

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.

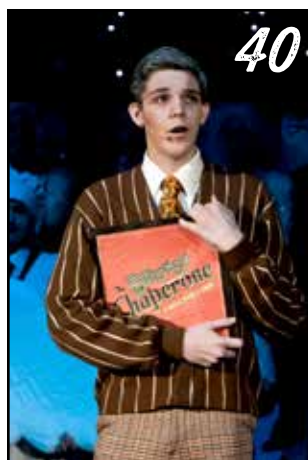
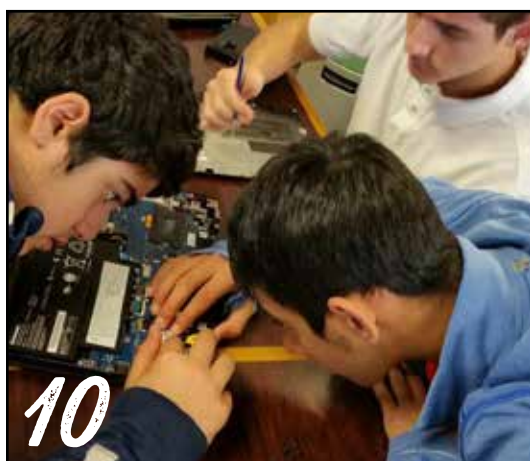
We believe an environment that employs a variety of teaching techniques and learning activities best enables each student to achieve as an individual and as a member of a group.

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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Entering the second year of the Learn21 initiative it is wonderful to see students connecting, collaborating and communicating in authentic ways that further their ability to think critically in preparation for their future.

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What makes ECC Special

The Betty Garvin Garton Early Childhood Center is truly a magical place. From the moment you enter the doors, you can smell art projects underway, hear the children's shrieks of laughter, and see the joy that is plastered on every child's face.

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MS House System

The House System, most recently, brought into cultural consciousness by J.K. Rowling's Harry Potter novels and movies, has energized The Oakridge Middle School and has created an opportunity for new traditions and legacies to rise from the student body and faculty.

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Spring Musical

On opening night there is a frenetic energy as the audience enters and actors are called to places. Lights go up, the music soars, and the show comes alive.

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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.

WHERE DO OUR CURRENT OWLS COME FROM?

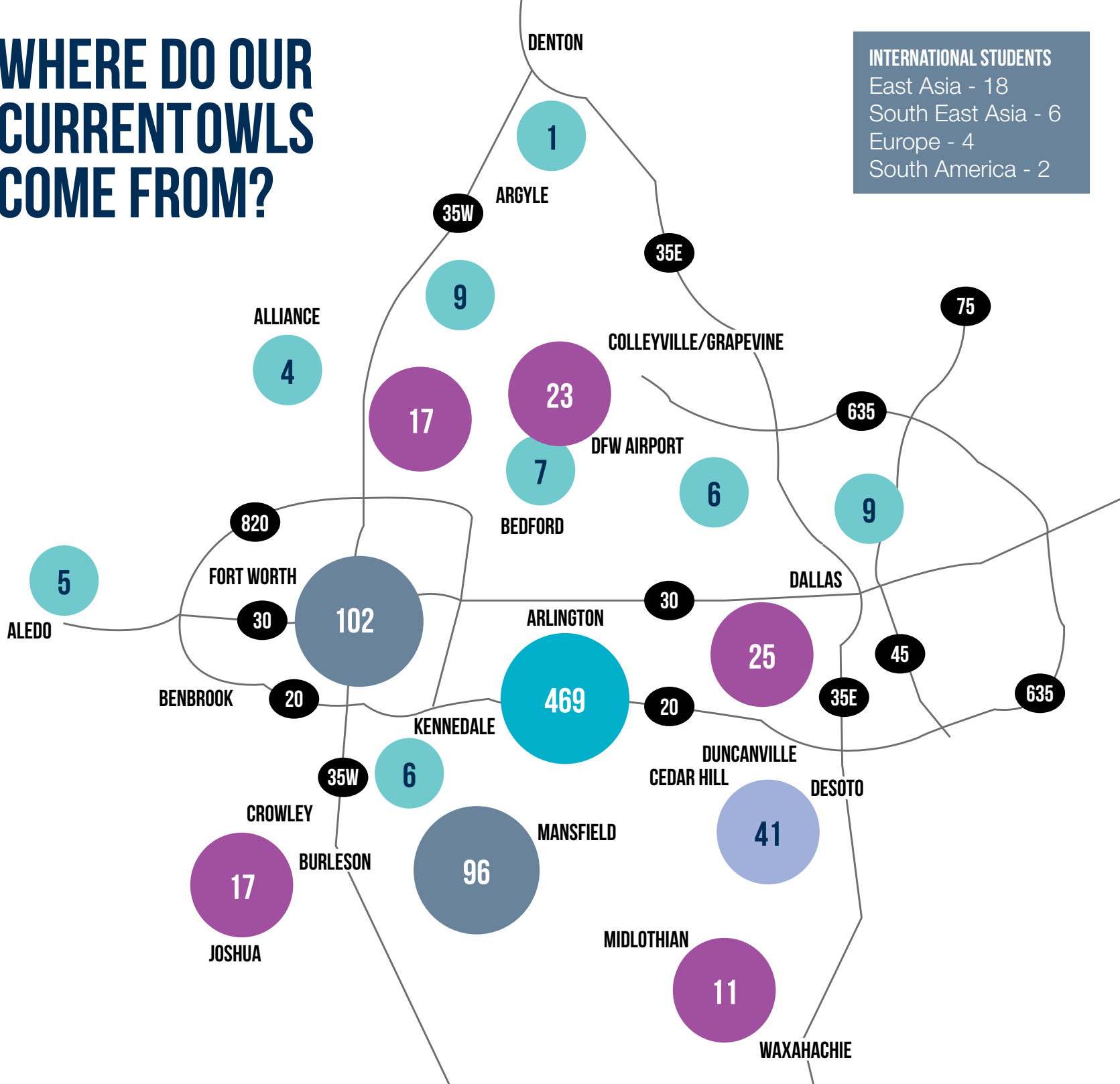
INTERNATIONAL STUDENTS

East Asia - 18

South East Asia - 6

Europe - 4

South America - 2



Have you ever wondered where our current Owls come from? The Oakridge School is a diverse community spanning over 30 cities in the DFW metroplex and 10 foreign countries.

Show your pride as an Oakridge Owl and display an Oakridge sign in your yard. Yard signs are available during school hours – (Monday – Friday from 8am – 4pm) in the Development Office.

Go Owls!

SENIOR — FIRST GRADE BUDDIES

by Sarah Schechter — Lower School Head

If you want to hear wonderful things about our Senior Class, just ask our First Graders. Recently, I took the opportunity to talk to First Graders about their Senior Buddies. They were so excited to tell me all about their wonderful buddies. First and twelfth graders are matched up before school starts. They meet each other in the first few days of school. Throughout the school year there are monthly opportunities that bring the groups together. They play on the playground together, work on projects together, share Halloween treats and Valentines, read books together, go on a field trip to the Stockyards, and just spend time getting to be friends. For the first graders, Senior Buddies are nothing less than Super Heroes. When I asked first graders to describe their buddies a glowing list of adjectives was the response. First graders said their buddies are honest, awesome, kind, helpful, funny, strong, amazing, brilliant, beautiful, exciting, and generous. They reported that their Senior Buddies are cooler than parents, nicer than

siblings, funnier than teachers, and one of the best things about First Grade. Having a senior friend makes first graders feel important and loved. They love it when one of the “big kids” calls their name on the way to the library or cafeteria. Knowing someone in the drum line or one of the cast members in the play, a football player, or a cheerleader is equal to knowing a celebrity for a first grader. Everyone wants to have a celebrity as a special friend! These relationships also help first graders get a glimpse of their possible futures at Oakridge. They get to see what school will look like when they get older. For their part, the seniors too, love the connection with their Little Buddies. All Oakridge Seniors have the opportunity during their “Lunch with the Headmaster” to answer several questions and grade the school. On the question, “What is the one thing about Oakridge you would encourage me to never, ever change?” many of the seniors respond with “Never change Senior/First Grade buddies!”



OAKRIDGE SENIORS EXCEL IN ALL PHASES OF THE OAKRIDGE EXPERIENCE: ACADEMICS, ARTS AND ATHLETICS

by Chris Renshaw, Upper School Faculty and Director of Senior Programs

A central tenet of The Oakridge School is that students will have the opportunity to find fulfillment in all three aspects of the school experience: academics, the arts, and athletics. Each year dozens of new graduates head off to begin collegiate experiences, and they are well-prepared for success at that level thanks in a large part to their participation in that “trinity” of activities. The class of 2015 is no different, as is exemplified by seniors Tobias Kroll, Chanse Alexander, and Allison Adams.

Tobias Kroll

At a recent edition of the Owls Speak Out! program, Tobias Kroll was introduced by one of his peers as a true “Renaissance Man.” Rarely has that description been more apt, as Tobias has endeavored to broaden himself via all of the opportunities that Oakridge has to offer. A talented musician and singer, Tobias plays the harp and is a four time All-State TPSMEA choir member. Tobias is also a longtime member of the Oakridge soccer teams

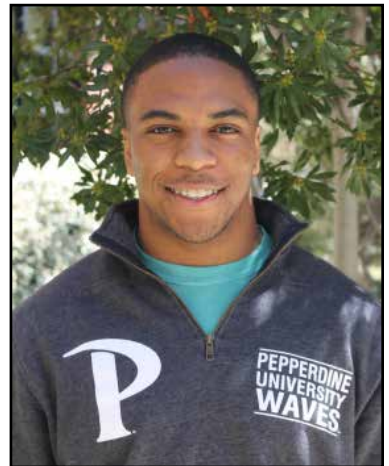


and drum line. Of course, Tobias’ classroom contributions are second to none as he has been a stalwart on the Honor Roll and Headmasters lists. This year Tobias is taking Advanced Placement courses in Literature and Composition, Government, Calculus BC, and Physics. Tobias awaits word from Carnegie Mellon University where he hopes to enroll in the fall.

When asked to comment on the opportunities that Oakridge has afforded him, Tobias said, “Computer Science team and Math team have been important because they have enabled me to competitively pursue my preferred field of study in a setting that goes beyond the usual educational experience.”

Chanse Alexander

Another 2015 Owl ready to take flight is Chanse Alexander. Chanse is a four year member of the football team, and was the starting running back this year. Chanse is also a member of the power lifting team, and his efforts there have been rewarded with trips to the





regional and state meets. As a junior, Chanse took the stage for Oakridge in a student production of *Tartuffe*. During his recent senior speech on the power of music to shape memory Chanse gave all in attendance a glimpse into his interests in psychology and counseling. In a balancing act that is typical for the students at Oakridge, Chanse has also found time to take AP Statistics and Comparative Government courses, where he excels. Chanse hopes to enroll at Pepperdine.

When asked what about his time at Oakridge he feels has best prepared him for the future, Chanse said, "Definitely the class trips. I feel that those trips allowed me to get to know people that I otherwise wouldn't have spoken to on a daily basis. I got to see the different lifestyles that people come from and that helped me grow."

Allison Adams

Senior Allison Adams is no stranger to the Oakridge Community, as she has been on the stage in the John Flavin Fine Arts Performance Hall since her first grade year. Part of a long and proud tradition of noteworthy Oakridge thespians, she is looking at a variety of schools intending to study musical theater next fall.

She was particularly excited to audition for Carnegie Mellon University, Syracuse University, Oklahoma City University, and Baylor University. Last summer Allison attended the prestigious Stage Door Manor Performing Arts Camp where she was awarded Best Featured Actress in a Musical. Recently Allison



amazed and amused audiences here at Oakridge as she took the stage as the title character in the Oakridge production of *The Drowsy Chaperone*. What her peers also realize is that Alli has truly maximized her Oakridge experience as she is a longtime member of the drum line and the softball teams. She also takes a challenging academic load, including AP courses in Literature and Composition, Statistics, and Government.

When asked to share what part of her Oakridge experience she'll lean on most as she leaves the nest, Allison said, "Because I'm an Alpha and Omega, I have had the opportunity to grow up with my friends here. They've shaped me into the person I am, have always actively encouraged me to pursue my goals and try new things."

Of course, these three outstanding Owls are the norm in a class of 73 Oakridge graduates, each of whom heads off to continue their academic careers having been prepared by the myriad of opportunities afforded them here. We wish them the best! @



College is a match to be made,
not a prize to be won.



OWLS IN MEDICINE

by Sarah Kramer, Director of College Advising

When young students are asked what they want to be when they grow up, the responses are often predictable. Teacher. Doctor. Lawyer. Engineer. In part, they are choosing relatable and familiar paths. Owls interested in medicine have traveled two different paths, a traditional undergraduate experience or an accelerated program that combines BS and MD studies. The Outlook is featuring four recent examples of alumni pursuing medical degrees, supporting the belief that there is not a one-size-fits-all approach to pre-medicine:

Sean Davidson '11 – BS/MD Fourth-Year Student,
University of Missouri-Kansas City

Christopher Grubb '10 – MD First-Year Student,
Columbia University College of Physicians and Surgeons;
BS Chemistry/BA Music, Rhodes College '14

Arjun Jogimahanti '14 – BS/MD First-Year Student,
Virginia Commonwealth/Medical College of Virginia

Miranda Miller '10 – MD First-Year Student,
The University of Texas Medical School at Houston,
BA-Biology and French, The University of Texas at Austin '14

Sean Davidson '11

Sean Davidson was introduced to the medical field early in life. Several of his aunts and uncles are physicians, and by high school, he knew he wanted to be a doctor.

