

OES

MAGAZINE

OREGON EPISCOPAL SCHOOL
SPRING/SUMMER 2018 • OES.EDU

Alumna Recognized for Her Entrepreneurial Successes

YUNHA KIM '07 EXPLAINS HER
NEW APP "SIMPLE HABIT"

Heroism Study in Second Grade

LONGSTANDING PROJECT INNOVATES
WITH INQUIRY APPROACH

Parent-Coaches Build Strength of Athletic Program

SHAWN PATRICK SHARES WHAT
KEEPS HIM COMING BACK





On the Cover

OES presented its first all-school musical in four years in March. Noe Johnson '19 and Edward Pinkava '18 entertained audiences at six sold-out shows as Donkey and Shrek in *Shrek the Musical*.

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OREGON EPISCOPAL SCHOOL

Founded in 1869. Located in Portland, Oregon, between the Cascade Mountains and the Pacific Ocean, our Pre-K–12 day and boarding programs give future global leaders the skills and confidence to succeed in college—and life.

OES MAGAZINE

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The vertical playpen on the OES Challenge Course gives students a chance to explore a personal inquiry: "How do I get out of my comfort zone?"

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OES MISSION

Oregon Episcopal School prepares students for higher education and lifelong learning by inspiring intellectual, physical, social, emotional, artistic, and spiritual growth so that they may realize their power for good as citizens of local and world communities.



Making Space for Mindfulness

As you may recall from the fall/winter issue of *OES Magazine*, I had a three-month sabbatical this spring, March through May. My time away from campus to reflect and to appreciate was incredibly meaningful to me. It was a true gift—and likely the only such sabbatical of my career. My sincere thanks to the OES Board of Trustees, especially President Elizabeth Gewecke, for supporting me and to the OES Admin Team, especially Associate Head of School Peter Kraft, for so capably running the school in my absence.

I approached my sabbatical as a space carved out from my normal, daily life. I intended to do many activities I loved, like biking and hiking, as well as to embrace at least one totally new experience. As it turned out, it became my “Just Say Yes” sabbatical—to say yes, that is, to whatever invitations and opportunities came my way. I said yes to hiking in Costa Rica, to plays in New York City, to attending a concert of 25 cellos, and many long walks and wonderful dinners with friends. My one deliberate choice to embrace something completely outside my comfort zone was to attend a week-long silent Buddhist

retreat. I spent seven days in complete silence, without even a book or my phone. And that brings me back to OES.

Just prior to my departure, I spent time meditating with Tina Akehurst’s fifth-grade class. I was inspired by the students’ ability to sit quietly and reflect—and I thought of them often during my many hours of silence at my retreat. On my first day back at OES in June, I returned to the class and shared my experience. Their natural curiosity focused on actually being silent all the time. What was that like? Was it hard? Were you silent during meals? What if you bumped into someone?

As you will read in the following pages, OES has developed a strong Mindfulness program, led by Middle School Counselor Cindy McEnroe. Our students live busy lives and will continue to beyond OES. We see mindfulness as an important tool in student wellness, and one with benefits that pay out over a lifetime. I know from my own experience that time to reflect and to just be—to watch the birds at the feeder or go for a quiet walk in the woods—is essential to our ability to navigate

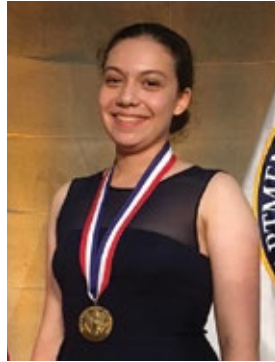
a complex and changing world. It’s heartening to see this work happening in earnest on the OES campus and to see alumna Yunha Kim ’07 carry the message of mindfulness out to more people through her app, Simple Habit.

“As it turned out, it became my “Just Say Yes” sabbatical—to say yes, that is, to whatever invitations and opportunities came my way.”

It was a terrific spring in many other ways as well. I hope you will enjoy reading about campus happenings such as *Shrek the Musical*, a lively, rollicking all-school production; some big changes to second grade Hero Speeches; the amazing research conducted by our eighth graders in their inaugural year of Project X; our boys’ lacrosse team’s most recent state championship; and much more.

Please enjoy, and have a wonderful summer and fall!

Warmly,
Mo Copeland
Mo Copeland
Head of School



Schweinfurth Receives Two Prestigious Accolades

Raley Schweinfurth '18 was recognized by two prominent organizations this past spring. In March, Schweinfurth placed 10th at the 2018 Regeneron Science Talent Search, which is the nation's oldest and most prestigious science and math competition for high school seniors.

Her high finish was due to a comprehensive study she conducted surrounding an Oregon insecticide-spraying incident in 2013 that killed more than 50,000 bees.

And in mid-May, Schweinfurth was named a 2018 Presidential Scholar by the United States Department of Education. Only 161 high school seniors in the US are given this honor each year; the awards are given to students who have "demonstrated outstanding academic achievement, artistic excellence, leadership, citizenship, service, and contributions to school as well as community." She and other scholars met with President Trump in the East Room of the White House in June, and additionally met United States Senators Ron Wyden and Jeff Merkley from Oregon during her visit.

Schweinfurth will attend Columbia University this fall.



Culture Shock Stimulates Diversity Discussions

In mid-April, the OES Office of Inclusion and Community Engagement partnered with the school's International Student Association (ISA) to create Culture Shock

2018. Now in its eighth year, Culture Shock is a day-long series of workshops and activities designed to stimulate discussion around diversity topics. Youth leaders like Hannah Weinberg '19, Selin Berk '18, and Olivia Durant '18 worked intensely with one another to create an engaging experience for the attendees.

Students and educators from other surrounding-area schools joined the OES Upper School community to draw inspiration from poet, musician, and activist Gina Loring, to attend and actively participate in group work, and to reflect on their experiences both past and present.

As OES Director of Inclusion and Community Engagement Dori King shared, the clearly defined goals of Culture Shock are "to develop a better sense of our own identities and the identities of others; to engage in open and challenging conversations and activities around race, class, gender identity, and other aspects of identity and culture; and to empower participants to be more engaged, equitable, and inclusive members of their communities."



Lower School Playground Opens

In line with OES's commitment to continuous improvement of campus facilities, in February a new Lower School playground was opened to our community. Head of School Mo Copeland and Director of Facilities Jon von Behren were present with all Lower School students

and educators in the Dining Commons as the cafeteria window blinds were pulled back to reveal the set of new play structures.

This playground opening ceremony marked the culmination of a year and a half of thoughtful design planning and construction. OES students were heavily involved in the process; a total of 12 fourth and fifth graders came together and took on the hard work of asking their peers about student playground priorities. Using scale drawings, surveys, data analysis, and computer renderings, the student design team garnered feedback on what the new structure should look like.

The final result includes (among many other features) three boats, two forts, a sliding hill, and a climbing wall. OES offers many thanks to designer Michelle Mathis of Learning Landscapes Design, LLC and Bryan Rose of Cascadian Landscapers for their work in adding this new component to our Lower School.



Students Work Across Portland on Mount Hood Climb Service Day

Each school year in May, the OES community pauses to honor those lost in the Mount Hood climbing accident of 1986. It is also a day dedicated to serving others in order to express gratitude for the help and support offered by the Portland community during that trying time.

This year students, educators, and staff from all facets of OES put their hands to work through service endeavors both on campus and in the community. Lower School students built items like bat boxes and crates for the new playground; middle schoolers traveled to nonprofits like the Ronald McDonald House to clean the facilities that house rural families as their children seek medical treatment at local hospitals.

The Upper School community gave their time to a wide range of organizations, including Meals on Wheels People, the Portland Parks Department, and Beaverton School District. Their activities spanned the spectrum from tutoring children in reading to pulling invasive ivy.



Third Graders Dive into History with Vanport Studies

One of the hallmark experiences of

an OES education is the in-depth work third graders engage in throughout the school year. This learning journey involves delving deeply into Oregon's history and going beyond traditional narratives in order to unearth "hidden stories."

Students have been exploring these types of stories since September—beginning with the study of OES's own history. Since then their work has included: engaging with the Chinook and Kalapuya Touching History Mobile Museums (a program of the Washington County Museum); hearing traditional story, music, and dance at the Lelooska Museum in Ariel, Washington; and exploring the Nikkei Legacy Center and Japanese Internment Memorial with internment survivor Jean Matsumoto.

In conjunction with these activities, OES third grade educators worked to bring the Vanport Mosaic Panels to school so students could experience and research how historians bring hidden stories to light. These traveling panels are one manifestation of the Vanport Mosaic's mission, which involves "capturing, celebrating, and preserving the silenced histories of the Pacific Northwest in order to understand our present."

After doing their own work to understand the exhibit and the Vanport flood, in March the students invited their peers in all academic Divisions. They made and hung signs on campus encouraging people to visit, then conducted interviews with the Upper and Middle Schoolers who heeded the call. (Three survivors of the Vanport Flood were also interviewed.)

As one adult visitor to the exhibit remarked, "I never knew about any of this . . . now I want to learn more."



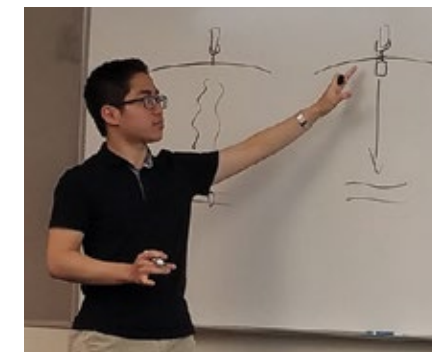
Middle School Echoes Winners

As part of a tradition going back to 2011, this spring many Middle School students submitted entries for consideration in the annual Echoes Writing Contest. Three OES alumni served as judges of these

submissions. After reviewing over 100 pieces in the categories of Poetry, Fiction, and Nonfiction, Abe Asher '16, Elise Kuechle '16, and Ran Wei '09 bestowed first place honors on three students.

Clara McAuley '23 took first in Poetry for "The Beetle"; Ella Sohn '22's fiction piece, "The Lost Trinity," resulted in the top award for the Fiction category; and Tamara Silverman '22 secured first place with her Nonfiction submission, "A Piece of the Past."

As Kuechle said of "The Beetle," "This poem took me to a dimension of life I had never thought to enter, and the imagery it evoked of armor and sight was very powerful. The author exhibits a strong ability to hone in on detail, and the descriptive voice captured my attention."



Ngo Attends Cutting-Edge Genetics Conference

Aided by the William G. Lamb Science Endowment grant of funding, Andrew Ngo '19 traveled to Chicago in May for the 21st annual meeting of the American

Society of Gene and Cell Therapy. Accompanied by OES science educator Ryan Holland, Ngo had the opportunity to connect with renowned figures in the world of genetics while at the conference.

"It was an amazing experience," notes Ngo. "I attended presentations on cutting-edge research in the treatment of cancer and other diseases, and talked to many professionals in the field about the future of gene therapy." Upon returning to Portland, Ngo presented his own genetic research to a group of OES faculty and staff.

