

# THE OVERLAKE

The Overlake School



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**COVER:** Our students on the front cover represent each of the four pillars of the Experiential Education Department's mission: Explore the unknown, learn by doing, lead by example, and cultivate life-long learning. Thank you to the following students for helping us visually show the EE program.

*Clockwise from top left:* Caroline Hanna ('21), Nishant Malpani ('24), Elizabeth Chen ('21) and Ivy Haight ('21), Alex Klinck ('21)

#### THE OVERLAKER

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## Dear Overlake Community,

There's a rich collection of articles here that will, ideally, give you an up-close look at some of our current programs as well as new people and initiatives at Overlake. I predict you may be struck by how an Overlake education results from not only our faculty's extensive and intentional instructional design and ongoing professional learning, but also a rich cross section of



approaches and settings in which students learn. Further, you may infer how the durability, transferability, and long-term application of an Overlake education can't be underestimated.

That transfer and application of what's learned at Overlake begins in college, of course, where competencies continue to evolve, but, as alums repeatedly tell us, the value of an Overlake education is lifelong. And, sometimes it takes being out of school and making your way in the world, gaining new experiences and navigating challenges, to grasp that fully.

This year, our 50th, has been a rich one for connecting with Overlake alumni. Repeatedly, I'm inspired by their enthusiasm for the school, their vivid descriptions of what they learned and how the relationships built endure, and their clarity about how their Overlake education serves them most every day. Their reflections and insights include everything from how they learned to write and problem solve to how they discovered what it means to be a human being. Invaluable indeed.

I'm recently back from an alumni gathering in Los Angeles, where we started at The Broad, with Bill Armstrong, our resident art history teacher, leading a group on a tour of the museum. Afterwards the group headed to dinner, where I had a chance to learn more about the legacy of an Overlake education. One alum described how he left college after his first year and started to work in the film industry, where he found that everything he needed to thrive in that setting he'd learned at Overlake. Others described helping roommates navigate college and all universally talked about the ninth-grade presentations that they made in Bill's class. What stood out to me in hearing their collective stories of the school is the realization that the experiences that they had at Overlake have left a significant positive influence on each of them.

An especially noteworthy gathering this year included the Cheers to 50 Years gala, where we had more attendees, including current and alumni parents, faculty and staff, friends and alums, than ever before. Two Overlake grads, Beth Irwin Randall ('99) and Ryan Marriott ('99), spoke compellingly to the 500 in attendance about their Overlake education, underscoring, in particular, how the education they received at Overlake allowed them to be successful students and more importantly caring, thoughtful people. Again, the enduring significance of their time at Overlake and their ongoing commitment to the school were everywhere in evidence.

The other event was this year's annual Writer's Symposium, where three alumni authors spoke at events for students and for the extended Overlake community. Each one of the three recognized how Overlake supported their writing development, yet each composes professionally in wonderfully different settings. Eva Anderson '98, is a television writer and a playwright; Nadia Petschek Rawls '03, is the Director of Social Media and Audience Development for TED; and Brett Rawson ('03), is a writer and co-founder of The Seventh Wave, a literary organization. It was powerful to watch our students learn from these alumni about the critical and useful nature of their hard-earned writing skills and the varied settings in which they may well go on to use them, as these alumni have. What also stood out: the encouragement from the alumni to seek experiences that are hard and uncomfortable and where you discover new things about what you can do. Further, they emphasized the importance of persistence as well as compassion. Again, they described developing these life skills at Overlake while emphasizing their enduring, evolving, and critical nature.

I'm eager for you to explore all that's here and to learn more about what's taking place on campus and how these experiences may well influence current students for many, many years to come.

Warmly,

**MATT HORVAT**, HEAD OF SCHOOL

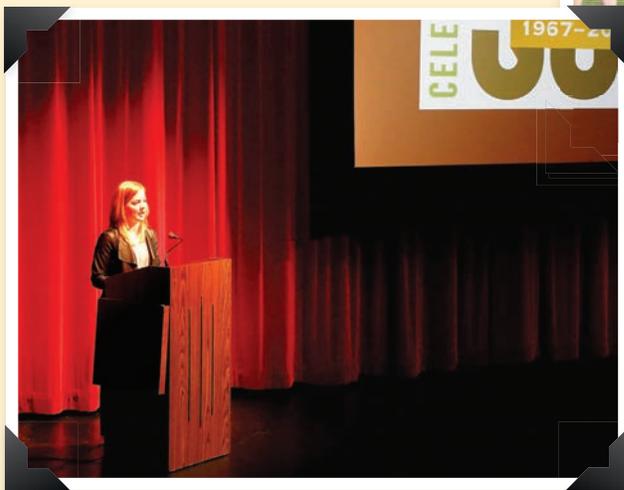
# Celebrating Our 50 Years

All year long we have been celebrating our 50 years in many different ways. From forming a large 5 and 0, to reminiscing about the early years with our Athletic Hall of Fame Inductions; from celebrating at MOHAI to receiving a proclamation from the Redmond Mayor's office, this year has been special. Below represents just a few snapshots of the fun we've all shared. Go Owls!



**Left:** New MS Overlakers were "sorted" into either Green or Gold houses.

**Below:** First day of school students, faculty and staff formed a giant 5-0 on the lower field.

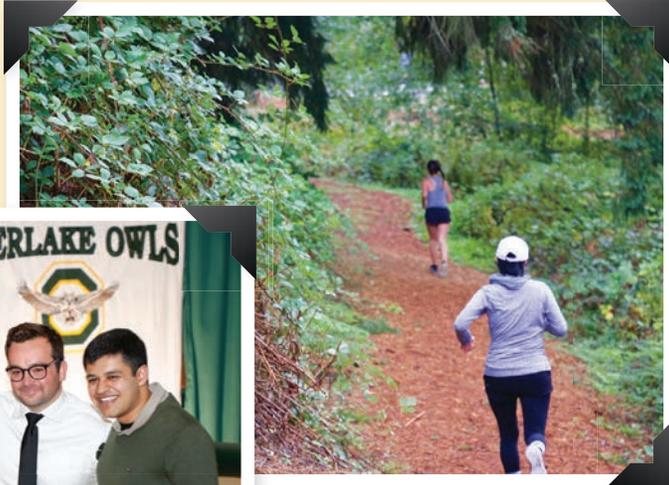


**Above:** Kate Berry ('08) speaks about her time at Overlake during special 50th anniversary weekend.

**Right:** Students celebrate the 50th day of the 50th year.



Bill (Army) Armstrong and members of the 2006 State Championship Boys' Tennis team are inducted into the Athletic Hall of Fame



Overlake's trail system is used for Flight of the Owls fun run.



Three Overlake alums return to campus for Writer's Symposium.



**Above:** *Music Man*, the first musical ever held at Overlake was revised this year.

**Right:** The Benefit Concert showcases student talent while helping local non-profits. This year's beneficiary was Homeward Pet Adoption Center.





**PROCLAMATION**

**WHEREAS,** the City of Redmond values the importance of education to further young minds and create thoughtful leaders of the future; and

**WHEREAS,** The Overlake School is an independent school for grades 5-12; and

**WHEREAS,** the unique school campus occupies 75 acres that were once a farm and features green spaces and natural growth; and

**WHEREAS,** the City respects the longevity of this academic institution, which provides students with experiences that transcend Redmond; and

**WHEREAS,** alumni of The Overlake School go on to improve the world by contributing life-changing advances in science, medicine, academia, the arts, and other endeavors; and

**WHEREAS,** the long-term stability of The Overlake School has made a difference in the lives of thousands of families;

**NOW, THEREFORE, I, JOHN MARCHIONE,** Mayor of the City of Redmond, do hereby recognize

**The 50<sup>th</sup> Anniversary of The Overlake School**

and acknowledge the commitment of its faculty and staff in serving the greater Redmond community since the school's inception in the fall of 1967.

*John Marchione*  
John Marchione, Mayor  
April 27, 2018  
Date



Carved owls are now roosting in our trees.

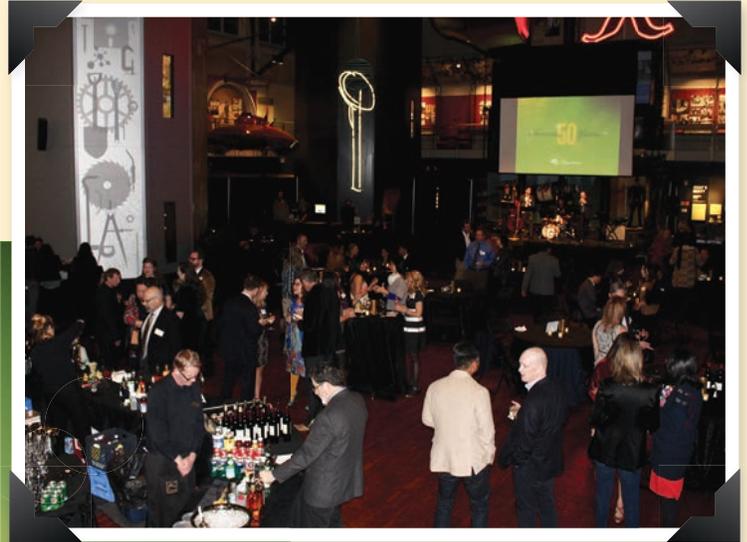


**Above:** The Overlake Show emphasizes our 50 years by performing music on stage reflecting past decades.

**Left:** Dark Day, a tradition at Overlake, is revisited this year at the Tukwila Family Fun Center.



Luminaries at Overlake are honored during Founder's Day, along with a proclamation from Redmond's mayor.



