

Lamp Post

Spring 2016 | The Lamplighter School | Dallas, Texas



IS THERE A DOCTOR IN THE HOUSE?

Students in Jeff Peck's *Dr. Who* Night Light Class Search for Clues

Fall 2016

August

- 18 New Family, Pre-K, and Kindergarten Parent Orientations
- 22-23 Parent Intake Conferences
- 24 First Day of School

September

- 5 Labor Day (Holiday)
- 9 Soles4Souls Kick-Off
- 13-16 Class Pictures
- 30 Carnival

October

- 10 Columbus Day (Holiday)
- 12 Yom Kippur (No School)
- 21 Donuts with Dads/Popsicles with Pops (EC and LS)
- 27-28 Parent Conferences, No School
- 31 Halloween Hootenany, Parade, and Picnic 10:30 a.m.

November

- 3 Fourth Grade Luncheon
- 21-25 Thanksgiving Break

December

- 1 Media Center Open House
- 16 All School Program
- 19 Winter Break Begins

Note: All dates are subject to change. Please log on to www.thelamplighterschool.org to view the most updated school calendar.

On the cover: Students in drama teacher Jeff Peck's Night Light after-school program, "Who Is Dr. Who?" are learning much more about the mysterious time traveler than they might have expected. It's not just an adventure in time and space based on the BBC-produced TV show. Students are helping to complete the Lamplighter episode guide. The group has even been invited to speak at the WhoFest convention in Dallas this month and will meet the most recent incarnation of The Doctor at a second convention in June. But that's not all. This May, an article about the class will be published in the official Doctor Who fan club magazine, *The Celestial Toyroom!* Turn to page 8 to read more.

Spring 2016

Managing Editor

Edward Ritenour, Director of Communications & Marketing

Art/Design

Ana Bohanan, Communications | Design Coordinator

Contributors

Sandy Diamond, Landy Fox, Jennifer Heiss, and Sarah Satinsky

Diversity Statement

Diversity will strengthen the education of Lamplighter children and enrich the lives of all members of the Lamplighter community. Lamplighter will, therefore, strive for the lamps that we light to reflect the ever-changing community in which we reside. We value individuality and encourage all children to reach their potential, while respecting their similarities and differences. We are united in purpose and committed to working together to accomplish the mission of The Lamplighter School.

Non-Discrimination Statement

In compliance with federal and state laws, The Lamplighter School does not discriminate on the basis of race, color, creed, gender, national or ethnic origin, age, marital status, sexual orientation, or disability in administration of its educational policies, admission policies, financial aid program, athletic and other school-administered programs, or the employment of staff.

Contact Us

Send story ideas to Edward Ritenour (eritenour@thelamplighterschool.org). Deadline for articles, photographs, and news for the next issue (Fall 2016) is August 1, 2016.

Mission Statement

Dedicated to igniting the potential of each child, Lamplighter engages children in the joy of learning through intellectual discovery in a creative, inclusive, and collaborative environment.



Head Lines 4
On Board 5
Senior Tribute 6
Cover Story 8
Faculty Focus 10
Staff Stories 18
Barnyard Buzz 20
Alumni Now 32





THE LAMPLIGHTER CULTURE IS STRONG AND HEALTHY AS EVIDENCED BY OUR ENDURING AND MEANINGFUL TRADITIONS.

Dear Parents:

This has been a remarkable school year at Lamplighter; from the pipe project to extending the Ring Road, we have been fully immersed in a campus transformation. While the construction is happening outside, our students have achieved tremendous success in their classrooms.

It takes a special culture and mindset within a school to nurture each child. Over the course of this school year, our students have grappled with new and complex concepts. They have invested time, thought, and energy which have developed new thinking and skills. It has been a great year of learning and a lot of fun!

Recently, I attended the National Association of Independent Schools annual conference, and in one of the sessions, the moderator repeated an often-quoted statement, "Culture wins out over strategy every time." After spending time unpacking the meaning of that statement, I have to agree.

Culture is the glue that defines and holds the school together. The Lamplighter

culture is strong and healthy as evidenced by our enduring and meaningful traditions. We value the times for gathering together because they teach our students the importance of community.

The Hootenannies, square dancing, and the annual Carnival, along with the tradition of grandparent readers, are treasured moments. These traditions are deeply baked into the Lamplighter DNA and give the curriculum and the classroom experiences meaning. The interesting thing about the culture of a place is that often it is difficult to codify or describe, but one knows when it is missing.

While Lamplighter undoubtedly has a strong and positive school culture, the school has also been so fortunate to have a Board of Trustees who not only understand the culture of The Lamplighter School but are equally expert strategists. Their unwavering commitment to the school is unmatched. The work of setting a strategic plan into motion as well as launching a comprehensive campaign could not have come about without thoughtful contemplation and strategy by each member of the Board of Trustees.

As our Board Chair Catherine Rose completes her term and hands the reins to Vice Chair Sarah Weinberg, I want to take this occasion to thank Mrs. Rose for sharing her many gifts with me, our Board, and the Lamplighter community. Her knowledge, leadership, hard work, and commitment to excellence were key to enabling the Board to make the decision to begin the process of building a new Barn and Innovation Lab. Our students today and in the future will continue to have every advantage as we live out our motto, "A student is not a vessel to be filled, but a lamp to be lighted."

When students and parents return from summer break, the farm animals will have returned to their home, a new barn will be ready for the Lamplighter Layers students, and the Innovation Lab will be under construction.

It has been an extraordinary year!

Sincerely,

A handwritten signature in cursive script that reads "Joan Buchanan Hill".

Joan Buchanan Hill, Ed. D.
Head of School



I AM THRILLED TO
BE PART OF THIS
AMAZING SCHOOL
AND CANNOT
WAIT TO SEE WHAT
COMES NEXT!

Dear Members of the Lamplighter Community:

This spring marks the end of my term as Board Chair. While bittersweet, it has been an absolute pleasure to serve The Lamplighter School as a Trustee since 2006 and as Board Chair for the last two years.

As I leave this position, I'm excited by all of the milestones the school has achieved in the past few years—purchasing the land from Hockaday, hiring a new Head of School, completing a strategic plan, and embarking on a \$12.5 million capital campaign. As many of you know, the campus improvements announced at the Halloween Hootenanny are well underway, and dirt is flying on campus! The Innovation Lab, Barn, and expanded Ring Road are under construction and scheduled to be completed by the middle of the next school year.

The enthusiasm and energy at the school is palpable, and due in large part to the incredible faculty, staff, and leadership at the school who are deeply committed to the school's mission. My deepest respect and appreciation go to Dr. Hill. Her strength as Lamplighter's Head of School and her strategic partnership with the Board of Trustees have advanced the school in every way.

I would also like to thank the Board of Trustees, the LPA, and all volunteer parents who have done and continue to do amazing work for the school and its students every single day.

Trustee Leadership is in great hands. Sarah Weinberg, a current and alumni parent, will begin her term as Board Chair in May. Sarah is a community volunteer and education advocate. In addition to her service at Lamplighter, Sarah serves a variety of roles on the boards of Holy Angels Residential Facility and KIPP: DFW. She is also a member of the Perot Museum of Nature and Science Museum Council. Prior to becoming a community volunteer, Sarah worked in the investment management industry. She and her husband, Russell, are raising two daughters and a son.

Lamplighter has left indelible impressions on my life—and my family's. I will forever be grateful for the great experiences my children had at Lamplighter and for the lifelong friendships I discovered through the school.

Thank you, Lamplighter. I am thrilled to be part of this amazing school and cannot wait to see what comes next!

Sincerely,

A handwritten signature in cursive that reads "Catherine Rose".

Catherine Rose
Chair, Lamplighter Board of Trustees

Class of 2016



Abeera Amer
Erin Antes
Quentin Balestri
Abby Baughman



Payton Blalock
Jack Bovard
Claire Bradshaw
Hudson Brown



Ryan Brown
Ellie Browne
Caroline Burkhardt
James Corrigan



Ella Darlak
Alexandra Dassopoulos
Isabella Dickason
Kate Eastin



Gigi Enrico
Joey Enrico
Trevor Godkin
Quinn Graves



Tristan Hakert
Alexa Hoedebeck
Alex Holmes
Gracie Hood



Ananya Jain
Sivan Katzav
Debbie Klein
Maya Lunia

Senior Tribute



Laura Mangelsdorf
Maria Belen Marroquin
Mercer McDougal
Julian Meyer



Wesley Moss
Madelyn Neuhoff
Eva Newberger
Asha Patel



Eleanor Patel
David Peña-Vega
Cate Pfaff
Sydney Phillips



Michelle Phu
Sterling Ratan
Alex Rees
Thomas Rowley



Sofi Sethuraman
Alexander Shadle
Aditya Shivaswamy
Julia Small



Barrow Solomon
Shaina Starr
Reed Sussman
Tyler Tang



Tayce Thomas
Bennett Trubey
Stella Wrubel
Luke Zicarelli

CoverStory





WHO IS DOCTOR WHO?

Your Child Might Be a Time Lord!

by Jeff Peck

People often ask me the same three questions concerning my love of *Doctor Who*: What's it about? Is that show still on the air? and, more specifically, What do the kids get out of watching it? The answers: Have you got an hour? Yes; and actually they are watching themselves because The Doctor, the main character on this 50- (and counting) year-old show is very much like your typical Lamplighter student.

Skeptical? Well, if you'll pardon my indulgence for a moment, let's take a little trip back in time; 1979 will do nicely. Picture a 5-year-old child catching *Doctor Who* for the first time and instantly getting hooked. Soon, the show sends that child down a thousand rabbit holes covering just as many topics. If The Doctor goes back in time to save Mona Lisa, the child becomes interested in the painting, checking out books on da Vinci, thus leading to a fascination with the Renaissance. If The Doctor was reading a book, the child eagerly checks out the same book from the library (regardless of the reading level). Watching a behind-the-scenes special leads to studies of lighting, costume design, different kinds of cameras, scenic construction, and screenwriting.

The child becomes The Doctor. Get it? No? Let's go deeper.

The Doctor is very much a lifelong learner. Centuries ago, he ran away from his home planet because he became sick and tired of just sitting and watching the universe pass him by. There was so much out there to be discovered.

When our students examine a subject, they don't just want to read about it. Like The Doctor, they want to eat, sleep and breathe it! They love examining a subject by exploring all of its facets: literature, mathematics, drama, music, visual art, and science. In a way, a topic becomes like The Doctor's TARDIS: bigger on the inside than the outside.

"DR. WHO IS VERY MUCH A LIFELONG LEARNER."

The Doctor has saved many a day through the use of STEM. He's constantly fiddling with and repairing his TARDIS to keep it running, in spite of its antiquity. When he's in a jam, he finds a solution, no matter how slim the chances for success or how meager the resources might be. He's made do with what he has around him (even the items in his pockets); he's a regular time-traveling MacGyver.

The Doctor is the most social-emotional character on TV today. He makes it a point to talk with people and learn more about them. He uses his proverbial "words not hands" by talking with his enemies rather than running around with a gun, barrels blazing. He walks right up to an alien who's been shooting at him and asks how the creature's day was. His most recent incarnation is lacking in some social skills, but fortunately his latest companion is a teacher, and she's right there with him as he improves his demeanor and interactions with people.

The Doctor is a voracious reader: everything from *Knitting For Girls* to *The Time Machine* has been seen in his pockets or hands. He's quoted Dylan Thomas, Dickens, Shakespeare, and T. S. Eliot. Our students are like The Doctor: there isn't a day that goes by that I don't bump into at least two dozen students laden with Media Center books ready to be returned with a smile and a thirst for more.

Our students, like The Doctor, are always journeying to new places and pushing their limits. In writing an episode guide, they have attended science fiction conventions (an alien world in and of itself), handing out copies of the guide. They have met with Doctor Who celebrities, such as the sixth and seventh actors to play The Doctor, as well as a variety of companions. The after-school group has even been invited to speak in front of an audience at WhoFest this April and will meet the most recent incarnation of The Doctor at another convention in June. Additionally, this May, an article about the after-school group will be published in the official Doctor Who fan club magazine, *The Celestial Toyroom*.

In watching and writing about Doctor Who with the after-school students, I've been so delighted to see reactions similar to that 5-year-old. While one student wants to learn the entire history of the show, others get excited watching behind-the-scenes features showing how the monsters and special effects are made, thinking up new episode ideas for future seasons, or finding plot holes. Like The Doctor's many incarnations, our students want to explore all facets of the world around them. Now, if you'll pardon me, rumor has it there is a story next season involving Robert Louis Stevenson. I should really brush up on my *Treasure Island*.