OES Auction

An Enchanted Evening supporting OES's mission at the 32nd Annual Auction.



Volunteer Appreciation Breakfast

Celebrating our wonderful volunteers and their commitment to OES.



Mount Hood Climb Service Day

Service abounds in many different forms on this special day.



Lower School Field Day

Lower Schoolers soak up a fun tradition.



Sports Round-Up

Basketball

The **girls** finished 10–15 and 5–11 in league play, more than doubling last year's output in the wins column. After a mixed start, they wrapped up the season with decisive wins against Catlin Gabel and Portland Christian before their season came to an end at the hands of Portland Adventist Academy in the 2nd round of the District playoffs. Our seniors end their basketball careers knowing they helped elevate a program that was in a tough place only a year before, while our up-and-comers are ready to build on this season's success and work toward an even more successful 2018–19 campaign.

The **boys** went 18–11 and 9–7 in league play. These guys were road warriors this year, achieving some impressive wins against Astoria and Toledo at an early-season tournament in Knappa, and also beating St. Mary's (Medford) and Creswell on their home courts. They defeated Catlin Gabel in the final seconds to earn a spot in the District Championships, where they fell in a tough loss to De La Salle North. At the 3A State Tourney in Coos Bay (more travel!) they were bested by Dayton, then to Cascade Christian in the consolation bracket.

Skiing

The **girls** earned a solid second in Metro Ski League, with Jesuit only six points ahead. Sami Woodring '19 crossed the line first in each of her league races and doubled again at the State Championships in Bend, winning both the giant slalom and slalom. The **boys** schussed to 3rd place in Metro League behind Hugh Shanno '20's strong 5th place combined finish.

Golf

Looking to earn a berth to the state tournament for the second consecutive year, the **girls** would have to battle the 4A Cowapa League along with their 3A rivals in a Regional shootout. They ended five strokes behind Valley Catholic on the first day and

weren't able to make ground on day two. Nevertheless, their solid 2nd place earned them a State berth at Trysting Tree, where they finished 10th overall behind an 8th place finish from Anna Li '20.

The **boys** three-peated as District Champs before bringing home the Runner-Up trophy at 3A/2A/1A States. Senior captain Will Ackerman was District Champion with a 149, including a 2nd day eagle, and co-captain Alden Felstiner '18 notched second place with a combined 159–99 strokes ahead of the second place team! Moving onto the State tourney at Quail Valley, the boys set a school record with a two-day 638 and finished 2nd behind perennial favorite Bandon.

Lacrosse

The 7–10 **girls** battled through numerous injuries this year yet embraced a "next woman up" mentality and played stronger as the season wore on, including a four-game winning streak. They stunned #8 Tualatin for the win in the first round of playoff action, then fell to Lake Oswego in the Quarterfinals. Great season, ladies!

The 17–2 **boys** played strong all season, including an OT road win against a tough Mercer Island, WA team. (Mercer's secret weapon is their defensive coordinator, OES alum Doug Logan '05.) As state tourney play began, the 'Varks hammered Wilson 16–3 then pulled out an 11–9 win over Lake Oswego in the semis before winning a 7–5 nail biter against Lakeridge to take home the team's fourth overall championship and second in a row. Congratulations to Coach Cam Rafish and the entire team on a hard-earned, well-deserved win.

Tennis

The **girls** started strong with wins over Blanchet Catholic, Catlin Gabel, and Tillamook and were in full fighting form by the time Districts rolled around. There they

notched their 4th Districts win in a row. Senior Kate Keeney won the singles title in straight sets. Seniors Jennifer Lee and Mia Friedman battled their Catlin counterparts for over two and half hours in the Doubles Championship, coming up just short and finishing 2nd. At States, Lee and Friedman roared back with a solid win to take the Doubles title, while Keeney earned her second Singles Runner Up title.

Although the **boys** did not win their league this year, they believed they could win Districts if they were focused and played their best tennis, and indeed that is precisely what they did. Senior Pushkar Shinde won the singles championship while the teams of Lucas Schwartz '18/Shiloh Day '21 and Tod To '19/Andre Stendahl '20 finished 2nd and 4th, respectively, in doubles to help OES secure their 8th District title in a row. Moving onto States, Shinde continued his dominance with a 6–2, 6–0 win for the Singles title while Schwartz/Day placed 4th and To/Stendahl earned a berth in the quarterfinals.

Track and Field

It was a busy and successful season on the track. For the **girls**, Sami Woodring '19's school record in the pole vault (10'1") in the opening meet was a harbinger of the season to come. She went on to win the event at Districts and place second at States. Stephanie Finley '19 broke the tape first in the 1500 and came in second in the 3000 at Districts, then placed 2nd and 3rd, respectively, in those same events at States. The girls 4 x 400 relay of Amaya Smole '18, Emma Wetsel '20, Rory O'Hollaren '18, and Finley crossed the line 2nd at Districts and 4th at States—and shaved 13 seconds off their PR to boot! For the **boys**, Coaches Award Winner Jack Casalino '18 led the way with wins in the 1500 and 3000 at Districts and seconds in those same events at States.



ATHLETIC HONORS, GIRLS

BASKETBALL

2nd Team All League
Lauren Han '21

Honorable Mention All League
Grace Borbon '21, Megan Ruoff '18

LACROSSE

Academic All American
Megan Ruoff '18

1st Team All League
Alma Nye '19

2nd Team All League
Ky Bissell '19, Madison Bradley '21
Isabella Ponce '21, Megan Ruoff '18

ATHLETIC HONORS, BOYS

BASKETBALL

1st Team All League
Ian Holzman '18

2nd Team All League
Colby Bullard '18

LACROSSE

All American
John Fitzhenry '20,
Jack Schlendorf '18, Alex Slusher '19

Oregon Prep Lacrosse
Player of the Year Finalists
Jack Schlendorf '18, Alex Slusher '19

1st Team All State
John Fitzhenry '20,
Jack Schlendorf '18, Alex Slusher '19

2nd Team All State
Vernon Cowell '19

Honorable Mention All State
Tim Malueg '18

1st Team All League
Vernon Cowell '19,
John Fitzhenry '20, Abe Harris '19,
Jack Schlendorf '18, Alex Slusher '19

2nd Team All League
Colby Bullard '18, Nick Lund '18,
Tim Maleug '18, Jack Morissette '19,
Charles Norgaard '19

Honorable Mention All League
Red Dinger '19, Elliott Nye '18

TENNIS

Oregon Prep Tennis
Player of the Year Finalist
Pushkar Shinde '18

Oregon Girls' Sports Leadership Summit Inspires Young Women Athletes to "Take the Lead"

by Steph Hartford

"Be bold."

"Your opinions matter. Your values matter. You matter."

"Athletics should be fun! This is the most fun you're going to have in your sports career."

These remarks represent only three of the numerous messages delivered to over 385 young female athletes as players and their coaches from around Oregon gathered at OES in March to participate in the second annual Oregon Girls' Sports Leadership Summit.



The inaugural Girls' Sports Leadership Summit took place in the fall of 2016, when OES Associate Athletic Director and Physical Education Department Chair Missy Smith recognized that young female athletes and their coaches needed a place to explore their own leadership capabilities. "Asking student-athletes to be leaders without preparing them for the responsibility is unfair," stated Smith at the time. "[The Girls' Sports Leadership Summit] is designed to give those with an interest in leadership the same instruction, encouragement, and practice we give athletes before competition." From this vantage point, Smith worked to create space for attendees to hear motivational speakers and also receive concrete tools to hone their leadership abilities both on and off the fields, courts, slopes, and greens.

With the tagline "Take the Lead," this year's Summit involved more student planning from its inception. While Smith remained the driving force behind the event, she felt it was important to bring more of OES's own athletes in to help. Enter Rachel Lowell and Joanna Cloutier, both members of the Class of 2019. In addition to serving as co-captains of the 2017 girls' varsity soccer team, both girls also attended the first Summit.

When asked what inspired them to get involved in this year's Summit, Cloutier didn't hesitate to answer. "We wanted to make it better," she states. While she considered the initial event a success, room for improvement was apparent. "The first one wasn't completely geared toward high school students," Lowell agrees: "The 2016 Summit was all forward-thinking; some of

the activities were really great and helped prepare high schoolers for life beyond college or even in college, but we wanted to focus more on the present moment—and how we could teach people tangible skills they could take back to their respective teams."

Cloutier and Lowell have both also taken Smith's sports leadership classes. "I've been in the class for several years now," says Lowell. "I gained a ton of skills as well as confidence in my own leadership abilities." Thus the leadership classes laid solid groundwork for both athletes to have larger roles in the Summit's execution.

For Smith, the conscious choice to involve students made a huge difference. "The first year, I tried to do everything myself. But this time around we empowered students to

literally take the lead. For the 2018 Summit, the students were involved from the start. They built the event." Cloutier and Lowell brought in other friends and fellow athletes to aid in that building process, leveraging each person's resources to flesh out the day's activities. They also turned to leadership coach and OES parent Lucy Reynolds for help in crafting an excellent experience; Reynolds encouraged the group to think strategically and intentionally about what their desired impact was for the Summit.

So it was on a Saturday morning in March that busloads of athletes and coaches poured into the OES gym for what would be a jam-packed event. The attendees began their day by hearing from Portland Trail Blazers sideline reporter Brooke Olzendam—it was she who stressed the importance of being bold and taking risks.

The Summit's heart was marked by breakout sessions led by OES educators and students. Some of the sessions took the participants through a "Leadership Styles Compass" activity developed by Jimmy Yoo of Sport Psychology Institute Northwest. In the activity, each person had the opportunity to visually explore their strongest and weakest leadership skills based on four compass points that corresponded to different traits. This integral event component was Cloutier's idea. "I love that activity and I really wanted to incorporate it in the Summit," she shares. "Missy was so open to including it, and I think it ended up being one of the highlights of the event."

Over the course of the day, fun and relaxing activities were spliced into the work of intense self-reflection. This included yoga and mindfulness with Portland-area yoga instructor Ali Matt, a viewing of the short Pixela Pictura film FIBA Allow Hijab (presented by Great Big Story and CNN Films, courtesy of the Women's Sports Film

Festival), and a lively panel of female college and professional athletes moderated by Maddy Reynolds '19.

After a motivational moment with Olympic runner Shelby Houlihan, the conference participants were asked to reflect on their day. Each person answered the question, "What will you commit to doing differently as a leader using the tools and skills you've learned today?" Thanks to a social media tool called Twitterfall, the attendees could both share their own ideas and view others' on a big screen in real time. Responses included:

I'll learn what kind of personality someone has and use the tips on how best to approach a conflict or challenge with that person.

I will be more approachable for my teammates. I want to be an advocate for them and comfort them in times of need.

I want to lead by helping build my teammates up and make our team the best it can be as a whole.

"The first year, I tried to do everything myself. But this time around we empowered students to literally take the lead. For the 2018 Summit the students were involved from the start. They built the event."