“My high school experiences at Oakridge played a role in my decision to become a doctor,” says Sean. “Specifically, Mrs. Butler’s biology classes taught me the love of studying science courses, which form the basis of medical school.”

Sean added that Oakridge’s AP teachers had the gift of making rigorous classes “enjoyable, somehow.”

Since Sean knew he wanted to be a doctor earlier than some of his classmates, he wanted a direct route into medical school that would include hands-on experience. The potential drawback was the rapid pace, which Sean has handled well.

At UMKC where he attends, Sean is in a six-year BS/MD program and will not be required to take a Medical College Admission Test (MCAT). Students in this program complete their undergraduate prerequisites in two years and then they are automatically enrolled in medical school, a process he will complete in May 2017.

“Even though UMKC was the only BS/MD program I applied to,”



Sean Davidson '11

Sean says, “choosing UMKC was hard, because I had to give up my dream college, Stanford University. But now I’m so glad I stuck with my decision.”

Sean is drawn to medicine for the science application as well as the consulting aspects. “A physician’s role is to be a health consultant and work with the patient to find the best treatment,” says Sean. “But most importantly, I want to be a doctor because I want to spend the rest of my life studying, researching, and healing.”

Christopher Grubb '10

Christopher Grubb first considered medicine in Lee Jackson’s eighth grade science class, and Chris loved biology courses all the way through high school and college. In Upper School, Chris founded the John Peter Smith Youth Corps, working with the county hospital to provide a group of motivated, driven volunteers to a hospital that welcomed the student support.

Chris took the traditional path from high school to his

undergraduate career, choosing Rhodes College in Memphis. He earned a BS in chemistry and a BA in music last May and is a first-year medical student at Columbia P&S.

As an undergraduate, Chris chose Rhodes for its smaller class sizes and seminar-style coursework. He wanted a smaller institution with a personalized focus.

"Rhodes let me explore lots of things," Chris says. He transferred in several AP credits and also took a physics course at UT Arlington prior to his college enrollment, so balancing a double degree while focused on pre-medicine worked very well within the independent college structure.

Dr. Alan Jaslow directs the Health Professions Advising at Rhodes and enabled Chris to balance all his academic priorities while keeping an eye on medical school requirements and the application process.

Medicine, for Chris, is appealing because it is both an art and a science. This is a big part of why he chose Columbia, with an ethos he describes as geared toward a humanities focus, life experiences, and interpersonal skills. P&S Club, a collection of over 70 student organizations, is known for being one of the most active medical school organizations in existence. P&S students play rugby, produce annual musicals and theatre productions,



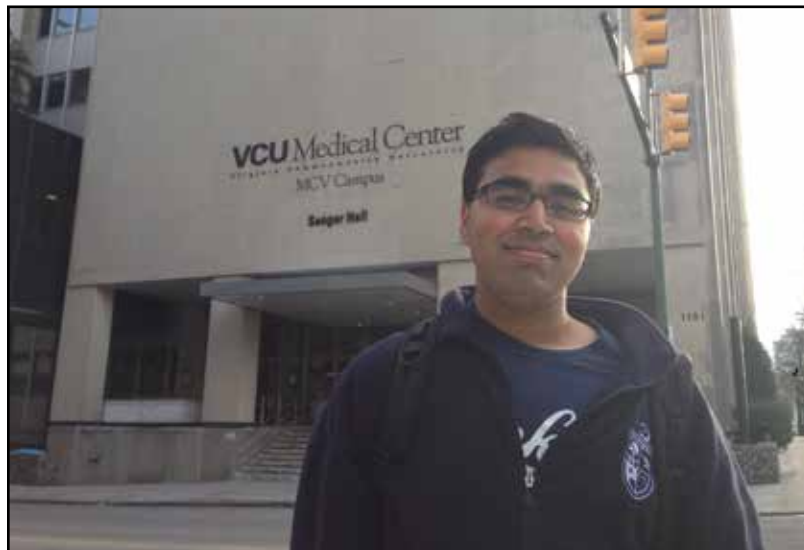
Christopher Grubb '10

discuss philosophy, and any other conceivable professional or social interaction they decide to pursue. "We're not automatons who can just do math," says Chris.

As a first-year student, Chris has no concrete expectations about his eventual specialization, though he may be drawn to surgery or oncology. He knows that his clinical rotations will do much to solidify his thinking.

"Being a physician is a great intersection of all the things I love to do," says Chris who loves both science and personal interaction. "I knew I didn't want to be a PhD in a lab."

The end game, to Chris, is helping people.



Arjun Jogimahanti '14

Arjun Jogimahanti '14

Arjun Jogimahanti is at the beginning of his journey toward becoming a medical doctor. In the summer following seventh grade, Arjun traveled to India to work with his grandfather, an ophthalmologist. Seeing his mother's father in action, helping so many people, ignited Arjun's passion for a helping career that blended science and care.

As he continued to consider medicine, Arjun shadowed a physician locally. This doctor had attended a combined bachelor/medical program and emphasized to Arjun the benefits of exploring such a program. Specifically, he articulated that the medical school application process was highly competitive and stressful. Going into an early admission program would alleviate some of that pressure later.

The Virginia Commonwealth University program Arjun attends will be an eight-year experience. He completes four years of undergraduate work and then four years of medical school. Even though he will still take an MCAT, the benefit to Arjun will be a more direct path. He also has the flexibility to apply to a different medical school if he decides later to relocate.

Arjun has appreciated the reduced stress about later medical school admission while having the flexibility as an undergraduate, not having to condense his studies into two or three years.

He is considering ophthalmology, but Arjun knows that so much is subject to change over the coming years. Nonetheless, Arjun likes the combination of altruism and intellect that make a good physician.

“Medicine is a great place where you apply the subjective and the objective in your practice,” says Arjun. He likes the idea of helping people get back on their feet, and Arjun is drawn to a career that is grounded in all the sciences.

Miranda Miller '10

Miranda Miller finished her dual degrees in biology and French last May, and now she is a first-year medical student in Houston.

“I attended small private schools my entire life, so I decided that I wanted the completely opposite experience for college,” says Miranda. “Schools like Oakridge give you the personal attention and care that are great at a younger age, and they teach you the incredibly valuable skill of getting along with people who are not exactly like you.”

Choosing UT, Miranda focused on a “broader picture of the

world” and a significantly larger student population. Though she knew she wanted to be a doctor in high school, Miranda also sought a traditional path.

“I really wanted the full four-year college experience so that I could make sure medicine was the right choice for me,” says Miranda. “It also allowed me to be a French major and take some classes outside of my majors.”

“An accelerated path is great for students who love science and are totally set in their decision to go to medical school,” continues Miranda, “but I wasn’t ready to make that kind of commitment at eighteen.”

Miranda credits her Oakridge foundation for solid college preparation. She said she was ready for the workload and that her experiences with AP classes and intensive writing give her a head start.

“College is much more difficult than high school, but I struggled less than many of my classmates because I knew how to handle the workload,” says Miranda.

Though organic chemistry made Miranda question other career options, she knew she was bound for medical school. UT provided a Health Professions Office which included workshops for interviewing and personal statement writing. Beyond a high GPA and a good MCAT score, Miranda could strengthen her medical school applications through student organizations that provided opportunities for shadowing, community service and research.

She offers great advice to Owls considering medical school: “Gain experience in the field. You have to be able to prove that you know medicine is right for you based on experience. Shadow doctors and volunteer in the medical field. Take initiative. Many doctors love teaching students about their job, so take advantage of this. These experiences will keep you motivated through medical school.”

Miranda is poised to finish her medical degree in 2018 and is leaning toward work in pediatrics. In summer 2015, she will be working for a pediatric geneticist, hoping that it may solidify her career aspirations.

“I love science and problem solving, but more than that, I love connecting with people,” says Miranda. “Being a doctor will allow me to develop deeply personal and honest relationships with others. It will challenge me to serve and to achieve at the same time.”

Whether an Owl takes a traditional path to medical school like Miranda and Chris or an alternative approach like Sean or Arjun, one thing remains clear: a love of the sciences paired with the passion to serve others is the perfect mix. It is an honor to see Oakridge alumni forging this path.



Miranda Miller '10

If you get an opportunity to visit classrooms around Oakridge, you will have the pleasure of seeing students involved in more innovative classroom environments. As we enter the second year of the Learn21 initiative it is wonderful to see students connecting, collaborating and communicating in authentic ways that further their ability to think critically in preparation for their future. Since not everyone gets the opportunity to see this in action, I wanted to share just a few examples of how our faculty are creating dynamic learning environments for our students.

Lower School Social Studies

We will begin our journey in fourth grade social studies classrooms as they study colonial Williamsburg. This year Ashley Read wanted her students to connect with Williamsburg in a more meaningful way. While she knew she couldn't take the fourth grade physically to Williamsburg, she discovered she could do it virtually. The entire fourth grade spent an hour in the performance hall watching civil war reenactments and interacting with expert panels to investigate how enslaved Americans made everyday choices during the Civil War that helped bring about their freedom. The best part of the learning



came as the students posed questions that Mrs. Read tweeted to the experts. Their questions were answered live during the webcast, giving the students a real voice and ownership in their own learning. This is a great example of learning a very traditional topic in a meaningful and interactive way, which the students really enjoyed.

Middle School Math



Innovation doesn't only happen during large projects or virtual tours, as evidenced in our middle school math classrooms. Just this week you could walk into Shaun Reed's classroom and see active learning and critical thinking taking place. As you step into his classroom, students are

not sitting in rows listening to Mr. Reed lecture, but instead are on the perimeter of the room at whiteboards doing "360 Math". As they work through problems on the board, Mr. Reed moves around the classroom helping students when they need it and posing questions to push those who understand the basic concepts to take their knowledge further. And if they aren't in the classroom, you may find them out on the playground with their iPads, taking pictures and annotating them to describe how math works in the real world. Then take a step across the hallway

into Charlotte Wiseman's room where students can be seen working at tables solving homework problems together. They aren't listening to lectures in class. They did that the night before by watching one of Mrs. Wiseman's screencasts on the topic they are studying; a form of flipped instruction. You may also notice that they are not all on the same topic. In her mastery model of learning, Mrs. Wiseman allows students

to move at their own pace, proceeding with new topics as they are ready. Those students may be observed helping others with topics they have already completed, since teaching something helps to solidify knowledge and shows a real grasp of the material. Once again, students are taking

"I think the Electronic Field Trip to Williamsburg was amazing! I really liked the beginning because it showed that whenever the runaway slaves ran to the Union soldiers, the Union had to return them. I thought that wasn't fair. Sending the tweets was really fun! It was cool that it was live on TV!"

— Christian Stan (fourth grade)

“I thought that the Electronic Field Trip was awesome! The history was interesting to learn about and the people dressed up to show how life was back then. The tweets and questions were cool! You could send in a question and it would be answered immediately and live on the screen. I also loved how the host asked us questions on the screen and we could text in our answers.”

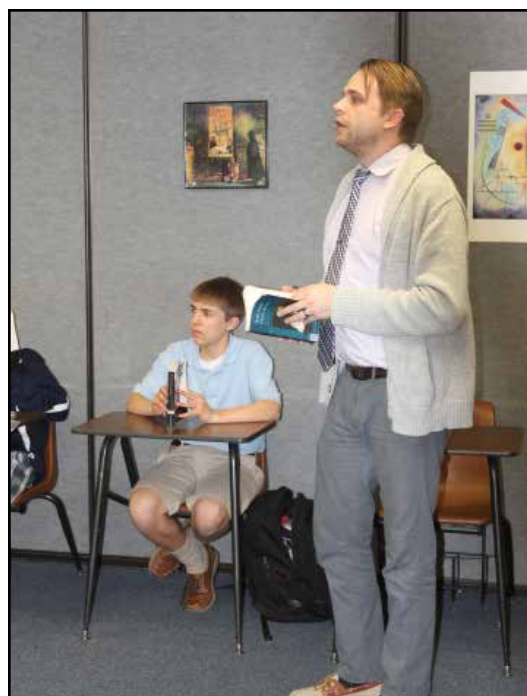
— Bennet Reddig (fourth grade)

ownership of their own learning with innovative approaches in the classroom.