Forever Learners

In this continuing section, LampPost illustrates the ways our accomplished faculty teach, engage, inspire, and mentor as they deliver serious education wrapped in the wonder of childhood. Learn more about our published authors, world travelers, and our "lifelong learners" who are earning advanced degrees and professional development certificates.

Lower School Meets Higher Ed



Lamplighter faculty members teach graduate level program at SMU



As a result of Lamplighter's strategic partnership with SMU, professor Dr. Amy Rouse attends and serves as a consultant at the school's monthly literacy curriculum meetings. According to Vicki Raney, Assistant Head for Academics, "Rouse was so impressed by the robust discussion about teaching writing to Lamplighter students during the October meeting that she asked if our teachers would be willing to visit her graduate class to share the same information." Raney commented that she was "hugely excited about this opportunity for our teachers to do something outside their typical duties as Lamplighter faculty." The teachers who participated were Hannah Brown, Olivia Claiborn, Becky Walker, and Ana Owens [as pictured above].

Faculty Focus



Becky Walker, third grade literacy teacher, helped organize the November 17 event.

The SMU students were all enrolled in a master's-level course, but most of them had never taught before. Thus, Walker said, "It was important to organize a group that could help provide the students with an understanding of what really happens in a classroom, along with some context for the pedagogy and theory that the graduate students are learning." In addition to Walker, Lamplighter teachers participating were Ana Owens (second grade), Olivia Claiborn (first grade), and Hannah Brown (Kindergarten).

To begin the evening, Brown discussed writing instruction from the perspective of a unit and as an individual lesson. She showed both teacher and student writing samples to provide clarifying examples, and she explained developmental stages to give the SMU students a framework for teaching early writers. "I talked about how young writers are still ego-centric in their development," Brown said. She added, "So much of their writing is about them and what they know how to do."

In addition, Brown discussed writing through explanatory illustrations, as well as community writing, a technique she uses in her classroom that results in a class-produced text.

Owens continued the presentation, sharing techniques on scaffolding within a writing unit. Owens discussed the importance of balancing the level of teacher support based on each student's need.

After the presentation, Raney commented, "Owens' examples and stories about writing were entertaining and educational. She provided powerful evidence that backed up her opinions and entertained many questions from

the students, which was a testament to how well they had been listening to her comments."

Owens agreed that the SMU students seemed highly engaged, asking great questions. Thinking back on her time in graduate school, Owens remembered, "As a Master's student, I always wanted concrete information and examples of what would really help prepare me to be in the classroom. It was so meaningful to be able to help teachers new to the field."

Following Owens, Walker discussed using various assessments to plan instruction, providing tips about managing multiple writers at once

“This type of unique opportunity goes way beyond what most teachers typically get to do.”

and giving practical advice along with theoretical background. Raney noted that Walker's discussion of rubrics was "particularly memorable."

Finally, Claiborn discussed the importance of leaving reminders of teachers' instruction as reference points for students. According to Raney, "Claiborn was wonderfully clever in her ability to engage the SMU students and help them understand the value of the instructional tools she mentioned. Her use of humor mixed with explanation of theory and practical application was much appreciated."

Claiborn said, "It was interesting being with this new generation of teachers,

and I wanted to figure out what exactly it was that they were interested in learning about teaching."

Raney was impressed with how enthusiastically the Lamplighter teachers embraced this project and "stretched themselves" professionally. Agreeing it was a beneficial "professional" stretch, Brown commented, "I loved presenting at SMU because the questions [the students] asked helped me think about my teaching. I also loved presenting with fellow teachers because learning about some of their great practices helped me think about how better to prepare the Kindergarten students for the writing they do in second and third grades. It is so important to start the love of writing at a young age, and our teaching truly 'spirals up' as the verbiage used in Kindergarten matches what is used into third grade."

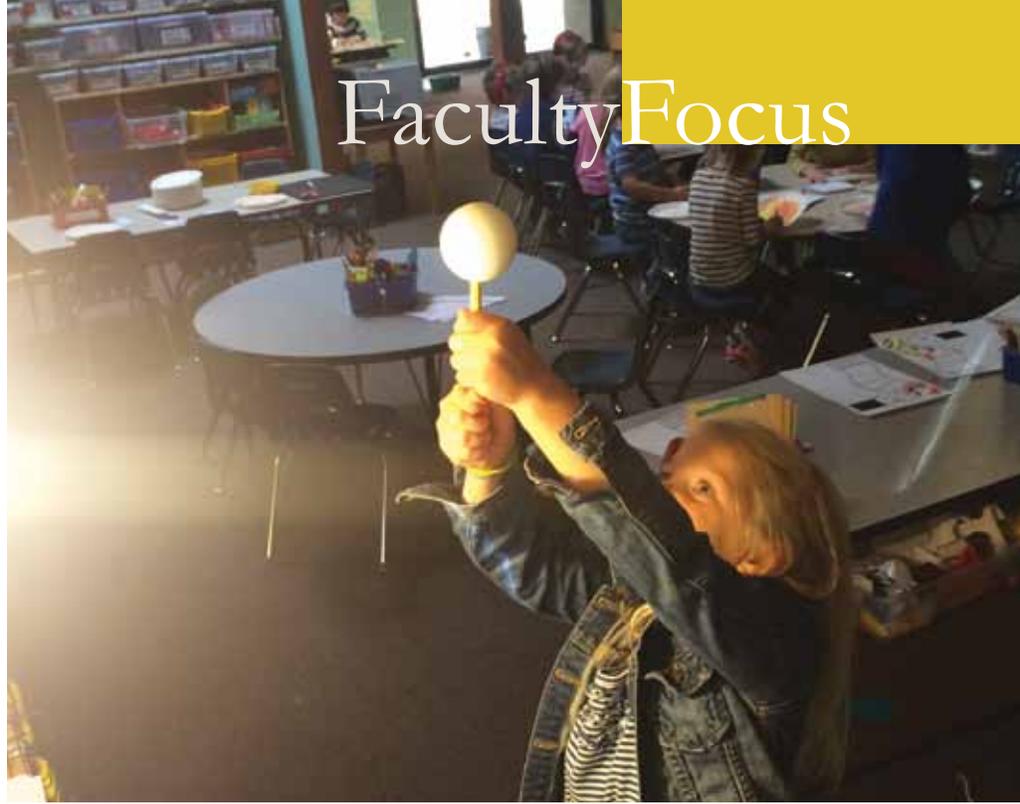
Of the event, Raney noted that the Lamplighter faculty were clearly the experts in the room, and "it was evident that Dr. Rouse's students were highly engaged and appreciative of the ideas [our teachers] shared." Raney is excited that Rouse has since offered that Lamplighter teachers might do a similar presentation some time during spring semester. In addition, Raney says she knows of another SMU professor who is interested in Lamplighter faculty serving in a similar role for one of her graduate classes.

"It was a highlight of the month," Raney added. "It was so satisfying both personally and professionally for me to have an opportunity for our teachers to present. One of my jobs is to nurture, promote, and challenge teachers, and that is exactly what this event accomplished." Raney continued, "This type of unique opportunity goes way beyond what most teachers typically get to do. Opportunities like these make it clear how well-regarded and impressive our Lamplighter faculty members truly are."

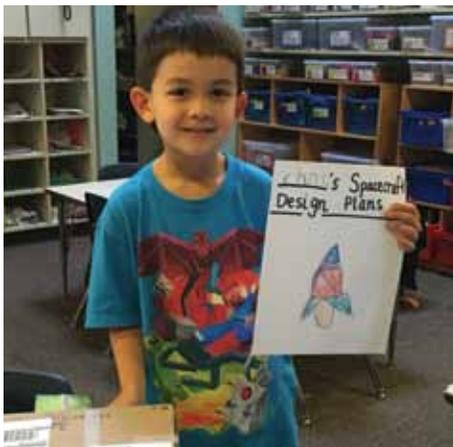
Blast Off to Maker Space!

Kindergarten students embark on a journey through the solar system

by Bryce Sizemore



Motivational speaker Les Brown once said, “Shoot for the moon. Even if you miss, you’ll land among the stars.” Kindergarten students at Lamplighter did just that during our solar system unit. Through December and January, Kindergarten students embarked on an exciting journey to explore objects that can be seen in the sky! Utilizing a project-based learning structure, our solar system unit engaged Kindergarten students in a deep exploration of the sun, other stars, and the moon. As a guiding question, students were asked to ponder, “How can we create a travel guide for people traveling to the moon from Earth?”



The kick-off of our unit included an interactive re-creation of the Apollo 11 mission. With newly sparked curiosity about our solar system, Kindergarten

students explored the moon and what it is made of. Working in teams, children created their own model of the moon using Model Magic clay and marbles to create craters. To demonstrate what causes changes in the moon’s appearance, the phases, students participated in a demonstration that put them right into the rotation of the Earth and moon!

Have you ever seen a 5- or 6-year-old conduct his or her own research? If you were around during our lessons on the moon and sun, you would have seen just that. Student interests were noted early in the unit, and age-appropriate research opportunities were provided to help answer their burning questions. Using QR codes linked to graphics, text, and short video clips, even our youngest learners were able to conduct their very own research to broaden their knowledge.

As we traveled further into the solar system, the children explored the sun and its properties. This was a Kindergarten favorite! The children were very curious to learn about the surface (or lack there off!) of the sun. What an amazing experience to hear the children wonder about distant stars and what planets may orbit them.

Interest in astronauts was a highlight of the unit. Questions such as, “What do they eat?” “How do they use the restroom?” and “Have they seen aliens?”

resonated throughout the lessons. To get some answers straight from the experts themselves, Kindergarten students wrote letters to astronauts at NASA. We even taste-tested space food to get a first-hand experience of what it would be like to travel in space.

Our Maker Space was host to exciting creating as children worked to design and build their own spacecraft. Keeping in mind that their spacecraft needed to include a power source, communication device, container, and scientific instruments, the children’s curiosity flourished as new types of spacecraft were built. Boxes, plastic containers, paper, glitter, and paper towel rolls were just some of the supplies repurposed by children to create their spacecraft.

Throughout the unit, we returned to our guiding question, “How can we create a travel guide for people traveling to the moon from Earth?” Brainstorming along the way, students listed many celestial bodies and objects that might be seen on a trip from Earth to the moon, including asteroids, stars, planets, moons, satellites, and even aliens! As a culmination, students created their very own travel guides. While the jury is still out as to whether travelers would encounter aliens on their trip, one thing is certain – Kindergarten students at Lamplighter had a blast on their journey through the solar system.



Opportunities with Orff

Combining music, movement, drama, and speech into lessons similar to child's world of play by Natalie McCollough

When I first stepped into the music room at Lamplighter, I was surprised to see the incredible inventory of shakers, xylophones, afuches, djembes, rhythm sticks, and rainmakers, otherwise known as “Orff Instruments” based on the Orff Schulwerk Approach to music education. I’ll be honest, I was just a little intimidated. Over the last 15 years, I’d taught at the secondary level and didn’t have a plethora of lessons based on these instruments.



I began my search for conferences that would teach me the most current applications of Orff techniques that I could bring to the students. After all, 90 percent of our music room consists of these instruments. I wanted to incorporate these instruments into our lessons for Lamplighter students at every level. Thanks to our incredibly supportive leadership, I was granted the opportunity to attend the National Orff Schulwerk Conference in San Diego in November.

Attending this conference proved to be both enlightening and wonderfully familiar. Little did I know that the Orff Approach

is right in line with what Lamplighter learning is all about...discovery through creativity and collaboration. Carl Orff, a German composer in the early- to mid-1900s, developed this approach in the 1920s to build musicianship by integrating music, movement, speech, and drama into lessons that allow children to do what they instinctively do first...play! From using scarves to illustrate the sounds and tempos of music by dance, to using our voices to explore vocal timbres, music vocabulary and technique, the possibilities are endless and so much fun.

I was exposed to so many possibilities for Lamplighter students at this convention. As I attended the sessions offered, I learned not only that the Orff approach is a proven method to engage their minds and bodies, but also fosters a safe learning environment for each and every one of our students. The core elements of the approach are based on opportunities of experimentation and expression, and each student finds his or her place in the process. Everyone is encouraged to improvise, develop technique and participate fully in the process. No student is excluded.

After this convention, I was so excited to create fun, innovative, and rich lessons for our Lamplighter students. I appreciate our administration for encouraging their teachers to be lifelong learners. This conference not only fueled my passion for teaching, but also taught me that we can still learn by having fun.



Learning to Lead

Liz Curlin attends Leadership Conference at Harvard

During the first week of December, I attended “Building Inner Strengths of Leaders” at Harvard University in Cambridge, Mass. For years, I have been interested in neuroplasticity and mindfulness practices. I studied with the Harvard BISL team of Metta McGarvey, Rick Hansen, Christopher Germer, and Jerry Murphy. The focal point of learning centered on “mindful moments,” meditation practices, and delving into the core values and key character traits that great leaders espouse.