—Missy Smith, Associate Athletic Director

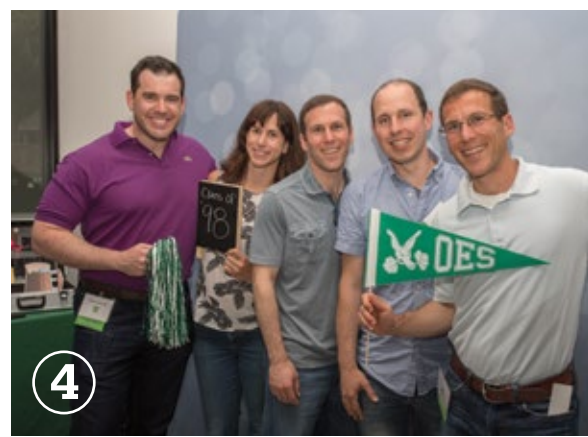
As true leaders do, Smith and the student-athlete-leaders are already looking ahead to the next Summit, slated for November. Cloutier is confident that future Summits have massive potential, and she wants to work with her peers to fulfill that potential. "I hope more people come," she says. "I want to see it grow and make it even better."

"My hope is we continue to grow and evolve," states Smith in the same vein. "We had 260 people attend the first year, and 385 this time. If we grow in numbers and strength—if we keep throwing our net bigger and wider—and connect with the community to reach as many people as possible . . . Nobody can say no to that. The more we empower these young women, the stronger they will be, and the bigger differences they'll make in every aspect of their lives."

Next Summit
Nov. 17, 2018



Oregon Girls Sports Leadership Summit
at Oregon Episcopal School



1. Class of '68, enjoying a get-together at the home of Betty Rennett Hooton '68
2. Class of '88, celebrating 30-year reunion
3. Playing Giant Jenga during Turf Games
4. Class of '98, celebrating 20-year reunion
5. Class of '78, celebrating 40-year reunion
6. Former Upper School teacher Cynthia Doran along with '68 alumni Julianne Johnson O'Neal, Linda Thomas Hendrickson, Nora Brydges MacMillan, Betty Rennett Hooton, Leslie Harrison, and Barbara Pond Scott, celebrating their 50-year reunion with an on-campus brunch
7. Class of '08, celebrating 10-year reunion
8. Class of '93, celebrating 25-year reunion
9. US teacher Vijay Sathiyaraj, Kendall Duffie '19, and Head of School Mo Copeland during Alumni Weekend Veterans Tribute. Duffie was the driving force behind getting the tribute project completed.
10. Veterans Tribute plaque located in the Morris House Rose Garden, which reads: *Oregon Episcopal School honors our alumni, faculty, and staff who have served in the armed forces, and whose acts of bravery are a shining example of using their power for good in the world. Thank you for your service to our country. This tribute was inspired by a student project initiated by Kendall Duffie '19, in which she researched the sacrifice of USMC Captain Christopher Pate '95, who died in Iraq in 2006.*

Aardvarks Connect



◀ Members of the Class of '84 got together when Leanne Amos was in town. Thanks to Joy Spencer for the photo, who says the group has an amazing bond! From left to right, Joy Spencer, Scott Doenecke, Pardis Mehrassa, Leanne Amos, Doug Grissom, Karin Goodell Ferguson, Brandt Peterson, Thom Hayes, Kris Gustafson, and Todd Verdier.

▶ Impromptu OES '87 mini reunion in Orlando. Delightful to hang out with Rachel (Daack) and meet two of her three kids and her awesome hubby. The closest Rachel may ever get to a proper OES reunion. Turns out our waiter was from Oregon too! Coincidence or a sign? From left to right, Kate Coulter Kenemer, Rachel Daack Borg, and Joan Demarest, all members of the Class of '87.



▲ Great turnout of alumni at the OES boys' lacrosse game at Mercer Island. A lot of legendary Aardvarks in this shot! OES was victorious in overtime, 8-7. Doug Logan '05 is one of the coaches for Mercer. Pictured (from L-R) are Kris "Hatch" Van Hatcher '70, Sean Gordon '08, Al Logan, Addison Van Hatcher '06, Doug Logan, Dalton Van Hatcher '03, Peter Williams '10, Andrew Parker '09, and Coach Dennis Sullivan.



▶ Festive gatherings of parents and parents of alumni in Shenzhen and Shanghai

Alumni Weekend • June 22–24





OES Alumna Makes Meditation a Simple Habit

by Madeline Pruett

You may recognize Yunha Kim '07 from her appearance on Season 9 of *Shark Tank* in October 2017. Or perhaps you saw her listed on *Forbes Magazine's* 2017 30 Under 30: Consumer Technology. Maybe you read about her newest company, Simple Habit, in *The New York Times*. But only a lucky few at OES can say “I knew her when . . .”

Bonnie Brennan, current OES Admissions Associate for Middle School and former Dorm Parent, remembers Kim from her time in the dorms: “Yunha had a can-do attitude. She brought positive energy to everything she did, from mock fire drills to “Pump it Up”; from our annual Intercultural Retreat at Menucha to look at identity and make masks, to all-dorm trips to the local ice rink. Her response was always, ‘Let’s go!’”

What are you currently working on professionally?

I’m founder and CEO of Simple Habit, working to build Simple Habit into your go-to mental health and wellness platform.

What has your path been from OES to where you are now?

I went to Duke for undergrad. After graduating, I moved to New York where I took my first job as an investment banker on Wall Street. I started my first company, Locket, shortly after. When I sold Locket, I moved to California to attend Stanford Graduate School of Business (GSB). The stress of building my first startup

led me to build a meditation habit. While attending GSB, the idea came to me to build the “Spotify of meditation.” I used my own savings to bootstrap the project. When I saw the business model was successful, I dropped out of grad school to focus full-time on building Simple Habit. Simple Habit went through Y Combinator in April 2016 and is now backed by YC, NEA, and prominent investors like CEOs of Dropbox and Gusto.

How has OES played a role in your approach to learning and work, and what do you carry with you from OES today?

I was 14 when I left home in Korea to join the boarding school program at OES. Being away from family at such a young age was very difficult, but I learned a lot through that process and got a lot of support and guidance from school and faculty. I learned how to work hard, and how to be proactive in planning my future. But of all the impact OES had on me, I’m most grateful for the lifelong friends I’ve made at OES. I roomed with Qingyuan Ma ’07 for two to three years and she’s my best friend to this day.

Simple Habit is a great success. What do you attribute that to?

A strong team that is also passionate about meditation and mental health. Our commitment to being data-driven.

Meditation and mindfulness are gaining popularity. Here at OES, Pre-K students are learning mindfulness techniques and

the athletics program has formed over a dozen Basketball and Mindfulness teams to meet student demand. What makes that important today?

That’s awesome! Meditation and mindfulness can benefit any person at any time in life. Science shows meditation can help people reduce stress, improve focus, sleep better, boost energy and creativity, strengthen relationships, plus more. Students are more stressed than ever before. Meditation is a great resource to help young people learn not only to better manage stress but also to cope with any life challenge, like studying for a big school exam, dealing with family stress, dealing with failure (like not getting into a certain school or making a certain team), big life changes like moving to college, or not being able to sleep. Luckily, Simple Habit offers meditations for all of those situations, plus more!

What role does meditation play in your life?

Meditation has transformed my life. As a CEO, friend, and daughter, I am more focused, more compassionate, and more energized than I’ve ever been. Meditation helps me think clearly and respond to problems with better solutions. Therapists and exercise are amazing resources for managing stress, but they’re time-intensive and can be expensive. For me, meditation is a more accessible resource for my mental health. Contrary to what many people think, you don’t have to sit for 30 minutes with your eyes closed to meditate. I meditate wherever and whenever I have a spare one to five minutes—before a meeting, in a Lyft on my way

to an investor pitch, on my walk home from work—and yes, we have meditations for all of these! This allows me to take advantage of the downtime to reset mentally and physically.

Where do you and Simple Habit go from here?

We continue to grow to help millions of people improve mental health, reduce stress, and feel happier.

What advice do you have for current students interested in entrepreneurship?

If you have an idea you are passionate about, you should pursue it to the best of your ability.

What advice would you give young alumni on finding balance and satisfaction in their work and life?

Self-care is critical. Meditation, seeing a therapist, taking a bath, going for a run. You will work long days, and stress is inevitable, so it’s important to take a little time each day to step away, breathe, and reset. I learned this the hard way with my first startup when I experienced burnout. Now, I meditate at least once every day. As a boss, leader, and team member, I am more alert, focused, and equipped to handle the hundreds of unexpected things that happen at a startup. Learn to prioritize and check in with yourself and how you’re feeling. Find the right tools that work for you.

You can learn more about Kim’s current venture, Simple Habit, at simplehabit.com.

Mindfulness at OES



In 1970, Middle School Counselor Cindy McEnroe was a new mother. She wanted to be the best mom she could be and decided to commit to a daily practice of mindfulness. Today McEnroe, heading into her 23rd year at OES, is leading the OES Mindfulness Project. Our Middle School began inviting students into mindfulness exploration and

practice 15 years ago in both its Health and Wellness program as well as in the Counseling and Academic Support Program. Today mindfulness can be found in all corners of the school. McEnroe explains, “Our experience

with our own students mirrors what the growing body of research suggests—that mindfulness practice offers a powerful range of benefits that help our students navigate the choppy waters of childhood and adolescence. We see a positive impact in the areas of stress management, executive function and focus, self-awareness, and emotional regulation. In addition to these important benefits we also see an increased capacity for empathy.” Her goal for the program is to make space for every student to practice mindfulness every day so they can experience those benefits. McEnroe shared that mindfulness practice can allow access to the space between the thought or feeling and what you say or do. “When students create and expand the pause between idea and action, they gain an enhanced sense of agency.”



Leaving a Legacy

OES Celebrates Retiring Faculty & Staff

Corbet Clark

*Upper School Religion Teacher,
2016–17 Interim Assistant Head of the Upper School
30 Years at OES*

In his 30 years at OES, The Rev. Dr. D. Corbet Clark has served OES in countless roles: as chaplain, associate upper school chaplain, upper school religion and history teacher, chair of the Religion department, interim head of the Upper School, interim assistant head of upper school, 10th grade head class advisor, and 12th grade dean.

“Corbet is a genuine force for good,” says Upper School Head Asha Appel. “He has asked us to think deeply about what matters, what it means to be faithful, what it means to use our power for good. Students talk about Corbet’s impressive body of knowledge and his wisdom; the difference is important—the latter is the way he approaches his knowledge with care and reverence, how he seeks to make meaning of the facts, how he puts the human experience into perspective. Adults talk about Corbet’s deep commitment to the school, his quiet care and deep empathy, the way he has used his strengths to both shape and guide in his various roles.”

Adds long-time colleague Sue Jensen, “When I first met Corbet, I was intimidated by his theologian brilliance. But after hearing him read selections from A. A. Milne’s *Winnie the Pooh* for 30+ years at the annual stuffed animal chapel and seeing his calm demeanor and intuitive way of loving all persons and all manner of things, I began to love and appreciate his insightful thoughts about daily life—some of which he so often gleans from his love of gardening and the beauty that is discovered in it.”