Upper School English

Finally we move over to the upper school and stop into Jared Colley's English classroom. You never know what you might see, as they study Macbeth in a whole new way. Mr. Colley's classes are working with classes in Tennessee to explore Shakespeare. Not only do his students have a unique interstate collaboration going on, they also have an additional level of motivation during this unit of study. Instead of the traditional handing out of teacher-determined assignments, Mr. Colley and his co-teacher have “gamified” their classrooms. As Mr. Colley explains, “Students may gain XP [experience] points by completing both required assignments

[examples: small written essays, digital essays, performances of play, online quizzes, etc.] and what we call optional grind assignments [examples: translating lines to modern English, making props, designing costumes & sets, posting on the class blog]. “As the students gain a certain number of XP points, they unlock the next level of challenges. Mr. Colley really enjoys the interaction this method allows with his students. He points out that “grading is now a team effort between teacher and student, not an adversarial stand-off. As a result, there's more trust in the classroom.” He can see how this new approach will help him after this unit. “Seeing what they choose gives me feedback on how to engage, motivate, and stimulate each student for future units of study as well.” It's great to see students embrace choice and collaboration in the classroom.



Upper School Physics



Well, it's time to go back to my office and continue my day. I'm so fascinated by all the great learning happening, I barely even notice the students shaking the giant slinkies as I walk through the commons. It's Mr. Yandell's physics class getting data on wavelengths that they will put into their analysis program later. Just your typical day of learning in the modern world. If only I would have learned physics that way... I could go on and on about the incredible things our faculty is doing, but hopefully by sharing a few recent examples you can feel the energy and excitement around progressive learning at Oakridge. If you have time, I encourage you to come by and take a tour to see first-hand the learning our fantastic faculty is facilitating in our innovative classrooms. @




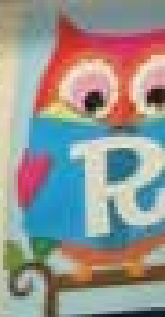
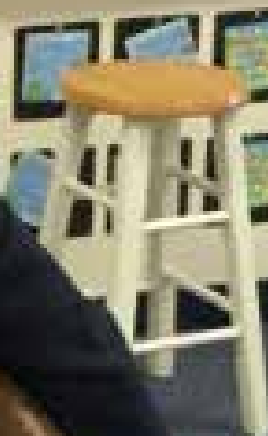
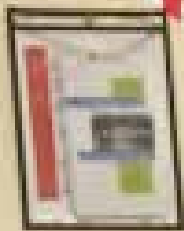
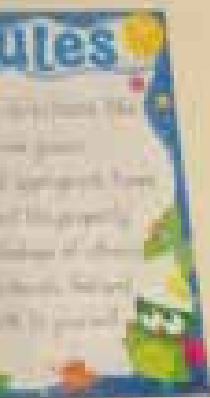
The MIT science and engineering department has a motto which makes English teachers smile: “Engineers who don’t write well end up working for engineers who write well.” The message is clear: to be successful in a world where communication happens at unprecedented speeds and volumes, one must be able to express their ideas effectively. This year, The Oakridge School has launched a campus wide writing initiative for the purpose of asking some crucial questions: (1) How can we get students to write more? (2) How can we, as a faculty, align our K through 12 writing curriculum better to maximize student potential? (3) What are we doing well in terms of preparing students to be effective communicators both for college and for the competitive 21st century job market? (4) How can we make writing meaningful, relevant, and connected to our students’ lives to serve each individual learner?

Recently, faculty from all divisions spent the afternoon of Friday, January 30th, participating in professional development workshops on the subject of writing: it was an inspiring, thought-provoking afternoon for everyone. There was a wide variety of speakers as well as topics – both from the school and from institutions outside the Oakridge campus. We had former student, Jessica Schauwecker, Oakridge Class of 2008 Valedictorian, share an alumna’s perspective on writing in today’s world. Board member, Dr. Richard Enos, spoke from the perspective of a college professor, giving insight on what prepares students for success at the university level. Joel Garza from Greenhill School presented as well on how to connect writing to the greater campus community, including the Athletics department, while Tara DeSantiago, a National Curriculum Specialist from Handwriting without Tears, discussed strategies for teaching writing to ECC & Lower School learners. Several of our experienced teachers at Oakridge hosted workshops as well: Claire Reddig talked about how integrated technology can modify the feedback loop between teacher and student, while Lauren Carfa shared with the school a new curricular program we have implemented with great success in the Lower School grade levels. Chris Renshaw, Director of Senior Studies, showed the faculty and staff the culmination of our program, namely the long-form critical analysis paper that all seniors write before graduating. The day was stimulating to say the least, and the entire faculty and staff left campus with a much clearer perspective of the big picture of what makes writing instruction successful.

The writing initiative, of course, does not end there. As a campus that strives for excellence, we always want to enhance the “big picture” for alignment and curricular relevance - to add more color, more contour, and a more detailed perspective to what is already a dynamic and exciting vision. Students who graduate from Oakridge always come back to our alumni panel and attest



to the fact that they are more prepared than the average college student, but that does not deter us from the desire to improve more. There are several ways we’re doing this: the lower and middle school decided to seek more sources for assessing how to improve writing performance, and students will be using the ERB WrAP resource to help target areas where each individual learner needs instruction and assistance. Additionally, Lower School teachers have implemented a new curriculum for teaching narrative and expository writing called Empowering Writers, and the middle school, in recent years, added two new courses to the curriculum: 5th Grade Fundamental Writing and 8th Grade Advanced Writing. I have been meeting with history chair, Jennifer Bonner, this year to discuss how both departments can be more aligned and more collaborative as we map out more specifically what skills we need to teach at each grade level, and of course, the middle and upper school English teachers are fostering such conversations across departments as well on a daily basis. Oakridge has always been good about mapping curriculum, communicating about alignment, and collaborating as an institution, but it is always wise to keep that conversation going, especially with the changing technological landscape of our culture. This is why the writing initiative cannot be discussed without reference to our Learn21 program. How can we integrate technology meaningfully to make student writing more connected to the world, more relevant to the new job market, more authentic, and more varietal to match the new modalities of literacy made possible by new media? And how do we balance these concerns with a program that instills the timeless skills that writers have always needed in order to be articulate leaders and communicators? It’s an exciting time to be an Owl as we explore these conversations across the campus making writing a priority in all classrooms and divisions. More updates and success stories are sure to come, and I look forward to sharing the progress with the greater community. 



OWLS SPEAK OUT

by Mike Cobb, Director of Admissions

What do our children need for a strong Future? The 21st century is marked with complexity and rapid change, however the bedrock for preparing our students for the world has remained remarkably the same. Students need to have confidence, poise, and the ability to communicate effectively.

The “Owls Speak Out” program began several years ago encouraging teachers to look for openings to boost students in practicing and honing public speaking and writing skills. Over this time we have spent valuable time with experts in the fields of public speaking, writing, and communication. This professional development resulted in the program that seeks to ensure that “all Oakridge students will graduate with the confidence and poise to be effective communicators with a mastery of oral and written skills that prepare them for success in life.” These skills

open doors and will help lead our students to great heights in the future. The experiences begin in the Early Childhood Center with young students leading the morning meetings and learning the creative process of writing. It continues to culminate through the Lower School with Diffendoofer Day speeches and daily development of writing throughout the curriculum. In the Middle School students learn to prepare and present research then experience a semester long Capstone Project in the 8th grade. Upper School students hone their skills with complex writing and research and then seniors share their parting words in Senior Speeches and celebrate with a Headmaster’s luncheon. All of the experiences with the “Owls Speak Out” help develop students that are confident, poised leaders ready to reach, and share, their full potential.





WHAT MAKES THE ECC SPECIAL

by Emily Sweeney, ECC Faculty

The Betty Garvin Garton Early Childhood Center is truly a magical place. From the moment you enter the doors, you can smell art projects underway, hear the children's shrieks of laughter, and see the joy that is plastered on every child's face. But what makes it such a special place? There are many things that make it one of a kind, but first and foremost, the children make it an exceptional place to be and an exceptional place to work. At the ECC, we truly believe that all children are special. Because of this, the ECC faculty strives to give our children what they need. We give them a right to time: a right to our time, as well as a right to their own developmental time. We let them learn through error. We believe that children's errors reflect the way they see the world at different developmental stages. Because of this, children construct theories through their experiences.



It is our goal to give them these opportunities to construct the theories that teach them right from wrong. At the ECC, we recognize three types of learning so as to meet all children's needs. We recognize: their physical knowledge through observation around them, their social and cultural knowledge through adult interaction and instruction, as well as relational knowledge. The ECC is

unique in that we are the foundation for directing a child's educational experience—an experience we think will produce enthusiastic, successful members of society. With such small class sizes, we are able to provide individual attention and enjoy this one on one opportunity to share a child's world.



There are so many unique things that the ECC does that make it special. Starting in preschool, children fall in love with learning. They are given such enriching experiences to expand their knowledge of the world. One memorable activity for Preschool is when students are given the opportunity to make a "Discovery Walk" across campus. They visit every part of the campus and take pictures along the way. They visit their siblings in their classrooms, tour all the school's big facilities, and even visit Mr. Kellam in the boardroom. What a memorable day for them. Students also get to enjoy an informative and adventurous walk in the Nature Conservatory behind the ECC for a "Nature Walk!" In Pre-K, students fall in love with the "Letter People", characters who teach them to love learning the foundations of reading and writing. Pre-K also does something called the "Switch-a-Roo", where they shuffle students from different classes to mix them up and then send them on rotations to play in the

different classrooms, allowing for enriched social environments. 100th Day PJ day is also a special memory.

In Kindergarten, the kids begin the year by painting Andy Warhol inspired art pieces of their face. This hangs in the wall all year to honor our big kindergarteners! Kindergarten is also the year where you get to enjoy an "Indian Feast" with costumes and props after an intensive unit on Native Americans. Kindergarteners can also look forward to the "Walk to the Future." This is a special day where the entire school lines the road from the ECC building to the Lower School, and they celebrate and applaud as the kindergarten children march to their future! Kindergarteners also get to look forward to "Fun Fridays" where they have Discovery. This is a rotation between the kindergarten classes for the students to have instruction in drawing, social studies, and science. The kiddos love this day.



There are so many things that make the ECC a special and warm place. The love the teachers have for the families, the relationship between student and teacher, as well as the bond between the teachers themselves make the ECC a phenomenal place to learn and grow. You truly feel joyful when you are here. The kids never forget their time at the ECC because it is a special place that simply cannot be forgotten. @

LOWER SCHOOL SPECIALISTS

by Judi Andersen, Lower School Faculty

All Lower School students benefit from spending time with our academic specialists.



Belinda Nemec **Reading Specialist**

Mrs. Nemec, our reading specialist, works with individual students, small groups, and entire classrooms to enrich our love of books and reading. Her discussion groups make books and characters come alive. Mrs. Nemec journals with many students so that they can have ongoing discussions about characters, setting, and plot. In addition to reading with students at school, Mrs. Nemec spends hours reading for pleasure. Mrs. Nemec has enjoyed the students at The Oakridge School for 6 years and looks forward to many more years.



Lesley Trimble **Math Specialist**

Ms. Trimble adds so much to our math program. She spends time each morning helping students master the multiplication facts. In addition, she challenges small groups and individuals by supplementing our classroom curriculum with additional activities and projects. This is Lesley's first year at Oakridge, and she brings four of her own "owls" with her. Jonathon, her oldest son, is in 8th grade, Elizabeth is a 7th grader, Rachel is in 4th grade, and Anna is a first grader.



Lori Lane **Science Specialist**

Ms. Lane, our science specialist, brings science to life in the Lower School science lab. Classes meet with Ms. Lane twice a month to extend classroom concepts. Students leave the lab with smiles on their faces and a love of science. Ms. Lane has worked at Oakridge in many different areas for 19 years. She also serves as the Middle School Assistant Head as well as 7th grade science teacher, and the Lower School specialist. She wears many hats, and excels at all of them. Be sure to visit the classrooms of the Lower School specialists the next time you are on campus.

FOREVER IN PEACE (AND IN OAKRIDGE) MAY YOU WAVE...

Don't ever deny that big things can come in small packages...or that small requests can yield big results. That's what happened when one young man, smaller in stature as he may be only being in the fourth grade, made a little request with his big heart for a school that he loves a great deal.

With all of the technology out there today, most people don't take the time or expend the energy to write an actual letter anymore. They'll send an email or a text or sometimes even leave a voicemail, but actual handwritten communication is just not as common. And if someone did write a letter, one wouldn't expect it to come from a fourth grader that would take it upon himself to write a letter to anyone, especially not without his parents' help and especially not to the Headmaster of his school. But Eshan Singhal from Mrs. Andersen/Broadus' class at The Oakridge School is no common student which explains why he did just that. He takes pride in his country, but he also has pride for his school. Eshan realized that a way to show his school pride was to have an Oakridge flag waving every morning when students and teachers line the Lower School hallways to say the pledge and sing the national anthem and the school's alma mater.



Eshan's handwritten letter tugged at the Headmaster's heartstrings, and Mr. Kellam knew he had to grant the young man's request. "In a world that is sometimes so serious, it was refreshing to see something positive coming from such an incredible young man. It was nice to be able to meet with this student, listen to his petition and then see his face light up when he heard I was going to answer his request in the same positive way he had asked it," stated Kellam. It's just like they say, go ahead and ask—the worst that can happen is someone can tell you 'no.' But fortunately for Eshan and The Oakridge School, Mr. Kellam said 'yes'.