The topics varied from understanding how to deal with difficulties, learning how to meditate, and finding times and places for mindful moments. In addition, the conference covered skills for self-compassion, and lectures were included on what makes an effective leader, yoga as a practice, neuroplasticity research, and knowing when to “dance in the rain.”

Much time was spent talking about our values, how we should stay true to our core beliefs, and how to be more mindful of our distractions by technology.

I learned that leadership is hard work. No one leader will be perfect all the time; he or she will disappoint and make mistakes. We should show more compassion, gratitude, and understanding for the work leaders do to make Lamplighter the premier school that it is.



Liz Curlin (r) with Metta McGarvey, Harvard Faculty Chair at Harvard University

Accent on Mindset

Establishing a growth mindset in the World Language classroom



Jezabel Guadalupe

I had the privilege of attending the annual convention of the American Council on the Teaching of Foreign Languages (ACTFL) in San Diego last November. The convention and expo brought together more than 6,000 educators from around the world, representing all levels of teaching. My interest in attending this professional development opportunity was fostered by my desire to continue learning and to network with others who share similar curriculum.

An essential ACTFL goal is to broaden and improve the teaching and learning of all world languages. Hundreds of workshops were offered. Project-Based Learning, Building 21st Century Skills, Stations in the World Language Classroom, Authentic Resources and Assessments, Digital Portfolios, Critical Thinking, and Technology in the Foreign Language Classroom were some of the sessions I attended. The session that made the greatest impact for my classes pertained to establishing a growth mindset in the world language classroom.

I first heard that term almost four years ago at Lamplighter when guest Carol Dweck, author of *Mindset*, spoke at the Dolores Evans Speaker Series. One of the most basic beliefs we carry about ourselves, Dr. Dweck found in her research, has to do with how we view and inhabit what we consider to be our personality. A “fixed mindset” assumes that our character, intelligence,

and creative ability are static givens, which we can’t change in any meaningful way, and success is the affirmation of that inherent intelligence. A “growth mindset,” on the other hand, thrives on challenge and sees failure not as evidence of lack of intelligence but as a heartening springboard for growth and for stretching our existing abilities. Out of these two mindsets, which we manifest from a very early age, springs a great deal of our behavior and our relationship with success and failure in both professional and personal contexts.

Understanding how learning is perceived can help with teaching different growth mindset strategies for thinking when learning Spanish. It may help students to become more persistent and less anxious when learning another language.

I continue to feel the positive impact on my teaching following the ACTFL Convention. It rejuvenated my commitment to teaching, helped to keep me current, and connected me with others in my profession. I feel fortunate for an environment where a growth mindset is fostered and valued!

The Write Stuff

by Jody Stout



Jody Stout

Last July I attended the Teachers’ College Reading & Writing Project’s (TCRWP) Summer Writing Institute at Columbia University. Lucy Calkins, founding director of the TCRWP, a New York City-based

organization that has influenced literacy instruction around the globe for more than 30 years, led the morning meetings of the five-day institute.

Lucy and her team are a source of endless practical advice and also a source of tremendous inspiration. The Project reminds us that when we call our children to write, we are calling them to important work—work that should be valued for the personal risk each young writer takes when she strives to share her ideas, or when he hopes to communicate the importance of his experience.

Among other highlights, the summer institute specifically addressed goals that encourage independence, volume, and the qualities of good writing as well as methods of holding students accountable for doing their best work.

“When we call our children to write, we are calling them to important work.”

The institute’s afternoon workshops focused on providing a model for how to create routines and techniques for a successful Writer’s Workshop. Staff developers at the Project led breakout sessions that placed teachers in the role of student. Living the Writer’s Workshop as a student was an invaluable experience, helping me discover first-hand what my students most want and need from me as their literacy teacher.

Guest speakers at the TCRWP Summer 2015 Institute included children’s author Sara Weeks and poet and author Naomi Nye, both of whom have recently visited Lamplighter as part of the Dooley Author Series. It’s always a pleasure to hear these accomplished writers speak. I was also deeply proud to realize anew that Lamplighter offers our children access to writers and artists valued by the standard-bearers for excellence in teaching reading and writing.



Key Finding

by Rachel Schumann and Cheryl Shulman

Each year, our youngest children here at Lamplighter take on a very big job. In spite of their small size, our Pre-K students have taken on the task of one of our most beloved and relatively new traditions, the Pre-K Farmers' Market. This is no small task when you think of all the complexities and hard work that go into successfully running our market. From planting, watering, weeding, and waiting, the children have never wavered in their efforts, and they delight in seeing all of their hard work produce such a yummy product.

Over the last few years, our gardens were located quite a distance from our classrooms, and Lamplighter's large population of rabbits was relentless in their appetites for fresh produce! In our efforts to tame those "Pesky Wabbits," we stumbled upon keyhole gardens. The concept of a keyhole garden is nothing new; however, a gentleman in Clifton, Texas, W. Leon Smith, is "making waves"



with his design. Visit keyholefarm.com to read more about Smith's efforts and awards. Two Lamplighter teachers were fortunate to see Smith's keyhole garden design in use last summer and quickly knew this could be the solution we were looking for to offer a rabbit-proof, high-producing garden close to our classrooms. Within weeks, we were on our way to garden success.

A keyhole garden provides a self-contained and composting garden that is the perfect height for young gardeners (or adults who don't want the back strain).

[Self-contained keyhole gardens are the perfect height for young gardeners.]

To start, the keyhole is layered with different compostable materials. We chose cardboard, newspaper, sticks, and leaves, with a final layer of garden soil on top. The kids had a great time spreading each layer. Once finished, we were able to plant the seedlings we had been nurturing in the classrooms. So far, we are heading in the right direction. A few carrots have popped up, and our snap peas have a few promising blooms!

This spring, we are planting lettuce, spinach, more carrots, and snap peas with the hopes of a bumper crop! If you ever find yourself passing by the playground, stop by and take a look. There are always young Pre-K students ready to share their knowledge of gardening and our keyhole.

Great Outdoors

By Linda Cauley

During my 28 years of teaching in our early childhood and environmental education programs, professional development has always been a top priority of The Lamplighter School.

The Texas Association of Environmental Educators (TAAEE) is a professional organization of environment educators who teach the public in formal and informal settings. These educators include teachers in public and private schools, universities, Texas Parks and Wildlife personnel, city and county environmentalists, and nature and park facilitators in our state.



Linda Cauley

Last October, I attended the annual TAAEE conference held at the University of Houston-Clear Lake campus.

That Friday, I explored the Armand Bayou Nature Center's extensive wetlands area. A huge greenhouse filled with plant seedlings was bustling with activity as many adult volunteers were planting the seedlings outside to replace dying or damaged plants in the wetlands.

That afternoon was spent at the Environmental Institute of Houston on the Clear Lake campus where Ms. Sheila Brown taught the School Habitats Workshop. She led us through the many gardens where she teaches public school gifted and talented classes. I marveled at her hummingbird, songbird, pollinator and butterfly gardens – so many new ideas to consider. She also shared many "hands

on” techniques she used to engage her students in her indoor classroom. Nothing like learning from a fellow environmental educator!

These workshops and meetings help me keep abreast of the new trends in environmental education and also reinforce the basics of outdoor environmental training. By broadening my awareness of environmental teaching techniques, I’m learning to integrate new STEM (Science, Technology, Engineering, Math) and literature activities into our curriculum. My three favorite Saturday classes were Keep Texas Beautiful, STEM and Environmental Education, and Nature Journaling.

[By broadening my awareness of environmental teaching techniques, I’m learning to integrate new STEM and literature activities into our curriculum.]

STEM and Environmental Education stressed the interconnection of technology and engineering to real life experiences. Workshop leaders defined technology as any device that has been developed to enhance what man uses, and engineering as solving a problem or making a process or design.

Nature Journaling stressed conducting writing classes outside to enhance the experience and stimulate the children’s senses. The leader’s advice was to suggest a topic, then have the children write and draw in an unstructured way to let the children’s ideas and observations freely flow. She used the term OK, meaning, are you an Outdoor Kid?

Each TAEI conference I’ve attended has always been interesting and given me many new ideas to consider.



Tech for Tots

Teachers share exceptional learning taking place at Lamplighter at two conferences

By Rachel Gutierrez, Maggie Fulton and Kate Ogden

Rachel Gutierrez, Maggie Fulton and Kate Ogden with Lamplighter students

Last summer, we had the honor and pleasure of presenting at the Texas Computer Education Association (TCEA) Tots and Technology conference in Galveston. This particular conference brings together Pre-K through second grade educators from across the country who are eager to incorporate technology into their classrooms to improve student learning. In our presentation, we shared information about the use of teacher and student blogs to effectively communicate learning with authentic audiences, personalize student learning, provide opportunities for student self-reflection, and increase collaboration and feedback between classes. We specifically shared details about our latest ventures into Weebly, student-friendly blogging software used to share ideas. Weebly is an app that can be used alone or “smashed” (combined) with a variety of apps to quickly and easily provide educators with a wide array of formative assessment opportunities.

At Lamplighter, teachers at all grade levels are using Weebly to create class-based and individual student-based blogs. At the early childhood level, teachers can construct class blogs which allow parents and family members all across the world to have a frequent and consistent glimpse into what our Lamplighter children are doing and learning. These blogs improve family communication and involvement in classroom activities. At the Lower School level and in a few Kindergarten

classes, where students are composing sentences and stories, individual student blogs provide children with opportunities to share their learning and reflect on their work. Their blogs, in turn, provide teachers with formative assessment opportunities. Weebly has also allowed for collaboration within and across grade levels. In one instance, fourth grade mentors worked with our youngest Lamplighter learners to teach them how to create illustrations on iPads and then easily posted the work to the class blog. These and other experiences have proven Weebly’s benefits to educators, students, and families alike.

We are extremely thankful for all of the hard work that many of the Lamplighter teachers and students devote to their blogs. It was a delight to share this hard work with other eager educators and such an honor to represent the Lamplighter community at TCEA’s Tots and Technology Conference.

In February, Lamplighter teachers Kate Ogden and Maggie Fulton had the additional honor of sharing the presentation at the TCEA Convention and Exposition in Austin. TCEA is the largest state organization in the nation, and its conference typically attracts more than 9,000 educators teaching Pre-K through high school. Once again, the exceptional learning taking place at Lamplighter is shared with an even larger audience.



STAFF STORIES

In this continuing section of LampPost, we spotlight Lamplighter staff members who embody the concept of “forever learners.”

While they may work behind the scenes, their life experiences and diverse hobbies truly demonstrate the spirit of Lamplighter. Learn more about these valuable members of our community and their immersion in art, adventure, and volunteerism.

JUDITH MULLENS

Director of Early Childhood

When did you join Lamplighter, and what attracted you to the School? My family moved to Dallas in 2011 after living in Mexico for 18 years. I had heard about The Lamplighter School from a close friend who had grown up in the area. It took me less than a minute to know that this school was a perfect fit. The openness of the school resonated with me. Its welcoming people, hallways filled with children’s art, the barn and playground, and classrooms with wells allowed for the best collaboration and innovation – culminating in a very rich and meaningful program for young learners.

What types of experiences led you to pursue working at a school? My husband’s family had been involved in supporting The American School of Tampico, Mexico since the 1960s. When I arrived in Mexico in 1993, I, too, became involved at the school. Over those 18 years, I enjoyed teaching in the international environment and working in administration with families from all over the world. It was a rich and beautiful experience that has given me a deep appreciation for other cultures, beliefs, and customs.

Did you always want to be in education? Learning and the school environment have always been important to me, and my passion for education has extended to my own family as well. My

three children all attended The American School of Tampico in Mexico through eighth grade, and then, as is customary for ex-pat families, they continued on to American boarding schools. My daughter attended Hockaday, and my sons went to the McCallie School. After high school, my children continued their education in the U.S., with my daughter attending the College of William & Mary and my sons at the University of Virginia/University of Georgia Law School and Davidson College/Wake Forest Business School.

What do you enjoy most about your current role as Director of Early Childhood? Watching our youngest learners take their very first academic steps, seeing them being hugged in, scurrying down the halls to their classrooms to learn experientially, making their very first friends, and playing! It’s all part of the powerful learning experience at Lamplighter.

What’s your favorite Lamplighter tradition? I’ll never forget the very first Hootenanny I attended. The children were in the well of the Klyde Warren Auditorium, singing, “The stars at night are big and bright....deep in the heart of Texas!” and I was sitting there in the middle of it all, crying! It was such a sweet moment.

Which tradition was most surprising or interesting to you when you first started?

I’d have to say that the “Hug ’em in” tradition was the best surprise of all. You can teach a child anything if they believe that you care deeply for them!