## Cheers to **50** Years

### **Anniversary Gala: A Look Back at a Magical Night**

Cheers to 50 Years, Overlake's 50th Anniversary Gala, was a tremendous success, with 500 guests attending the momentous birthday celebration at the Museum of History and Industry (MOHAI) in Seattle on February 10. It was wonderful to see so many parents, alums, alum parents, as well as current and former faculty and staff come together to mark this important milestone in the school's history.

Festivities featured Bob Bristol as master of ceremonies, live music from faculty and students, alum speakers Beth Irwin Randall ('99) and Ryan Marriott ('99), a student video by Cameron S. ('18), delicious food and beverages, access to the museum's permanent and temporary galleries, and interactive Overlake activity stations and archival displays.

The evening also included a special Fund-A-Need paddle raise to support the William C. and Annalee F. Armstrong Financial Aid Endowment Fund (aka The Army & Anna Fund), established last summer by a small group of alums who raised \$250,000 to honor and recognize the five decades of service the Armstrongs have given to our students. An additional \$135,000 was raised at the Gala toward the endowment fund, which will strengthen our ability to offer financial aid for students who otherwise could not afford to attend Overlake.

Thank you again to everyone who joined us for this unforgettable 50th birthday party, and special thanks to Gala Co-Chairs Katie Boland and Cecilia Whatley who planned such an extraordinary evening. Cheers to 50 Years!





## Meet Overlake's First Director of Teaching and Learning



**N**idhi McVicar is joining the Overlake community beginning in the 2018–19 school year. McVicar most recently worked at The Benjamin School in Florida as a senior faculty member and facilitator of professional learning. She is completing an M.Ed in Educational Leadership at the Klingenstein Center at Columbia University. As Overlake's first Director of Teaching and Learning, she will be leading Overlake in a deep-dive into how our curriculum maps across all levels of the school.

"I'm excited to help this talented group of educators set the course for an Overlake student's journey through the academic program. As teachers, we constantly reflect on the skills and knowledge we want students to take from our courses and then we plan accordingly. I see this role as an opportunity to do that work at a broader level, connecting all of those individual classroom experiences into a cohesive voyage across the curriculum."

As the school continues to mature the need for an educator who can focus on the entire 5th through 12th grade curriculum is a natural evolution. Currently Overlake is structured on a divisional basis, with organizational support defined in either the Middle School or Upper School program, neither one necessarily crossing into the other division. This siloed approach is not necessarily wrong, but Overlake is looking to move the program holistically across all grades.

"I view Nidhi's position as the conductor of our academic program, coordinating departments and divisions to ensure that the

academic program has a logical, well-articulated scope and sequence," explains Matt Horvat, Head of School.

What Horvat means by scope and sequence is the ability to see a student's curriculum across their entire time with the school, from fifth, if that's when they joined the community, all the way through their senior year. The scope and sequence identify all the places where certain skills and courses of instruction are taught, whether that be a hard skill, such as math equations, or softer skills, such as social-emotional learning and growth.

"The Director of Teaching and Learning will set goals for the academic program's ongoing evolution," explains Horvat. "In particular, such efforts will include attention to the use of technology to support the program, to developing cultural competencies, and commitment to experiential components of our students' learning."

Because this is a new position at Overlake, McVicar will be able to invent the position as she sees fit and course-correct when necessary as the program grows. She will be able to work in concert with our faculty and instructional coaches to create a sustainable program.

"One of my favorite things about independent school life is the strong sense of community we can achieve while maintaining the individuality of our own little worlds in the classroom. My goal is to collaborate with faculty and leverage their expertise to bridge those two ideas, hopefully bringing a greater sense of mutual direction and mission to the academic program."

# Uncovering Ways to Collaborate on Curriculum

It's been said that teaching can be a lonely profession. Think of it, one adult in a room with students. All day. Every day. Not a lot of chances to interact with other teachers, until maybe lunchtime or after-school. Then an idea comes along like that of Head of School, Matt Horvat's to *Reflect, Collaborate, Innovate*. Mike Davidson, Dean of Students at the time remembers the initiative and the reasoning behind it.

"It became known as 'Five to Four,' but it was much broader of an initiative that just reducing faculty teaching loads," explains Davidson, now Middle School Head. "The idea was to devote time, money, and energy toward creating opportunities for faculty to reflect on their practice and curriculum, take time to collaborate with their colleagues, and bring a renewed spirit of innovation to what and how they teach."

And so, four school years later, the idea is really taking root. From sixth-grade math and science teachers co-teaching a double length class on density to our fifth-grade science teacher teaming up with our athletic trainer to teach a concussion exercise involving an egg drop, Overlake students are reaping the benefits of teacher collaboration.

"One of our responsibilities as educators is to seek ways to engage students in learning experiences that are authentic," explains Davidson. "This means centering units of study on essential questions that are worth asking, and do not have just

“One of the most exciting and effective ways to inject authenticity is to show students ways that ideas connect one area of study with another; that what they study in one building on campus is connected to what they study the next block in another building.”

– MIKE DAVIDSON, MIDDLE SCHOOL HEAD

one right answer. One of the most exciting and effective ways to inject authenticity is to show students ways that ideas connect one area of study with another; that what they study in one building on campus is connected to what they study the next block in another building.”

Helping to support the idea of cross-curriculum teaching is the role of a new curriculum mapping system Overlake faculty are working with, called Atlas. It is used by schools across the world who want to align their curriculum's scope and sequence in a digital platform that can be easily viewed. Overlake is taking a phased approach to Atlas implementation.

"As the first phase of our curriculum review using Atlas concludes, new opportunities for collaboration will present themselves through that tool," explains Davidson. "We might discover, for example, that both our eighth-grade physics class and music program cover the topic of sympathetic resonance. Or we discover that the study of propaganda used during the Spanish Civil War creates a collaborative teaching opportunity between Spanish and social studies faculty. Atlas is made to uncover those connections."

Working alongside our faculty and Atlas will be Overlake's first Director of Teaching and Learning, Nidhi McVicar, who will oversee the curriculum mapping process. (see facing page)



Science teacher Jen Pan and math teacher 'becca Flora dual teach a lesson on density.

**EDITOR'S NOTE:** This idea of cross-curriculum teaching is not just found in the Middle School. Overlake's Upper School faculty are also finding ways to collaborate with curriculum for the benefit of our students.

## Overlake Announces Upgrade to New School Information System Called Veracross

We are happy to announce that starting in the 2018–19 school year, Overlake will be changing our primary school information system to a new platform called Veracross. This software will offer new and vastly improved functionality to access all things related to your student's Overlake experience — from report cards to academic schedules to sports practices and more.

"In today's world we expect a lot from our technology — we should be able to access personalized information at anytime, anywhere," explains Jay Heath, Director of Technology at Overlake. "Following a year of thoughtful research and due diligence, we are proud to bring this state-of-the-art platform to our community. We'll be launching to staff in May 2018, and to families in August 2018 for the start of the new year."

### What does this mean for you as a family?

First and foremost, a better experience! You will now use Veracross Portals to do things like sign your enrollment contract, pay tuition deposits, access student grade reports, view sports team information, access family directories, view student schedules, report absences, update your personal contact information, and much more. The new system will be intuitive

and easy to use, and for those interested, we'll also provide tutorials and Q&A's online and at various events, such as Back to School Night. *MyOverlake* will remain in place as your first stop for all things Overlake, while Veracross Portals will have more in-depth knowledge and context about your family's relationship to Overlake.

Veracross will replace Senior Systems, also known as *MyBackpack*, as well as our Tandem Calendar.

"I am working with stakeholders across the school, including the Board Technology Committee, to plan and execute as frictionless a transition as possible," says Heath. Answers to some frequently asked questions are available on our website at [tech.overlake.org](http://tech.overlake.org).

Heath is confident this change will be a substantial improvement for the entire Overlake community, whether they're a parent, student, employee or alum, they'll have new and improved ways to interact with Overlake.

"Our goal is to guide our use of technology by our mission and enact our mission better with the use of technology, and we believe Veracross will be one powerful platform to assist in enabling that."

## Overlake's Summer Program is Growing

An opportunity to bring younger students to campus during the summer is also an opportunity to expose families to the magic that is Overlake. That's the reasoning behind the move to bring incoming third and fourth graders to the summer program.

"We have a few years under our belt with the summer program and now we want to enhance the program," explains Nate Edmunds, Summer Program Director. "We looked at data from past participants, talked with campers and their families, and met with our teachers to understand areas we can improve. We know that 8–10 year olds are hungry for fun and substantive summer camps, and we have a great group of Overlake teachers who are eager to work with them," says Edmunds.

One such teacher is 'becca Flora, Overlake's sixth grade math and computer science teacher. Flora teaches 11 and 12-year-olds during the regular school year but is transitioning to teach 8 and 9-year-olds for the summer. "I taught elementary school for 20 years before Overlake," explains Flora. "Eight and nine-year-olds are very similar to 11 and 12-year-olds in that they like to be busy and not do the same thing for very long. They like smaller projects with visible goals and endpoints."

Flora along with four other Overlake teachers make up the third and fourth grade summer camp faculty that will be teaching students this summer.





# When the Bell Rings

Faculty and staff activities and accomplishments outside of Overlake

## Jenni Baldwin

ENGLISH FACULTY

Jenni Baldwin has been busy in the classroom, even when she's not in her Overlake classroom. "I recently earned my National Board Certification," explains Baldwin. This credential involves recognizing national standards for what accomplished teachers should know and be able to do. Besides that certification, Baldwin also attended a workshop on writing instruction strategies. "Both professional development opportunities have spurred me to incorporate changes to the English 9 curriculum for the upcoming school year."