Eshan's actual letter:

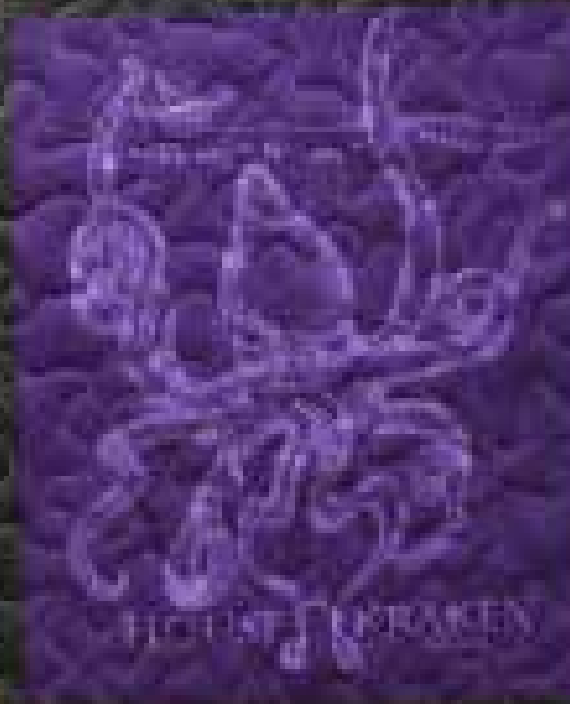
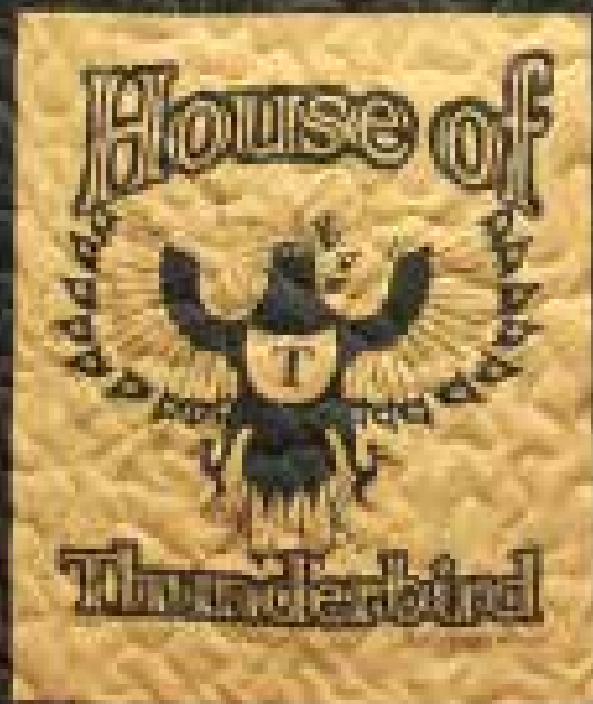
Dear Mr. Kellam,

Lower School students sing The Oakridge School song every morning. I think that while the pledge is going on we should hold mini Oakridge flags and keep the flags in our rooms. I think it would be a good idea because it would represent our school.

Sincerely,

Eshan Singhal

So if you happen to be close to the hallways of the Lower School one morning, poke your head in. Not only will the American flag be waving her red, white and blue, but Oakridge students will also be waving their new green, white and blue while singing about our country and our school with the utmost of pride. It's a grand 'ole sight to see.



MIDDLE SCHOOL HOUSE SYSTEM

by Britt Robinson, Middle School Head

"Hmm, difficult. VERY difficult. Plenty of courage, I see. Not a bad mind, either. There's talent, oh yes. And a thirst to prove yourself. But where to put you?"

— Sorting Hat from Harry Potter and the Sorcerer's Stone (2001)

The newly established House System in the Middle School is reminiscent of the programs started at many private schools across Britain and America. The House System, most recently, brought into cultural consciousness by J.K. Rowling's Harry Potter novels and movies, has energized The Oakridge Middle School and has created an opportunity for new traditions and legacies to rise from the student body and faculty.

Inspired by visiting another school over the past two summers, the Middle School administration felt that a House System would benefit the Oakridge community in many ways. As the administration began to develop the vision of a structured, competitive and fun, student-led organization, the goals for the program began to take shape. The goals of the House System are simple: 1) camaraderie across grade levels and faculty members; 2) student leadership opportunities; and, 3) friendly competition as houses vie for the House Cup. Even with the goals and the vision in place, it was important to establish structure.

In preparation for the start of school, the Middle School administration divided the students into four, multi-grade level houses. Each house would have at least one advisory teacher from every grade level to help guide the students. Yet, the success of the program needed to include buy-in from the faculty. The agenda still lacked a theme and the groups were without a name. During the teacher in-service prior to the school year, it was the faculty that provided the missing element. The Middle School faculty decided that each house would take on the name of a mythical creature and the color of the house was drawn at random. Thus, the four Houses were born - House of Dire Wolf (grey), House of Dragon (red), House of Kraken (purple), and House of Thunderbird (gold).



Student input and participation was the final component to having the houses come alive. Through the advisory program, students in each advisory for grades 5-7 elected one representative to sit on the newly formed House Council (formerly Student Council). The students in each eighth grade advisory elected two students, who became the Head Boy and Head Girl for each house. The House Council, comprised of 20 students, is responsible for developing and executing the various House competitions and events throughout the school year. Already this school year, the Houses have been busy. Students have participated in several athletic competitions (including tug-of-war and relay races), unique and fun themed contests (such as a guessing jar, oreo-eating contest and a mummy wrapping race using toilet paper), a Quiz Bowl with students testing their trivia prowess as they raced to buzz in to answer, a Nuke-em tournament (similar to volleyball), and a Community Service project with Houses earning points for participation. Points have also been awarded to each House based on students qualifying for Headmaster and Honor Roll. House points are tallied after each competition, and it is amazing to hear the cheers that erupt from the classrooms as the updated House standings are announced. The framed House names by the Office area are moved periodically to reflect the newest House standings. The students have also been so excited that they have worked on cheers and hand signs; while the faculty have been energized as evidenced by the classroom posters, the wearing of mascot themed jewelry, and even purchasing a totem pole that sits in the Middle School foyer.

The Middle School is a place where traditions and legacies are born. Admittedly, the House System is in its infancy stage and has much potential for growth; however, it is clear that the House System is and will continue to be a cornerstone for a dynamic Middle School life. The only question that remains is where to put you... let the Houses decide and the games begin!

@

Goals of the House System:

- 1. CAMARADERIE ACROSS GRADE LEVELS AND FACULTY MEMBERS**
- 2. STUDENT LEADERSHIP OPPORTUNITIES**
- 3. FRIENDLY COMPETITION AS HOUSES VIE FOR THE HOUSE CUP**

COLIN SKINNER NAMED TEXAS NATIONAL GEOGRAPHIC STATE BEE FINALIST

by Robby Koch, Middle School Faculty

Collin Skinner, Middle School student at The Oakridge School, is one of the semifinalists eligible to compete in the 2015 Texas National Geographic State Bee, sponsored by Google and Plum Creek.

This is the second level of the National Geographic Bee competition, which is now in its 27th year. School Bees were held in schools with fourth-through

eighth-grade students throughout the state to determine each school champion. School champions then took a qualifying test, which they submitted to the National Geographic Society. The National Geographic Society has invited up to 100 of the top-scoring students in each 50 states, District of Columbia, Department of Defense Dependents Schools and U.S. territories to compete in the state Bees. @



MIDDLE SCHOOL DEBATE

by Claire Reddig, Middle School Faculty and Debate Advisor

Ask any middle school student if they like to argue and their answer most likely will be a resounding yes! Ask these same students if they are interested in winning more of these arguments and their yes will be even louder!

For the past three years, The Oakridge Middle School has embraced this excitement and invited its students to use their argumentation skills in a more formal setting by joining the debate team. The Oakridge Middle School debate team offers students in grades five through eight the opportunity outside of the traditional classroom to sharpen their research skills, their writing skills, their public speaking skills and their argumentation skills. What started out as a middle school club has turned into a competitive debate team that meets on a weekly basis for the entire school year.

During their meetings after school, the debaters spend time discussing their current debate resolution and brainstorming arguments to support both sides of the issue. Once students have a firm grasp of the resolution, they work together to uncover research that supports their arguments and then craft their arguments into opening statements to present during the debate rounds. Since the team won't know which side of the resolution they will defend during the debates, they must be ready to support either side. This ability to defend arguments on both sides of an issue teaches students to explore and understand issues from multiple perspectives, including ones that differ from their personal opinions and experiences.

To prepare to debate, students participate in exercises targeting the different skills and techniques they will use during the debate rounds. The debaters develop their argumentation skills by verbally sparring with one another in the meetings. They also practice their cross-examination skills by strategically asking questions designed to identify weaknesses in their opponent's



arguments and carefully answering questions in a way that strengthens their own arguments. The debaters then put these skills to the test by debating each other in practice rounds during weekend practice sessions. These practice debate rounds prepare the Oakridge debaters to take the next step in their training by debating teams from other private schools.

Currently, the Oakridge Middle School debate team competes three times a year in debate rounds against middle school teams from Trinity Valley School, All Saints' Episcopal School, and Fort Worth Country Day School. These debate rounds challenge the students to test their arguments in a real world setting and expose them to new perspectives. The students learn what it feels like to debate in front of an audience and be evaluated by a panel of judges. Students also learn how to work together as a team; seven students participate in the round, so they must closely coordinate their arguments, responses, and questions both before and during the debate round to ensure a seamless presentation.

During the first two debate rounds of the 2014-2015 school year, the schools debated whether single-gender classrooms in the middle school improved the quality of education. This topic challenged the debaters to consider how the different genders learn and the real world implications of single-gender versus coed classrooms. After a narrow loss to Fort Worth Country Day School in November, the Oakridge debaters rallied and defeated the team from Trinity Valley School in February. The debaters are preparing for their next debate round against All Saints' Episcopal School in April. They will be debating whether the US government has the right to infringe on their citizens' right to privacy in the name of national security. This new topic challenges the students to research the basis of the Constitution and the Bill of Rights as well as key Supreme Court decisions. It also challenges them to consider key historical events where this conflict occurred. Regardless of the outcome, all of the debaters will walk away from the debates this year as more capable researchers, writers, public speakers, and critical thinkers.



2014-15 Debate Team Members: Nicolas Miller, Ananya Kumar, Camille Meshack, Zaki Farooqui, Nicholas Gohr, Ethan McLean, Hannah Shahbazi, Paris Batjer, Maya Mathews, Jaden Pierre, Kibby Kibaru, Mallory Williams, Brant Alfinger

“It has been so rewarding to discover how excited the students are about reading and blogging, which in turn has encouraged others to read.”

— Patricia DeWinter, Librarian



THE OAKRIDGE SCHOOL LIBRARY

by Patricia deWinter, Head Librarian

Research shows that the benefits of reading regularly include an increased vocabulary, stronger writing skills, higher standardized test scores and an enriched sense of empathy and imagination. The primary goal of the Oakridge School Library is to encourage a lifelong love of reading among all students. In order to do this, every effort is made to promote the joys and benefits of reading, and maintain a collection of print and digital books that appeal to all Oakridge library patrons. Students in second grade and up “blog” about books they recommend, expressing what they most enjoyed about the book and why other students should try reading it. These blogs are on the library portal of our website. These student reviews spread the word about the best new books, award winners and series that patrons are enjoying and also generate enthusiasm about reading. The blog experience adds to our writing initiative at Oakridge. Additionally, the library hosts two student book clubs and has plans to add a third.

Here are just a few of the “blogs” from our students:

Wonder - A Must Read

Reviewed by **Kennedy Carter** and **Nora Mooney** (4th graders)

RJ Palacio’s *Wonder* is a story of kindness, courage and wonder and highly recommended by Nora and Kennedy. “Wonder is about 5th grader Auggie who has had 27 operations to try to fix his many facial abnormalities. He has a cleft palate, no outer ears, many scars, his eyes are in the wrong place and his head is misshapen. He is used to small children screaming when they look at him or other kids making fun of his appearance. He has been homeschooled but is about to start his first year at a private school in Manhattan. The story is told from his perspective as well as from other characters like his sister Angie, her two best friends and other students at Auggie’s school. Our favorite

character is Summer because she doesn’t judge Auggie or anyone else. Auggie’s sister is also great because she stands up for her little brother. This is a realistic book about bullying and understanding more about the hard things others have to experience. The lesson in this book is: don’t judge people by their appearance. We are all guilty of being mean sometimes and can do better!”



Guest Reviewer **Isabella Bruzda** (4th grade)

Isabella would like to recommend ***I Am Malala*** by Malala Yousafzai to Oakridge girls. She just finished the young adult version of this story and was greatly inspired by the book.