Do you have a funny Lamplighter story to share?

Some days, it feels as if we are living inside a children’s book at Lamplighter. No more so than the day the pig got out of the pen the week before school started. I still laugh when I think about it and how it all began with the unbelievable announcement over the intercom, “The pig is out of the pen!” I remember Lamplighter faculty and staff running back and forth on the playground chasing the pig around. We all had our own “methods” for tempting the pig back into its pen. I was sure that a plate of leftover Caesar salad would do the trick, while someone else held out a tray of stuffed deviled eggs. We were absolutely hilarious that day. (Ultimately, it was Dwayne Spencer who got the pig back in the pen.) Note to self: “Be calm and carry on,” no matter what the day brings.

What’s a fun fact that most people at Lamplighter don’t know about you? I can quote Lewis Carroll’s poem, “Jabberwocky.” Also, my favorite sweet treat is vanilla ice cream with birthday cake and sprinkles—it’s a party in a cone!



VICKI RANEY

Assistant Head for Academics

When did you first learn about Lamplighter? I was having lunch with a friend who happened to be on the Lamplighter Board. At the time, I had never heard of the School. As we were talking about teaching philosophies, she mentioned Lamplighter. She told me I should look into the School because she thought my philosophy really matched that of Lamplighter. Once I learned more about and visited the school, I fell in love.

Did you always want to work in education? Though I never could have guessed this was where I'd end up, I believe that everything I've ever done helped lead me to Lamplighter, and I am really enjoying my dream job here. I grew up in Louisville, Kentucky, and got my degree in elementary education from Eastern Kentucky University. When I graduated, I moved to Columbus, Ohio. There, I got my first teaching job and began working on my Master's in Counseling. I became the counselor at an elementary school and absolutely loved it. The school's principal suggested I consider becoming a principal. I realized I loved working directly with teachers and helping them with their responsibilities, so I went back for a second Master's degree in Educational Administration.

What do you enjoy most about your current role as Assistant Head for Academics? I arrived at Lamplighter in June of 2004, and despite different titles, I have had essentially the same job the entire time. Getting to work directly with the faculty to help them develop professionally is one of my favorite components of my job. I also love that I get to experience joy each day as I spend time with the students and engage

with faculty who love working with children. This job feels like a perfect fit for me. When I got the job, I told my mom I felt like I had won the lottery!

What's your favorite Lamplighter tradition? There are so many! My number one is the Austin trip with the fourth graders. Travelling is a passion of mine, but traveling with kids is like icing on a great cake. The trip allows me to get to know kids in such a different way than what is possible in the classroom. I love being with students as they experience things for the first time with their friends. The Austin visit was a tradition I brought to Lamplighter, and each year I look forward to planning and arranging for such a fun trip.

I also love the chickens because it is so unique for a school. Very few schools in the world have something like Lamplighter Layers for students, and it has allowed our fourth graders to graduate with a huge depth of knowledge about how businesses operate.

Which tradition was most interesting to you when you first arrived at Lamplighter? My favorite tradition is one that began in recent years. Our partnerships and connections with museums and organizations in town are so unique and something other schools just don't have. Some of the organizations we've gotten to work with include SMU, the Dallas Arboretum, and the Perot Museum of Nature and Science. I love that our kids get unique and hands-on learning experiences. This is exactly what I hoped for with this school.

What has been the most exciting event this year? See the story on page 10 about our work with SMU! That event was one of my highlights of the year, and it all happened because of our outstanding relationship with that university.

Do you have a funny story that occurred at Lamplighter? I remember being in Mexico on a trip with my family when I was stunned to run into Lamplighter students. My family and I were in Punta Mita, a little village near Puerto Vallarta and nearly 1,000 miles from Dallas – definitely not a place I expected to see anyone I knew. We were enjoying dinner when some of my Lamplighter students arrived at the same restaurant and came over to say hi! I couldn't believe that we had run into each other in Mexico! I hugged them, and soon I was with the Wrubel, Eastin, Ratan, Rees, and Gaunt families all together in Mexico at once. I think the moral of the story is that Lamplighter really is everywhere around the world!

Another hilarious memory is the same as Mrs. Mullens' — when the pig got loose!!! Overall, though, the students here just make me laugh every day. They say the funniest things, and it's so joyful to be around them.

What's a fun fact that people at Lamplighter don't know about you? I love photography, travel, and film. I have two sons, Matt and Jon, who live in Texas and a granddaughter (Matt's daughter) named Charlotte who is 21 months. Also, my mom is 81, lives with me, and is a great role model for me.



Remember the Barn!

Post your favorite memories and photos of the Lamplighter Barn

As announced at the October 30 Groundbreaking Ceremony, the Lamplighter Barn will be replaced this spring as part of the Campaign to Fund People, Place, and Programs. The original barn will be dismantled, rebuilt, and improved with a unique and dynamic design compatible with the new Innovation Lab.

To memorialize the current barn, Dr. Hill is asking all members of the community to post favorite stories and memories of the barn, along with photographs, to the “Friends of the Barn” Facebook group (facebook.com/groups/friendsofthebarn/). Eventually, your memories will be placed in a book and shared for all to see.

The new barn will include ample environmental science classroom space for students, as well as meeting and gathering space for parents, faculty, and administrators. A new fenced-in area for the animals and the recently rebuilt chicken coop will provide an enhanced home for the 46-year-old Lamplighter Layers program.

Memories . . .

Amanda Oneacre Rockow, Class of 1983



In my mind, the Lamplighter barn was the epicenter of creativity and freedom during my time at Lamplighter in the early 1980s. I vividly remember playing among the bales of hay and swinging with abandon on the rope swing. I remember the kiln that was in the barn that would turn our art creations into glazed masterpieces to take home to family and friends. I remember feeding the chickens, collecting the eggs, and bursting with excitement with the impending arrival of baby chicks. The barn to me is a visual representation of the uniqueness of Lamplighter. Everything that happens within the walls of Lamplighter is special, but that barn...that barn was magic!

Sue McCullough Fondly Remembers

a story about the Lamplighter pigs. Every year, Lamplighter would typically acquire a pink pig for the barn. One year, however, the Lamplighter barn became home to a black and white pig. McCullough's class visited the animals, but the black and white pig was a bit too rowdy for the students. Lamplighter decided to replace the pig, but the replacement pig was a pink one instead of a black and white one. "Well," McCullough recalled, "we went outside to visit the animals the next day after a particularly heavy rain, and upon seeing the new pig, one concerned boy shouted, 'Mrs. McCullough, the rain washed away all the spots off the pig!'" McCullough said she never corrected the student, just keeping it as a fun memory of the time the students thought the spots of the black and white pig had been washed away by rain, rendering it a purely pink pig.



Linda Cauley, Environmental Science Teacher, Remembers



"Teaching in the barn was always an adventure, and I never knew what was going to happen with the animals in the barnyard, just a small patio away." Cauley shared some favorite memories: When the cow, goats, pig, roosters, and hens all made their unique noises at the same, most inappropriate time!...the day our cow tried to open our classroom door...spreading peppermint oil around the barn to mask the chicken coop smell...when our school cat meowed to come into the barn and then selected a table to relax upon, regardless of who or what was on that table...the fun the students had swinging on the rope and falling into hay...students climbing the rope to ring the cowbell...being trapped in the barn by a sudden downpour and wading through water on the playground to get back to class...happily being in a classroom where a lesson could be noisy and messy and not disturb others!



Pre-K PM students remember the barn



Students, faculty, and staff gather recently to remember the barn



Digging Lamplighter

Lamplighter Kicks Off Campaign to Fund People, Place, and Programs with Halloween Ground-Breaking Ceremony

With aerialists performing overhead on Lyra hoops, Lamplighter launched a \$12.5M capital campaign on October 30 in a 10,000 square foot tent on the campus of the School. In a joint ceremony that also featured a Halloween Hootenanny and picnic, a long-time tradition, Lamplighter kicked off “Igniting Young Minds for a Lifetime of Learning: Campaign to Fund People, Place, and Programs.”

More than 1,100 people attended and were greeted by Head of School Dr. Joan Hill, Board Chair Catherine Rose, and Campaign Chair Jennifer Karol, all in costume themselves, fittingly dressed in reflective vests and hard hats. Dr. Hill welcomed the crowd before the School’s 450 students, dressed in their favorite Halloween costumes, paraded into the tent to the applause of their family members, Board members, administrators, and teachers.

Afterward Dr. Hill, along with Rose and Karol, discussed the School’s Strategic Plan and presented the comprehensive fundraising initiative. Using the Strategic Plan as a guidepost, Dr. Hill explained that the School’s Trustees considered the students and their needs now and into the future. “Our students are the centerpiece of all plans and provide the inspiration and motivation to move forward as we launch

the campaign,” she said, “A successful campaign will allow us to build the new spaces necessary to extend and improve upon the work that is currently taking place.”

Next, Rose discussed how priority needs of Lamplighter were identified through the School’s strategic planning process. She was followed by Karol who announced the campaign goal and level of progress. She mentioned that she was “proud to reveal” lead gifts by the Eastin and Rose families. Finally, to complete the ground-breaking ceremony, the three invited several students to the stage who donned hard hats, grabbed gold-plated shovels, and started digging.

In celebration, the ceremony ended after a “snowstorm” of confetti. The children then recessed outside with their teachers, family, and friends to gather for a picnic lunch and concert by Byron Haynie, an award-winning, country music vocalist, songwriter, and guitarist.

The School has not expanded its campus in more than 20 years, so there is “much excitement within the Lamplighter community,” according to Dr. Hill. Phase One plans include building an Innovation Lab (science building) and a new barn. Construction is scheduled to begin this winter. The 10,000 square foot “I-Lab”

will feature a teaching kitchen, an environmental science classroom, a robotics lab, and a woodworking classroom. The 1,625 square foot barn will provide new classrooms and a new chicken coop. It was designed to support the School’s signature “Lamplighter Layers” chicken-raising and egg-selling entrepreneurial business managed by the fourth grade students.

Before leaving, many attendees visited a “Preview Center” constructed by the School to showcase not only the strategic plan and campaign goals, but also interior and exterior renderings of the I-Lab and the new barn. Hosting the exhibit were representatives from Marlon Blackwell Architects, the Fayetteville, Arkansas, firm awarded with the project, which has designed “award-winning, environmentally responsive projects since 1990.”

“In short, this fundraising campaign will allow us not only to expand and enrich our beautiful campus with the addition of a new barn and an Innovation Lab, but also to increase our endowment and to improve our programs,” remarked Rose.

CAMPAIGN TO FUND





Lamplighter parent Nicole Small wows students with cast of the *Homo naledi*



WELL DONE, BERGER

LAMPLIGHTER STUDENTS FIRST IN WORLD

TO HEAR PRESENTATION ON NALEDI DISCOVERY

Last fall, Head of School Dr. Joan Hill and an auditorium full of excited elementary-level students were the first in the world to welcome Lee Berger and his team of scientists after announcing their discovery of early human ancestors.

Dr. Berger, one of the world's most prominent scientific explorers, spoke at the Perot Museum of Nature and Science the evening of the Lamplighter presentation, making his first public remarks since announcing the *Homo naledi*, a new human ancestor found in a cave 30 miles from Johannesburg, South Africa.

National Geographic devoted its October 2015 cover story to the discovery, and the find was featured in a PBS *Nova* series.

The expedition involved an extensive system of cables, videos screens, cameras, and phones, all to help keep the scientists safe and alive while they worked deep in the

cave chambers. The research professor at the University of the Witwatersrand in Johannesburg and a National Geographic Explorer-in-Residence described the expedition as "the most dangerous work ever done in the history of looking for fossil human relatives." In explaining both the complexity of the mission and the scientists dubbed the "underground astronauts," Berger commented, "fewer people have gone into that [cave] chamber than there have been astronauts in space!"

The students were delighted not only with the presentation, but also with the chance they were given to ask their pressing questions. One student asked, "How did the human-like bones get in there?" giving Berger a chance to explain the current hypothesis that this population intentionally put their dead into the chamber. Other students asked about the extent of the project, and Berger responded that so far,

15 distinct individuals have been identified, but there are "lots and lots more years" of research and excavating to do. Asking the question many critics of the project have pointed out, one student wondered, "Where does this population fall in line with current humans?" Berger explained that this has been a difficult discovery to date, but that scientists are currently working hard to resolve the question of age.

At the end of the presentation, Berger surprised the group by announcing that he was presenting to Lamplighter the very first skull cast of the South African *Homo naledi* find. The students cheered the news, and the fourth grade students were given the opportunity for close-up inspections of the cast. As the students looked with wonder, it was clear their lifelong-learner minds were racing at full speed. Questions came up such as, "Which of the early human species looks most like us?" "How do you distinguish between species?" "What's the difference between male and female bones?" and "Do you think there are other caves nearby with other species or even the same species?" Berger and the scientists gladly answered their questions, filling the students with awe.