## Ann Ewel

LIBRARY SERVICES DIRECTOR

## Mollie Page

INSTRUCTIONAL COACH FOR TECHNOLOGY

Ann Ewel and Mollie Page presented at NCCE Conference (Northwest Council for Computer Education). As a librarian and technology coach, this team was able to teach others about best practices around Copyright, Fair Use and Creative Commons for educators. "Last year Mollie and I presented



Creating Copyright Guidelines at NCCE, and this year we shifted the focus to Coaching for Copyright Success," says Ewel. "We introduced some time effective and time saving tools to streamline the Fair Use analysis and easily create documentation of their intent."

## Christian Fulghum

ASST. DIRECTOR OF DEVELOPMENT & ALUMNI ENGAGEMENT

When not engaged in development work here at Overlake, Fulghum has joined the development committee of Seattle Against Slavery. "I first became aware of their work when I attended a presentation that Dave Bennett arranged for his 7th graders last year at Overlake," explains Fulghum.

[seattleagainstsavery.org](http://seattleagainstsavery.org)

## Sharon Johnson

HELP DESK SPECIALIST



Sharon Johnson likes to ride, so much so that she participates in riding during the statistically worst day of the year in Seattle! Johnson participates in Stinky Spoke, an 18-mile mountain bike "poker ride" in which riders start and finish at Redhook Brewery and raise funds for two non-profits: Little Bit

Therapeutic Riding Center and Outdoors for All. "One year it was 24 degrees when we started and I actually wore my hiking boots with wool socks," says Johnson. "We had ice on the trails, but it was a beautiful sunny day." [stinkyspoke.org](http://stinkyspoke.org)

## Mireille Machefert

WORLD LANGUAGES FACULTY

Mireille Machefert loves to paint. "My daughter, Céline, asked me to paint her two black cats, Olive and Cash," explains Machefert. "She is now expecting me to paint her recently adopted kitten, Lemmy."



**When the Bell Rings** *(continued)*

**Rebecca Moore**

MIDDLE SCHOOL LIBRARIAN

When she's not looking for the perfect magazine for one of our students, Rebecca Moore helps review and do some freelance writing for VOYA library magazine. "My most recent article was about Dave Bennett's story project; published in this month's issue of the magazine," says Moore. [voyamagazine.com](http://voyamagazine.com)

**Hannah Moskat**

COLLEGE COUNSELING ASSISTANT

Working in the College Counseling office, Hannah Moskat helps Overlake students move from high school to college. This is something she knows well these days. "I am a graduate student at Seattle University earning my Masters in School Counseling," explains Moskat. Thanks to Overlake's professional development fund, which provides tuition assistance, Moskat is on track. "In August, I will be finished with all of my course work, and my final year of the program will be a school counseling internship during the 2018-19 school year. I am currently applying for internships, so I don't know where I'll be yet."



**Bill Neil**

TRANSPORTATION DIRECTOR



Bill Neil spends his free time on the water. "Having grown up in Dallas, Texas I have come to love the tranquility of the water here," says Neil. Since moving here 18 years ago he has learned to sail and one of his favorite things to do is watch the sunset over the Olympics while on the water.



**Joey Pauley**

PROJECT WEEK DIRECTOR

Joey Pauley spends a lot of time outdoors, helping to lead various projects in Overlake's outdoor program, as well as organizing the school's Project Week activities. When not busy with these endeavors, Pauley is teaching another group of students. "I am a ski and snowboard instructor at Alpentel Ski area," explains Pauley.

**Ashley Powel**

SCIENCE FACULTY

With her horse, Nick, Ashley Powel spends about 5 days a week training for dressage competitions. "Dressage is often compared to ballet with horses and requires both a strong connection between horse and rider and a high level of fitness, discipline and training," says Powel. This year Powel is showing in Prix St-Georges, which is the first of the FEI (Federation Equestre Internationale), or international levels.





“If we teach today’s students as we taught yesterday’s, we rob them of tomorrow.”

– JOHN DEWEY

# Exploring Experiential Education

**A**s we look back on our school’s fifty-year history, it is easy to find examples where our students practiced hands-on learning; from physically helping to build many of our first classrooms in the 1970’s to engaging in activities that pushed the norm of what one might consider traditional classroom education, Overlake students have always been students of experiential education.

“The material we are providing our students is not static. It’s fluid, and that best represents the world we live in,” explains Meghan Waddle, Dean of Students who also oversees Overlake’s Experiential Education department. “I think experiential education is the perfect place to introduce to our students this idea of fluidity in learning, this idea that you can learn by doing, trial and error, and reflection, and that each person’s outcome is different based on their own unique background and experiences.”

Through the years, Overlake has primarily provided opportunities for students to explore experiential learning in three main co-curricular areas: Project Week, Service Learning and Outdoor Education. Each of these programs has a program director who oversees the management of their respective program, assisting students in selecting appropriate activities in each, and administering course credits for fulfilling graduation requirements. The directors serve as teachers, coaches, trip leaders, and team facilitators. They have led professional development for the rest of the faculty in related topics such as team-building, risk management, project planning, and effective reflection practices that engage various learning styles.

“While having these three programs continue to flourish in our culture through the decades is a great testament to our school’s commitment to experiential learning, it’s time to move the program into the next phase,” explains the three program directors who are leading the department’s vision for the next 3–5 years.

They’re referring to the school’s decision to move the Experiential Education department out of a co-curricular and into an academic department, complete with a department chair.



“Experiential education has become the umbrella for numerous Overlake programs including retreats, field trips, senior projects, clubs, as well as a resource to classroom-based curriculum,” adds Beth Highland, Director of Service Learning. “We have found that there are many connection points between these programs that involve student learning and personal development.”

Looking to the future, the team wants to offer academic electives under the experiential education umbrella that are integrated in subject matter, are project-based, and may fulfill graduation requirements. It’s an opportunity to teach directly to the 21st century competencies of creativity, critical thinking, innovation, problem solving, adaptability, collaboration, and initiative.

Many people recognize the tenet “learn by doing” as a core aspect of experiential education, but that’s only part of the equation. What Overlake is striving to build with its program is the idea that experiential education builds far beyond the immediate experience and focuses more deeply on the reflection process and future applications of what is learned. “The ability to make eye contact and have a meaningful conversation while



## Who's Behind Our Programs?

### Beth Highland

DIRECTOR, SERVICE LEARNING

Beth Highland began at Overlake in 2007 working as a faculty member in the Arts Department before becoming Director of Service Learning in 2013. She considers all students at Overlake on her "roster" as her classroom includes our community, local non-profits and the world at large. Highland enjoys supporting the Northshore branch of Eastside Baby Corner as a core volunteer and is an ongoing supporter of the local listener-powered KEXP radio station. Highland has focused recent professional development sessions on Independent School Leadership and the reflection process in capturing student learning that is a critical component to experiential learning.

### Joey Pauley

DIRECTOR, PROJECT WEEK

As a certified Wilderness First Responder, Joey Pauley started leading trips with Overlake's outdoor program in 2011. In 2015, Pauley became Overlake's Project Week director. He loves creating authentic experiences that involve real-world consequences for his students. Holding a master's in organizational psychology, Pauley also works with a variety of organizations outside of Overlake to build leadership capacity in their teams, including designing and facilitating retreats, leadership development, and strategic planning.

### Kent Renno

DIRECTOR, OUTDOOR PROGRAM

Kent Renno has been leading Overlake outdoor trips for 16 years, taking groups backpacking, kayaking, snow camping, rock climbing, mountaineering, and mountain biking, as well as countless hours spent climbing, trail running, and mountain biking his way through the Cascades and beyond. Renno is certified as a Wilderness First Responder. When not working, he can be found fly fishing on any of the nearby rivers or lakes.

servicing lunch to homeless individuals is how we put the mission of compassion into motion," explains Highland. "And that experience may build one's self confidence in such future venues as a job interview or public speaking."

"We aren't saying that our academic program doesn't allow for experiential learning now, it's that we aren't necessarily being as purposeful and deliberate in accounting for this type of learning," explains Waddle. "We hope to build further integrations and cohesion of the overall experiential education program."

And one way to bring cohesion is by having a department chair lead this new department.

### Overlake's First Experiential Education Department Chair

Kent Renno, a long-time faculty member at Overlake will be the department's first chairperson.

"We have always known that students learn a great deal on Project Week, service projects and outdoor trips," says Renno. "Being able to observe a student in the field, when they make a connection, have an 'ah ha' moment, or change their behavior based on a mistake is fulfilling as an educator. It is exciting to see the growth of these programs beyond their individual areas into an academic program."

Renno first came to Overlake in the early 2000's helping to lead various outdoor trips. He then started full-time at Overlake in 2006 as program director of the outdoor program.

"I am looking forward to the opportunity as a school to help meet our students' educational needs for our changing world," says Renno. "To be intentional about how we give all students the opportunity to learn and practice collaboration, critical thinking, appropriate risk taking, and leadership/followership skills through real world experiences. I'm also very excited about the possibility of academic classes under the experiential education umbrella that are project based, integrated, and collaborative with multiple other departments."

### Planting Seeds for Success: Measuring the Effectiveness of Experiential Education

"Unfortunately, there isn't a knowledge-based test in EE," explains Joey Pauley, Director of Project Week. "Instead we're asking students to expand their horizons and try something new, and their learning transformation sometimes doesn't show up until years down the road."

Pauley views experiential education as planting seeds that will be harvested later. He says that EE helps foster "world-ready" students who go off to college but who have other experiences and outside interests. "Our students are able to respond to challenges that haven't even been created yet because they are able to create their own formulas to resolve these challenges,

**“When you look at the characteristics of successful people, they all are driven, self-reliant, and have the ability to empathize. Those are components that experiential education teaches and helps our students practice and develop.”** – JOEY PAULEY



formulas that they developed through their work in experiential education.”