“I very much admire Malala for fighting for her rights and I hope to be like her! Malala was nearly assassinated by the Taliban when she became an advocate for education for girls in her country, Pakistan. She was shot in the head because of her activism and this did not stop her rather than quiet Malala, the Taliban just made her louder! She continues to be an advocate for peace and education for everyone. This book includes pictures and highlights the importance of school. I learned that in Pakistan where Malala grew up girls weren’t supposed to attend school or even go to the market. Malala truly changed the world and I hope to make a difference one day, too. I plan to become an advocate against the damaging effects of smoking and littering. This has become my favorite book because Malala is so very brave and amazing.”

Christian Stan (5th grade) reviews ***Absolutely Almost***

This is Christian’s review of Lisa Graff’s *Absolutely Almost*:

Main character Albie is a ten year old boy that many kids could relate to easily. He does his best in class but he can never



make grades better than average, so he has to leave his challenging private school. His parents don't understand why Albie can't do better but luckily he gets a new nanny named Calista who tutors him and is able to see his other strengths. Albie has a few problems with the "cool kids" at his new school. But he does make a great new friend named Betsy, who has a stutter. Calista teaches Albie how to deal with the "cool kids," shares Captain Underpants books with him even though his mom wants him to read Johnny Tremain and teaches him to draw superheroes. All kids should read this book because the characters have struggles that many kids today deal with. The book really made me feel what Albie was feeling and I definitely connected to his story and was happy to see Albie succeed.

Kristina Miller (4th grade) Reviews a 2015 Newbery Winner Kristina Miller enthusiastically recommends **El Deafo** by Cece Bell. Kristina came by the library to rave about the novel on the very day that The American Library Association announced that El Deafo was a Newbery award winning honor book for 2015. The Newbery is awarded to a select number of authors, three this year, who have made "the most distinguished contribution to children's literature."

Kristina says El Deafo is, "A very fast read! I was hooked and you will be too once you start reading this graphic novel. I loved it! The main character, Bell, contracts meningitis when she is four and this leaves her completely deaf. She has to wear a hearing aide called a Phonic Ear and stays cheerful even though it's



hard sometimes to be so different from her classmates and to deal with the struggle of missing so much information. She imagines that she is a superhero called El Deafo whose deafness makes her powerful. Bell deals with bossy friends, loneliness, making friends, a new boy in her neighborhood and a hilarious incident when one of her teachers leaves the amplifier on and Bell hears EVERYTHING the teachers are doing. A school counselor works with Bell and her new friend Jake on "Fuzzies and Spikies," what we can do to make others feel great and what we sometimes don't mean to do that is hurtful. One of the book's positive themes is quoted here - "Our differences are our superpowers!"

Eshan Singhal – 4th grade

Bibliophile Eshan enjoyed and recommends

The School for Good and Evil.

His review of this book by Soman Chainani has motivated me to put The School for Good and Evil at the top of my reading list. "The first thing to know about this book is that even though the two protagonists are girls, this is a book for both male and female readers. There are knights, lots of surprises and battles. Every year in the land of Gavaldon kids are 'fairytaled,' which means they are taken to be educated with the good, the Evers, or the bad, the Nevers. But main characters Sophie and Gatha seem to be placed in the wrong classes with 'sweet', beautiful Sophie grouped with the villains in training and the homely, quiet Agatha selected for the School of Good. A gallant knight wants to help Sophie and braves the forest all night to do so. This book definitely proves that one should never judge another person by his or her appearance. This novel has been translated into languages across six continents and Universal is producing the film. There are two more books in the series and book one has a very cool, cliffhanger ending."



WORDWRIGHT: NATIONAL READING COMPETITION FOR HIGH SCHOOLS

by Barry Coe, Upper School Faculty

The WordWright Challenge is a national reading competition for students in grades 9 through 12 that requires analytical reading of many kinds of prose and poetry. It emphasizes perceptive interpretation, sensitivity to language, and an appreciation of style. More than 59,000 students from some of the best public and private high schools in 47 states participate.

The WordWright Challenge is not just a competition. Along with the contest materials, vocabulary lists are provided for pre-test preparation as well as post-test discussion and essay questions. Sometimes, cartoons are included. Though the contests themselves will average no more than 40 minutes in length, each test and related discussion can productively occupy two full periods of class participation.

The WordWright Challenge dovetails well with the Common Core's emphasis on close reading and analysis of many different kinds of texts and is useful as preparation for the verbal SAT I, the SAT II in English, and the English Advanced Placement exams in language and literature.

Texts for the WordWright Challenge can range from short fiction by John Updike or Eudora Welty to poetry as old as Shakespeare or as recent as Margaret Atwood, to essays as classic as E. B. White or as current as a Time Magazine opinion piece by James Poniewozick.


Though texts vary widely in voice, subject, tone, and length, they have one thing in common: style. They all use language skillfully to convey layers and shades of meaning not always apparent to students on a first or casual reading.



Several students representing The Oakridge School won high honors in this year's WordWright Challenge. In the first meet, held in October (see above), sophomores Grace Andersen, Noah Gladden, and Amy Zhang, and senior Madi Kuenzki all earned near-perfect scores, placing among the 272 highest-scoring tenth graders and the 40 highest-scoring twelfth graders in the entire country. Junior Sumer Haider was one of the 125 highest-scoring eleventh graders. More than 60,000 high school students from 47 states entered the meet.

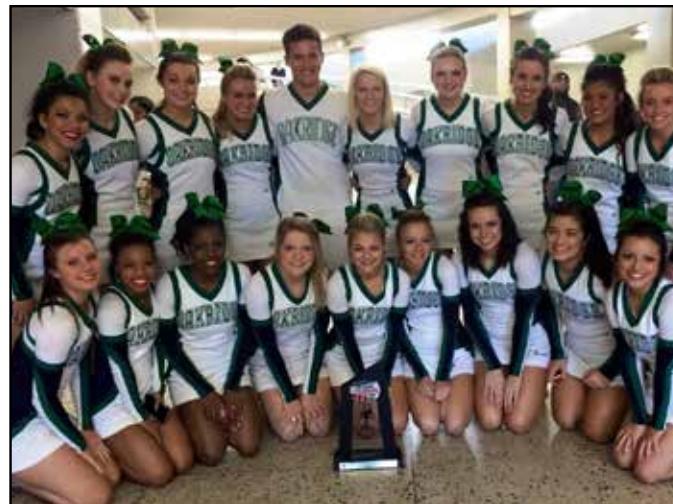


In December, The Oakridge School's eleventh graders tied for fourteenth place in the nation in the year's second meet, participating with 600 school teams from all across the country. Students at the school who won high individual honors in the meet included freshmen Iman Sulliman, Ransom Swinney, and Katie Nelson; juniors Cade Wooten, Olivia Duke, Kourtnei Fong-Kutchins, Skylar Frazer, Blake Miranda, Angelique Southern, and Shelby Warrington; and seniors Robin Agir, Caroline Boyd-Rogers, Tobias Kroll, Aashni Pabley, Sarah Schoening, and Eric Wu (see left).

The Oakridge School team is supervised by Upper School Faculty member, Barry Coe. 

CAMPUS LIFE







THROUGH THE EYES OF A CHILD

by Jonathan Kellam, Headmaster

Life is so busy and, at times, so serious. Our careers and the hectic pace associated with raising children can prevent us from pausing to enjoy precious moments. If only we could slow down a bit to stop and smell the roses.

During the spring, while making preparations for the flurry of end-of-year activities, I always try to make time to reflect on the special moments and accomplishments of the school year.

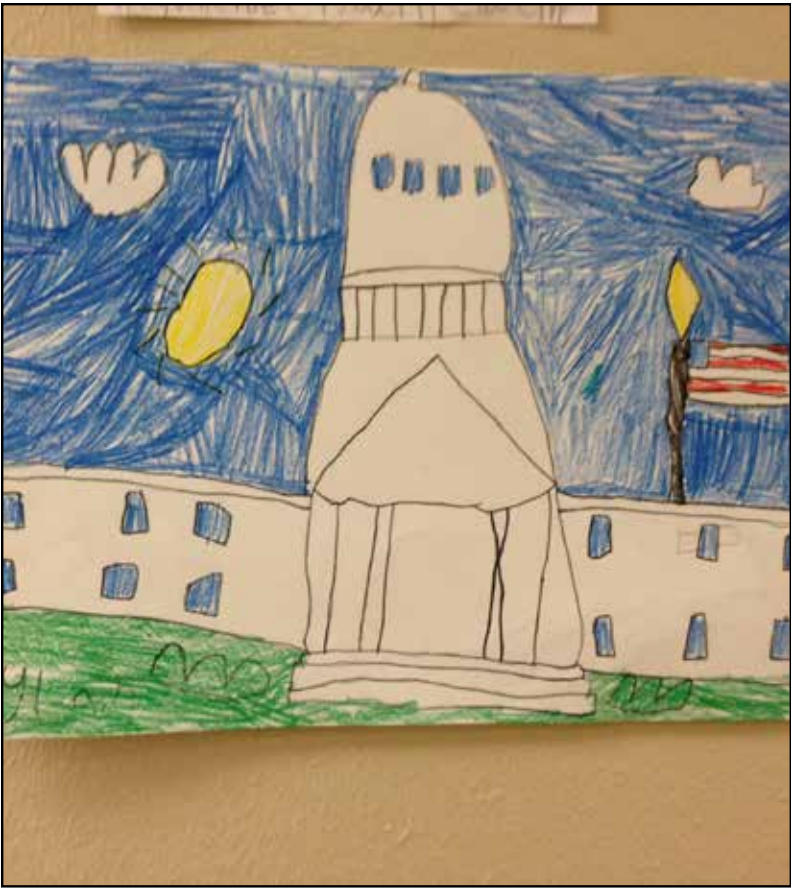
The 2014-2015 school year has been amazing. Enrollment has remained strong, the Lower School won the Grand Champion Award at the Fort Worth Stock Show and Rodeo Art Contest for the fourth year in a row, the stadium project at the Oakridge Athletic Complex was completed and opened in time for football in August, and our students - at all levels - have excelled in academics, arts, athletics, and service. The 73 members of the senior class will complete their Oakridge careers in a few weeks with college acceptances from coast to coast and impressive scholarship offers.

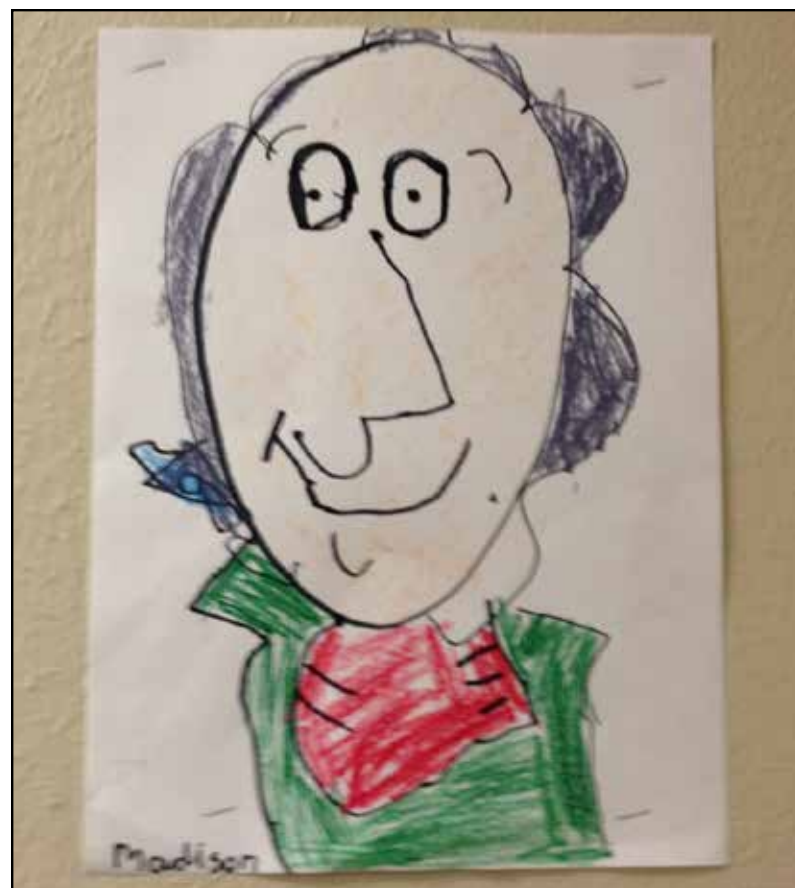
One of my fondest memories of the school year, however, occurred on a beautiful spring day in April, when I had the opportunity to view the world and the school a little differently. For a brief moment, I served as Assistant Headmaster to the "Headmaster for the Day." Master Harry Daniels, Class of 2025, took the helm confidently and graciously, allowing me to slow the pace and simply enjoy school and life. What a tremendous treat!

Harry and I toured the campus, shared cupcakes with the second grade class and Lower School faculty, played soccer on Frank Field, made security runs (lots of security runs) on the OPC Golf Cart, enjoyed a spaghetti lunch, and monitored a tornado drill. And, after working a long, four-hour day, we boarded the Oakridge bus and headed to the Ballpark to see a Texas Rangers baseball game.

Funny... we didn't worry about the usual meetings, testing, marketing, fundraising, and the like. Harry was relaxed, but very busy enjoying life. I was, too. Thank you, Harry, for reminding me how fabulous life is, "through the eyes of a child."