Before concluding, Berger thanked Lyda Hill, also in attendance, for the support from her foundation that funded the research which also supports the Perot Museum. "The skull of *naledi* presented as a gift to The Lamplighter School by Lyda Hill will be displayed so that future generations of students have the inspiration to seek answers to complex problems," said Dr. Hill.

"Dr. Berger reminded our students that there is still more work to do," Hill continued, and added, "Everything has not been found nor fully understood. The future belongs to bold people who are courageous, willing to take risks, curious enough to explore uncharted territory, and want to share what they have learned with others. What an amazing opportunity this is for the students of this school."



Dr. Lee Berger poses with a Lamplighter student

SENIOR CELEBRATION

Young Alumni Speakers Inspire Lamplighter Fourth Graders

Lamplighter's annual Senior luncheon was held last September to celebrate the School's graduating fourth grade class. The gathering not only provided an opportunity for students and their parents and teachers to reminisce, but it was also the School's way to celebrate the fourth graders' achievements during their seven years at Lamplighter. Invited to address the group were two young alumni, Frank Thomas and Kirsten Kirk.

Head of School Dr. Joan Hill kicked off the luncheon by welcoming the 58 students and their parents and teachers. "We created this day for our fourth grade families," she explained, "as a time to pause, a time to reflect on the past, celebrate the present, and look toward the future." She explained that each student received a gift box, "and it's a special pin from Lamplighter." The students performed a few songs, including "Lamplighter Spirit," led by their music teacher, Natalie McCollough. Then Dr. Hill asked them to join her on stage to tell the audience about "their funniest Lamplighter memory or experience" to which one student answered, "Everyone is so caring and nice, and you learn so much every day."

While most of the memories involved making new friends on "Dallas' best" school playground and being friends ever since, traditions mentioned included the iconic Hootenannies (assemblies), traditional square dancing in Kindergarten, the 46 year-old Lamplighter Layers (the School's chicken-raising and egg-selling entrepreneurial business), special playground time, the annual Carnival, Flash updates (morning student-produced news broadcast), and the favorite Donuts with Dads and Muffins with Moms events. In addition, many comments were shared acknowledging gratefulness to their "wonderful teachers." One student said, "My favorite thing is the teachers, because they're so nice, and you always learn so much from them." Dr. Hill concurred. "Those memories could not have come together as fully without a strong faculty and staff."

After asking parents to present the senior pins to their children, Dr. Hill introduced the event's special guests, Thomas and Kirk, and expressed her appreciation to them for "returning to inspire our fourth graders."

In introducing Kirk, Dr. Hill announced that the Hockaday student sings in the choir, serves as co-editor-in-chief of the school's literary magazine, and plays volleyball and softball. "Kirsten loves to sing, act, and read, and also plays the guitar and piano," she explained, then added that Kirk also "enjoys participating on Lamplighter's Young Alumni Car Wash Committee."

"We created this day for our fourth grade families as a time to pause, a time to reflect on the past, celebrate the present, and look toward the future."

Kirk took to the stage and told the group that Lamplighter "made me the person that I am today. It was the School that taught me, and many of my classmates, to love to learn." She continued, "Lamplighter teaches us to be that kid who gets up in front of everyone and speaks, or presents, and with complete confidence. You should feel confident that your Lamplighter teachers have prepared you to do it."

She ended her remarks by encouraging the fourth graders to "Enjoy your senior year because, believe me, you do NOT want to miss it!" And then, turning sentimental, she added, "I love Lamplighter. I loved it as a student, and I love it coming back as an alum."

Then Dr. Hill presented Thomas, who graduated from Lamplighter in 2009. The St. Mark's junior is the photo editor of the school newspaper and is an active yearbook staff member. Enrolled in three AP classes, Thomas also is a starter on the varsity tennis team.

Thomas explained that he is one of five siblings to graduate from Lamplighter. "Lamplighter prepared all five of us to face the challenges and excitement that were presented to us after we left here. Lamplighter taught me the classroom skills to be very successful." He added that the skills learned at Lamplighter allowed him to make friends easily and that at Lamplighter, "we are doing things no other fourth graders in Dallas are doing."

He closed by citing how Lamplighter ignites the passion, excitement, and joy "that learning causes within us students." Then, also turning sentimental, Thomas asked the students to "remember Lamplighter...the Carnival, the chickens, the playground, your teachers, and your friends. Lamplighter will always be your home. Your heart will always belong here."

After the guest speakers finished their speeches, Dr. Hill returned to the podium and thanked them for their "inspiring words." Next, she reported that the School strives for academic excellence, while it offers "a warm and supportive environment which, in turn, inspires a love of learning and self-confidence. We often say Lamplighter delivers a serious education wrapped in the wonder of childhood."

Later, Dr. Hill explained that she is "convinced the students are successful because of the strong foundation" they receive at Lamplighter.

According to Vicki Raney, Assistant Head for Academics at Lamplighter, "The luncheon was a truly special occasion that allows us an opportunity to celebrate the Seniors' journey through their seven years at Lamplighter." She added that fourth grade "is an inspiring time to look back and to look forward to the many rich experiences yet to come."



“A blockbuster hit!”

Film Festival

“Oscar worthy!”

“A pulse-pounding success!”

“So much fun!”



It was a star-studded night for The Lamplighter School. On Saturday, February 6, the “Our Favorite Films” Auction that benefitted the School’s Faculty and Staff Professional Development Fund was held in downtown Dallas. The event saw the Lamplighter community members “transform into characters from Amelie to Zoolander,” described Shannon Morse, Lamplighter Parents’ Association President. “Red carpet, paparazzi, famous film props, and an Oscar-worthy soundtrack were only upstaged by the prized Auction items available,” she added.

Dr. Joan Hill agreed. The Lamplighter Head of School described the Auction as “a blockbuster hit! We gathered as a community for an evening of fun and friendship in support of Lamplighter.” Dr. Hill thanked Auction Chair Megan Ratcliff and committee members Christina White, Emily Clarke, Jen Lochridge, Morgan Kennedy, Stephanie Byrd, Natalie Johnson, and Tiffany Wilmer for creating “an extra-special evening that was so enjoyable. Our volunteers, underwriters, and sponsors gave us a night to remember,” she continued.

Since its inception in 1969, the Auction has been the primary fundraising effort of the Lamplighter Parents’ Association. This year’s event raised money for training and professional development for the School’s more than 80 faculty and staff members.

The gala, held at f.i.g. (Fashion Industry Gallery), “was filled with a cast of characters from across the film pantheon,” described Morse. “Whether in character or playing an extra, everyone ate, danced, and bid in

support of their favorite school.” The venue was chosen due to its high-profile downtown Arts District location.

Ratcliff said she is “continually amazed” at the generosity of the Lamplighter community. “Our parents, most decked out in creative costumes based on hit movies, arrived to the Auction ready to have fun,” she described. “But they never lost sight of the purpose of the evening, which was to fundraise for our teachers and our school.”

Dr. Hill agreed, but added that the School’s Auction “is not just a fundraiser, but serves as a “community-building event for Lamplighter families

“The Auction benefits the faculty and staff professional development fund.”



and friends.” She thanked parents for being “the spark that ignites the innovative spirit of our children, faculty, and school community.” Dr. Hill also said she appreciates the volunteers’ generosity with their time “with the event that takes almost a year to plan and execute.” She described it as “yet another example of how Lamplighter embodies the definition of community.”

With the proceeds from the event supporting professional development, Lamplighter teachers and staff will be provided with the support necessary to continue to be innovative in their methods and materials, according to Hill.

Live-auction items were headlined with vacation trips, appropriately including

a “star-studded” trip to Los Angeles, and New York City for the April 13-24 Tribeca Film Festival. In addition, a luxury suite on the 50-yard line for the June 4 Kenny Chesney concert at AT&T Stadium and a KDFW-TV Fox 4 “Anchorman” promotional spot were auctioned. Not to be outdone, the School offered an enter-to-win raffle featuring \$5,000 off next year’s tuition. As in the past, some of the highest bidding was not for diamond earrings or around-the-world vacations, but for an in-school “lock-in” party and the Lamplighter “Head of School for the Day,” allowing the winning family’s son or daughter to fill the shoes of the Head of School, from running meetings to greeting students at carpool to making special announcements.

Other priceless items included class projects made by the students including original artwork. While many guests left the party with new treasures, the real winner was the School, according to Dr. Hill. She explained that the success of the Auction ensures that the professional development and teacher training will continue to be funded “at the highest levels. As professional educators, we are always seeking to learn new ways to understand and implement the very best practices in our work with students as they will be the ultimate beneficiaries of a successful Auction.”

Later, Dr. Hill explained that Lamplighter is known not only for “delivering serious education wrapped in the wonder of childhood,” but also for inspiring students to become “lifelong learners.” She described the School as one with “dedicated teachers and staff and an exceptional parent community, all of whom work together to enrich the lives of all of our students.”

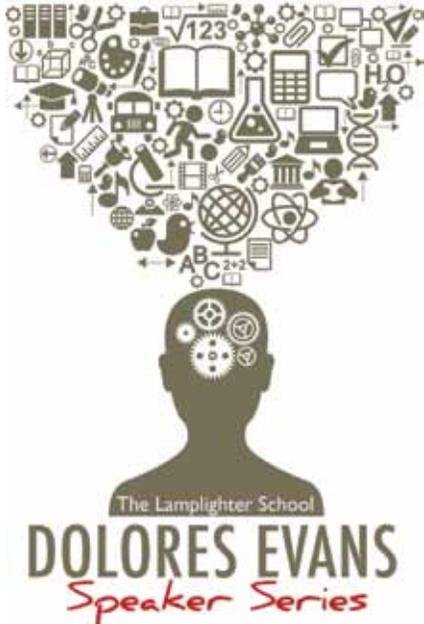


Our
Favorite
Films

AUCTION 2016
A LAMPLIGHTER PRODUCTION



FOREVER LEARNERS



Lamplighter's Dolores Evans Speaker Series is a unique program the school offers to its parents, faculty, and staff, as well as the broader Dallas community. Each school year, Lamplighter hosts two events to bring thought leaders to campus as part of the long-running program. The 2015-16 season brought "Change Makers" and "The Big Disconnect" to Lamplighter.

Change MAKERS

To kick off the Series, Lamplighter hosted "Change Makers" in November, featuring three speakers who are improving the lives of families through innovative thinking. Speakers included Stanford University freshman Jack Andraka, who was featured on *60 Minutes* and in a *Wall Street Journal* article. The author of *Breakthrough* is known for developing a method to detect an increase of a protein that indicates the presence of some cancers. Kavita Shukla, seen on *The Today Show*, invented spice-infused FreshPaper which keeps food fresh by inhibiting bacterial and fungal growth. *The Daily Show* guest William Kamkwamba, author of *The Boy Who Harnessed the Wind*, built a solar-powered water pump to supply the first drinking water to his African village.

CONNECT and DISCONNECT

The 2015-16 Dolores Evans Speaker Series hosts two successful events

Dr. Joan Hill, Head of School, introduced the well-known moderator, Krys Boyd of KERA's talk show "Think," who kicked off the event by asking the speakers to provide presentations about their achievements. The theme of the evening, "Improving the Lives of Children Through Innovative Thinking," was designed to help parents empower their children "who are our next generation of leaders," noted Dr. Hill, who added that she was "very excited about the opportunity to have innovators speaking about topical issues here at Lamplighter."

First to speak was Kamkwamba. The Malawian innovator, engineer, and author built a windmill to power electrical appliances in his family's house using blue gum trees, bicycle parts, and materials collected in a local scrapyard. Since then, he has built a solar-powered water pump that supplied the first drinking water in his village, and two other windmills, and is planning two more there.

He was followed by Shukla, whose story began at age 12 when she visited India. Shortly after arriving there, drinking a cup of her grandmother's homebrewed spice tea seemed to help stave off the ill effects of her drinking tap water. Eventually, she came up with the idea of infusing the spices into sheets of paper, and now her company, Fenugreen, makes a product

that is "potentially transformative": spice-infused FreshPaper, which keeps food fresh by inhibiting bacterial and fungal growth. The inventor of the paper that keeps food fresh two to four times longer said she didn't realize how starting with just \$300 and earning a patent at age 17 would someday lead to appearances on *Oprah*, *The Today Show*, and *CNN* and in *Forbes Magazine*.