Pat Freeman

*Upper School Administrative Assistant
30 Years at OES*

Like Corbet, Pat Freeman has also enjoyed a 30-year tenure at OES. Her last year was the first for Upper School Head Asha Appel. “There is nothing that happens in the Upper School that isn’t in some way a result of Pat’s meticulous attention to details, her incredible ability to keep track of forms, processes, history, permission slips, communication, keys, art supplies, photographs, files, records, schedules, and names.

And she still makes sure that there are cheese sticks every day, that the sugary snack jar is filled for teachers, that plants are watered, that the piles of clothing from lost and found are folded and made available, that flowers are sent, that parents are called, that emails are proofread, that thank-you notes are written, that gifts are wrapped, that rituals are secure, that emergency drills are practiced, that ceremonies happen, that diplomas are ordered, that graduation is perfect.

Every single person in the Upper School trusts Pat because we all know her calm, her efficiency, her overall amazingness will get us through anything. She is one of the most capable people I have ever met, and I am so thankful to have worked with her in her last year. I wish for Pat long bike rides and time with her grandchildren and walks with her dog and hours in the garden during her retirement. OES will not be the same without her.”



"Corbet is a genuine force for good. He has asked us to think deeply about what matters, what it means to be faithful, what it means to use our power for good."

—Asha Appel
Head of Upper School



"Every single person in the Upper School trusts Pat because we all know her calm, her efficiency, her overall amazingness will get us through anything."

—Asha Appel

We are grateful to Corbet and Pat for their dedication to our school family and wish them well in their future endeavors. If you would like to send a note of appreciation or get in contact with either of them, email development@oes.edu or call 503-416-9153. To make a gift in their honor, go to oes.edu/giveonline.

Pandas Inspire Alum to Share Green Passion

Ada Li '18 Leads Innovative Energy Solutions in China and Beyond

by Karen Crandal



The first panda solar farm debuted in Datong, northern Shanxi province, when a 50-megawatt solar farm shaped as two panda babies was connected to the grid. Photo courtesy of South China Morning Post.

At age eight, her father showed her the documentary, *An Inconvenient Truth*, featuring former U.S. Vice President Al Gore's campaign to educate citizens about global warming. Perhaps she was more interested in the topic than the average third grader since she knew her dad worked in the renewable energy business, but from that moment for Ada Li '18, it was game on. She was ready to make a difference.

Throughout her elementary and middle school years growing up in Shenzhen, China, Li led the way at her schools in inspiring her friends to get interested in environmental causes. She initiated an

environmental protection committee at her middle school in Hong Kong, and organized a fashion walk featuring recycled dresses by designers and securing sponsorships from fashion giants such as H&M and Forever 21.

As she got older and more interested in activism at a student leadership level, Li decided to attend the 2015 United Nations Climate Change Conference (also known as COP21), with her father, held in Paris. "I was the only teenager there," she remembers. She spent the two-week conference learning more about climate change surrounded by government officials from all over the world. Highlights were meeting Secretary-General of the United Nations Ban Ki-moon, and her childhood

idol, Al Gore. Her desire to inspire teenagers to care about renewable energy continued to build.

One night, as she was sitting in the dorms at OES relaxing with her friends, the idea for how to get young people excited hit her in a flash and out of nowhere: pandas! Everyone loves pandas, she thought. Her friends agreed.

Li felt that most people understood what solar panels were for and what they could do to improve the environment, but that they weren't so nice to look at—just big, bulky chunks on top of roofs. But, she thought, if we could arrange the solar panels on a farm in the shape of something adorable, like a panda, then kids would take notice, and maybe even care.

"Where I come from, the panda is a symbol of peace, harmony, and friendship. Using the icon of the panda is a great way to start a conversation about renewable energy with other countries and show how we can work together to make a difference in our environment."

"Where I come from, the panda is a symbol of peace, harmony, and friendship." —Ada Li '18

Through partnership with the company Li's father works for, China Merchants, they decided to build the first panda solar farm in 2017 in Datong, a city known for its coal pollution. The second farm was built just four months later in Guigang. A third one is in the planning stages to be built in Fiji in 2019. Since the island is known to be in danger of global warming, the panda solar farm team feels it will be a great next place to build.

After attending the nine-day conference at the United Nations Development Program Panda Green Energy Group Youth Leadership Camp, Li is looking forward to studying at the University of Richmond where she will focus on environmental science and international relations.

PEOPLE & OES

Erika Jelinek

Upper School Librarian



Upper School Librarian Erika Jelinek has only been at OES for a year, yet she has already made an impact that speaks volumes. As a lover of books and literacy, she is determined to share her passion for reading with students and employees alike.

Jelinek didn't originally plan on going into library sciences. It wasn't until her last year of undergraduate studies that she encountered a professional who would help set her on the path to find fulfillment in the stacks. "I took a course during senior year as part of my thesis writing process," she recalls. "My advisor recommended I take a research course with a librarian. We went through intensive research strategies and created a comprehensive annotated bibliography for the thesis. He was knowledgeable about so many different areas and was able to guide me in my search."

"But as a graduated adult," she continues, "I met a teen librarian (which I didn't even know existed until then) and got to talk with her a bit about her job, and it clicked. She told me that the job combined her two big loves: connecting with people, and reading books. And that just set off a firework in my brain where I thought, 'Well, those are the things that I really love!' I've always been a huge bookworm: books, reading, and literacy have gotten me through some of the darkest times in my life, but also some of my fondest memories are book-related."

Since then, Jelinek has manifested this philosophy in all aspects of her work. Over the course of the 2017–18 school year, she implemented several new, exciting endeavors within the existing strong library program. These endeavors included bringing best-selling young adult author Adam Silvera to campus for a talk and two writing workshops; starting a book club for members of the Upper School community, and inviting student affinity groups into the library, such as the LGBTQ group Spectrum for their "Valentine's Gay Party."

Through these efforts and a welcoming presence, Jelinek stays true to her professional and personal commitment to bring out the reader in all of us. "If I can help ignite that love of books and reading in another person," she says, "that will be time on this planet well spent."



What Makes a Hero?

Second Grade Students Become Teachers Onstage

by Steph Hartford

For over 30 years now, OES second grade students have immersed themselves in the study of heroes. This quest to explore the life of a prominent figure, whether one of the past or present, has become a hallmark of OES Lower School education.

The Hero Project has always been a comprehensive learning endeavor that involves conducting research, articulating how heroes inspire others, identifying information an audience would find interesting, and preparing for the big speech itself. Many students over the years have put together costumes to represent their chosen heroes, ranging from Clara Barton to Queen Elizabeth, Muhammad Ali to George Washington. They worked hard to memorize their speeches and

when the big moment came, stood onstage individually to show what they had learned.

“The second grade team always did incredible work to make sure everyone was successful in some way,” shares OES Head of Lower School David Lowell. “And it has been an ongoing evolution. For the 2016–17 school year, Visual and Performing Arts educator Peter Buonincontro supported the second graders with public speaking coaching, and the faculty helped to open up the questions students were asking about their heroes.”

Yet this approach was still very teacher-centered and teacher-driven. And so the OES second grade educators began to shift the project towards a student-centered learning experience. “We started

making changes about three years ago,” explains teacher Janet Schilling, “trying to incorporate more of the inquiry approach and having the speeches be more child-appropriate. We thought that rather than focus on particular people, we would investigate and explore the common character traits that bubbled up from the lives of these people we considered heroes.”

Lowell has supported this approach, and cites the school’s strengthened commitment to robust inquiry education as a factor in providing that support. “You can look at [OES’s] Identity Statements and say, ‘Our commitment is really to this open and rigorous inquiry, to really putting students at the center of their learning. To help students connect self with subject.’ So how does that play out in a second grade Hero Speech?”

With these broader principles in mind, at the beginning of this past school year, the three second grade classes took a risk and fully implemented the shift from Hero Speeches to Hero Presentations—using a

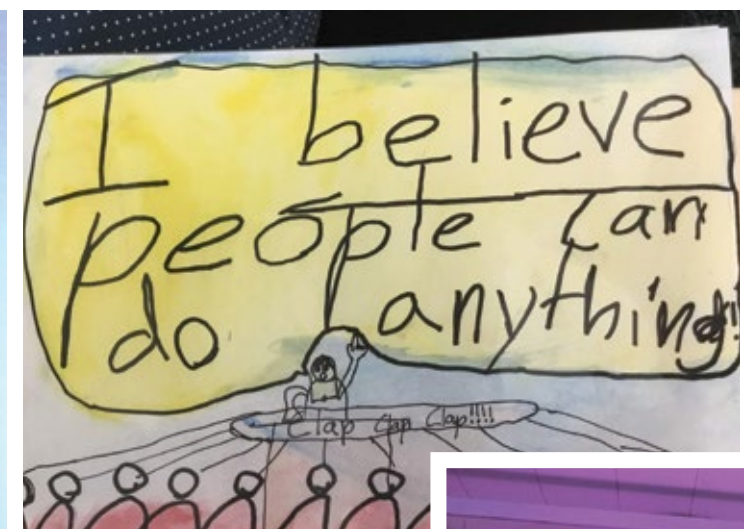
very intentionally crafted set of stages and tools to guide both students and teachers alike along the way.

In contrast to previous years, the concept of heroes wasn’t introduced on the first day of school. Instead, students were taken through growth mindset work, exploring and thinking about who they were as learners. “They talked about some of their own character traits then, and things they couldn’t do yet,” says second grade teacher Jackie Blake. “Instead of ‘I can’t do this,’ there was more of an open mindset to learning things, and not ‘I’m bad at this.’ We talked a lot about the traits of heroes, like persevering and taking risks. But as it related to the students—not heroes.”

They then collectively began to examine the surrounding city of Portland through a very specific lens: what are the needs of animals in Portland, and what are the issues out there animals are facing? Second grade educator Mary Peterson explains how

this also represented a curriculum shift. “That really changed too,” she says. “Before that we did a study of ‘places,’ and now we’re more focused on ‘issues.’” Students came up with a wide variety of answers to the question of what issues are challenging animals in our home city, including: a lack of homes for pets, wild animals needing nests, and animals’ need for humans to help protect their habitats.

Another key component about the Portland portion of the learning journey was the charge students were given to find organizations in our community that are using their power for good to address these types of animal issues; their discoveries included the Pixie Project and the Oregon Humane Society. The classes also went on a series of field trips so they could see how these groups can make real change. “We went to the Smith and Bybee Wetlands,” shares Peterson, “and that helped them realize the agency was trying to help the animals reclaim their habitat, because it used to be a trash dump.” These trips and in-depth studies





created personal connections within the students to community work. They made informational brochures about the organizations they had connected to in order to share their learning with others.

* * * *

In recent years, Martin Luther King, Jr. Day has become more prominently celebrated in the OES community. In conjunction with the return to school from Winter Break and the commemoration of Dr. King's life as well as the civil rights movement, in January second graders began delving further into heroes.