STOCK SHOW ART CONTEST GRAND CHAMPION

by Renay Levisay, Lower School Art

Congratulations to Mrs. Levisay and Lower School on their Grand Champion Elementary School placing in the 2015 Star-Telegram Stock Show Art Contest. This marks their third year in a row winning this honor and their sixth win total. Many independent and public schools across Texas entered this contest. The talented, young artists from The Oakridge School used various media to capture livestock

and rodeo compositions. The judges commented on the high quality of craftsmanship and creative expression. Pictured with the slate trophy: (back row) Christian Stan, Jackson Hurd, Cole Acker, Fiona Bagley, Adison Trowbridge, Julie Batrice (front row) Marco LaRovere, Wren Watts, Sophia Mirzaei, Vanessa Robertson, Audrey Pettigrew. @



MIDDLE SCHOOL ART



Gracie Snyder



Annie Li



CJ Thompson



Brinkley Pauling



“Video production has allowed us to be creative in ways we have never thought of before.”

— Robin Agir, Class of 2015

DIGITAL MEDIA AT OAKRIDGE

by Melissa Triebwasser, Upper School Faculty

The Oakridge Digital Media Department (DMD) is one of the jewels of our school, comprised of a group of students who work tirelessly behind the scenes to produce amazing content for our community. Including the video and digital production classes, the DMD has been responsible for producing football programs, schedule posters, short films, Super Supper promotional materials, Annual Fund videos, and much more over the course of the year. Students in the two courses work with Photoshop, Indesign, Adobe Premiere, After Effects, and iMovie to develop and execute content across several platforms.

As we head down the home stretch of the school year, both classes are in full swing as far as work orders are concerned. Video Production is working to produce episodes weekly as part of the newly launched “I Am Oakridge” series, a video introspective of the faculty, staff, students, and teachers that

make up our community. The first video, featuring first grade teacher April Benjamin, launched in February, with more to join on a weekly basis through the end of the school year. Digital Production is busy as well, producing schedule posters for each spring sport, as those seasons begin in earnest.

As we return from Spring Break, the focus in each class will turn to the annual senior video, one of the highlights of the Senior Dinner, held the week of graduation each year. The video requires the full effort of all four classes, as students do photo editing, shoot live action clips, and use special effects to put together this special memory for the graduating class.

Also managing a full plate are the members of the Oak Leaves staff, the Oakridge yearbook. If you have seen a student with a camera at any of the numerous events on campus, chances are it was one of our hard-working yearbook students. With their photography gracing the pages of not only the annual, but also the Outlook Magazine, movie theatre advertisements, billboards, magazine ads, and more, these talented photographers do an exceptional job of capturing the moments that make Oakridge special each year. The labor of love that is each edition of Oak Leaves requires thousands of hours of work by our staff of 14, and that is certainly noticeable by the quality of the final product.

The Digital Media Department has been hard at work all year long and has several more exciting projects on the docket as we head to the home stretch of the school year. Be sure to keep up with what the students are doing by accessing the Digital Media Department playlist through the Oakridge YouTube channel. @





“When creating this mixed media piece and cutting out each snowflake, I thought about how everybody is a unique individual like a snowflake.”

— Gretchen Leffler, Class Of 2015



OAKRIDGE FINE ART SPOTLIGHT: GRETCHEN LEFFLER

by Kathryn Evans, Upper School Faculty
and Fine Arts Department Chair

Gretchen Leffler has been a spectacular talent contributing to the Oakridge School's artistic and design needs. During her tenure, Gretchen has made herself valuable, not only to her peers, but in addition, to our Administration, Art and Drama Departments, and Student Government (STUCO). Her accomplishments range from numerous publications to many juried and invitational shows.


In the past, Gretchen has often collaborated with the Theater Department during the Spring Musicals. She has helped with dramatic make-up for the characters and their costumes.

Gretchen has also contributed over 300 hours of community service to the Creative Arts Theatre School, (CATS). She has worked on set-design, painting, construction, and problem solving for the theatre's productions.

Since her freshman year, Gretchen has been a member of the student council (STUCO). Gretchen has been the head of decorating for most of their activities and chaired the Bake Sale for After Prom fundraising.

Gretchen's love of art is more than a passion; it is a life-long pursuit. It has led her to seek, explore and learn on her own - from tutorials on the web with different techniques to enhance her artistic skills, to inquisitive conversations with local experts, in addition to extra-curricular classes at the college level. All the while, Gretchen continues to shine in academics and is currently in the top percentage of our graduating seniors.

Gretchen is extremely proud of winning 1st Place at the Fort Worth Stock Show 3D Art Show three times successively, for her duct tape sculptures. The first year was a llama, the next was the iconic Stock Show monkey riding a Border collie, and finally

a Polish rooster. As a result of these wins, Gretchen has been awarded \$6,000 in scholarships, which will, in the future, provide her with the means to further her artistic college education. 

**Best in Show and First Place in the
Texas State Fair – Sophomore Year**
Duct tape sculpture of a rooster

First Place in the Texas State Fair – Junior Year
Duct tape sculpture of Big Tex

Second Place in the Texas State Fair – Senior Year
Duct tape sculpture of an armadillo

**First Place in the Fort Worth Stock Show
and Rodeo Art Show – Sophomore Year**
Duct tape sculpture of a llama

\$2,000 scholarship
**First Place in the Fort Worth Stock Show
and Rodeo Art Show – Junior Year**
Duct tape sculpture of a monkey cowboy riding a border collie

\$2,000 scholarship
**First Place in the Fort Worth Stock Show
and Rodeo Art Show – Senior Year**
Duct tape sculpture of a Polish Rooster

\$2,000 scholarship
**Tied with herself for Best in Show in the UNT HSC
12-County Student Art Competition – Junior Year**
*Juried art contest, Duct tape sculpture of a giraffe and a
Duct Tape sculpture cowboy monkey riding a border collie*

**Chosen to exhibit and sell art in a single booth at the
Fort Worth Main Street Arts Festival – 2011, 2012, 2013**





The **Drowsy Chaperone**
A MUSICAL WITHIN A COMEDY.

SPRING MUSICAL

by Andy Stewart, MS and US Choir Director

Tears.

Born out of excitement or disappointment, they begin in November when the cast list for the spring musical is posted. Students spend weeks preparing a monologue and musical number in the hopes of landing a spot on the John P. Flavin Fine Arts Center stage.

Just days later, with no time to process the implications, the cast launches into music rehearsals. These rehearsals are both mentally and physically grueling. This year's musical, *The Drowsy Chaperone*, featured music inspired by the 1920's, with four- and five-part harmonies interwoven with solo character numbers and dialogue. It takes weeks of after school rehearsals to pull together. The material must not merely be memorized but ingrained in each actor so that it is ready to be reproduced on cue and without thought.



This level of preparedness is necessary when staging and choreography begin in January. The music is combined with high intensity dancing and staging. Cast members must also understand the characters they play, integrating idiomatic movement and mannerisms, motivation, and comedic and dramatic delivery, as well as basics of stage acting. By the end of February when the show opens, they will have logged more than one hundred and twenty hours of rehearsal while maintaining their normal academic course load. These rehearsals are exhausting. Challenging. Long.

Tears.

Yet, despite the sore bodies, tired voices, emotional breakdowns, and late nights, their desire to put on a first class show never wavers. The months of sacrifice leading to the show only serve to motivate them further. They have made new friends: the kind



forged from hard work towards a common goal. Not one wants to let the others down. So they press on together.

The set is completed and costumes arrive. More than fifty costumes have been created for the show and the stage is transformed into the interior of a mid-century New York loft apartment. A trumpet player begins warming up, one of twelve professional musicians who will bring the score to life. Lighting cues are adjusted as actors are fitted for microphones. With barely a moment to catch a breath, actors rehearse scenes and musical numbers with the orchestra while others practice costume quick-changes and brush up on choreography backstage.

On opening night there is a frenetic energy as the audience enters and actors are called to places. Lights go up, the music soars, and the show comes alive. There are moments of whimsy and humor, excitement and awe, sincerity and reflection. The audience cheers at the end of a dance number, roars with laughter at a perfectly timed gag, and goes silent as the weight of a simple message touches their hearts. "It does what a musical is supposed to do: it takes you to another world," *Man in Chair* shares in the final scene. "A little something to help you escape from the dreary horrors of the real world. A little something for when you're feeling blue."

And that makes the last three months, long and trying as they were, worth every minute. The light fades on the final curtain call as the cast stands hand in hand after the final bow. Most can not contain their feelings of pride and accomplishment for what they have created and the memories they have made together.

Tears.





ECC RECOGNIZED BY ST. JUDE CHILDREN'S RESEARCH HOSPITAL

by Betty Garton, ECC Director

The Oakridge School Early Childhood Center was in the Top 100 fundraising schools for St. Jude Children's Research Hospital Trike-A-Thon for the 2013-2014 school year. Last year our Early Childhood students and families worked diligently to raise \$5,555.00 to support the life-saving mission of St. Jude's.

The Trike-A-Thon is a week-long event designed to teach bike and riding-toy safety lessons using interactive stories featuring

characters, Bikewell Bear and Pedals the Bunny. Last year was the 24th year that The Oakridge School has supported the St. Jude Trike-A-Thon and Math-a-Thon program. The school has raised approximately \$73,500 since it began in 1990.

It is our hope to again be in the Top 100 and support the mission of St. Jude's.





Our baseball team competed in the John Cooper tournament in The Woodlands February 19-21. They won two of the four games – a 6-0 win over Rosehill on Thursday and a 6-1 win over Woodlands Christian on Saturday.



We also had two swimmers finish in the top eight of their events. Senior Aashni Pabley earned a seventh place finish in the 100-yard butterfly. Freshman Lucy Robinson earned an eighth place finish in the 100-yard breaststroke.



Varsity wrestling and powerlifting have a few competitions remaining at the time of this writing. Our wrestling and swim teams competed in the Houston area at the Southwest Preparatory Conference winter championships. Both teams competed very well. Two wrestlers competed well enough to place in their weight classes. Junior Judge McWithey earned a second place finish and All-SPC status. Freshman Jeff Wright earned a third place finish. Jeff and Judge also placed third in their respective weight classes at the Texas Prep-State Tournament. Both young men have qualified for the National Prep Wrestling Tournament in Pennsylvania.



Our 2015 Oakridge Tennis Team members look forward to another exciting and successful tennis season this year, with the addition of some more promising young talent from the Middle School. It will be tough to top last year's momentous run to the Division 1 tournament, but our current players are anxious to raise the bar again. Armaan Ahuja, Shivan Ahuja, Jon Patel, and Avery Brown will help lead the fight on the boys' side. Bianca Villamar, Claire Devoe, Kyndall Betrand, and Dakota Guerrero will lead the girls' side. Practices, so far, have revealed some great potential from many other players. Each of these players will be a necessary part of the team, as we round out our final varsity line-ups. Coach Henderson and Coach Lane expect a great deal from this year's crop of players. The number one priority is making the tournament. Our players have a lot of drive, and should perform very well.


SWIMMING MAKES A BIG SPLASH

by Britt Robinson, Middle School Head

One of the greatest benefits for students of small, private school education is the ability and flexibility to turn one's passion and dream into opportunities. It is this passion and energy that brought a swimming program to the Oakridge School. Eleven years ago, Janice Schauwecker, a passionate parent and former faculty member, was the drive behind starting the Oakridge swim team in the Upper School. In 2004, Janice's oldest daughter, Jessica, was the first and only member of the team and earned All-SPC in two events. By 2006-2007, the team had four females and was able to field their first girl's relay team. That same year, Jessica set two SPC records, which held for many years, in the 50 yard Free and the 100 yard Backstroke. In 2007-2008, the school was excited to welcome the first male swimmer, Ethan Goldfarb. Over the course of his Upper School career, Ethan set an SPC record in the 100 yard Breaststroke (actually twice, beating his own record). As with most athletic programs, success is built up from the youth. With this in mind, Janice started an Oakridge Middle School Swim club in 2009. The purpose of the club was to provide students the opportunity to compete against other private schools beginning in 5th grade and to build the swim program by feeding swimmers into the Upper School. The program has been growing and will possibly add up to eight swimmers for the 2015-2016 team. For these swimmers, following their dream does take some sacrifice. For now, swim practice for the Upper School is located at the Fort Worth Area Swim Team (FAST) facility and practice is, on most mornings, before school with a few after-school practices throughout the week. Additionally, some swimmers swim on a club team during the off-season to hone their technique and keep their stamina strong for the season.

The excellence of the team is seen through the success that the swimmers have had throughout the history of the program. The swim team is a member of Texas Interscholastic Swimming Coaches Association (TISCA), and over the past eleven years,



the Oakridge team has had swimmers ranked TISCA All-Region, TISCA All-State, and All-SPC. Most recently, during the 2014-2015 SPC Championships, senior Aashni Pabley placed 6th in the 100 yard Butterfly and freshman Lucy Robinson placed 7th in the 100 yard Breaststroke. In addition to the success during their years at Oakridge, five alumni have been able to continue their passion and were/are able to swim at the collegiate level. The Oakridge alumni who have or are currently swimming in college are: Jessica and Natalie Schauwecker (SMU), Nola Shi (Pomona College), Ethan Goldfarb (Missouri University of Science and Technology), and Kasey Mucher (Ohio Northern University). The growth and success of the program is exciting, especially since the school does not have a swimming pool; however, the master plan for the Oakridge Athletic Complex (OAC) does include a natatorium, which will be a welcomed addition for the swimming Owls. As evidenced by the growing numbers participating in Middle School and the increasing success of the Upper School, the future for the swim team looks bright and is sure to make many waves in the future. 