Pauley cites an example of a student who may have learned how to navigate through a foreign country with little knowledge of the local language, no immediate support of parents, and yet experienced a wonderful, lasting memory.

One way Overlake is looking to better evaluate the Experiential Education program is to generate a curriculum for the program that would identify learning objectives for all students across the grade levels in their knowledge, skill, behavior, and competencies upon graduation. The school has focused a lot of professional development around identifying expected outcomes for students in the core academic program through rubric-based assessment. This same method applied to experiential education can show progress or growth over time as well as offer students a chance to reflect on how they have grown and where they can continue to reach new potentials.

“When you look at the characteristics of successful people, they all are driven, self-reliant, and have the ability to empathize,” says Pauley. “Those are components that experiential education teaches and helps our students practice and develop.”

“It’s fun for the students when they tap into the natural, human curiosity of learning,” explains Beth Highland, who also teaches Drama in Overlake’s Arts Department. “Real-world applied learning looks different in every classroom. Take for example our stagecraft course. It’s a learning experience with real-life application, risk, and consequences. The students have to take inspiration from a script, generate potential designs, synthesize their ideas, develop a plan, execute the plan, and work within the confines of space, deadlines, and budgets. It’s a multi-faceted, deadline-driven, creative environment that can easily translate into the real world, whether that’s in a business application, project management, or working in a professional theater.”

Both Pauley and Highland say sometimes those learnings come in the form of failures and great things can come from that too! That also reflects the honest nature of this work and mirrors real life.

“You’re not going to get 100% in a test of life,” says Pauley. “Our students are learning that there are unintended consequences in everything you do in life, in whatever decision you make, in whatever path you choose, so choose with intention.”



“It’s always thought of service as I do something for you and you get the benefit. But I think after I’ve done projects at Overlake I think I see a lot more of the benefit I get.”

– VENKAT SUNDARAM (’23)

From those first experiences a few years ago, Steedly has continued to grow her interest in service. Last summer she started her own business, Lumos4change.com, to help combat homelessness. “I sell different items, like water bottles or t-shirts, and for each item I sell I donate an item to a homeless person.”

She’s also partnered with some fellow students to begin a WE Charity group called Hello Change that’s focused on raising funds to build a girls’ school in Kenya. The goal is to raise \$10,000 in the next two years. Earlier this spring, the group held a fundraising Walk for Water event on campus, utilizing Overlake’s trails to represent the many miles girls in Africa walk each day. “Many of these girls have to walk to get water instead of going to

school,” says Steedly. “We’re hoping to raise awareness about the connection between having access to water and being able to get an education.”

Speaking of an education, Steedly’s service projects certainly take time and energy, something that can be of short supply for this busy teen. “I don’t have a lot of time during the week, but I definitely work a lot on the weekends and a ton over the summer.” And she’s learned to share the load and inspire others. “I struggle a lot with not being able to do it all. But, you can’t fix everything, so to get other people excited, you have to be excited and bring your passion and energy to it.”

Steedly partnered with Overlake’s Outreach club and Girl Power club to help with the Walk for Water event. “I think it’s so cool when you see other people getting into service and the impact that you are making.”

As she enters her Junior year at Overlake, Steedly is looking toward her future and how she might integrate service into a career. “I think of service as a lens through which you do different things and I’m super interested in government and politics. I think I might do something related to that, but whatever I do, I think it will be with the lens of how I can use this skill to do good.”

Venkat Sundaram has a few more years ahead at Overlake before he starts really thinking about his future career, but that hasn’t stopped this incoming eighth grader from dreaming. “I’ve always looked at what are the biggest problems in the world, what are the biggest causes for those problems, and how do you solve them,” explains Sundaram.

## Learning and Living a Life of Service

Overlake’s mission statement might best be reflected in the work our students do in service learning. For our students to achieve a positive outcome in their work to help others, they must bring a curiosity to learn, a compassion for others and those with diverse backgrounds, excellence in their efforts, and a responsibility for their actions.

For Bella Steedly and Venkat Sundaram, those lessons are well learned. Steedly and Sundaram have both taken advantage of opportunities to grow in their service learning while at Overlake. Steedly really got the service “bug” after spending a month living like a homeless person. “It really started with the 30-day project that Sara Baquero-Garcia, Chair of the Social Studies Department teaches,” explains Steedly. “I stepped into the shoes of a homeless person for a month and kept all my belongings in a backpack.”

Steedly slept in a tent in her family’s backyard, living with whatever she could carry in her backpack. After that experience, she began volunteering with the Sophia Way program in Bellevue, serving meals to women in need. “I served a meal there and saw what homelessness was really like, and it was impactful,” says Steedly. “There were all these people in my community in need and that was the first time I really experienced that.”

Sundaram was first exposed to the idea of service from his family, working in their church community, with his boy scout troop, or at a summer baseball camp. "I always used to follow my parents in their service projects because they'd tell me, but now I am really big into service and I love to do service for other people because I think we have a lot more conversations at home about how to help the world."

Sundaram credits Overlake with his new-found appreciation for service learning. "There's a lot that Overlake has showed me and brought to my eyes."

One such experience happened this past school year in Sundaram's Social Studies class. "Mr. Bennet is our social studies teacher. Before our first service day in seventh grade he talked about the Cambodia service trip and then we went to the Bill and Melinda Gates Foundation to see that service project on display. It was so cool."

Sundaram has participated in Overlake's service days, including helping at a foodbank. He says those experiences not only helped open his eyes to helping the community, but it also helped build community within his advisory group. "I think when you're in your world, you're comfortable. But, when you're all put in a place (as an advisory) where you've never been, then you open up and find that you can help one another out and do something together."



Jenn S. ('20), Lexi S. ('20), and Bella S. ('20) organize Walk for Water.

And even though some of the experiences Sundaram and his fellow classmates may encounter may be uncomfortable at first, such as working at a foodbank, it soon becomes a win-win for everyone involved. "They get the help that they need and at the same time I get the experience and I get the bond that I feel with my friends while I'm helping someone."

This good feeling Sundaram experiences when he volunteers is one of the great unintended consequences of service. "After

doing multiple service days at Overlake and other service projects outside of school I personally feel that I've gained more than I've given."

And perhaps that's the best hope for our future — for as long as it feels good to volunteer, there will be people like Bella Steedly and Venkat Sundaram willing to volunteer to make a difference in communities local and abroad.

**“You have to follow what you care about and then use that to think about how you can make the world better.”**

— BELLA STEEDLY ('20)

## Practicing Their Trade

### ISEEN Conference

The Independent School Experiential Education Network (ISEEN) is an international learning lab made up of independent schools with administrators and program directors with experiential education programs.

This past winter, members of Overlake's Experiential Education department attended ISEEN's "Walking with Elders" winter institute to explore concepts of mentorship, transference of wisdom, reflection, and learning from our First Nations Peoples and Pacific Northwest native cultures.

"Our hope in attending this conference is to advance our program mission and vision by understanding the wide world of possibilities in experiential education, to network with fellow professionals in our field, and to continue to develop our goals for Overlake's EE program for the next 50 years," explains Beth Highland, Director of Service Learning.



Middle School students practice choreography as part of their Project Week.

## Overlake's Network of Experts Teach Students

Whether it's roasting grubs over an open fire, laying down music tracks using a digital program studio, or getting an introverted kid to open up on the Fulton stage, industry professionals are invited to bring their expertise to our students.

A popular Overlake partner in our theatre department is Kidstage. Music directors, choreographers, and acting coaches work side by side with our faculty in developing a student's love for the stage.

"As long as you make it a fun experience, they're going to have an easy time learning," says Shedy Manning, an instructor with Village Theatre's Kidstage. "Choreography is so much easier to pick up if they're helping create it, so we want to make it fun and relatable."

During Project Week, Manning worked with students on the Middle School production of *Broadway Now!* where kids had one week to learn scripts and dance routines. He says repetition is the key. "By show time, we've run through it a billion times, and I always tell them one more time for your health and my happiness," says Manning.

Another popular Overlake guest instructor is forager Lukas Rebrovik. Arriving on campus in a beat-up Toyota Corolla with missing windows covered with tarps, Rebrovik is the real deal. As a wilderness survivalist, he teaches our kids with authenticity that can only come from years of experience in the wild. Whether it's convincing a student to eat a cattail or snail or building an over-

night shelter from tree branches and leaves, he admits it takes a lot of trust by students.

"I know it scares a lot of them, but I think you can develop a love for the outdoors in which you'll look at it differently," says Rebrovik. "This is their backyard and accessible to them every day."

When it comes to music, the team from Woodinville's Jam Academy is ready to make dreams come true for our student songwriters, singers, and producers. Working with Overlake music teachers Steve Mraz and Mark Lotz, Jam Academy gives our students production experience with honest critiques and professional tools. Using the studio's instruments and microphones, and using the popular Garage Band App, students are given one week to produce a professionally recorded song.

"It's a very different experience from being in a professional space because being in the classroom really brings us back to seeing music education through the eyes of a student," says Jam Academy Owner Chris Griffin who led Project Week's Rock n' Roll Bootcamp. "It's amazing what some of the kids were able to produce in a short amount of time."

Many of these professional connections are made through Overlake faculty who either work alongside our guest experts in outside projects or networking experiences. For that reason, it's not only a win for our students but keeps our faculty on the cutting edge of industry trends.

## Project Week Shapes Lives

**A**beloved and much anticipated yearly tradition and part of Overlake's curriculum, Project Week, stretches students' minds and bodies, sometimes past their comfort zone, to discover what's possible. For years, Overlakers have traveled the globe, changed lives through service, discovered new interests, and along the way gotten to know themselves a little bit better. Add new friendships made and it's clear that Project Week helps shape lives.