Blake illustrates the continuity present as students crossed the threshold into this new stage of the project. "When we moved to heroes, again, we weren't talking about problems, but trying to use the word 'issues.' What issue was this hero working on or fighting for? What issue filled their heart or their mind, like if they were trying to invent something?" The main tool the class collectives used to further their learning during this stage of the project? "They read tons of books," says Peterson emphatically. "We read to them, and they read to themselves." Blake adds that the students also read with partners, "sharing and teaching each other about these different traits that people had, and finding the evidence. So proof of these traits."

After each read-aloud, the students put their thoughts about what they were hearing to paper.

Large lists of heroic traits materialized from these individual writing sessions, and said characteristics served as a crucial piece of the work to come. During this time students also interviewed their families—generally parents or grandparents—with the quest of answering queries like, 'Who's a hero in your family?' and 'Why is that person a hero?' Teachers then asked their students to reflect on which traits resonated with them. "We asked them," notes Blake, "which trait do you either connect with, or which one do you want to grow inside of you?" Peterson supplements this statement with, "And, how can you use that trait for

your power for good? How can you take that trait and take it out into the world, and make an impact?"

Parent Wendy Wray shares that her son Winston "was inspired by a number of traits, including perseverance, imaginative, courageous, knowing, and creative. No one trait seemed to express just what he wanted, so he invented his own." The name of this new trait: "inventivesome."

Following this self-reflection, common traits emerged. Bravery. Kindness. Inspiration. Perseverance. Determination. The students were organically separated into "trait groups" according to their choices, and then each wrote an opinion essay about their trait. These essays challenged students to not only define each trait in their own words, but also cite two heroes who displayed that trait. When paired with artwork, the essays were turned into beautifully published books the students now have as hallmarks of their learning experience.

The books elicited great pride from students. Through an Opinion/Character Trait Writing Reflection Tool, Vardaan Kumar '28 shared with Ms. Blake that he was most proud of his "first paragraph, because it makes a preview to the book and convinces readers to read it!" Another of Ms. Blake's students, Alina Klimecky '28, felt "most proud of my writing, because it is my very best work." Each book enabled every individual student to see concrete evidence of deep thinking come to life.

* * * *

"There's this wonderful book, *A More Beautiful Question* [by Warren Berger]," shared David Lowell "and in it the author posits, 'how do you ask a question that really opens curiosity and invites children into exploration and wonder?'" In this spirit, following the creation of their books, the students from Ms. Blake's, Ms. Schilling's, and Ms. Brauer's classes were asked the following question: How can you teach an audience about your heroic character trait?

In grappling with this question, the students had to collaborate in their Trait Groups and decide together on the best way to share with an audience what it means to emulate their specific heroic characteristic. "They had all kinds of ideas about how they could teach people," Blake explains. "This is really hard work, but this is where the most growth came, at least from my class. They learned how to listen to each other's ideas and build off of them. There were some tears and frustration, but they worked through it all. They were able to come through it."

As Peterson shares, to demonstrate their progress the grouped students would talk out ideas together in front of the rest of their peers. The teachers would then "type as they were talking, and those words would appear on the board so they could read it too. And then when they were done the rest of the class could say, 'As an audience, we don't understand this part,' or 'Oh, how did you come to that?' So these became the beginning of their performance scripts."

To help nurture the students' ideas of how to present their traits, OES Visual and Performing Arts Educator Emily Stone began working closely with them. With expertise in performing arts and telling stories through movement, Stone aided the second graders in thinking about how to tell stories in new ways.

Blake describes Stone's comprehensive and innovative approach: "Emily did a lot of drama activities, which helped the students learn how to use their bodies to talk about these traits instead of using words. Molding each other's bodies into certain positions in groups, and then the rest of the class had to guess what they were." She explains that the drama tools also carried over into the collaborative aspect of this stage of the project. "[Stone] taught them this amazing thing," she relates. "When they worked in their groups, and they had to try to decide how they were going to present, they had to use the phrase 'Yes, and.' They couldn't use 'No, but.'"

Lowell insists Stone is one of the key educators who made the Hero Presentation possible. "She is amazing," he declares. "Talk about a person who is wildly comfortable in living in uncertainty, experiencing a lack of clarity, but also committed to great possibilities. She is the one who has helped teachers take bigger risks in how students communicate their learning. Honoring what students are trying to communicate and express, and opening up those doors for different ways they can do it." Significantly, this intense creative and collective work on Stone's part enabled each of the second grade educators to provide more general support to each trait group.

"When we moved to heroes, again, we weren't talking about problems, but trying to use the word 'issues.' What issue was this hero working on or fighting for? What issue filled their heart or their mind, like if they were trying to invent something?"

—Jackie Blake, Second Grade Teacher

With the tools of heroic traits, reflective writing transformed into books, collaborative group work, and experience with using the body as art, our everyday heroes were ready to take to the stage.

* * * *

During the last week of April, families, educators, and friends gathered in the Lower School Performance Commons to be brought at last into the second graders' world of heroes.

Skits, song, poetry, and talking about their own heroic traits were all components of the three classes' Hero Presentations. And Wray explains Winston and his group decided on a less common way to showcase their work. "They staged a mock trial between inventivesome and courageous. Their skit was completely original and cited specific examples of people who embodied these traits, from notable historical figures

like John Jay to everyday child heroes. The group was especially proud to have created their own storytelling format, versus interpreting and re-enacting a single heroic example from their research.”

Elements from the Hero Speeches of yore did make appearances in the new presentations. Hints of costumes helped students connect with their work onstage: a simple white dress. A stethoscope. A neon green t-shirt that simply read, “Strong.” Pieces of blue fabric to represent water, and background lighting colors spanning the rainbow from red to purple.

The students were positive and complimentary of their work, yet honest and open to improvement at the same time. Winston Wray ’28 shared his favorite part of the presentation was “our skit, because I love to act.”

The cumulative effect deeply moved all who were present for the performances. “At the end of our presentation,” notes Peterson, “one of the parents asked a question: ‘Why did you put a song in your show?’ One of my girls got up there and said, ‘We added a song because not everybody learns the same way. We did skits because some people learn better watching something—and we added poetry because some people respond to the poetic word.’ I cried. All the parents cried. Every parent in my classroom had tears in their eyes.”

The cycle of inquiry is not complete without deep reflection on work conducted in its other stages. Every educator at OES incorporates reflective exercises into lessons, and particularly comprehensive project work.

Thus after their performances, students completed a “Hero Presentation Self-Reflection” where they looked at the different parts of the presentation from a post-performance perspective. Ideas, speaking voice, expression, eye contact, respect, and cues/lines were all components for the performers to think about. Did they share their ideas and listen to the group? Were they respectful backstage? How loudly and clearly did they speak? The students were positive and complimentary of their work, yet honest and open to improvement at the same time. Winston Wray ’28 shared his favorite part of the presentation was “our skit, because I love to act.”

Open-ended questions gave the second graders more opportunities to write about the performances and project as a whole. “I love how we worked together,” wrote Surabbi Seshasayee ’28 when asked what she loved most about the project. “We worked so hard, and finally we got through it.” Many students referenced the group work as an element that helped them perform well and feel supported. “I loved it,” shared Lucas Wilson, “because we didn’t present by ourselves.” And as for advice to next year’s second graders and future hero presenters? Juliette Bull urged the Class of 2029 to “One, be loud. Two, have a smile on your face. Three, have fun. And four, have humor and exciting bits.”

When asked why the Hero Presentations project is important for students, Blake thoughtfully replies, “I think it helps them step outside of themselves. Because they start the school year with kind of a self-centered approach. But now, the thing that’s really cool is they’re using the character traits as they talk. If they push through something difficult, they’ll say, ‘Ms. Blake, I’m persevering! Look!’”

Peterson adds, “Or they’ll compliment each other, like ‘You were really compassionate on the playground today.’” This extension of evidence-based hero trait identification into the students’ lives is a testament to the power of inquiry education.

Blake finishes the thought with, “I really think they [through the project] have a better understanding of who they are, and that they can recognize those traits in other people. And that’s such an amazing gift to send them off into the world, into third grade, with this understanding of themselves.”

The Hero Presentations project is by no means finished evolving, as the educators make clear. Although at the time of the interview it’s a week before the 2017–18 school year ends, both Peterson and Blake share they talk constantly about how to approach next year’s curriculum. (Their team member Alysa Brauer, whose class also did the hard work of Hero Presentations, has moved on from OES and is pursuing new endeavors).

Lowell also excitedly mentions the dynamic nature of the project. “What people are going to see, because it’s going to continue, is that these Lower School rites of passage (like the third grade studies of Oregon State history and fifth grade Immigration Day) are going to keep evolving and changing.”

In the age of big-screen superheroes and oft-repeated stories related to only a few prominent people, now more than ever the importance of examining why we see them as heroes shines through. And the best method to use for those examinations? There is no one right vehicle, but rather room to explore these questions via a variety of methods—a core OES commitment as we shape lifelong learners.

This knowledge is at the very heart of changes that are now manifest in the Hero Presentations, and will continue to be present as other new elements of learning are woven into its lessons. “Yes, to stand and deliver a speech is one way to indicate what you learned,” beams Lowell, “but there are other ways!”





Qs, As, and Project X

by Steph Hartford

Interviews on the Inaugural Eighth-Grade Inquiry Project

The Class of 2022 spent late winter and all of spring engaging in the third and fourth stages of their “Project X” inquiry journey: Create Meaning and Commit Beyond Yourself. What began as a series of questions the eighth graders posed last September culminated in May with the Project X Learning Celebration.

To make our own inquiries about this comprehensive learning experience, we conducted interviews with OES community members—all of whom played different roles in the process. Here’s what they had to say about the 2017–18 deep dive into Project X.

THE ARCHITECT

Anna Rozzi has served as a science teacher, the Winningstad Science Chair, and the eighth-grade inquiry leader at OES. Beginning in the fall of 2018, she will take on the role of director of inquiry and innovation.

We talked at the beginning of the school year about how you and the other adult leaders thought Project X was going to go. Did the last half go in the direction you thought it would, or were there some surprises?

There are always surprises with this kind of work or in doing anything new. But the program continued along the progression we had planned, outlined, and shared



with the kids as well as their parents. This is great, because there’s often some misunderstanding about inquiry—that it’s, ‘Just do whatever you want!’

The truth of the matter is we provided so much structure from the outset so kids could really explore and experiment in that space. But at one point, even though

we had designed the second “Connect Ideas” phase differently, the kids had some feedback because certain things weren’t feeling good to them. So I just modified it; I was trying to be really flexible about how to keep the students’ experiences at the center, trying to maintain positive growth and forward movement for our kids.

And it was amazing because at the end, the kids were all saying, “Here’s how you do this project and this work—and here’s why it matters.”

It seems you’ve been very intentional with your flexibility in regard to some things, but then ensuring that simply because people ran into roadblocks, you don’t make the project easier or divert from the original intent. Is that accurate?