Last to address the audience was Andraka. The inventor, scientist, and cancer researcher is known for his work in developing a new, rapid, and patent-pending method to detect the increase of a protein that indicates the presence of pancreatic, ovarian, and lung cancers during their early stages. When he first sent his 30 pages of research to professors at Johns Hopkins, he received 199 rejections. "Then I finally found one professor who said yes!" So far the test is 90 percent accurate and can detect ovarian and lung cancers, as well as pancreatic cancer.

After the program ended, Dr. Hill remarked that the speakers underscored the importance of having unstructured time to dream and experiment. "Interestingly, they began to develop their passions early in life between the ages of 9 and 15. During these 'wonder years' the speakers began to understand the power of one," Dr. Hill remarked, and added, "Each speaker believed that they could make a difference."



THE BIG DISCONNECT



For the second Dolores Evans Speaker Series event, Dr. Catherine Steiner-Adair, author of *The Big Disconnect: Protecting Childhood and Family Relationships in the Digital Age*, presented. Dr. Steiner-Adair is an internationally recognized clinical psychologist and school consultant. In her book and through her presentation, she examined ways in which “technology and media are putting children at risk at every stage of development, while challenging what it means to be a family.”

“Technology and media are putting children at risk at every stage of development.”

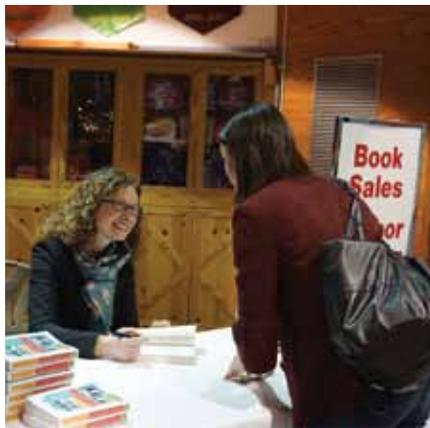
In her work, Steiner-Adair identifies challenges for parents and educators and ways to strengthen children’s social and emotional development to help them grow to be responsible, resilient, confident, and capable young adults. Steiner-Adair shared real-life stories from her clinical practice, her work with educators and parents, and extensive interviews with students as young as preschool. She began her speech by explaining how family time and childhood are “so challenged” by this huge transition in technology. Calling it a “huge paradox,” Steiner-Adair said while new technology makes it so easy to connect with “people we love the

most,” it also strains the relationships with “people we love the most.”

Describing “lost boundaries between kids and schools and children and the adult world,” this is the first generation of children growing up who both have the option to text and who tend to prefer it (in lieu of face-to-face conversation or speaking by phone). This “psychological dependency,” is almost a “separation anxiety” that none of us had eight years ago before smartphones, she cautioned.

To wrap her presentation, before answering a few questions from the audience, Steiner-Adair reviewed her tips for parents, including eliminating tablets and smartphones from the dinner table, car, and bath/bedtime routines.

“[This was] one of the most meaningful topics of our time to Lamplighter: smart and sensible use of smartphones so that family time is protected,” remarked Dr. Hill. She added, “Her stories were compelling as she offered suggestions to help us to monitor use of this ubiquitous communications tool,” such as describing the effects on a child when her parents spent too much time on the phone. “It is important to understand the feelings of being unimportant that were commonly described by children.”



COMMITTED!

Lamplighter Volunteers



Now in its third year, Lamplighter’s partnership with Commit! and Dallas ISD schools Sudie Williams Elementary and Walnut Hill Elementary continues to strengthen. “Our primary goal is to help our two partner schools increase third grade reading scores, which we are able to do thanks to our dedicated LPA Board leadership and the parent community,” said Sandy Diamond, Director of Advancement. “Over the course of a year, Lamplighter donates over 3,000 new and lightly used books to each of these schools.”



In addition to the school’s work with Sudie Williams and Walnut Hill, this year Lamplighter parents, alums, alumni parents, and staff members volunteered in December to wrap classroom literacy resources that were gifted to 17 Dallas ISD schools by an anonymous donor. Members of the Lamplighter community volunteered again in January for the Extra Yard for Teachers Summit that was held for North Texas teachers at Booker T. Washington High School for the Performing and Visual Arts. Current Lamplighter parent Lara Johnson shared her own inspirational story at the Summit. She spoke of being a student in DISD and what a difference it made in her life having her high school English teacher believe in her.

“It’s great fun to volunteer at these events and run into other members of Lamplighter’s community who make community service a priority in their lives,” remarked Board member and parent Sarah Weinberg.

DOOLEY DUO

Lamplighter's Dooley Author Series brings award winning authors and illustrators to campus twice a year for a special visit with students, faculty, and staff.



Patricia Vermillion and fourth graders with author/illustrator David Macaulay

The Dooley Fund was established in 1996 by Marilyn Halpin in memory of her late husband to support the author series. This school year, Lamplighter welcomed two children's book author/illustrators: David Macaulay and Sergio Ruzzier.

David Macaulay visited Lamplighter in October and spent the day with Lower School students. The author presented slides of his architectural process and told them that he enjoyed illustrating because "you get to choose what you want to do... you can design a good problem and come up with a good solution."

Macaulay provided examples of how he conducts research for his books, ranging from a trip to Egypt to study the pyramids to an adventure in Mexico where he learned to scuba dive. He summarized his accomplishments, saying, "It's all about practice. And I've been practicing for 40 years!"

After his presentations, he worked with fourth graders, teaching the process of perspective, vanishing points, and hatching to show shadows. "The students were mesmerized when they saw that altering the vanishing point totally changed the perspective," remarked teacher Kathey Beddow.

Vicki Raney, Lamplighter's Assistant Head for Academics, said Macaulay's intricate pen-and-ink drawings are "amazingly detailed." She said one of

the main reasons she loves his books is that they teach history and perspective. She considers Macaulay "a master of illustration that tells a story." Raney suggested the students were "truly engaged" as he described the process of researching, traveling, experimenting, drawing, painting, writing, and editing that result in a published children's book.

Macaulay has written and illustrated more than 20 books. The most famous works of the British-born American illustrator and writer include *Cathedral*, *The Way Things Work*, and *The New Way Things Work*. He was recipient of the Caldecott



Medal in 1991 for *Black and White*, and his illustrations have been featured in popular nonfiction books combining text and illustrations explaining architecture, design, and engineering.

In March, picture book author and illustrator Sergio Ruzzier visited Lamplighter and spent the day with Early Childhood students. Ruzzier showed the students a sample storyboard with "thumbnail sketches," so they could get a sense of the process it takes to create a full story from just an idea. He explained how he slowly refines his drawings from quick sketches, to detailed drawing using pen

and ink, to full images colored with water colors.

Sharing one of his stories, *Two Mice*, Ruzzier read through it quickly once and then went through it again to point out details in the illustrations. Students were excited to name the various elements they saw within the pictures.

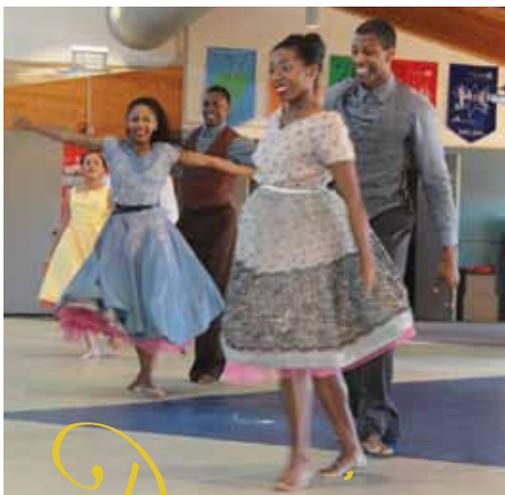
Ruzzier read another one of his books, *A Letter from Leo*, to the afternoon Pre-K students, and they were equally delighted. Judith Mullens, Director of Early Childhood said, "Students sat spellbound as they listened to Sergio Ruzzier read aloud his sweet, simple stories about the daily concerns and emotions of two little mice, a weasel, and a bird named Chirp. Children empathized with these little characters who were learning to read their first book without pictures or feeling sad as they waited and watched the mailbox for their first letter!"

Born in Milan, Italy, Sergio now lives in New York and works with past Dooley illustrators Sophie Blackall and Brian Floca. Ruzzier was a recipient of the prestigious Sendak Fellowship in 2011. His work has been awarded by American Illustration, The Society of Illustrators, Communication Arts, and The Society of Publication Designers. In addition, he won the Parents' Choice Gold Medal for *The Room of Wonders* and for his illustrations for *Why Mole Shouted*.



Judith Mullens and Patricia Vermillion with author/illustrator Sergio Ruzzier

LAMPLIGHTER'S CULTURE CLUB



Dancing with the Stars

In early February, The Dallas Black Dance Theatre visited Lamplighter and performed three vignettes that encouraged students to use their imaginations to understand the stories the dancers told. The stories performed were titled "Sleepy Time," "The Art of Waiting," and "American in Paris," each one complete with new costumes, choreography, a full explanation of the piece's background, and an invitation to engage in the story from Artistic Director Nycole Ray.

Vicki Raney, Lamplighter Assistant Head for Academics, noted, "The performance had so many elements that wowed the students, and Ray really encouraged everyone to become involved in the performance through both imagination and a bit of choreography."

According to the dance company, education is a primary focus. Their mission to educate came through in their performance as Ray taught Kindergarten through fourth grade students some choreography, the meanings of "emote" and "choreographer," and some rhythmic claps that mirrored the choreography of the performance.



Day at the Opera

The Dallas Opera treated Lamplighter students to a full opera performance of *Bastien und Bastienne* in the School's Klyde Warren Auditorium last October. Lamplighter's music teacher Natalie McCollough and former Head of School Pat Mattingly collaborated with the Dallas Opera to bring the performers to campus to promote their education program. The company visits schools to give students an introduction to opera, and the performers in the shows are also represented on the program education team.

McCollough said that she used the education program about 10 years ago when she taught middle school. Now at Lamplighter, McCollough remarked, "After learning about Lamplighter's fourth grade opera program [where students write and perform original operas], I thought

it would be a great way to show the students a live performance."

Explaining the significance of the visit from the Dallas Opera, Vicki Raney, the School's Assistant Head for Academics said, "I was thrilled that Lamplighter was able to book a full performance of the opera *Bastien und Bastienne*, and the students were equally excited." She said the production gave second grade students their first glimpse of opera at Lamplighter, and that it was perfect for the third grade students' opera study. "In addition," she continued, "the fourth grade students benefitted from the show for their opera education and upcoming May performance. We are so lucky at Lamplighter to have opportunities like this one that truly enrich the learning experience for our students."



Night at the Museum

Lamplighter, in partnership with the Perot Museum of Nature and Science, held its annual Family Science Night on February 16. More than 100 Lamplighter families of Pre-K through fourth grade students participated in hands-on exhibits and activities. "Our many exhibits allowed intimate parent-child exploration all over the building," said Gretchen Pollom, Lamplighter's liaison with the Museum.

Lamplighter and the Museum formed their partnership in 2012 and have since been collaborating on lesson plans, integrating curriculum, and implementing professional development programs for Lamplighter teachers, in addition to planning events such as this annual Family Science Night. As a result of the partnership, the event was held after-hours, and the School had special access to the popular destination.

GRADUATES ON THE GO



Laura Roberts '04 and Liz Curlin at Lamplighter

Laura Roberts '04 was introduced by Head of School Dr. Joan Hill as Lamplighter's first-ever Rhodes Scholar at a December 2015 faculty/staff community meeting. The Duke University senior, who visited her alma mater during her winter break, will begin her studies at Oxford in October 2016 to pursue a Master's of Philosophy in British and European History.

After a warm reception by the faculty and staff members in the Klyde Warren Auditorium, Roberts reflected on the

interview process for the Rhodes scholarship. On her application, Roberts' personal statement was about "What Education Means to Me." She explained that "education should be used to spread love, kindness, and creativity... and that's what Lamplighter meant to me," explaining that her life "would not have been the same were it not for Lamplighter. The Rhodes Scholar honor, and every other award I have won, belongs to Lamplighter. I wouldn't be who I am without the start I received at Lamplighter."

THE RHODES STARTS HERE

Laura Roberts '04

First Lamplighter student ever to receive Rhodes scholarship

Roberts explained her appreciation for the honor: "If I had a way of breaking up the scholarship and passing it out to all of my teachers, I would want to share it with them." Laura affectionately recalled her experiences at Lamplighter, stating that so many of her teachers were still here. "The teachers were my favorite part of the school. They make it what it is. They treat kids with childlike wonder. Ms. Curlin, Ms. McCullough, Ms. Yarbrough, Mrs. Beddow, Ms. Mackey, Mrs. O'Krent, Ms. Stout – it's amazing that so many teachers are still here changing lives."