"We want our students to take an acceptable level of risk, where we can push them to learn more," explains Project Week Director Joey Pauley. "For many of our students, Project Week experiences are a series of firsts. Whether it's traveling overseas without family, camping in the wilderness, or riding a bike across a desert, these are challenges that kids will remember for the rest of their lives."

Pauley adds that it's also new for many parents. Easing any concerns, Project Week leaders encourage families to communicate any concerns before, so distractions are kept at a minimum.

The origins of Project Week go back to 1972 with the evolution of "Make Your Own Point Day" when students were encouraged to highlight a skill or talent during an on-campus event. With its evolution to a week and with some projects moving off campus, every Overlake student has since taken part in Project Week.

This year's projects featured many outdoor favorites, including dogsledding in Montana and whitewater rafting in Oregon. International trips were also popular with our Cambodia school visit, a journalism experience in Nicaragua, choir performances in Italy, and school exchange programs in France and Spain.

"The best stuff wasn't planned," says Ben K. ('19), who spent Project Week in Rome. "Spending the day with a host family was the best part because they weren't tour guides. We were inserted into their daily lives. That openness is what I'll remember. I can learn anything I want about a masterpiece by looking it up on the Internet, but going there, and being with the people, was the ultimate lesson."

For students who visit The Overlake School in Pailin, Cambodia, the lessons they learn stay with them forever. "It gives them the opportunity to truly see how difficult and challenging it can be for other cultures in the world," says Cambodia Project Week leader Rhonda Andres. "If you're reading it in a book or watching it on television, it's not at all like the experience of actually being there. It's such a difference from their lives here in Redmond, Washington. You have to experience it."

Others choose to stay closer to Overlake and take advantage of the many on-campus Project Week offerings such as Musical Theatre's Broadway Now! performance in Fulton or Build a Rube Goldberg Machine project in the Campus Center.

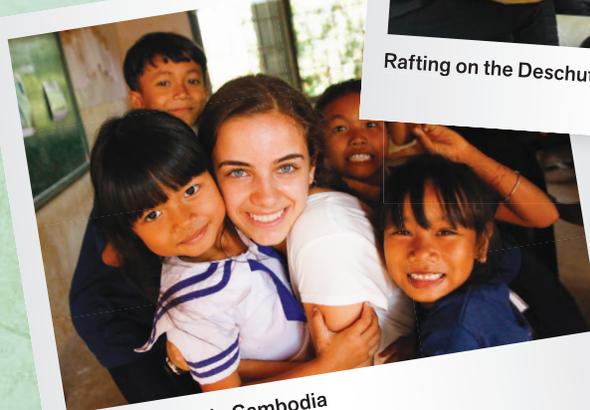
Pauley says you don't have to travel to far away locations to see the purpose of Project Week. It's about collaboration and reflection. "It's not only learning from the experience, but also reflecting on that experience in a positive way. It doesn't have to be a positive experience to take something positive out of it," says Pauley.

Pauley admits that some students return from Project Week disappointed in their experience, but he says there's great value from that. "Being able to discover what you don't like is just as important as a fabulous experience. It's also wonderful if our students find a different path and figure out what types of people will support them in life. Maybe it wasn't an enjoyable experience at the time, but those are the ones we learn from if we're able to reflect on them."

That reflection culminates for both Middle School students and Upper School students in special celebrations on campus that allow the students to share their experiences and learn from others. Before school is out for the summer, Pauley will begin to hear of new proposals from faculty and staff for potential Project Week experiences in 2018-19; adding to new opportunities and challenges for next year's students.



Rafting on the Deschutes River



Global Service in Cambodia

## Community Partners Enhance Service Learning

It could be said that building a robust service learning program takes a village — a village of outside organizations to partner with to build momentum and create a rich learning environment. Overlake has been partnering with a network of local and regional non-profits for many years helping to assure that our student's volunteering power has an impact.

For more than a decade, students have been working with Redmond's Hopelink in Avondale Park. The transitional housing organization provides apartments to King County families who are increasingly being pushed out of their homes due to job loss, increasing rent prices, or relocation. Through a list of service learning opportunities Overlake students can sign up to provide meals to those families who are struggling.

"It's an all too common story these days where cost of living grows so quickly, and many families just can't keep up," says Porscha Smith, a housing case manager with Hopelink. "You can drive by us every day and not know that we have 52 families living here that are going through a pretty hard spot in their lives."

Smith says Overlake volunteers are special because they go above and beyond. It's shown in the activities that volunteers take part in with Avondale kids, and highlighted during the holidays during the school's Holiday Helpers gift drive. Beginning in October, Overlake students work with the management team at Avondale to provide presents to children. They gather names, gift requests, go shopping, collect donations and finally deliver presents to the families.

That thoughtfulness and commitment isn't missed by the staff at Avondale Transitional Housing. "There's a high ethic for wanting to give back to the community, and I hear it when I talk to your students," explains Smith. "It's obviously something that they value in getting to know our families here. It's certainly a value that you foster in your school, and we appreciate it."

That support doesn't stop within the city limits of Redmond. Another organization that Overlake works closely with is Treehouse in Seattle. The non-profit works with foster families to assure that every child that has experienced foster care has the opportunities and support to pursue their dreams in becoming productive members of our community.

Overlake helps their mission by volunteering in the Treehouse Warehouse which is a free store where youth in foster care and their caregivers can shop for clothing, school supplies, toys, and other essentials. Sorting donations, Overlake students provide valuable labor while learning more about Treehouse.

"I'm blown away by schools who carve time out of their day for students to be able to make volunteering a chunk of not only their education but also their lives," says Megan Meyer who is



**Above:** Upper School students volunteer at Treehouse during Project Week.



**Left:** Megan Meyer with Treehouse.

Treehouse's Volunteer Manager. "Today's young people are powerful, and every organization like Treehouse sees that young people have incredible capacity to make real change."

Meyer adds that many students return to Treehouse long after their two-hour school shift, and that connection helps in getting exposure out to the community. "It benefits us when all of the students from Overlake who joined us talk to their friends and family about their experience. That word of mouth exposure has really spread the work about our mission," says Meyer.

Both Meyer and Smith chose a life of service in their professions. They agree that seeing Overlake student volunteers brings back memories of their youth volunteering days. "That time of not thinking about yourself and focusing on what other people need brings out a happier outlook on life," says Smith. "Service reminds you and puts you in a space where there's a lot of hard stuff in the world and you get to play your part in helping out just a little bit every day. Even the little things really add up."

# Overlake and the Outdoors

Three alums talk of how Overlake shaped their love for the outdoors

We had the opportunity to chat with three Overlake alums who make the great outdoors a big part of their world. Whether they are working in the outdoors or perhaps enjoying it during the weekend, their universal affinity for exploring the wilderness is clearly evident in their responses to our questions below. What's also universal is their appreciation for Overlake and its Outdoor Program which brought them exposure to adventures in backpacking, hiking, snow shoeing, kayaking, you name it. Those early trips for our alums helped fuel an on-going passion for the outdoors that is clearly present today.

## Anna de Regt ('05)

The Cascades are what called back Anna de Regt ('05) from nearly a decade of living in the Northeast; the mountains and her work as a postdoctoral fellow at the Fred Hutchinson Cancer Research Center. de Regt is researching mechanisms of error correction during cell division.

### ***Were you an "outdoorsy person" prior to coming to Overlake or did that blossom in you when you were here?***

I came to Overlake when I was 10 years old so it's a little hard to say. My family had always taken camping trips, so I was certainly exposed to outdoor recreation. I would say that my interest in the outdoors "blossomed" while I was at Overlake. I sort of thought that everyone liked to exercise in the outdoors until I entered the Upper School and realized that was not the case. It was then that I started identifying as an "outdoorsy person" and making a conscious effort to actively seek out opportunities to be outside. I played three Varsity sports and so it was hard to fit those trips in, so I always made sure I did something outside for Project Week.

### ***What life lessons did you learn while being outdoors?***

I would also say that I was able to develop leadership skills when I was older and started actually leading trips rock climbing, winter hiking, ice climbing, and trekking. I learned a lot about when to open up questions to the group and when to take charge and decide what's next for everybody. I learned about how to encourage reluctant or scared students to push through their own boundaries while still feeling safe.

“Overlake finds such fun and knowledgeable leaders to head up its program. I learned whitewater kayaking from an Olympian! In Middle School! How cool is that?”

— ANNA DE REGT ('05)



### ***What sorts of outdoor activities do you do now?***

My main outdoor activities now are various forms of alpinism. In the winter, that's backcountry skiing, and in the summer, that's alpine climbing — ideally some kind of glacier mountaineering mixed with rock climbing. I find it very rewarding to use many different skills to ascend a peak; my favorite part of being in the mountains is feeling at home in terrain that would have been unfathomable to me years ago or that seems impossible to most people.

### ***How has knowledge in the outdoors helped you in life now?***

As an adult, my goals in the mountains have helped give my life balance. I could have spent every moment of graduate school in the lab, but instead I joined the outdoor community at my school, learned new skills, pushed through my perceived limits, and made life-long friends (and met my husband!)



## Corinne Hoag ('11)

With a true love for the outdoors, Corinne Hoag ('11) has spent her career working in it. At press time Hoag was in the process of moving to Oregon to work on a farm, after living in Moab, Utah where she taught in outdoor classrooms, built straw bale homes for low-income families through Community Rebuilds, and was a trip guide and high ropes course instructor in California.

