity for students to purchase books and computer programs while raising funds for the Library. Volunteers are needed each day to supervise and assist the children with their selections and /or purchases.



Dear Oakridge Community,

I am so excited to chair the 2016 Super Supper Dinner & Auction! This event is one of the largest fundraisers at The Oakridge School that raises money for campus improvements and educational enhancements. I've been a member of the Super Supper committee for the past seven years and can't wait for the event this year. Save the date: February 27, 2016 for SkyBall at The Renaissance Worthington Hotel in Fort Worth.

The Super Supper Dinner & Auction will feature the band Professor D. So come dressed in your favorite James Bond attire and get ready to have a great time!

We always need volunteers to help make this event successful and would love for your participation. You can help by volunteering to be on the committee, being a sponsor, or donating items for the silent auction. If you would like to volunteer in any of these areas, please contact me directly.

I look forward to seeing you there!

Sincerely,
Angela Kasko
Angela.kasko@frtline.com
2016 Super Supper & Auction Chair

SPONSORSHIP LEVELS

Sponsorships are critical to the success of the Super Supper & Auction.
Be a Stealthy, Secret-Agent Sponsor This Year...

DIAMONDS ARE FOREVER

\$10,000

- Unlimited Availability
- Night of event stay at the Worthington Renaissance Hotel (Two rooms, breakfast and valet parking)
- Premium table seating for 10
- Recognition on all Super Supper marketing collateral, invitation, video, website, and online auction
- Table service at the gala

LIVE AND LET DIE

\$10,000

Exclusive Live Music Sponsor

- Night of event stay at the Worthington Renaissance Hotel (Two rooms, breakfast and valet parking)
- Premium table seating for 10
- Recognition on all Super Supper marketing collateral, invitation, video, website, and online auction
- Table service at the gala

FROM RUSSIA WITH LOVE

\$7,500

Exclusive, Cocktail Party Beverage Sponsor

- Night of event stay at the Worthington Renaissance Hotel (One room, breakfast and valet parking)
- Premium table seating for 10
- Recognition on all Super Supper marketing collateral, invitation, video, website, and online auction
- Table service at the gala

GOLDFINGER

\$7,500

- Unlimited Availability
- Night of event stay at the Worthington Renaissance Hotel (One room, breakfast and valet parking)
- Premium table seating for 10
- Recognition on all Super Supper marketing collateral, invitation, video, website, and online auction
- Table service at the gala

FOR YOUR EYES ONLY

\$5,000

- Unlimited Availability
- Premium table seating for 10
- Recognition on all Super Supper marketing collateral, invitation, video, website, and online auction

CASINO ROYALE

\$4,500

Exclusive, Glowing Martini Bar Sponsor

- Premium Table Seating for 10
- Signage at the Glowing Martini Bar
- Recognition on all Super Supper marketing collateral, invitation, video, website, and online auction

THE SPY WHO LOVED ME

\$2,500

- Unlimited Availability
- Table seating for 10
- Recognition on all Super Supper marketing collateral, invitation, video, website, and online auction

DEADLINE FOR EVENT INVITATION RECOGNITION – FRIDAY, DECEMBER 4, 2015

www.theoakridgeschool.org/supersupper

SOLD

OPPORTUNITIES FOR GIVING

Annual Fund

Annual contributions are the most direct way you can support The Oakridge School's tradition of academic excellence. The Annual Fund secures vital unrestricted funds that go directly into the operating budget to support Oakridge's teaching programs, meet highest priority needs, and provide seed money for important new initiatives. Tuition covers approximately 95 percent of the operating budget; consequently, the Annual Fund helps make up the difference between the cost of tuition and the actual cost of educating each student.

Matching Gifts

Many employers will match employees' donations. This opportunity presents an additional source of income for The Oakridge School and an easy way to leverage your gift into a larger donation. To find out if your company participates in a matching gift program, check with your Human Resources Department.

Donors must initiate the Matching Gift process, so be sure to secure the proper forms to forward with your gift to the school. Donors to the School are given credit for both their original gift and any matching gift they secure.

Stocks or Securities

Gifts of long-term appreciated stock or mutual funds offer a quick, easy, and tax-efficient way to make a lasting gift to The Oakridge School. A gift of appreciated stock generally offers a two fold tax saving: avoiding capital gains tax on the increase in value of the stock and providing an income tax deduction for the full market value of the stock at the time of the gift. Gifts of stock are valued at the median price on the date of transfer to The Oakridge School.