Roberts recalls that when she received a care package from the Advancement Office just before her first college final exams, that was the epitome of Lamplighter Spirit – still caring about her as a person even years later. "I don't know of any other school that does that," remarks Roberts. "The personal interest that

Lamplighter takes in its students is like nothing I have ever seen."

Laura continued on through middle school and high school with Lamplighter friends. She remains best friends with **Brooke Shelton '04**, and says they "have a super-tight bond because of the time we had at Lamplighter." At Duke University, Robert's freshman roommate was **Lauren Haley '04**, and she also lived with Shelton during their time at Duke. Roberts added "My godmother Elizabeth Fraley's children, **Alex Fraley '03** and **Zach Fraley '03**, attended Lamplighter. This is a community that continues to assert itself into my life long after I got my letter jacket in the fourth grade. And I know the Lamplighter community will continue to weave itself throughout the remainder of my life, too."



THEN AND NOW

Lamplighter '08 alums pictured in August 2008 before their first day at St. Mark's School of Texas, and then again in August 2015 before their first day of senior year. What a difference seven years makes!

Front Row: Graham Kirstein, Philip Smart, Michael Mosle, Taylor Rohrich
Back Row: Ward Rushton, Lucas Porter [not shown in the 2016 Senior picture]

1971

Laura Charlton Cole '71 is coordinator for the SPARQ Innovation Space at Good Shepherd Episcopal School. She is entering the Master of Arts in Design and Innovation program at SMU. Laura, whose two daughters, Kelly Cole '03 and Anna Cole '07, attended Lamplighter, says, "Lamplighter is a part of our family shared experience and a warm, heartfelt one at that!"

Mark McCullough '71 joined American Airlines as a pilot in 1991. He currently is a Check Airman Service Instructor and flies American's newest airplane, the Boeing 787. Recently, while flying to Chicago, Mark was joined by a young man who was headed to Chicago for medical care. The photograph below was snapped while McCullough was visiting with the young passenger, and it appears as an advertisement in *American Way* magazine. Mark's mother, Sue McCullough, has been a vibrant part of Lamplighter since 1988. Sue is beloved for her Hug 'em in, Hug 'em outs.



Mark McCullough '71

1975

Emily Jourdan moved back to Dallas in June of 2015. She is working for Morgan Stanley as a Financial Advisor at the Crescent Court offices.

1978

Tammy Tycher '78 is in her 18th year of teaching preschool at the Jewish Community Center, as the Art/Science specialist. Tammy is engaged to Steve Hoogland.



Tammy Tycher '78

1980

Jennifer Bryan '80 works as a para-educator at Manhattan High School in Manhattan, Kansas. She is continuing her lifelong love of learning at Kansas State University where she is studying to become a Speech Therapist, SLP.

1983

Chris Gannett '83 relocated his family to Dallas from New York. The former CMO of "American Idol" and owner and producer of Endemol Shine Group, Chris is currently chief revenue officer of marketing technology start-up CataBoom. Chris is co-chair of Lamplighter's Annual Fund. Chris and his wife, Lisa, have twin sons, Paul and William, who attend Lamplighter Pre-K All Day.

1990

Flauren Fagadau Bender '90 and her husband, Jason, are happy to announce the arrival of Sally Frances Bender, born on December 15. Flauren says Sally can't wait to join her brothers, Jack and Leo, at Lamplighter in a few years!

1991

Capera Clement-Norinsky '91 and her husband Igor Norinsky reside in Houston, where they recently welcomed their second child, Capera Nellya Norinsky, on September 23. Proud big brother, Ibg, is 3 years old.



Capera Nellya Norinsky

1993

Finley Harbaugh '93 is a director for executive search firm Stanton Chase International, where she is focused on industrial and technology sectors. Finley married Eric Konrade on August 22, and they reside in Dallas. Finley currently serves as Secretary for the Lamplighter Alumni Council.



Finley Harbaugh Konrade '93



Sally, Jack, and Leo Bender

1996

Gray Malin '96 lives in Los Angeles where he began his own fine-art photography brand, GrayMalin, about five years ago. Gray shared that he adored his time at Lamplighter and often reminisces.

Joe Unis '96 became the proud father of twins, Mary Frances and Joseph Anthony Unis III, on June 30, 2015.

1997

Taryn Beverly '97 graduated from Northeastern University Law School in May 2015.

1998

Rachel King '98 attended Stanford University, and graduated with high honors in Archaeology. After Stanford, King received the Clarendon Scholarship, funding her continuing education at the University of Oxford. She pursued her Master's and Ph.D. in archaeology, and her parents recently visited her at Cambridge University's Center for African Studies for her graduation. Her next steps involve a three-year post doctorate teaching and research position through the Smuts Fellowship.

1999

Fontaine Foxworth '99 is currently living in San Francisco and working at Google, where she enjoys building cutting-edge technology for this innovative company.

Gabriella Termon '99 is working as a Marketing Manager at Breather in San Francisco, California.

2000

Shannon Blakey '00

obtained her Master of Science in Psychology at the University of Wyoming after receiving her Bachelor of Arts from the University of North Carolina at Chapel Hill in 2012. She returned to the University of North Carolina and is pursuing a Ph.D. in Clinical Psychology. After she receives her Ph.D., Shannon plans to work at a Veterans of America hospital anxiety disorder research and treatment center.

2003

Kelly Austen Cole '03

graduated from Loyola Marymount with a Bachelor of Arts degree in English Literature. She interned as a script editor and script manager in the film industry. Kelly recently worked at Good Shepherd Episcopal School as an Administrative Assistant in the Technology department and for their after-school programs. She currently works as the project administrator for the Dallas International Film Festival.

2004

Kate Mosle '04 will graduate from Stanford University in June, after which she will be returning to Dallas (which makes her parents very happy) to work at Boston Consulting Group.



Kate Mosle '04 and Taryn Danurand '04 lived together and worked in San Francisco last summer.

2005

Ryan Eichenwald '05 is a junior at Duke University. He plans to pursue a career in publishing and writing fantasy novels. Ryan enjoys playing music, and when he is in Dallas, he can often be seen performing his own songs at open mic sessions at Sam Ash.

Kira Latham '05 is a junior at University of California Los Angeles. This past fall semester, she studied abroad in Sweden, and while Kira was there, she took a weekend trip to Norway to hike 22 kilometers to Trolltunga over the fjords.



Kira Latham '05 - Norway

Chandler Tucker '05 is a junior at Ole Miss pursuing a degree in Business Marketing with a minor in Management. Her GPA has earned her the Headmaster's Honor Roll. Chandler serves as an officer in her Delta Gamma sorority, she is a member of the executive board for Student Activities Association, and she was elected to serve the student body as a senator for the Associated Student Body Government. This past summer, Chandler studied abroad in Rome, Florence, Innsbruck, Munich, Paris, and London through an international business seminar. She enjoyed analyzing the different business practices of the European culture. She is currently working as a

marketing intern for Matthew Trent Jewelry Design Studios in Preston Center, and she is planning to move back to Dallas after she graduates in May 2017. Chandler says she adores Lamplighter dearly, and she credits Lamplighter for instilling unforgettable values and memories in her!



Chandler Tucker '05

2006

Brian Griffin '05 is currently a sophomore at Texas State University with a double major in Biology and Chemistry. He is having a great time in college!

2007

Robin Vuitch '07 attended Booker T. Washington High School for the Performing and Visual Arts, where she was co-president of the Tibet Club. She met the Dalai Lama on July 1, 2015, at Southern Methodist University. Robin attends Maryland Institute College of Art where she received a merit scholarship.



Robin Vuitch '07 and the Dalai Lama

Anna Cole '07 is a freshman at Stanford University where she writes for the *Stanford Daily*. Anna is a research assistant in the Psychology Department and loves college.

Blakely Castleman '07

graduated from Woodberry Forest School in Orange, Virginia, where he graduated magna cum laude and served on the Prefect Board, which is the school's 100-year-old Honor Council. Blakely is a freshman at Wake Forest University.

2008

Michael Mosle '08 will graduate in May 2016 from St. Mark's School of Texas. He is headed to Stanford University in the fall.

2010

Amelia Brown '10 is a sophomore at The Hockaday School where she participates in varsity cross country, JV soccer, varsity track, Community Service Board, and National Charity League. Amelia participated in an exchange program this past summer in Australia at St. Hilda's School.

2011

Penelope Piccagli '11 participated in a Rustic Pathways program in Costa Rica where she worked with local children. She particularly enjoyed practicing Spanish with the locals.

2012

Sophia Ehring '12 is an eighth grader at Episcopal School of Dallas. She appeared in *The Lion, the Witch and the Wardrobe* at Theater Arlington last summer. Sophia played a member of the White Witch's Brigade.

CHIAPAS FOR CHANGE



When Lamplighter alums **Holmes Davis '09, Natalie Groves '09, Tommy Hessel '09, and Alden Vose '09** volunteered for a trek to the Dominican Republic, they had no idea that they would return with eyes wide open and hearts opened even further.

Last May, these young alums traveled to the Dominican

Republic along with thirty ESD students to participate in the Chiapas for Change program through Esperanza International, a non-profit group that works to help children and their families overcome poverty.

Currently, the Dominican Republic has over 1 million hurricane-displaced Haitians

who live in an extremely impoverished community. Tommy Hessel '09 comments, "There was no plumbing. Just walking from the bus to the volunteer site, we saw a vast land of refugees." The volunteers quickly learned about the hardships from lack of available materials to types of labor; everything was hard.

Through manual labor and donations, the volunteers assisted in renovation of Mis Primeras Palabras School. The school is actually the bottom floor of the home of a generous woman, Magda De Las Ros, who donated her home's living space for disabled children to receive an education, as the government does not support education for the disabled.

The volunteer team rebuilt and renovated her home to function as a school. This project included four days during which the volunteers painted the exterior and

interior of the school, built fences, built and hung blackboards, renovated the playground, and painted murals on the exterior of the building.

The alums plan to go back and continue their renovations. After they returned, this ESD group fundraised throughout the year and raised an additional \$30,000 for the school. Through this intensive volunteer work, they agree the most rewarding aspect was seeing the school through the eyes of the child. They could see the direct impact that their boots-on-the-ground operation had on the community. Hessel remarked, "To see these children living in extremely impoverished conditions with no running water or electricity and dirt floors, yet the amount of hope for the future the kids have, this was huge."

Esperanza means HOPE in the Spanish language – how very fitting.

JACK OF ALL TRADES

Jack Herz '12 recently chose Lamplighter as the recipient of his Eagle Scout project. For his project, Jack created raised garden beds near Early Childhood classrooms that will be used by Lamplighter's youngest students. Jack and his crew



Jack Herz '12

worked from early morning until late afternoon on a recent Sunday. Herz is the third alum who has selected Lamplighter as the recipient of an Eagle Scout project. "It is a true testament to the strong foundation Lamplighter builds for students and the connections the school fosters when students want to give back to their beloved community," said Vicki Raney, Assistant Head for Academics. She added, "Jack did an amazing job in such a short time! That was a big project and it looks great. I know that Pre-K will love having gardens closer to their classrooms."

Paul Sullivan '12 studies at St. Mark's School of Texas, where he is involved in photography, debate, and *Mini Marque*, the school magazine. Paul is captain of the swim team and spends his summers camping in Northern Maine and kayaking around Martha's Vineyard.



Paul Sullivan '12

2013

Evan Brown '13 was elected to serve as the seventh grade Student Council representative at Good Shepherd Episcopal School for the 2015-16 school year.

2015

Bella Ehring '15 attends Episcopal School of Dallas. This past February, she was part of the Youth Ensemble in *Skippyjon Jones*, a Dallas Children's Theater musical based on the children's book series.



2013

Lamplighter alums **Henry Kaiser, Jack Yarborough, Jack Rose, Andrew Pfaff, Everett Graves, and Evan Sussman from the Class of '13** reflect that it feels just like yesterday that they were buddies running around the playground. Today, they remain friends off the field after running around the soccer field during a recent ESD vs. Greenhill game.

MIDDLE SCHOOL MATHLETES



Greg Ross, a middle school math teacher at Greenhill, currently leads some Lamplighter alums in Math Club. Recently, Ross noted that scores from the first five SIGMA math competitions



placed four students in the "high-scoring" category. **Varsha Gande '14, Gabriel Patel '14, and Timmy Nadolsky '14** are three of four of the highest-scoring students. Nova Patel,

mother of current student Eleanor and Gabriel '14, commented to fourth grade math teacher Kathey Beddow, "Gabriel has always been a great fan of yours and still is. He is learning lots of new things, but even now in sixth grade, he talks about things being taught in class he already knows because you covered it in fourth grade." Patel said she is thankful for the solid foundation Beddow has helped build not only for her son, but also for all Lamplighter students. Vicki Raney, Assistant Head for Academics, was

"thrilled" to hear the news and noted that the three boys were excellent examples of Lamplighter lifelong learners. Regarding Beddow, a favorite faculty member, Raney noted, "Mrs. Beddow is a talented and inspiring math teacher and the perfect example of our faculty who all shine in so many ways. It's great to hear how she influenced alums who are competing now at Greenhill. Indeed, it is the strong foundation provided in these early years that paves the way for success as children get older!"