### ***What sorts of Overlake outdoor projects did you take part in?***

In seventh grade I attended my very first outdoor trip, a Project Week trip spent on the Deschutes River. After that initial trip I tried just about every activity the Outdoor Program offered. I went snowshoeing, hiking, rock climbing, snow camping, backpacking, river rafting, and mountain biking.

### ***What were some of your favorites?***

My favorite trips were the overnight winter camping trips. Most people so rarely spend extended periods of time outside in the winter. It was an exotic experience. Being out in the snowy winter world until the sun begins to set, and instead of retreating to the warmth of a house, putting on a layer and crawling into the relative warmth of the sunken snow kitchen. I loved the satisfaction that comes from digging out a small snow cave. For a seventh grader who had mostly slept outdoors in a tent, in the height of summer, with the car in sight, leaving the vehicles behind to snowshoe out to a flat spot by an icy river and hand craft a snow burrow to call home for the night was an enchanting and otherworldly experience.

### ***What life lessons did you learn while being outdoors?***

I believe that the biggest lesson the outdoors has taught me is to take ownership for my own experience. A group of people can

“There is no doubt that my love for sleeping under the stars and waking up to the sunrise blossomed at Overlake on Outdoor Ed trips.”

– CORINNE HOAG ('11)

embark on the same adventure, yet all return with very different outlooks on how the trip went. The difference can be attitude. Could you have ignored the squish of your soggy shoes and opened your eyes to how brilliant green the mossy forest looks in the rain? Can you see beauty in the fog blocking the summit view? Might you have stayed up to watch the bats darting through the dusk eating insects and mosquitos, instead of angrily heading for the tent at the first mosquito bite?

Any day can be a great day to go outside, just be prepared and have a positive attitude. Take control of your own experience.

### ***What would you say to a current Overlake student who may not be all that interested in the outdoors to convince them to try it?***

I get the sense that more and more people avoid getting outside because of all the things that will be 'taken away' from them. It is true that 4G, hot showers, and climate control are all hard to come by out in nature, but perhaps you are not considering all of the things that will be given to you. Without paying for a ticket, you can enjoy the concert birds sing from treetops and the sound the wind makes as it whistles between pine needles. Without reservations, you can see the sunset dazzle in a fantastic display of colors. Wildlife might wander into view, and then out of view just as quickly. They have no zookeeper, so you are simply thankful for the glimpse. The remoteness makes days quiet except for the ring of laughter and conversation - another gift. Today, wild places are endangered. In America, land is actively being converted from protected to unprotected. Take a trip outdoors. Look at all the gifts that nature gives to us, not the ones we forcefully extract. Not the fossil fuels or logs from clear-cut forests, but the sustainable gifts nature provides. As stewards of the world, go out and experience first-hand why natural spaces matter. Take it upon yourself to have an interest in the future. There is no future without nature.



## Sarah (Short) Heller ('05)

When Sarah Heller ('05) is not chasing her toddler around, she's keeping up with other active children as Director of Fiddleheads Forest School, an entirely outdoor nature-based preschool in Seattle.

### **What were some of your favorite Overlake Outdoor Ed trips?**

One particularly memorable trip was hiking through the Enchantments in one day. Eighteen miles was by far the most mileage I'd completed in one day and I remember feeling strong and accomplished at the end (and incredibly sore!)

### **What life lessons did you learn while being outdoors?**

I discovered that time outside, particularly being active outside, keeps me happy and grounded, which has certainly served me well as an adult. I also gained a sense of self and built confidence in myself through being challenged and finding success outdoors.

“The outdoor program taught me about myself and helped me grow as a whole person. And that whole-person growth is what inspired my career. I believe kids of all ages, and especially our early learners, benefit immensely from learning outside.”

– SARAH (SHORT) HELLER ('05)

### **Have you been able to share your love of the outdoors with someone else who may not have been exposed to that element before?**

I've made my career out of connecting people, particularly children, to the outdoors. As a result, I've had hundreds of heart-filling experiences of kids stretching their comfort zones, building resilience, and growing deep connections to the natural world. I've seen kids inspire their whole family to go play in the rain. I've watched kids in awe of barred owl parents feeding their young, touch a worm for the first time, spend an entire day out in the rain and love it, develop a connection to a special place, and so much more.

### **What would you say to a current Overlake student who may not be all that interested in the outdoors to convince them to try it?**

Outdoor adventures have a way of building friendships, making life-long memories, and creating perspective in totally unexpected ways.

## Trips to Take This Summer

**JUNE 11–12**

### Diablo Lake Kayaking

*Open to incoming Upper School students*

Diablo Lake is a beautiful spot in the North Cascades. The paddling is moderate, but the views are spectacular as we will go under waterfalls and get views of the Cascade peaks on a clear day. Look forward to the benefit of carrying deluxe meals on this trip.

**JUNE 25–29**

### 5th/6th Grade Hiking

*Open to incoming 5th/6th grade students*

Join us for a week of hiking! Each day we will hike to a different location, exploring the trails to lakes, rivers, waterfalls, and mountaintops in the Cascades. Students will learn about each location, how to read maps and make navigation decisions, Leave No Trace skills, and will have a chance to slow down and enjoy being outside with friends.

**JULY 9–13**

### 7th/8th Grade Backpacking

*Open to incoming 7th/8th grade students*

Monday through Wednesday, students will be on campus learning how to light stoves, set up tents, filter water, map and coordinate their route, plan and shop for their meals, and learn basic wilderness first aid training. Wednesday afternoon, the group will head out to car camp near the trailhead. Thursday, they will head into the mountains for an overnight backpacking trip. On Friday, the group will hike back out to the trailhead and head home.

**JULY 23–25**

### Mt. St. Helens Climb

*Open to incoming Upper School students*

This annual summer tradition for Upper School students begins with a drive to Mt. St. Helens, stopping to shop for food, hiking through the Ape Caves and then setting up camp. On Tuesday, we will hike to the summit!

**JULY 30 – AUGUST 1**

### Mt. Rainier Hike to Camp Muir

*Open to incoming Upper School students*

Spend three days down at Mount Rainier culminating with a hike up to Camp Muir at 10,000 feet.

**AUGUST 6–10**

### Exploring the Outdoor Program

*Open to incoming 5th/6th grade students*

This is an opportunity for younger students to check out what Overlake's Outdoor Program has to offer, as well as a chance to meet new students before school starts. There will be a different activity each day.

**AUGUST 13–15**

### Upper School Backpacking and Summer Reading

*Open to incoming Upper School students*

A three-day backpacking trip into the Cascades and a chance to finish that summer reading!

**AUGUST 16**

### Challenge Course for 5th/6th Graders

*Open to incoming 5th/6th grade students*

New students as well as returning students are invited to spend a day growing in the trees at the Waterhouse Center Ropes Course in Monroe. A favorite spot of Overlake students in the past, we will get to challenge ourselves with a variety of low ropes initiatives. This trip is open to new and returning 5th and 6th graders to help create some familiar faces before the start of school.

**AUGUST 17**

### Challenge Course for 7th/8th Graders

*Open to incoming 7th/8th grade students*

All seventh and eighth graders are invited to spend a day growing in the trees at the Waterhouse Center Ropes Course in Monroe. We will get to challenge ourselves with a mixture of low and high ropes initiatives that will include a Power Pole jump, or other high element, for those who are interested.

*Please note, for all Summer trips the grade level is the grade you will be entering in the Fall.*



## Spring Sports Wrap-up



### GIRLS' GOLF

Coach Jordan Allyne

Jordan Allyne returned to Overlake to coach the girls' team this year, and even though she was only away from the program for a year, her team was completely different. "All but one of the girls were new to me," says Allyne. "Some of the girls have never played until this season so there's a lot of teaching that goes into my coaching."

With no seniors on the squad, the Owls hope that there are stars in the making. One such player is Ivy H. ('21) who has extensive experience on the golf course, and it showed as she was named the league's Rookie of the Year and received All-League honors.

"I tell them that they just need to go out there, relax, and trust your swing. Realize that you've only got this next shot," says Allyne.



### GIRLS' ULTIMATE

Coach Nancy Iff

It's about the spirit of the game. That's the message that new coach Nancy Iff stressed to her players this season. While their 2-8-1 record didn't indicate it, this year's squad is laying the foundation for a successful program. The program was popular with great turnout, and Iff sees a bright future for Owl Ultimate. "I want wins, but this is about building a program," says Iff. "The girls are working hard and learning new offenses and defenses every day. They bring that spirit at the end of every game and everywhere along the way."

Kayla N. ('19) was named to the All-League team.





**BOYS' SOCCER**  
Coach Scott Lane

A team full of leaders. That's how new Head Coach Scott Lane describes his team. With three senior captains, Nate S., Kirby W., and Luke B. on his squad, Lane knew this team didn't lack focus or the desire to win. "I'm really impressed by their intensity and heart," says Lane. "They're committed, and I didn't expect anything less from these guys."

For Lane, who was an assistant on last year's state championship team, the team didn't disappoint in the win-loss column. They didn't lose a league game and easily captured the Emerald City League title.

Winning the bi-district tournament, the team is once again playing towards a state championship. Even more impressive is that the team was named 2018 WIAA 1A Soccer 2018 Spring Academic State Champion making them champions in the classroom as well as on the field.