LEADERSHIP GROUP FORMED TO “FINISH THE FRONT”

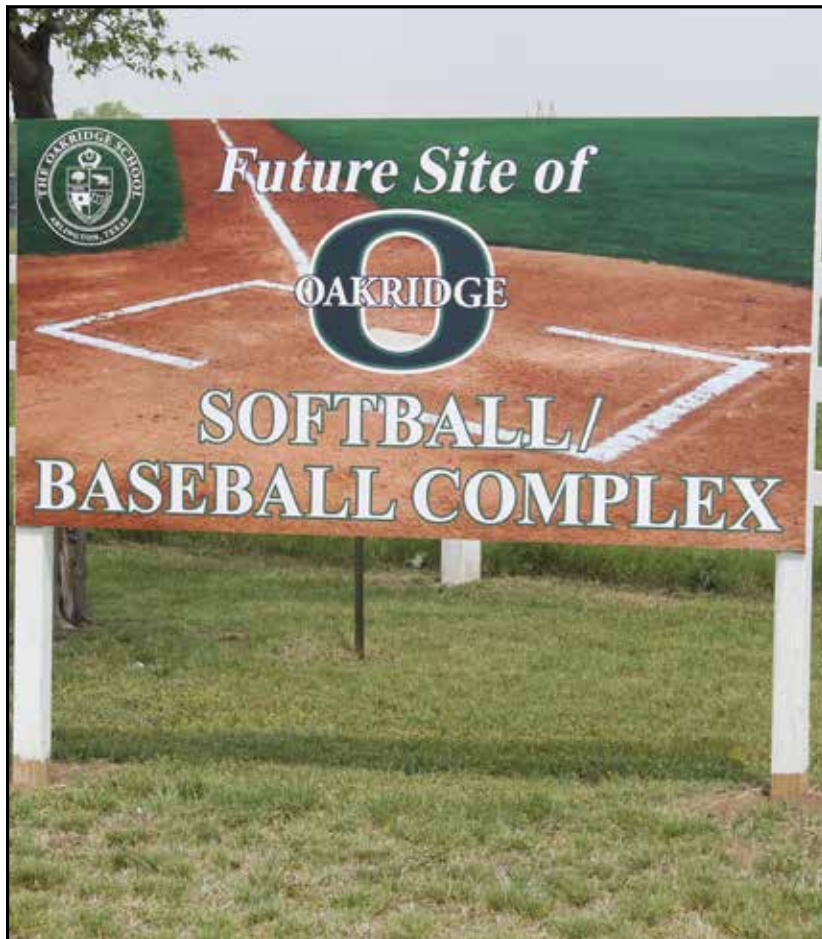
by Andy Broadus, President

Kim Callanan, chairman of the Development Committee of the Board of Regents, is leading a group that has formed to spearhead the effort to “Finish the Front.” The other members of the group are Michele Cole, Jon Kellam, Andy Broadus, and Dana Queenan, Chairman of the Board of Regents.



The campaign goal is \$3,000,000 and we have raised \$1.1 million to date. This may seem like a lot of money for a baseball field and a softball field. However, when you consider the necessary extension of the infrastructure—water, sewer, electricity—it makes sense. When considering roads, parking, walkways, a concession and restroom building that will also serve the tennis center, and a new cut into the property from Pioneer Parkway, \$3,000,000 does make sense.

We need one more push to complete this project. We welcome your help. If you would like to be involved, please call Michele Cole at 817.451.4994 X 2768 or me at 817.457.6683. Go Owls! @



OAC GETS ADDITIONAL PARKING

New Parking Lots

The building on the northwest corner of Oakridge Place and Pioneer Parkway has been razed to provide much-needed additional parking for the Oakridge Athletic Complex. The net effect will be an additional 90 convenient parking spaces for athletic events.

Oakridge purchased the property in 2009 with the plan to demolish the building for parking when the athletic complex was up and running. The building was well used during the interim for a wrestling center, athletic storage, and restrooms for the teams.

The building was in need of major repairs, and the development of the track, tennis courts, and fields made the structure unnecessary, hence the new parking lot.

In addition, a new parking area on the Broadus Campus near the softball field is adding 35 new parking spaces. This area will provide convenience for school families and visitors when attending athletic or other school events.

Conatser Construction is the contractor on both projects.



SUMMER FUN

by Lauren Matocha, Director of Extended Day and Summer Programs

Summer 2015 finds Oakridge celebrating 33 years of providing summer programs to our students and the surrounding community. Our Summer Camps began in 1982 under the leadership of Mr. Andy Broadus. Mr. Jon Kellam took over summer programming in 1995 and established the Summer In The Oaks branch of courses offered to Middle and Upper School students. Mr. Mike Cobb directed Summer In The Oaks beginning in 2003 and in 2005 directed the Summer Programs which encompassed Summer Camps, Summer In The Oaks, and the new Summer Days for students in grades 1-4. Current Director of Summer Programs, Lauren Matocha, is excited to carry on the tradition of providing quality summer programming for our students as well as students in the community.

The team of individuals that make summer programs successful consists of very dedicated faculty and staff, led by Summer Camp Director, Betty Garton, Summer Days Director, Kristin Kennedy, Summer In The Oaks Director, Jim Andersen and Sports Camp Director, Shawn Meadows. Our very own Oakridge alums deliver high energy and excitement as Summer Camp Counselors: reliving their own fantastic camp experiences while making great memories with a cabin full of campers.

We are proud to add new programs to our already exciting offerings that we continue to offer each summer. Summer Camp for age 3 – grade 4, will have weekly camps beginning June 8 and ending July 17 (The Wonderful World of Science,

Operation Inventor, Space Odyssey, Discover America, Animal Safari, Underwater Adventure). Summer Days for students in Kindergarten to grade 4 and Summer In The Oaks for students in grades 5- 12 will have a variety of academic and enrichment classes to choose from. New Summer Days and Summer In The Oaks programs debuting this summer are: Ceramics, Improv, LEGO Camps (Bash'em Bots, Construction Vehicles, Jedi, Jedi Masters), Mad Science Camps (Bubbles... Smoke....Explosions, Robot Mania, Forensics Lab, Red Hot Robots, Inventions Galore and Rocket Ride to Space), Manners Madness and Silly Social Skills, Mind Lab, Number Sense, Public Speaking 101, T-shirt Quilt Making and Wii Just Wanna Have Fun. Sports Camps for students in grades 1-9 will fine tune their skills in one of the many sports camps offered: Baseball, Basketball, Field Hockey, Football, Soccer, Tennis, Volleyball, and Wrestling.

Contact Lauren Matocha if you know of a non-Oakridge family that would like to receive a mailed brochure that lists the programs offered this summer. ATTENTION PARENTS: Many of our programs are open to parents, so please ask if you have a class you are interested in taking with or without your child!

Lauren Matocha, Director of Summer Programs,
817.563.9742 lmatocha@theoakridgeschool.org
www.theoakridgeschool.org/summerprograms





ALUMNI NEWS

Class of 1995

Arden DeVore Ellis (1995) is the Volunteer Coordinator for The Birthday Party Project. The project's mission is to bring JOY to homeless children through the MAGIC of birthdays. It was founded in January 2012 in Dallas. It now host 11 birthday parties a month in local shelters - Arlington, Fort Worth, Dallas and McKinney. The group is expanding across the country with parties currently in San Francisco, Detroit and Minneapolis! The project celebrates kids living in homeless and transitional living shelters, providing entertainment, games, activities, cakes, gifts and cupcakes for all of the children. If you'd like to volunteer, you can email Arden at hello@thebirthdaypartyproject.org and check out the website for all of the information www.thebirthdaypartyproject.org. Arden lives in Dallas with her husband of almost 15 years, Scott, and her two boys Huston (8) and Ford (5).

Class of 2002

Congratulations to **Lindsay Ashworth Yanaway** (2002) and **Justin Yanaway** (1999) on the birth of daughter Hampton Elizabeth. As one can see, Hunter Grace is excited to have a sister!



Class of 2003

Philip Trick (2003) was invited by Microsoft to participate in a series of discussions directly with Excel's development team. All of ModelOff's (www.modeloff.com) 2013 Gold Class (Top 10%) were asked to submit an application detailing their use of Excel and why each would be an asset to the development team. As a top 10% finisher, Philip was excited to meet the Excel developers and voice opinions on the product. Philip spent two days in Microsoft's offices and visited their highly secretive R&D facilities. Ideas were discussed about how to improve Excel's future versions. The eight participants came from various parts of the world - India, Switzerland, Chicago, London, Canada and Dallas. ModelOff's founder and CEO John Persico also joined in the discussions. Philip is married to fellow alumna **Katy Chapman Trick** (2002) and they have one child, daughter Zibby.



Class of 2005

Congratulations to **Mark Thanapaissal** (2005) and **Tiffany Thanapaissal** on their marriage in Thailand. Mark graduated with a degree in economics from TCU and received his MBA in finance from Assumption University in Thailand. He is currently working at the Kongthong Group (Advertising Media Company) in Thailand. Alumni **Cindy Thanapaissal** (2009), **Nick Burkett** (2005), **Aarin Knox** (2005),

Mindy Thanapaissal (2006) **Jeff Landon** (2005) and **Mark Thanapaissal** (2005) show their Owl Spirit at Mark's wedding in Thailand.



Class of 2006

Congratulations to **Ashley Foster** (2006) on her marriage to Zachary Oheim on October 25, 2014. Zachary is a social worker for Austin Travis County Integral Care, and Ashley is an Auditor for The University of Texas at Austin. Fellow '06 alumni Justin Ray and Jarrett Cocharo are also pictured.



Class of 2008

Thank you to **Jessica Schauwecker** (2008) for speaking to our faculty about her writing experiences. Jessica relayed the importance of writing and what is important to this generation of students. Jessica is currently at Dedman School of Law at Southern Methodist University.



She is pictured with Upper School English teacher Barry Coe.

Class of 2010

Alyssa Belcher graduated from Oakridge in 2010 and attended the University of North Carolina at Asheville on a full merit-based scholarship. In May 2013, after three years of study, Alyssa graduated Magna Cum Laude with Distinction in Sociology, as a University Scholar, and as an Undergraduate Research Scholar with a BA in Sociology and a BA in Psychology. In August 2013, she moved to Baoding, China where she spent the year teaching 1500+ students at a full-time K-12 private boarding school. In the fall of 2015 Alyssa will begin earning her Masters in International Comparative Education from the Graduate School of Education at Stanford University.



Class of 2011

Monica Clifford (2011) spoke on behalf of her fellow students at Trinity University's commencement ceremony. Clifford, who received her bachelors' degrees in both

history and communication, has been an active member of TigerTV, the campus television station, serving as program manager and executive producer of Studio21. In addition, she was an arts and entertainment writer for The Trinitonian, the University newspaper. For her commencement speech, Clifford shared her thoughts on history and its relevance to everyday life. Monica is currently enrolled in Trinity's master's in education program and plans to become a history teacher.



Alex Lucaciu (2011) graduated Summa Cum Laude from Southern Methodist University on December, 20, 2014, a semester early, with a Bachelor of Science in Electrical Engineering and a Bachelor of Science in Mathematics. As a student in the 4 + 1 Accelerated Master's Program,



he has already completed the majority of his graduate level classes. He is enrolled in 5 classes this semester and will walk in the May 2015 graduation ceremony. He will finish his last class as a distance course this coming summer to complete the coursework for his Master of Electrical Engineering degree.

Class of 2012

Kolby Keller (2012) is a junior majoring in sports medicine at Texas A&M University. Kolby is in the Corps of Cadets and was selected to be a member of the Ross Volunteer Company. This company is the oldest honor guard and drill team of its kind in the state and is the Honor Guard for the Governor of the State of Texas. Beginning in 1887 as the Scott Volunteers, they were renamed by 1898 in honor of former Governor and president of the college Lawrence Sullivan Ross. Congratulations Kolby!



Alumni

Please send us your updated contact information and updates for future Outlook magazines. Visit www.theoakridgeschool.org/alumni to share your news.



Dear Parents,

The Oakridge Parents' Club would like to thank you for your support this school year. The support you have provided through your OPC membership dues, support of our Magazine Sale, purchases at our Uniform Resale, listing fees in our online business directory, OakridgePages.com, and Box Top collections allow us to make allocations to the school each year.

Due to this success from your participation and support, the Oakridge Parents' Club raised enough funds, after our expenses, to be able to allocate \$56,600 to The Oakridge School.

Thank you. Your support makes a huge difference in the lives of our students!