Yes. I believe strongly in (and the research all supports) the idea of making space for all learners, adults and kids, to engage in productive struggle. It can be hard, but that doesn’t mean you stop doing it.

There will be struggles for everyone involved in this kind of work, but as long as we can keep that struggle productive and we are empowered with the skills to make our efforts effective, we’ll all move forward.

That’s something I’ve kept in mind throughout the whole year—it was a big guiding principle of mine. “How do I work to empower adults and kids to both feel and be more effective in those hard moments of struggle?” Because that’s how you build your perseverance, your creativity, and your ability to respond to setbacks constructively.

Our hope is whether it’s in a couple or 10 years down the road, the kids can take some of the pieces they’ve learned about themselves and start to pivot in ways that are productive, and learn to apply effort that’s effective.

Designing this program has been a multi-year process. And our learning has been continual. We’re going to be doing it differently next year, which is exciting.



THE COACH

Melissa Robinson is the OES Middle School chaplain and Middle School service learning coordinator. During the 2017–18 school year, she served as coach of the “Beyond Earth” cohort.

Especially given this was your first year at OES, what were your initial thoughts about serving as a Project X cohort coach?

I was really excited because before I was a chaplain, I was a science teacher. I was a wildlife biologist in the field, and then I taught environmental science, which was all inquiry-based. And so to be able to dive back into that—to be a chaplain and do inquiry (which are very connected)—was awesome.

Because it’s all about the questions. And the questions. And the questions. That’s where science, religion, English, etc. are at their best—when we’re asking questions.

What were some of the questions students came up with in your “Beyond Earth” cohort?

Oh, they were big questions. Everything from concepts around quantum physics and bigger theories of how things work to our perceptions of reality. “How does music influence the brain?” “How are the emotional, physical, and spiritual selves all connected?”

There’s a whole process for them to think about asking, “So here’s my question, and what are the lenses through which I can explore this question?” I think for some students it perhaps felt tedious to keep harping on developing the question, and thinking about documentation as well as the lenses.

But once they started diving into their research, they had some hindsight and were able to say, “I understand why we spent so much time on refining that question. Because now I’m doing the research, and there’s a lot involved in it!”

So what did your role as a coach end up looking like over the course of this process?

Coach is a really good word for it, because some of the questions were far beyond my expertise. I have a science background, but I don’t know anything about quantum physics.

“There will be struggles for everyone involved in this kind of work, but as long as we can keep that struggle productive and we are empowered with the skills to make our efforts effective, we’ll all move forward.”

—Anna Rozzi, Winningstad Science Chair,
Eighth Grade Inquiry Leader

But in order to coach, that’s okay, because I don’t need to know. The attitude I brought to it was, “What I do know is I can help you through the frustrations, I can help you stay focused, I can tell you when you need to take a break.” It was really that level of coaching, of supporting the students to find their own way through this messiness of what it is to ask big questions—and to follow things you’re really interested in exploring.

Continued on page 30

PEOPLE & OES

Ashwin Sivakumar '22



Sivakumar Buzzes with Geo Bee Success

“Geography’s not just something to memorize and get quizzed on. It’s something that’s going to be tantamount to how the human species does in the next 100, 150 years.”

This statement could have easily come from an architect, environmental consultant, or even a cartographer. But in actuality, it’s Ashwin Sivakumar 22’s take on the importance of understanding the natural and political layout of our world.

His insight is supported by a track record of demonstrated National Geographic Geography Bee success. This spring, Sivakumar won the state of

Oregon’s Geography Bee for the fourth year in a row. He went on to place fourth at the national competition in Washington, DC.

As parents Sam and Rajshree explain, this meant Sivakumar “was the only student amongst this year’s finalists to have finished in the Top 10 for the second time—he finished eighth two years ago.”

The Geography Bee consists of a series of competitions at the school, state, and national levels. It brings together students from all across the country to demonstrate their knowledge of the globe.

Sivakumar has become accustomed to the spotlight, but because he has reached the maximum age for Bee competition, he’s already looking for a new arena in which to compete. “I’ll find something,” he insists. OES is extremely proud of his success and looks forward to learning where he will choose to direct his impressive worldly knowledge next.

Do you feel like you grew as a result of participating in Project X? And if so, how?

I grew for sure. For teachers in particular, it’s so easy to get caught up in the idea we’re going to be the “knowers,” because that’s what we’re supposed to do. And having this experience really reminded me I’m a learner as well.

It’s also easy to forget what it’s like to be new to something, and what it’s like not to know. And so to be a teacher in that same place and level of ambiguity makes us more empathetic, more understanding, and much better teachers.

That doesn’t mean it’s comfortable. Just means it makes us better.

THE STUDENT

Anna Blake Patrick is a member of the Class of 2022. Her Project X work involved exploring the evolution of art—how art has changed and how it is different across the world. The resulting artifact of Blake Patrick’s inquiry project was a series of beautifully painted masonite boards.

What were the last two stages of Project X like for you?

They were interesting. The time we had right before Spring Break was just 10 whole, solid days of just work time. Actually, I take that back. We had cohort games—the Cohort Olympics.

What are the Cohort Olympics?

We all had our own individual cohorts and went out onto one of the school fields. We played games to compete against the other groups, like everybody putting an Oreo cookie on top of their head and then getting it in their mouth.

There was other fun stuff too, like a bouncy slide and popsicles, to get us out of the classroom.

Did you enjoy the project?

I did enjoy this project. I love painting, and that’s a big part of it. If you’re doing something you feel connected to, that you really love and enjoy, then the project’s going to be so much better for you. You’re going to appreciate the work you’re putting into it a little more.

We talked about this before, but through the rest of the project did it feel a bit strange that the real emphasis was on the process—and not on the end product?

Not too much. I understand the focus Ms. Rozzi wanted us to have was on the actual research phase, the create phase, and the process. But it is hard to reflect on that when what I finally ended up with didn’t seem as significant as what I put into it. It did convey the idea of what my project was about. So that was good.

We had time to look at the whole process at the Learning Celebration. It was a gallery walk [the “Wall of Wondering”], like a timeline of looking at what everyone had done to create their artifact.

Is there something you’re proud of that you did over the course of the project? Maybe a mental hurdle you got stuck on and then cleared?

There was one point during the 10-day work period where I spent an entire day and a half working on just one panel, the timeline of art in Africa. That took me a really long time and the next day I thought, “I have three more days to work on this and I have six more panels to paint. How am I going to do this?”

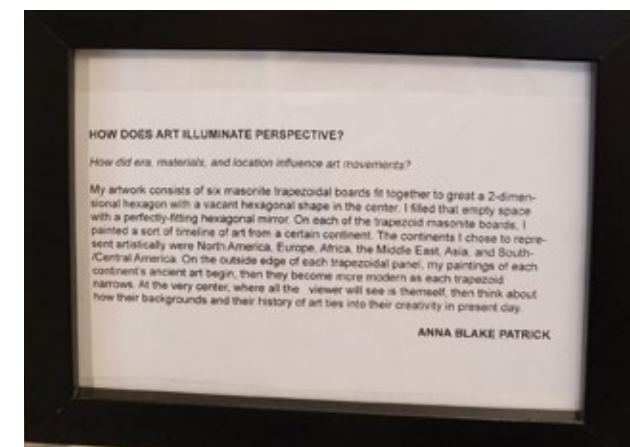
So I realized, “You know what? This doesn’t have to be perfect.” I just painted one panel each half of a day after that. Getting over that perfectionist thing is hard for me. Once I started painting things got easier, and I was able to be more efficient with my time.

I cut all of the masonite boards myself, too, using a jigsaw! I’d never used one before, and it’s actually a lot of work.

So what did your artifact end up being?

My original idea was to show how art travels by continent, but then I came to the conclusion art travels more by region. Even though the Middle East isn’t a continent, their art doesn’t get represented very often.

I ended up with panels that showed art in North America, South America, Africa, Asia, the Middle East, and Europe. Then I put those panels around a mirror so when you look in the mirror, hopefully you see the art through your family’s ethnicity and background—and think about how you can incorporate that into what you do today.



THE PARENT

David Lowell is the OES head of Lower School, and is also a parent of two OES students: Rachel Lowell '19 and Sarah Lowell '22 (who just completed Project X).

In your role as a school administrator, you've embraced inquiry education as a core part of OES. Did that carry over into your thoughts about Project X at the start of the year as a parent?

If I switch over completely to wearing my “dad hat,” to me it was a wonderful evolution of learning at OES. Because if you think about it, these eighth graders have been on the forefront of the changes in inquiry-based learning in our Lower School. Now they’ve gotten the chance to play around with it in the Middle School.

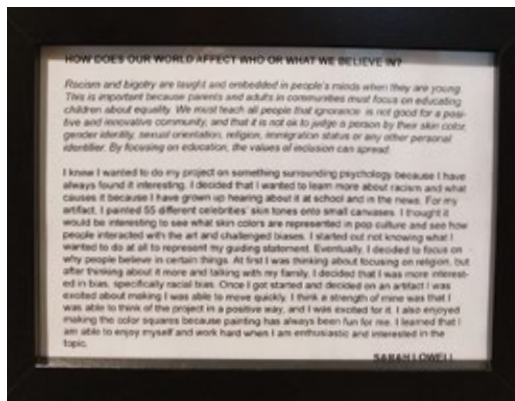
What was your daughter's experience with Project X?

Watching her go through it, there was this wonderful cycle of doubt, frustration, and skepticism changing to increasing engagement and interest. There were times when she said, “Oh my gosh, this is never going to work,” and then her final takeaway from the project was, “Wow, this was actually one of my favorite things I’ve done at OES. Ever.”

In the end, it was an incredibly powerful learning experience for Sarah. And I got the benefit of hearing her talk about her

passions, her research process, and the ways the different teachers were helping her stretch, expand, and focus her thinking. She did some really great work.

If I think about what made such a difference for her, one thing was nobody had an answer to her question. She wasn’t trying to pry it out of the adults, like “Well, I know you know the answer; why won’t you just tell me?”



And her question—I don’t know how many different phases it went through, but there certainly were at least three major changes in her focus. Which ended up being an exploration of, “Why do people believe what they believe?”

What was it like to be at the culminating Learning Celebration?

It was really amazing. It was actually hard as an adult, because there was nowhere near enough time to see all of the projects. I was only able to see eight out of the almost 70 there. But for the ones I did get to, you could see the incredible ownership the students had over their projects.

As a parent, I want to know the learning that happens here really matters. And the way to do that is to say, “Do the students care about what they’re doing? Are they making meaning from the experiences they’ve had?” That night with regard to Project X, there was no doubt.

Every child in eighth grade had a choice with Project X. They had to make their own personal commitment to their work. Each student I spoke to at the Learning Celebration cared deeply about what they had done.

So that sense of individual investment resonated with everyone?

Yes. It really mattered.



SUMMER *at* OES





Commencement 2018

In mid-June, families, educators, and friends gathered at Trinity Episcopal Cathedral to support and celebrate the Class of 2018 as they crossed the threshold into a world beyond high school.