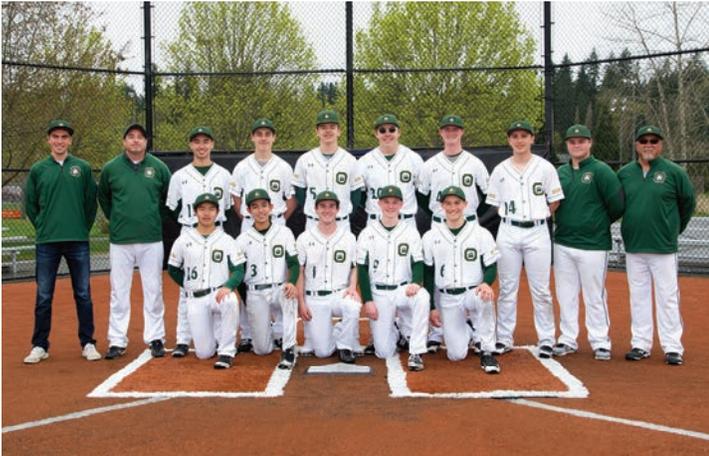


**BOYS' LACROSSE**  
Coach Lou Sabino

With only 15 players on his roster, Coach Lou Sabino looked for the winning combination even if it meant putting players in positions they were unfamiliar. Early on, the team struggled especially when it came to scoring goals. The Owls (4-8) slowly began to build chemistry and momentum. "We had a really solid defensive core," says Sabino. "Offensively, you need to have good stick skills and that comes with practice, and we started to come together at the right time."

Highlights included a home contest against Sehome who beat the Owls in the playoffs last season and a Senior Day victory against Seattle Academy where four seniors played their final game on the turf field.

The team's season ended with a first round playoff loss to Columbia River 3-11.



**GROWLS BASEBALL**  
Coach Mike Davidson

Starting the season with three walk-off victories, the Growsls' (8-8) powerful hitting and dominating pitching won games. As the season wore on, the two never really meshed.

That doesn't mean the team lacked success. The Growsls captured their fourth straight league title on Senior Night against University Prep 16-0. Days later, the team was eliminated from the bi-districts and a return to state after dropping two in Bellingham.

"We set all these goals around wins and losses, but that's not what's at the top of our pyramid of values in this program," says Head Coach Mike Davidson. "We competed all year, had a great time together, and I think most of them would tell you that it was the best part of their day. That makes it a good year."

Seniors Bryce D. and Tellier L., along with Junior Zach F. were named to the All-League team.



**GIRLS' TENNIS**  
Coach Nate Edmunds

The Owls Girls' Tennis team looked to build on last year's success in which Amanda L. (18) and Maria R. won the state championship in doubles competition. Coach Nate Edmunds' team looked to build on that success, and his players responded. The Owls captured the Emerald City League title.

"I'm most proud of how the team came together and handled every challenge they encountered," says Edmunds. "They just kept working to improve, and the fact that they had the results to show for it are certainly nice. They have earned everything they accomplished."

As of this writing, Amanda and Maria are looking for a championship repeat as they qualified bi-districts in doubles, and Allie P. ('21) has qualified in singles. All three earned All-League honors.



# Winter Season Wrap-Up



## Putting the Pieces Together for a Winning Season

Work with the pieces you're given. Without recruiting, it's something every high school coach deals with during a season. Justin Prohn was not immune from that adage for this year's squad. With a roster of many seniors, his players didn't lack game experience, but almost all lacked what many coaches believe wins basketball games. His team didn't have one player taller than 6 feet, 2 inches.

And while his team may have lacked height, Prohn worked with the pieces he was given. Looking for the perfect fit for his team, he changed their style of play. For one, his team had speed and conditioning. Owls basketball players play in summer leagues, other sports, and participate in off-season workouts, so his players are always in peak shape.

With a relentless full-court press that forced turnovers, and produced fast break points, Prohn's team took advantage of their skills. It also kept their negatives to a minimum.

The team got off to a slow start but reeled off 15-wins in a row including a victory against the state's number one team and undefeated Northwest on January 23. They also swept league rival Seattle Academy.

When it came to the post season, the Owls lost 71-67 in a heartbreaking district tournament game.

Graduating seven seniors, Connor T., Ben K., Rish R., Trent G., Bryce D., Tellier L. and Ryan E. have shown our younger players that a good work ethic and positive attitude pay huge dividends.

This year's All-League players were Tellier L. ('18) who made first team and Trey R. ('19). Working with the pieces he started the season with Coach Prohn was also named Emerald City League's Coach of the Year.



## Girls' Basketball Youth Movement Yields Surprising Results

Exceeding Expectations was the trademark of the 2018 Girls' Basketball team. Going into the season, there were many questions around the team, including who would be its coach. Courtney Hellem stepped into the role just days before the first practice, but she was no stranger to the girls. A longtime assistant, she implemented a familiar game plan, and her knowledge of players quickly developed a team that surprised many.

Their opening game against non-conference Concrete was a dominating 58-14 win with the aggressive Owls putting on a skills clinic. The combination of speed, size, teamwork, and leadership propelled the varsity team to a 14-2 record which was good enough for second place in the Emerald City League.

Another highlight was the stunning defeat of Seattle Academy on January 19. The Girls' went into Seattle and defeated the Cardinals 52-44. The win broke SAAS's seven-year Emerald City League winning streak!

Unfortunately, the team's playoff run ended with a loss to Meridian 68-40.

The young Owls will lose two seniors next year, Amanda L. and Holly H., and their leadership won't go unnoticed. The team won the league's Team Sportsmanship award. Two underclassmen received first team honors with Jane C. ('21) offensive moves and Eliza F. ('20) domination in the paint.

Hellem was named the league's Coach of the Year. "There's a lot of excitement in this program and excitement to only get better," says Hellem. "Being versatile, solid fundamentals, and executing our game plan will take our game to the next level."

The bar has been set, and the 2018-19 expectations will be even higher.



## ALUMNI PROFILE

**Lucca Criminale ('83)**

Lucca Criminale ('83) remembers not loving to hike with her family as a youngster, "My family is big into the outdoors. My mom loved to hike and mountain climb. My brother Martin ('82) and I complained a lot when we were hiking as kids, but I see the value now!"

Once she arrived at Overlake, Criminale took advantage of opportunities to spend time in the outdoors, including sea kayaking in the San Juan Islands and hiking in the Cascades. During Project Week 1979–80, she took the Outward Bound rafting trip on the Deschutes River with Ellen Trescher. "I loved the rafting part, and the rock climbing as well. That summer, I had my 14th birthday rafting the Grand Canyon with my family. I started training with a river rafting company after graduation and became a guide at age 17."

During college, Criminale started a long-term cycle of being a whitewater rafting guide in the summer and professional ski patroller in the winter. "In between outdoor seasons I continued college and graduated from the University of Washington with a major in math and a minor in atmospheric sciences."

She eased up on ski patrol work after 16 years, but has continued to guide Grand Canyon rafting trips right up to the present day. As a Guide Outfitter, she enjoys leading people, helping them work together as a team, and teaching them about safety and paddling techniques. Most of all, she encourages her students to

pursue exploring the wilderness on their own through hiking, rafting, skiing, kayaking, climbing, etc. "Guiding Outfitters train in the spring, when the river is much more difficult than the summer. I believe it is important to learn how to do what you love safely."

Eventually Criminale went into the business of teaching wilderness first aid and river rescue with her first husband, Tom. This led to her decision to go back to school at the University of Washington to become a physician assistant in 2007. "I did get my college degree in mathematics but went right back to the wilderness. Physician Assistant certification was based on my interest in wilderness first aid and medicine. Now I work in a critical access hospital with just five patient beds in a small-town emergency room. I live in Leavenworth, Washington, which is a great place to boat, ski, hike, or run when not at work."

Not everything about her wilderness experience has been a joy. Criminale's mother was killed during a rock fall while climbing in 1988, and twenty years later her husband Tom was killed in a midair collision in Flagstaff. He was aboard a helicopter while performing rescue work.

Reflecting back, Criminale shares, "Some of my favorite memories from Overlake are the great teachers. My favorite class was calculus with Steve Mathis. I think Overlake prepared me well for life after high school by showing me how to be disciplined and focus on a topic! This applies whether in a class, a trail run, or with a patient I'm seeing at work. I love being a Physician Assistant; it's challenging, lets me learn new things all the time, and I get to work with lots of great people in a team."

## ALUMNI PROFILE

**Nick Bay ('01)**

In May of 2001, for his Senior Project at Overlake, Nick Bay ('01) got the opportunity of a lifetime when he traveled to South Africa with his father to learn about African wildlife conservation firsthand. This experience sparked a passion and enthusiasm for all things related to African conservation and ecotourism.

It was on Bay's first Project Week at Overlake that he and some fellow Overlakers went to visit the Hopi and Navajo Reservations

in Northern Arizona with humanities teacher **Abigail Banker**. Here Bay and his fellow Overlakers did service work in the local community, including hand-sheering sheep, digging outhouses, and staying in the homes of Hopi and Navajo families. The Project Week participants hiked through the desert canyons, slept under the stars, and experienced authentic traditional knowledge first-hand, without ever needing a passport.

Bay was lucky enough to join the Overlake Project Week to France his sophomore year to further his French studies and stay with a family in Provence. For his junior year, he returned to Arizona for Project Week to learn more about Hopi and Navajo culture and share the experience with his classmates. All of these

*continued >*

## Nick Bay *(continued)*

experiences gave Bay the tools to take on adventurous projects and coursework to come.

Bay graduated with a degree in Environmental Studies from Pitzer College, studied abroad in East Africa (where he learned to speak Swahili in Tanzania), then spent a couple years in South Africa training and working as a guide near Kruger National Park. He returned to the US in 2007 and began planning African safaris full-time soon after working for US and South African travel companies.

Bay and his wife, Ashley, founded Your Private Africa ([yourprivateafrica.com](http://yourprivateafrica.com)) with the primary motivation to help contribute to the work of a small but growing group of thinkers, wildlife experts, and environmental specialists, all of whom see high-end, low-impact tourism as the best way to save and eventually grow Africa's many wildernesses.