LION KINGS

This year, Parish Episcopal Middle School put on Disney's *The Lion King Jr.* The performance showcased several Lamplighter alumni. **Jessica Barnett '97** directed the production. **McLain Niven '15, Hannah Newberger '15, Finn Collins '14, Matthew Wiggins '14,** and Lauren Staveteig (sister of current third grade student Jacob Staveteig) were all performers in the show. Collins and Wiggins were also seen in last fall's Parish production of *You're a Good Man Charlie Brown*, and Wiggins was also in last spring's production of *School House Rock Live* at the School. Wiggins was featured as Young Simba in the production, while the others manipulated puppets and costume pieces to portray different animals.



Lamplighter Spirit

Lamplighter Honors Former Board of Trustees Chair Karen Pollock



To cap the School's Alumni Days, more than 100 faculty, staff, parents, board members, and alumni attended the annual Lamplighter Spirit Award Luncheon in February. This year's honoree was former Board of Trustees Chair Karen Pollock. The award was established in 2003 during the School's 50th anniversary. According to Lilly Albritton, President of the School's Alumni Association, Pollock was chosen because she "embodies the Spirit of Lamplighter, a lifelong learner who is willing to take risks and display creativity in her work."

Pollock's relationship with Lamplighter began when she was a student, and continued when her children, Katherine '10 and Matthew '11, attended Lamplighter. Her involvement grew over the years, and she ultimately became the Chair of the Board of Trustees in 2010, during the launch of the Campaign for the Future. That Campaign funded the purchase of the school's land. Also during her tenure, Pollock championed the search for the new head of school which was led by Alex Sharma.

After the "Lamplighter Singers" performed a few songs, appropriately including "Lamplighter Spirit," Dr. Joan Hill, Head of School, welcomed the group and described Pollock as a "very special person" who greeted her when she arrived from Ohio to begin her new job as the School's Head in 2011. Before introducing the other speakers and the recipient, Dr. Hill presented Albritton, who explained the significance of the award.

Albritton next introduced three speakers, former Board Chair David Miller, alum parent Patricia Arvanitis, and former interim head of school Judy Gass, who shared stories about Pollock. Miller described Pollock as "articulate, knowledgeable, and confident. She is the embodiment of Lamplighter spirit." Arvanitis spoke next and said Pollock "invites collaboration and cares about students, no matter which school they attend. She truly sees all children as lamps waiting to be lit." Gass credited Pollock with

Annual Alumni Award luncheon celebrates "lifelong learners who embody the spirit of Lamplighter"

forming Lamplighter's partnership with the Perot Museum of Nature and Science and explained, "Karen understands the mission and vision and the impact Lamplighter can make with our students."

To rousing applause, Pollock stepped up to the podium and started her speech by claiming to be one of the luckiest people in the room because she experienced Lamplighter as a student, an alum, a parent, and a Board Chair. Pollock said she consistently came back to the reality "of how fortunate I am that my parents took the leap to send me to Lamplighter." She added that all of the perspectives afforded her the chance to know Lamplighter from all angles. "But what kept resonating with

me were the traditions – both old and new." Pollock acknowledged Lamplighter founders Natalie Murray and Sandy Swain, "whose vision for our school still holds true today – hands-on learning and a true love for the learning experience." When she left Lamplighter as a student, Pollock explained that she was prepared because of the "great support" from her teachers, who gave her the confidence to believe in herself.

Pollock then shared how she and her husband, Richard, both knew "without hesitation" that their children would thrive at Lamplighter. "Their teachers gave them exactly what they needed to start their educational experience. Watching our children square dance, perform in the Opera, and sell eggs [through the Lamplighter Layers program] are some of my fondest memories," she continued.

During her remarks, Pollock informed the audience that her current focus is the public school system. "I have become involved through SMU and LeadershipISD in finding ways to help improve educational opportunities for all kids in Dallas." She said that just like children at Lamplighter, "I believe every child deserves the same opportunity to a quality education." In closing, Pollock thanked everyone and explained that she has been able to give a little back "to the place I love so dearly. Education of young people is one of the greatest gifts we can give each other."

President's Corner



Dear Lamplighter Families:

This year's LPA activities reflected the spirit of innovation grounded in rich tradition that has permeated the broader school community this year. Innovation began in Spring 2015 as the LPA engaged in its first official Retreat. We started our year by connecting our plans to the school's Mission Statement. In the process, the Board crystallized an understanding of the LPA as living the school's mission in what we do and how we accomplish it. Amazing successes have grown from this seed.

Lamplighter's mission calls us to engage in learning in a "creative, inclusive, and collaborative environment." The LPA's embodiment of this principle is most visible in its sensational events. Carnival chairs Cindy Hanson and Sunny Knocke and their capable committee filled us with Olympic-style spirit at the Lamplighter Games. Kicking off the games with a torch-lighting ceremony and Parade of Grades featuring each grade in a different color t-shirt, the Carnival team scored high marks from all families with fun attractions, delicious food, spirited souvenirs, and a spectacular senior jacket ceremony on the famed Lamplighter hill.

Lamplighter's Media Center Open House, deftly chaired by Traci Lee and Tracy Roybal, ushered in the giving season. Parents donated books and contributed to the Media Center Fund to honor our beloved faculty and staff as student musicians created a festive atmosphere.

It was a star-studded night at Our Favorite Films 2016 Auction! Chair Megan Ratcliff and Co-chairs Stephanie Byrd, Emily Clarke, Morgan Kennedy, Jennifer Lochridge and

Year in Review

Tiffany Wilmer produced an evening that saw Lamplighter community members transform themselves into characters from *Amelie* to *Zoolander*. Red carpet, paparazzi, famous film props, and an Oscar-worthy soundtrack were only upstaged by the prized auction items available. All proceeds from this sparkling spectacle were donated to the Faculty/Staff Development Endowed Fund!

Spring arrived, and the LPA sent the Lamplighter community on a world tour during International Night. Chairs Lindsey Beran and Danielle Cate gave all students passports that provided "entry" to over 20 countries, each represented with food, dress, history, and information provided by Lamplighter families. Travelers could take a break from their journey to eat delicious food and watch performers share their traditions in song, dance, and drum.

Throughout the year, Cultural Awareness Chairs Lisa Kirby and Neelima Kurji partnered with staff and faculty to organize multiple events for the students. In the fall, students celebrated Hispanic Heritage month with a tasting menu of Spanish favorites. Lunar New Year brought a visit from the Lion Dancers, and in May, a storyteller will present folk tales from around the world in honor of International Children's Day.

Communication is the key to unlocking the potential of an inclusive and collaborative community. Working with school staff to publish weekly eNews and eReminders, Communications Chair Denise Stewart mastered the art of presenting timely and pertinent information in an engaging way. New Families Chairs Mary Nix, Ali Robins, and Elisha Scott welcomed the new families last spring with Milk & Cookies on the playground, guided them through the intake process, and kept the information coming at important touchpoints throughout the year. The final turn of the key to an inclusive community comes from our Grade Level Coordinators – Treasure Hickman, Courtney Case, Stephanie Kirkham, Kim Sabel, Erin Hillman, Abbey Ahearn, Jerry Holzswieg, Sharon Pfaff, Catie Enrico, Heather Balestri, and Monica Eastin. Our weeks started with their Sunday emails in our inboxes, keeping us organized; we came together as a class

or grade at parties they organized; and they were always available to provide answers to questions or find the person who could.

Engaging important constituent groups is also part of the LPA's community-building efforts. Faculty and Staff Appreciation Chairs Janelle Pinnell, Katie Oudt, and Flaura Bender organized families to provide snacks that sustain busy teachers and staff throughout the day, meals for monthly meetings, and celebrations of gratitude for our incredible faculty at the winter holidays, Valentine's Day, and end of the year. Kevin Bowden, Dad's Program Coordinator, organized Donuts for Dads/Popsicles with Pops and recruited dads to join the Event Staffing team supporting Carnival operations. The Community Outreach committee carried Lamplighter's mission beyond the Ring Road. Chairs Elayna Erick, Karen Lobdell, and Selwyn Rayzor furthered our efforts to bring meaningful service opportunities to our students by strengthening our connection with our Commit! partner schools and piloting a new relationship with Family Gateway through service projects for our students that would directly impact the children of homeless families in Gateway programs.

These community-building efforts are dependent on the LPA's fundraising endeavors: Spirit Store and Friday Lunch. Allegra Feito and Natalie Oudt, Spirit Store Chairs, spread Lamplighter spirit around campus in every season with their creatively designed spirit gear. Friday Lunch Chairs Nicole Householder and Stefanie Nielson kept students and teachers fed and happy every Friday with hot pizza and organic apples delivered directly to the classroom by teams of parent volunteers. Every well-oiled machine has its hidden



Board Members of the 2015-2016 Lamplighter Parents' Association

Young Alumni

gears that keep things moving, and the LPA Board is no different. Treasurers Amisha Patel and Eric Loehr painstakingly tracked LPA finances. Volunteer Chairs Amy Mitts and Kristen Phillips managed the Volunteer database and insured that chairs had the help they needed. Mandy Dake served as Secretary, carefully documenting Board business. President-elect Brenna Lambert and President Advisor Carmen Yung supported all LPA activities with countless hours of work. Under the creative and capable leadership of Brenna Lambert, next year is certain to be incredible.

The partnership between the school's administration and the LPA is central to creating a "collaborative environment" for community interactions. Dr. Joan Hill and the school leadership have been supportive beyond measure. Sandy Diamond, Director of Advancement, and Parent Relations Coordinator Cindy Connolly were inexhaustible partners in the realization of all LPA endeavors.

Without parent participation, few of the LPA's plans could reach fruition. You have cheerfully worked required Carnival shifts and volunteered on Carnival and Auction committees. You have served lunch for 32 Fridays; sponsored tables for International Night; helped ensure Media Center Open House donated books to the library; provided food, supplies, and support for students making 400 sandwiches for homeless children; filled teacher snack jars every week; and donated thousands of books for the libraries at our Commit! partner schools. Your dedication to your children, the school, and our community is inspirational. I am honored to have had the opportunity to work with you all and know that next year's LPA, under Brenna's leadership, will further the spirit of creativity, inclusiveness, and collaboration in new and wonderful ways.

Best regards,

Shannon Morse

CALLING ALL YOUNG ALUMNI!



It's time for the
**6TH ANNUAL LAMPLIGHTER
YOUNG ALUMNI CAR WASH**

**SATURDAY, MAY 14
11:00 A.M. - 2:00 P.M.**

Volunteers Still Needed!

Young Alums from across the city will come back to Lamplighter to wash cars, raise some money, and have a blast! We want you to be one of them!

Hey Parents!

Do you have a company or local business that would be willing to sponsor the Car Wash? Let me know!

Contact

Jared Steinhart, Car Wash Chairman
jpsteinhart99@gmail.com or 214-454-0835

The 2016 Lamplighter School Young Alumni Car Wash Committee

Committee Chair
Jared Steinhart - Junior
Highland Park High School

Executive Committee Members
Emma Siegel - Junior
The Hockaday School

Sloane Castleman - Senior
The Hockaday School

Ali Simenc - Junior
Greenhill School

Michael Mosle - Senior
St. Mark's School of Texas

Sarah Hodgson - Sophomore
The Hockaday School

Whit Payne - Junior
St. Mark's School of Texas

Shea Castleman - Freshman
The Hockaday School

Committee Members
Dulany Bloom - 7th Grade
Greenhill School

Amelia Brown - Sophomore
The Hockaday School

George Dau - Junior
St. Mark's School of Texas

Jake Darlak - 7th Grade
St. John's Episcopal School

Everett Graves - 7th Grade
Greenhill School

Meredith Hessel - Senior
Episcopal School of Dallas

Inez Johnson - 7th Grade
The Hockaday School

Kirsten Kirk - 8th Grade
The Hockaday School

Katherine Pollock - Sophomore
The Hockaday School

Kavita Sharma - 7th Grade
Parish Episcopal School

Frank Thomas - Junior
St. Mark's School of Texas

Hyer Thomas - Junior
St. Mark's School of Texas



Parents: If this issue is addressed to your son or daughter who no longer maintains a permanent residence in your home, please send us the correct address to the school address above or email it to advancement@thelamplighterschool.org



Your gift is the spark...
that helps ignite the joy of
serious education in our students

Thank You

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The Lamplighter School
2015-2016 Annual Fund