In addition to support, though, the class also received a series of challenges. Commencement speaker Kerry Tymchuk, president of the Oregon Historical Society, tasked the graduates with “learning history, making history, and helping others as little or as much as you can.” Tymchuk went on to remind the students that “the secret to a successful life is to change histories one moment at a time and one person at a time.”

Joint student speakers Puskhar Shinde and Graham O’Connor also charged their peers with being forces for good as they moved beyond the halls of OES. “We have five points—five essential competencies—that we will share before we unleash you upon the world,” O’Connor said. “Be present, be compassionate, be thankful, be accountable, and be yourself.”

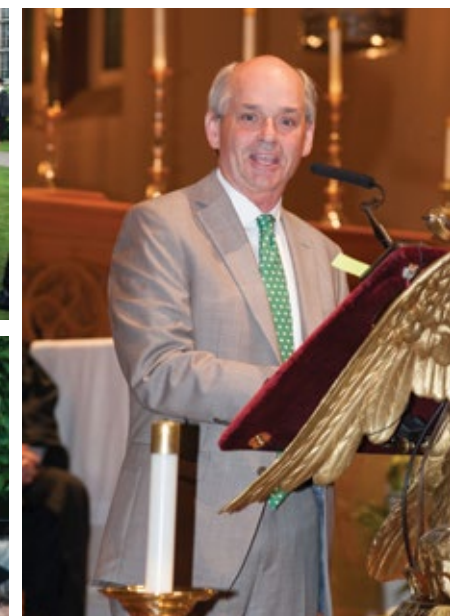
Shinde referenced a series of adventures the Class of 2018 undertook over the course of their four years together: a beach trip to Camp Westwind, academic hurdles such as literary journalism projects, science competitions, and finally the senior whitewater rafting trip that had taken place only the previous week. “We

have picked each other up,” Shinde noted, “and provided perspective, comfort, and friendship. We have enabled each other to reach for something greater. The future is ours to write, and so I challenge us to write a better future, together. I challenge us to stay connected and combine our individual capacities to bring out the best in one another. I challenge us to envision, develop, and create a positive and everlasting footprint on humanity.”

Congratulations to the Class of 2018, for both rising to the challenges in your time at OES and for building the fortitude needed to meet all those to come!



“We have five points—five essential competencies—that we will share before we unleash you upon the world. Be present, be compassionate, be thankful, be accountable, and be yourself.” —Graham O’Connor ’18



“We have picked each other up, and provided perspective, comfort, and friendship.”
—Puskhar Shinde ’18



Heart Doctor Brings Love to His “Second Job”

Parent-coach Shawn Patrick Offers a Glimpse Into His Passion and Excitement for Coaching.

by Karen Crandal



You’ve been coaching your daughter’s team for six years. How did you get started?

When my daughter was in third grade, they asked for a parent volunteer to help out. Within a few weeks, the coach for the team needed to move up to serve as an assistant coach for the varsity team. She asked me if I would take over and I agreed. Anyone who knows me, knows how much I love sports. This decision was one of the best I have ever made.

Do you have a background in playing lacrosse or in coaching?

I played lacrosse in college. At the time I started coaching the OES girls, my coaching experience was limited to teaching medical students. I immediately fell in love with coaching and decided I wanted to do everything I could to improve as a coach. Upper School Lacrosse has a great coaching education program which involves hours of online training and in-person instructional clinics and

examinations. I have completed all three levels of their certification program. I also have completed the Positive Coaching Alliance's Double Goal Coach Certification and have attended coaching seminars by collegiate and professional coaches each year across the Pacific Northwest.

Tell me about your "day job."

In my day job, I am an invasive cardiologist. I see patients in the office and the hospital and perform procedures such as cardiac catheterization, pacemaker implants, transesophageal echocardiograms, and stress tests. It is a fantastic job because I get to help people and solve problems with my brain and my hands.

How do you juggle the demands of your job with coaching?

That juggling act is the toughest part of all. I will usually stack my call in the winter and fall so I work every other weekend for

several months to have more weekends free to coach in the spring. During the season, I will see patients through the noon hour and work right up to the last minute before I need to leave for practice. I have been blessed to have partners at work who will accommodate these schedule changes and an amazing wife and family who understand how much I love coaching.

What keeps you coming back every year?

The love of the game and my players. I have coached many of these players since they were in third grade. I have watched them grow up into strong, confident, athletic young women and incredible lacrosse players. The statistics show girls who play sports in middle school and high school, especially team sports, are less likely to use drugs and alcohol and are more likely to graduate from a four-year college, have a successful career, leave an abusive partner, and subjectively rate their quality of life as better than their peers. Some of these girls will go on to play lacrosse in college, which is great, but even if they don't, these benefits are more than worth the effort.

What are some of the high points in coaching this team and why?

Every day with this team is a high point. I truly love the players and have really enjoyed working with OES parent Catherine Willmott, who has been my assistant for many seasons [as well as served on the OES Board of Trustees for six years]. Catherine is an amazing person, is great with the girls, and has a tremendous amount of experience and knowledge from her playing days at Princeton.

I love to see the toughness and character that comes out in practice. It's March, 38 degrees, and we are practicing in a windy, rainy monsoon. I am soaked to the bone and I can't feel my hands, yet these athletes are all playing their hearts out and no one is complaining. It is fantastic to see the work ethic these players have. We talk constantly about the only things you can control are your effort and your attitude, and they consistently bring their best of both.

I remember coaching a very shy and reserved third grader who had never touched a stick before. She was terrified and small and kept getting hit with the ball over and over. Despite the discomfort, she kept trying until finally she made a catch, and then another, and another. She continued to improve in each practice. Then a few weeks later, while dropping off my daughter at school, I see the same player get out of her mom's car proudly carrying her stick, head held high, shoulders back, and a look of confidence on her face like she was ready to take on the world.



“I love to see the toughness and character that comes out in practice. It's March, 38 degrees, and we are practicing in a windy, rainy monsoon. I am soaked to the bone and I can't feel my hands, yet these athletes are all playing their hearts out and no one is complaining. It is fantastic to see the work ethic these players have.”

—Shawn Patrick

Last year, our 7/8 gold team went undefeated during the regular season and then won the Oregon Girls Youth Lacrosse Association (OGYLA) state playoffs, the first middle school state championship in girls' lacrosse for OES. It was an incredibly talented team who worked super hard and played extremely well together. They were so much fun to coach.

This year, so many girls signed up we had three teams: two golds, and a silver. Every player made massive improvement from all of the playing time they received and all three teams played very well.

One of our gold teams had an amazing season, but dropped two gut-wrenching games at the end of the season to Lake Oswego and Wilsonville and barely won a nail biter against Lincoln. Despite the unfortunate losses, the players showed tremendous sportsmanship. There was no playoff this year, but instead OGYLA held a jamboree. This gold team got to face all three of those teams again and beat them all. It was an excellent example of having to suffer adversity and disappointment, then showing resiliency and courage to ultimately triumph. These are the important life lessons that sports teach us. Every year we have new players sign up for the team. This situation could be incredibly intimidating for a new player, especially when you see the skill level of the others. However, our team culture is to work together to make everyone better and to have grace, courtesy, and a love and respect for the game. Mistakes are always allowed, because everyone makes them and you make mistakes when you are trying new things and stretching yourself as a player. I always divide the whole team up into four different tribes with a mix of experienced and inexperienced players and players from different grades on each tribe. This mixing allows them to all get to know each other better and facilitates the experienced players mentoring the newer players. They all get used to playing together and ultimately the level of play across the team improves. We want to foster good sportsmanship and teamwork and build a deep program of solid players who love playing together. It is always thrilling to see one of our incredibly talented players make an amazing pass to a new player, the new player catch it, and then score her first goal. Everyone wins when you have teamwork like that.

* * * *

Patrick is just one of 30+ parent-coaches who devote their personal time to the development of young players at OES. According to Athletic Director Dennis Sullivan, these devoted people are the reason OES enjoys such a robust athletic program in the Lower School and Middle School, setting the stage for strong participation and performance once our athletes arrive to compete in the Upper School. Go Aardvarks!

1976

RICK ZUROW

After four years plus of living and working for the University of Arizona in Tucson, I moved back to Portland late last year and started working for the Zoo Foundation in late February. My wife Debbie remained here the whole time I worked in Tucson. I used 100 percent of my vacation time to get out of the desert heat there! It is nice to be back in Portland.

1979

AESHA AL-SAEED

I am presently living in Portland while caring for my elderly mother, after living 31 years in Jeddah, Saudi Arabia. My middle daughter, Kadeeja, lives permanently here, while my eldest lives in Dubai and youngest is a pilot in Saudi. I have Instagram "lyoonnee" and am also a certified AMANI doula (childbirth support and educator).

1980

BARRY DAIGLE

Thanks OES for helping us "realize [our] power for good as citizens of local and world communities." I completed a year of teaching math and coaching varsity tennis at Wilson High School and return next fall as an instructional leader (IL). Abbie Daigle '14 graduated from the University of Puget Sound with a BA in psychology and minors in Spanish and education. Emmy Daigle '16 was hired to do undergraduate research in "Computational Modeling Serving the City" at Portland State University this summer. And Daniela Brod '89 continues her work as a citizen lobbyist to generate support for national carbon-fee-and-dividend legislation.



1987

CHELSEA EMERY

I somehow became an East Coast transplant, but my heart is still in Oregon.

I'm coming up on my third year as editor-in-chief of Financial Planning magazine and having a

blast juggling print and digital editions. Media is changing so fast it keeps me on my toes. So do my 11-year-old and 13-year-old daughters and long-suffering husband.

1989

JULIET HENDERSON

After 12 years of living in Connecticut, my family and I are moving back to southern California where we will live and work at The Thacher School.



1990

PROVASH BUDDEN

Over the past 20 years, I've been working in international development in some of the world's toughest

places in the Middle East, Asia, and Africa. I'm currently in Bogotá, Colombia, as the Americas regional director for Mercy Corps. It's great to be linked to a Portland-based organization so I can see my parents and friends often. My Spanish wife Maribel and 6-year-old-son Nishal love coming back to Oregon periodically. Nishal especially loves hitting the slopes in winter to practice his skiing! You can find me at pbudden@gmail.com if anyone would like to visit us in Colombia.

1992

CHRISTIAN DEBENEDETTI

In February my wife Lila and I welcomed our first son, Teo Nainoa, into the world! In December, we had Class of 1992 alumni Courtney Brown, Tara Sorenson, Tessa White, Robert Millis, Charlie Adams, Josh Derry, Dan Eding, Ina Hunt, Bettina Gregg, and former Upper School Fine Arts Chair Jack O'Brien, our neighbor, for 25th anniversary beers at Wolves & People Farmhouse Brewery, which I opened in 2016 in the 100-year-old barn on my family's filbert farm. We'd love to see any and all OES alumni out on the farm at the brewery this summer (www.wolvesandpeople.com).

2001

MOLLY WHITNEY

So excited and honored to be the new board vice president of the Tualatin Riverkeepers. This group is very close to my heart, the catalyst for my profession, and the root of my love of rivers. If you aren't familiar with them please look them up, take advantage of their many opportunities to get on the river, and donate to support them!