Gifts to Endowment

An Endowment is a permanent savings account for the School and is essential to the long-term financial health of any independent school. Only the earnings of the endowment or a percentage of the endowment balance is used each year. Endowment gifts can be the source of powerful supplemental funding for essential budget items such as program enhancements, competitive faculty salaries, merit scholarships, and financial aid and facilities maintenance. Invested wisely, endowment funds can provide annual income to the School while increasing the value of the principal. A stream of income from a healthy endowment can assure the School's long-term financial stability and keep annual tuition increases affordable. At Oakridge, we have identified endowment as a fundraising priority and an act of good stewardship to preserve the quality of the School's programs and its people.

Planned Giving

Donors may consider giving through such means as life insurance, bequests, or charitable trusts. Gift planning can be a way to reduce or avoid estate and inheritance taxes. We encourage you to speak with your financial planner when considering any type of planned gift.



COMMUNITY PARTNERS

The Community Partners program offers an easy and wonderful way to support The Oakridge School all year round.



Albertson's Community Partners

Albertson's will rebate The Oakridge School up to 5% of your purchases when

you use your COMMUNITY PARTNERS Card at checkout. Cards are available in the development office.



Charity Motors

Donate your car and help your favorite charity. The Oakridge School is now one of the charitable organizations participating in the Charity Motors Car Donation Program. Donate a car, receive a tax deduction, and the school

receives 50% of the proceeds from the sale of your vehicle. Call Charity Motors at 313.933.4000.



Great American Online

Need to renew a magazine subscription or just want to shop? Log on to www.gaschoolstore.com. Type in The Oakridge School and start shopping!

THE OAKRIDGE ECC, LOWER and MS: 2578466

THE OAKRIDGE UPPER SCHOOL: 2574655

40%-50% of your purchases will go to The Oakridge School. Great American Online is the same company that does the magazine sale for The Oakridge School.



THE OAKRIDGE SCHOOL



Kroger

Kroger's Community Rewards program will donate a percentage of your eligible purchases back to The Oakridge School. Have the cashier at Kroger scan the barcode below to link your Kroger Plus Card to The Oakridge School.

Please note: You must relink your card beginning August 1 for the 2015-2016 school year. The Oakridge School: 10000080288



Office Depot

When you shop at Office Depot, The Oakridge School will get credits equal to 5% of

the qualifying purchases to use for free supplies. We can get credit throughout the school year! Remember to give them **our school ID# 70094467** or if you forget it, no problem — they will have our number at the register.



Target REDcard

The Take Charge of Education Program requires the use of one of the REDcards® which include the Target® Visa® Credit Card, Target Credit Card® or Target Check Card®. You

can apply for one of these cards in our stores or by visiting www.target.com/REDcard. Every time you use one of your REDcards®, Target will donate to the Oakridge Parents' Club an amount equal to 1% of Target Visa and Target Check Card purchases made at Target and target.com, and 1/2% of Target Visa purchases made elsewhere. Visit www.target.com to link your card to the school, listed as: **Oakridge School ID Number: 19436**



Tom Thumb

The next time you're at Tom Thumb, pick up a Reward Card application at the courtesy booth and link your Reward Card to The Oakridge School. Tom Thumb will donate a percentage of all purchases back to our school.

The code for The Oakridge School is

#2969 Don't forget to link our Good Neighbor number to your Reward Card and help us raise funds the easy way.



Oakridge Pages

Support those businesses who support Oakridge! OakridgePages.com is our online business directory. The Oakridge community includes many small business owners who do amazing work. Next time you find yourself looking for a new

dentist, electrician, contractor, physician, or any other type of service, check out OakridgePages.com first! Create your Oakridgepages.com online business listing in 3 easy steps:

1. Visit: Oakridgepages.com
2. Click on "Advertise with Us"
3. Create your listing! (Listings are \$149.99 for 1 year*)

*For each business that is listed, The Oakridge Parents' Club receives 60% of this listing price.

We are taking "word-of-mouth" and broadcasting it to the entire Oakridge community!

Download the app from the App Store. Available for iOS and Android devices.

Find & Follow The Oakridge School Online



@oakridgeowls



The Oakridge School



@theoakridgeschool



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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.