Bay spends 6–12 weeks each year traveling in Africa and has formed excellent relationships with the guides, pilots, and local communities that play host for his safaris. While he knows all of the countries represented by Your Private Africa very well, Bay specializes in designing itineraries for Kenya, Botswana, South Africa, Namibia, Zimbabwe, Tanzania, and Rwanda.

Nick has planned and led a number of trips for Overlake families including **William Nelson ('01)** and Michael Nelson to Kenya and Rwanda; a honeymoon safari for **Jonathan Nordin ('00)** and **Jenny Deraspe-Bowles ('02)** to South Africa and Mozambique; as well as safaris for the family of **Benjamin Kuula ('00)** to Southern and East Africa.

# Class Notes

## 1970s

**John Callaghan ('73)** enjoys keeping up with Overlake classmates and friends Keith Himmelman, Caroline "Cookie" Forbes, and Jane Holloway Daquila on Facebook. "Cynthia and I have just made a move away from the familiar for a new adventure in St. George, Utah. I will be living one of my passions in Geology as I work in the mineral industry. Next is learning to get used to desert heat in the summertime. I'm also looking forward to sailing up in Seattle."

**David Lawrence ('73)** has moved back to the Pacific Northwest from Texas. He is President of Taylor Farms Northwest, where he oversees the production of "about 50,000 items a day in Kent by hand for Starbucks, Trader Joes, Safeway, QFC and Fred Meyer in the Pacific Northwest. 120 million people each week consume the products of the parent company, Taylor products, through its three divisions – Deli, Retail, and Foodservice. That is a lot of lettuce!"

**Steve Peters ('74)** continues to run his accounting, estate planning, and tax preparation business from offices on Mercer Island. He attended Overlake's 50th Anniversary Gala at MOHAI along with his sister **Lizzie ('75)**, and fellow classmates **David Vineberg ('74)**, and **Leon Knopp ('74)**.

**Carolyn Tappin ('75)** recently moved to the Lake Chelan area. She keeps in touch with Overlake peers such as **Steve Bowman ('76)** and **Barb Stanton ('76)**. She hopes to catch up with Trevor Cully next time she visits Seattle.

**Jeff Anthony ('76)** is President of Corporate Finance Resources, based in Redmond. The firm specializes in Private Placements, Mergers & Acquisitions, and Business Development.



**Michael Ko ('76)** turned up at our 50th Anniversary Gala, along with classmate **Jeff Silverman ('76)** (pictured left).

**Kay (Peck) McKee ('77)** reports that she has a hay farm and raises beef cattle

in Eastern Washington. She drives tractors and haying equipment, something she first encountered on the Overlake campus. She has two sons, both currently in college.

## 1980s

**Allison (Rogers) Koon ('80)** recently retired from teaching math and science in the Monroe and Lake Washington School Districts and is happily married to George Kirk.

**Maria (Callaghan) Cahoon ('82)** recently found herself singing guest vocals onstage with Drop Flight, a band that includes **Christian Fulghum ('77)**.



**Meagan Walker ('82)** recently visited campus for the first time since graduation, for a Diversity conference hosted by Director of Diversity

Mahtab Mahmoodzadeh and former Director of Diversity Mark Manuel. She visited with Bill Armstrong and Christian Fulghum ('77) in the Alumni Office. Walker is Vice President of College Relations & Advancement at Cascadia College in Bothell.

**Chris Palmer Lang ('82)** shares that "After a super amazing experience living and working in Senegal for the last three years, the Lang family has relocated to Germany for our next adventure abroad. We'll have our daughter Megan with us, and our boys, Jeremy and Ben in college in the states. Life is all a big adventure that we're enjoying!"

**Michelle ('84) and Roger Scheumann ('83)** will celebrate their 27th wedding anniversary in 2018. "It's crazy how fast time flies. We still live in Bethesda, Maryland and have a farm in Berryville, Virginia."

## 1990s

**Alex Crick ('93)** loves to take photographs of touring bands and recording artists, which he curates on his Instagram account called Crick on Tour!

**Christi (Larson) Pilutik ('96)** is happy to report that "we have finally moved back to the Pacific Northwest after living in Nebraska, Wyoming and Arizona. We have settled in Portland! My full-time gig is supporting Skanska's Oregon office as the Senior Human Resources Manager, but my family recently started an all-natural, artisan botanicals company: Raven & Fin. We are all excited to be back and are looking forward to what the future holds."

**Renee (Visich) Kurdzos ('97)** is currently the Director of Planned Giving and Philanthropy at Fred Hutchinson Cancer Research Center.

## 2000s

**Lauren Darnielle ('00)** reports that since earning her MBA from the UW in 2009, she has worked in corporate finance and consulting. In

her current job, she has combined the two, as Finance Manager for a small local consulting company. "I love working from home in my pajamas! Outside of work, I do a lot of traveling and I'm up to 121 official Hard Rock Cafe visits and counting!"

**Samantha Hillyer ('01)** and her husband Adrian are enjoying life with two children, now that their second son, Riley Hillyer, has joined the family. "He cannot wait to be a future Owl."

**Micah Pepper ('01)** and her husband moved back to Seattle after living in Colombia and Chilean Patagonia for four years. She reports that they have a wonderful two-year-old daughter and are awaiting the arrival of their second child. Pepper works in research at the UW and she and her husband own an adventure tourism company in the Chilean Patagonia (On the Road Patagonia).

**Peter Johnson ('02)** and his wife Jessica recently welcomed their second child to the family. His name is George Peter Johnston.

**Jenny DeRaspe-Bowles Nordin ('02)** and her husband **Jon Nordin ('00)** are the co-founders of DogGoneSeattle.org, a non-profit that rescues dogs and places them in loving homes.



**Akay Tuncak ('02)** currently lives in Chicago working as a consultant for a large management consulting firm. Many of her clients are in Silicon Valley, and her work also

takes her abroad to India, Indonesia and Brazil.

**Joanna (Beard) Guiler ('03)** is "teaching 8th grade LA/SS in Sammamish, WA. My husband and I are enjoying parenting our first child, Anderson Foster Guiler. He is a very big boy and is very loved. Hopefully, he'll be an Owl one day! (Gold team in middle school as well!)"

**Chelsea Mortell Petisme ('03)** is a dentist owning two practices: Juanita Family Dentistry in Kirkland and Laurelhurst Family Dentistry in Seattle. "I married my husband Vince in September 2015. We live in Kirkland with our two goofy Dobermans, Betty and Barney. I serve as the Vice President of the Overlake Alumni Board and you can usually find me at Alumni events!"

**Ben Yaxley ('03)** and his wife are back living and working in Emeryville, California. They love being back in the Bay Area and are looking forward to an Overlake Bay Area Alumni Reunion in 2019!



**Katie Al-Khoury ('03)** writes that after graduating from USC with a degree in Broadcast Journalism with a minor in Communication Law and Media

Policy, she earned her Master's in Journalism with an emphasis in Online Journalism. After working in a variety of television settings, she made the move to public relations working for companies such as Samsung, Sonos, Amazon Web Services, Microsoft, Kaiser Permanente and the Bill and Melinda Gates Foundation. Currently she works for Amazon, supporting internal communications for global operations.

**Brit Goldberg ('04)** is a CPA, and recently took a position with an insurance company in Ohio. He is also engaged to be married in August. Congratulations, Brit!

**Sarah B. Tompkins ('05)** is an advocate and lobbyist for rare disease research, and recently joined the Alumni Board.

**Nathan M. Johnson ('07)** reports that he is currently in school getting a combined MD, PhD degree at Tulane University in New Orleans. After graduating from the University of Oregon in 2012 with a major in biology and minors in art history, business, and biochemistry, he spent three years working as a scientist at Seattle Children's Hospital. "For my PhD work I am doing some pretty cutting-edge stuff with gene and immunotherapy. In short we are working on a cure for HIV by genetically modifying the immune system and redirecting it to target cells infected with HIV."

**Jay Sandstrom ('07)** and his wife Dani just welcomed their first child Jackson into the family. Congratulations to Jay, Dani, Jackson, Uncle

**Brian Sandstrom ('12)** and **Grandmother Ele Dootson ('77)**!

## 2010s

**Dillon Moyer ('10)** is a residential real estate broker at Avenue Properties in Seattle.



**Eric Juhos ('10)** reports after graduating from Wake Forest, he returned to Bellevue, where he began working

in market research. He is now living and working in Los Angeles, which he is enjoying very much. "Now I live in Los Angeles, and that's what I'm doing — just living life, working and exploring my new city! Good times!"

**Julia Melfi ('11)** lives in Brooklyn, New York. After graduating from Overlake, she went to Oberlin College and majored in theater and art history. "Overlake really set me up for success there in many ways, but most importantly, I knew how to manage my time. I felt very equipped to



take on a college-level course load and other activities, which helped me feel confident and ready to take on new subjects.

Right now, I work as a radio and podcast producer for NPR's Ask Me Another. It's a pop-culture comedy game show and it's really a fun job! I like that I get to use both my creative and more logistical sides at once. Outside of work, I also act, do comedy, and am a visual arts resident at a cool gallery space. Clearly I like to have a full plate!"



**Kirsten Parris ('12)** reports she is living in Shoreline and recently visited the Grand Canyon.

**Keep those stories coming; we love to hear from you!** If you have an update you would like to share, please email [alumni@overlake.org](mailto:alumni@overlake.org).



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## DON'T MISS REUNION WEEKEND!

JUNE 15 & 16, 2018

- Celebrating all **Alums from the 1970s** on Friday at JM Cellars in Woodinville
- **All Alumni Reunion** on campus Saturday



Full details at [overlake.org/support/alumni](http://overlake.org/support/alumni)