2002

AMISSA MILLER

I'm moving to Oakland! [From Austin, Texas] And I'm so thrilled to join the faculty in the performing arts department at St. Mary's College of California!

2005

ALEXIS RHIANNON

Alexis recently performed in a comedic Jane Austen-style webseries, *The Bride of Murdery Heights*. The series is streamable at www.facebook.com/brideheights.

2008



MINSOO CHUNG

I am a marketing communications manager for LG Display, working in Seoul. I married Hyejin Kwon on July 2, 2016, and our son, Raon Chung, was born on October 30, 2017!



CAITLIN DONOVAN FISH

In March, we welcomed our daughter Orla McKenzie. She gets most of her kisses from her big brother Tristan who can't stop talking about

"baby!" Orla is over three months old now and Tristan turned two in May. We're looking forward to another beautiful summer in Seattle. Shortly, I

will be returning to my role as program supervisor at Sum of Learning, servicing my four clients with autism and their families, as well as providing support and clinical feedback in writing treatment plans. My husband has been working hard as an independent insurance broker for almost two years now.

2015



SUPANUT "NUT" CHEEPSONGSUK

This summer, Nut, along with 25 other students, will be serving on the George Washington University's undergraduate orientation staff, called the Colonial Cabinet. The Colonial Cabinet will introduce incoming students to the academic experience here at GW by preparing them for academic advising and familiarizing them with the university during GW's undergraduate orientation, called Colonial Inauguration.

ROSALIND SULLIVAN-LOVETT

Roz won the 2017–18 One-Act Play Contest in the Tennessee Williams/New Orleans Literary Festival. Roz is a junior at Emory University. She's written four plays, three of which have received staged readings or full productions through theater organizations at Emory University and Haverford College. Her work focuses on themes of missed connection, urban isolation, and loss. She also writes short fiction and dabbles in poetry. An actor and playwright, Roz has apprenticed with the Original Practice Shakespeare Festival and the Powerhouse Theater Company.

PEOPLE & OES

OES Stories Activity Group



OES's new EC3 Design Center has become a hub of creativity, communication, and camaraderie. Thus it's no surprise that the Upper School "OES Stories" broadcasting Activity fits right in amongst these surroundings.

Born out of the mind of Colin Bock '19 this past fall and supported by Chris Hochgesang '11,

OES Stories is committed to "highlighting uplifting stories from around the Aardvark community." While much of their work has been focused on broadcasting OES athletic events, the students have also brought forth tales that often fly under the radar.

Seated around a microphone during one of their final spring meetings, the group reminisces on their favorite moments of the Activity thus far. "[M]y favorite part (besides covering the games)," Bock notes, "is developing relationships with the athletes and feeling like I'm putting something great behind my name."

Kennedy Balandi '20 smiles when asked about his personal highlight. "The senior-faculty basketball game was fun. During the game the teachers were going against their own students, but then they were all congratulating each other at the end."

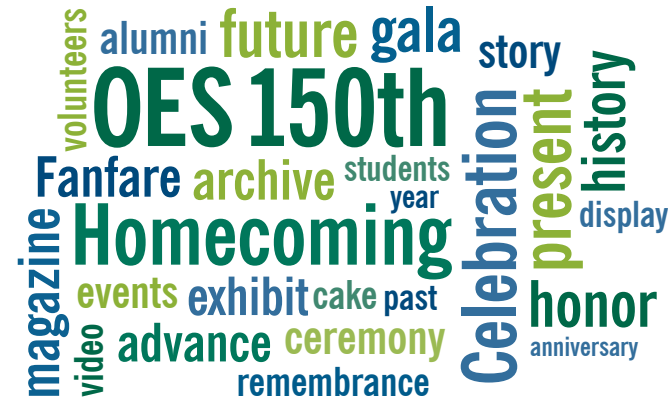
And Ethan Bankowski '20 makes sure to point out the positive effect Hochgesang has on the group: "We keep coming back because we get to see Chris's smiling face."

Sophie Chen and Harper Hummelt (both '20) are already looking forward to next year. "We're both on the soccer team," said Hummelt, "and we could take iPads on the trip at the beginning of the season." Chen adds, "Covering all of the fall sports would be great, because Harper and I only started working with the Activity this spring. And we'll try to recruit more people."

No matter how big the Activity gets, Bock wants to maintain the teamwork established by this original group. "We hold each other to high standards," he says. "Within our group there's a huge level of respect we have for one another. We're all here because we want to be here . . . and you know, that was really my goal."

Thank You OES Donors

403 parents
+ 123 faculty & staff
+ 278 donors
 came together to raise
\$1.47 million
 to advance our mission
 to prepare students to
 realize their power for
 good as citizens of local
 and world communities.



Seeking Volunteers for Sesquicentennial Planning

OES Celebrates its 150th Anniversary in 2019-20

How to get involved:

Do you have a great idea? Want to serve on the Committee?
 Send your suggestions or volunteer.

In 2018-19 Committee members will not only offer ideas and suggestions to
 create a special OES celebration, you will have the chance to take on important
 aspects of this celebration and see them through to completion.

Contact:

Madeline Pruett, Director of Development: pruettm@oes.edu
 Karen Crandal, Director of Marketing and Communications: crandalk@oes.edu

SAVE THE DATE



AARDVARK OPEN

OREGON EPISCOPAL SCHOOL

Sunday, October 7, 2018

Ghost Creek at Pumpkin Ridge Golf Course
 Scramble format
 12:15 p.m. Shotgun Start
 Dinner to follow

All are Welcome!

Register at oes.edu/golf

Chaired by Retired Athletic
 Director Kris Van Hatcher '70 and
 Associate Athletic Director Missy Smith.

Presented by OES Alumni Association

We Remember



**NATALIE
HOLMAN
WHITTLESEY '42**

Natalie Whittlesey, age 93, passed away on February 25, 2018, at home in Mill Valley, California. Natalie Virginia Holman was born in 1924 in Oregon City, Oregon. Natalie grew up with her brother Jack and sister Joan. She attended St. Helen's Hall. She received a BA in English literature from the University of Washington. In 1945, Natalie became an apprentice seaman in the WAVs, but two weeks later the war was over. After graduating, she worked as an editor of boating magazines. In 1950, Natalie married Arthur Whittlesey. She is survived by her brother Jack, sister-in-law Margret, sons James and Peter, grandsons Alexander, Nicholas, and Norman (Emily), and great-grandchildren Emilio and Sofia.



**PRISCILLA
"ANN" DAVIS '42**

Ann passed away on January 22, 2018. She was born to Irwin S. and Priscilla K. (Fisch) Adams in Portland, Oregon. She attended high school at St. Helen's Hall, followed by the University of Oregon and Vanport College (now Portland State University). She married her husband Don in 1956. Ann is survived by her husband, her sister Carol J. (Adams) Yonker; son Ted Davis (Debbie), and daughter Sally Davis Fulham (Richard). Also five grandchildren: Molly Ann, William Blair, Kelsey Korinn Davis, Paul Davis Fulham, and Dana Michelle Fulham; nieces and nephews: Robert, Charles, and James Adams, and John and Katherine Yonker.



**DARREN
OLSON '96**

Darren Olson passed away March 27, 2018. Darren was born in 1978, in Pittsburgh, to Linda and Stephen Olson, joining his brother, Kevin. His life followed a unique course from Quaker Valley, to Oregon Episcopal School, to Deep Springs College, to paramedic certification, to Carnegie Mellon's Business School. He and his wife, Meghan, were blessed with three children, Corinne, Loudy, and Gunnar, whom he adored. Darren was buried at a memorial alongside his grandparents at Sunset Hill Cemetery in Lakewood, New York, where his parents grew up.



**ALIXANDRA
ELSEN '08**

Alix passed away on June 23, 2018. Born in 1990, she is survived by her parents, Matt and Lura Elsen of Portland; her brother, Max Howard Elsen of Portland; her sister, Antonia Martin Elsen of San Francisco; her uncle and aunt, Howard Pazdral and Honore Brandis Pazdral; her cousins, Rosemary Pazdral of Corvallis and Noah Pazdral of Portland; and by loving grandparents; and many other loving aunts, uncles, and cousins.

WE REMEMBER PROTOCOL

OES Magazine welcomes obituaries written by family members or classmates.

Submissions should be no longer than 150 words and will be edited.

Please email questions or submissions to alumni@oes.edu or call 503-416-9375.



2018–19 New Trustees



Dan Bissell
Dan Bissell is an emergency room physician and president and CEO of Northwest Acute Care Specialists. Additionally, he is active in the technology

sector of healthcare, working with start-ups in medical technology as well as informatics training. He is also active in the community as a board member of Oregon Harbor of Hope and co-founder of Portland Street Medicine, a nonprofit dedicated to delivering healthcare in the streets to Portland's homeless community. Dan received a BS from Middlebury College and his MD from the University of Colorado School of Medicine. He and his wife Kim have two children at OES.



Sarah Raymond '91
Sarah (Bechen) Raymond '91 has been an active OES alumna and parent-volunteer for many years, having served as alumni chair for the OES Fund,

on the alumni sub-committee of the Lower School Capital Campaign, and as an OES Fund parent rep on numerous occasions. Sarah works as a consultant for the Stanford Graduate School of Business and previously worked in HR. She graduated from Middlebury College in 1995. Sarah and her husband Kevin have two children at OES.



Lucy Reynolds
Lucy Reynolds is founder of Olerai Leadership, a company that focuses on transformational change and fostering high-performing team dynamics. She has

coached and facilitated across cultures and countries while living in Amsterdam, Moscow, and Tokyo. Previously, Lucy worked for 15 years in advertising and brand management at Leo Burnett, adidas, and Nike. She also served in a number of different roles within various women's development NGOs. She holds a BA in history from Denison University. She and her husband Jim have two children at OES.



Now and in the Future How One Family Supports OES Through a Planned Gift

by Madeline Pruett

For many, Father David Pace is a familiar face on the OES campus.

In 1980, former Head of School Peter Sipple recruited Fr. David to join the faculty. Over his years here, he has served as a longtime coach for the girls' varsity soccer team and helped stage numerous theater productions, including all-school plays and the first Middle School musical. Fr. David and his wife, Jeanne, also sent their daughter Alyssa '89 to OES. Since his retirement in 2002, Fr. David continues to coach girls' soccer team at OES.

In the winter of 2018, when the Paces heard about the school's plan for a renovated and expanded athletic center, they sprang into action. This year, their required minimum IRA distribution will be directed to OES to support the capital campaign for the new Athletic Center. "All it took was a call to our financial advisor and a form," says Jeanne. To support their other OES passion, the Paces have made a provision in their estate plan to support the performing arts. "I love student theater and I love OES athletics. It's as simple as that," Fr. David says. "OES is, and has been, a big part of our lives. We're happy to be in a position to support the school we care about now and in the future."



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—Father David Pace





Oregon Episcopal School

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