With gratitude,

Lara Haddock
Oakridge Parents' Club President, 2014-2015



THE
OAKRIDGE
SCHOOL
PARENTS' CLUB

2014-2015 Allocations

\$10,000	Upper School: STEM Lab Makerspace, Robotics and 3D printing lab
\$9,600	Lower School: Node classroom chairs
\$7,900	Middle School: STEM Lab - Makerspace components
\$5,600	The Oakridge School General Endowment Fund
\$5,000	Maintenance department: Flat Bed Cart
\$2,550	Admissions: Student Ambassador Program
\$2,550	ECC: Playground updates
\$2,500	ECC: STEM Lab: Rigamajig building kit
\$2,500	ECC: Classroom Projector Screens
\$2,500	Owl Angel Fund for financial aid
\$2,500	Digital Production: new Audio Capability equipment for student led productions
\$1,500	Digital Production/Marketing: Full Frame Camera
\$1,000	College Advising Office: TV monitor
\$ 900	Admissions: Support of new event - Experience Oakridge
\$56,600	Total Allocations

THE DISCO BALL

by Michele Cole, Director of Development

Rain, snow and sleet would not stop The Oakridge School from having the 36th annual Super Supper and Auction on Saturday, February 28th. The Disco Ball, chaired by parent Angela Kasko and her volunteer team, put on a fabulous event with 400 guests attending.

Silent auction and Premier Auction items

filled the room and disco balls were stunning centerpieces. Everyone bid on some amazing packages and danced long into the wee hours with LeFreak as entertainment. The proceeds from the Super Supper and Auction are critical to Oakridge. They provide the necessary funds for our operating budget that cover educational improvements and enrichment

for our students. Preliminary numbers indicate that we have raised a net of approximately \$200,000.

Thank you to all of the members of the Oakridge family, who sponsored a table, donated an item for our auctions, attended the event, and volunteered to help. Your support is appreciated.

THANK YOU

TO ALL OF OUR
GENEROUS SPONSORS

MACHO MAN

The Hutton Family
The Quinn Family
Holly and Chuck Reynolds



TUITION SPONSOR



THE HUSTLE

Angela and Bill Kasko



BOOGIE FEVER

Pam and Steve Wall

BRICKHOUSE

Arlington Orthopedics Associates / Baylor
Orthopedic & Spine Hospital in Arlington

ARLINGTON ORTHOPEDIC
ASSOCIATES, P.A.

LIFE IN FULL MOTION



FUNKYTOWN

The Crudup Family
Dr. Amy Schoening - Pecan Park Dental



CELEBRATION

Queenan Law Firm /
Dana and Kevin Queenan



STAYIN' ALIVE

Arredondo/Barley/Hey/Roach/Sutcliffe Families
Ben E. Keith Foundation / Derrick-Mitchell Families
Kay and John Petersen
Welch / Hooper Families



SPECIAL THANKS

TO OUR COMMITTEE
& VOLUNTEERS

CHAIR

ANGELA KASKO

ACQUISITION LOGISTICS

LISA WOODY

DATABASE

AMY BELL

BARBARA FLEMING

BETHANY MARKS

TERISA SIMS

AUCTION SET-UP

CINDI TATE

DIVISION BASKETS

MICHELLE KRABILL - COORDINATOR

CATHERINE CRUDUP - ECC

AMBER CURRY - ECC

JENNIFER O'CONNOR - LS

KATE ROSS - MS

CAROLE FONG-KUTCHINS - US

CLASS PROJECTS

KATHRYN EVANS

RENAY LEVISAY

SUSAN STONE

DECORATIONS / AUCTION DISPLAY

JAMIE AND WALTER LEON

CAREY OGLE

ONLINE AUCTION

ANITA SINGHAL AND FRAN LYONS

TUITION RAFFLE

KIM WELCH

TABLE SEATING/SALES

ALISON FAWTHROP

VIDEO/POWER POINT PRESENTATION

JACKIE PRESSLEY

VOLUNTEERS

KELLY MILLIKAN

COMMITTEE MEMBERS

PETER BAGLEY

HOLLY FAGAN

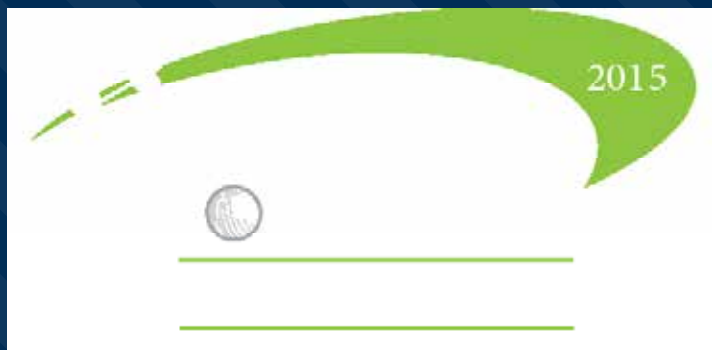
NATALIE HOOPER

KRISTY KUNDYSEK

RYAN WORTHINGTON

THE OAKRIDGE SCHOOL 2015-2016 KEY DATES

Aug. 15	Oakridge Family Picnic
Aug. 17	New Parents' Program & Dinner
Aug. 19	First Day of School
Aug. 28	Last Friday
Sept. 7	Labor Day
Sept. 25	Early Dismissal - Homecoming
Oct. 16-19	No School - Fall Break
Oct. 30	Parent Teacher Conferences All School - No Classes
Nov. 24	Grandparents'/Grandfriends' Day
Nov. 25-30	Thanksgiving Holiday
Dec. 19	Begin Winter Break
Jan. 4	Begin Spring Semester
Jan. 18	Martin Luther King Day
Jan. 29	Last Friday
Feb. 12	Parent Teacher Conferences Preschool-Grade 4 Conferences No Classes
Feb. 15	Presidents' Day
Feb. 26	Last Friday
Feb. 27	Super Supper & Auction
Mar. 12-21	Spring Break
Mar. 25	No School
April 29	Last Friday
May 21	Graduation
May 26	Grades 5-11 Last Day of School
May 27	Grades PS - 4 Last Day of School
May 30	Memorial Day



Monday, May 18, 2015
Waterchase Golf Club
Four Person Scramble

Two tee times!

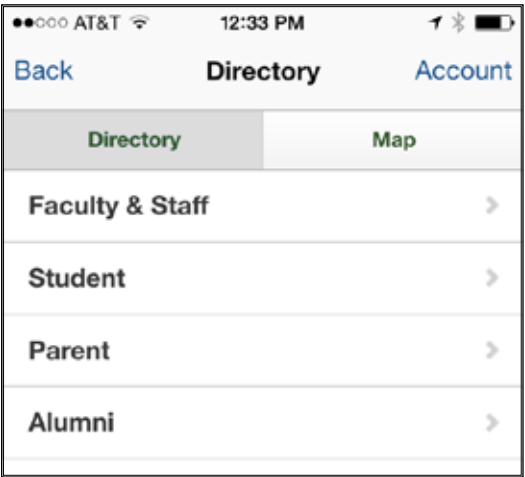
8:00 A.M. or 1:30 P.M.

www.theoakridgeschool.org/golfclassic

Do you have an iPhone or iPad? Have you downloaded the Oakridge app? Here is a list of features that just may get you to go to the App Store and search for Oakridge to download the app.

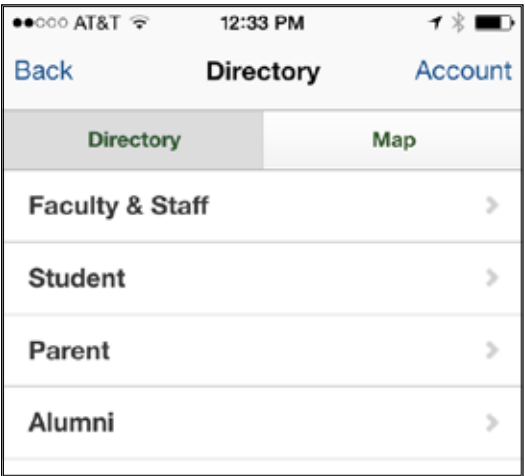
Directory

The biggest use of the app is an online directory in your pocket. Once you log in to the app in the top right with your Parent Portal credentials, you can access the directory.



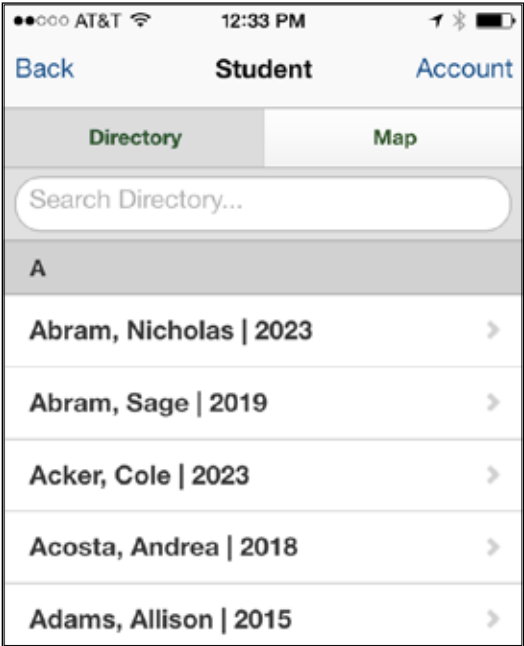
Search

by Student, Faculty, Parent or Alumni



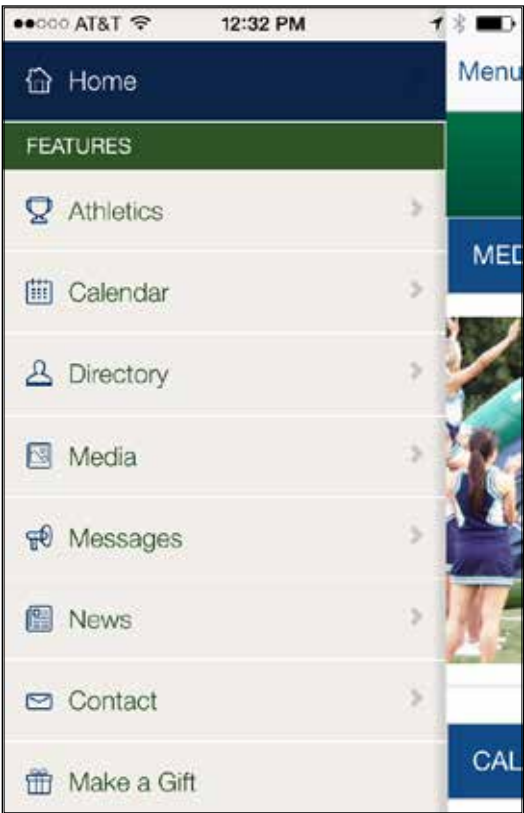
See

Addresses, Phone Numbers, Siblings, Parents, Class Year and more



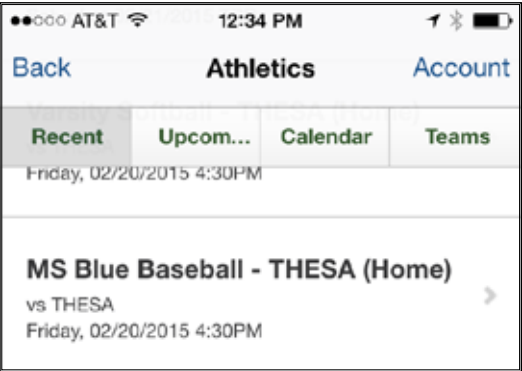
Click

- To make phone calls
- To send emails
- To open addresses in Maps and get directions



Athletics

- See Recent Results
- Check on the Upcoming Games
- View by Calendar
- View a Particular Team

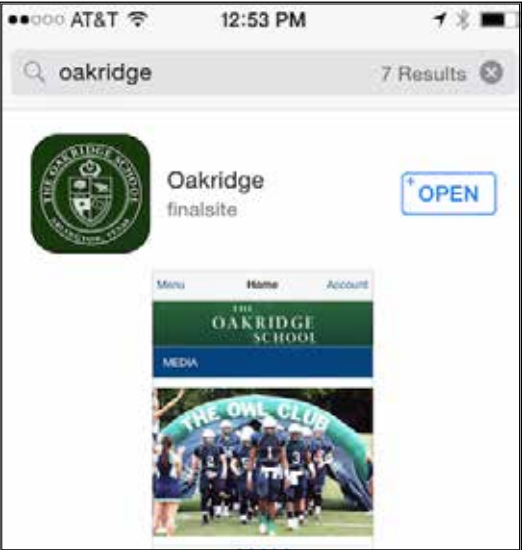


Calendar

Check out upcoming events across the whole school by List or Month view

These are just a few of the highlights of how you can stay connected. The app also has access to News, Videos, Parent Portal and more.

To download simply go to the App Store on your iPhone or iPad, search for Oakridge, install and enjoy.



Find & Follow The Oakridge School Online



@oakridgeowls



The Oakridge School



@theoakridgeschool



TheOakridgeSchool



[flickr.com/photos/theoakridgeschool](https://www.flickr.com/photos/theoakridgeschool)

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.

