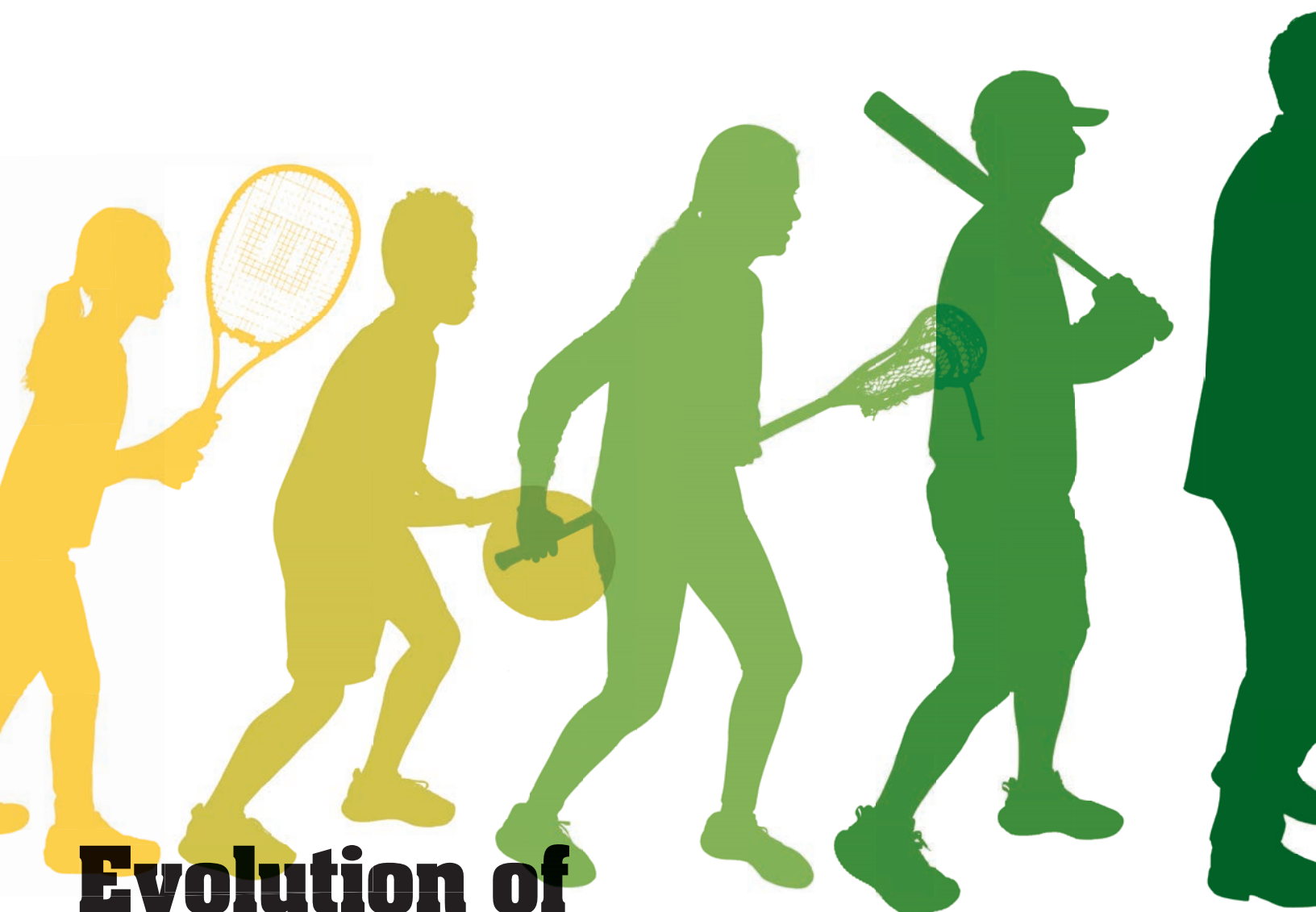


THE OVERLAKER

The Overlake School



Evolution of the student athlete

How Sports Prepare Us for Life

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The Role of the Coach

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The Role of the Parent

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The Role of Fellow Overlakers

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Leadership Through Captains' Council

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Dear Overlake Community,

This fall I had the opportunity to meet with a group of Microsoft employees about the health of the school and Overlake's future plans. The first part of the meeting however consisted of a panel discussion with a group of recent Overlake graduates who currently work at Microsoft. For all of the parents in the audience the conversation with the alums was powerful, in fact the meeting agenda switched to exclusively focusing on them.

In listening to our alums, it was clear how the overall Overlake experience was so critical in the success they experienced in college and now as employees at Microsoft. What was particularly resonating with all of them was how Overlake combined the strong academic program with an equally strong co-curricular program. As one panelist mentioned — 'I knew how to write, how to think, and how to work with others and all of these skills I learned at Overlake.'

In reading this issue of *The Overlaker* the same themes heard from the alums echoes throughout the publication. In learning about all of the athletic opportunities available to our students, you will also see how important these experiences on the athletic fields and courts are to both our current students as well as alums.

How does Overlake insure that these experiences are so powerful? It starts with our strong coaches and the commitment of our athletic department in developing student athletes. This means coaches focus on fair play, teamwork, and resilience. As an alum currently working at Microsoft told me, her success working with and leading teams were skills she learned while playing volleyball at Overlake.



This season I have the opportunity to work with 15 fifth-grade basketball players. Along with Mike Fine, the Middle School Athletic Director, we are working to help students develop an appreciation for the game, as well as learn to work together as a team while having fun. Doing this work, I am again reminded of how challenging it is to teach students and I applaud the work that our faculty and coaches do every day with our students.

Hearing from the alums I know that the work we do in the classrooms and playing fields is all part

of what makes Overlake such a formative experience for students.

If you have time this year, stop by and see students performing. You too will be convinced of the power of these experiences.

Warmly,
MATT HORVAT, HEAD OF SCHOOL



Growing Up

Our Approach to Social Emotional Learning

Social Emotional Learning (SEL) is a growing trend in education across the country, but for Overlake's personal counselors, it's always been in their world. "You can't tease out anything social or emotional from counselors. There's not a time when we're not," explains Susan Essex, Overlake's Director of Student Support. She and her team of counselors could be considered coaches to our community on ways to keep the brain functioning on a healthy track, so it can learn. "A learning brain is a brain that is also operating on other levels, socially and emotionally well; then they're going to learn."

Essex and Pauline Salgado, both Overlake personal counselors, spend a lot of time supporting the faculty and staff working with students. "SEL is part of our job description, if you will. Whether you're designing curriculum or supporting curriculum, working individually with kids or groups of kids in classrooms, this is what we're supposed to be about," says Essex.

But it's not work that needs to reside just in the counselor's office. This year as a continuation from last school year, Overlake is holding workshops and trainings across the campus with adults and students. By broadening this work outside of the counselor's office, Essex and her team believe real growth can happen.

"I really like that when we go into each grade and we see the trend that's happening. Then we're there to support it by going in and having a discussion about whatever the topic is," says Salgado, who points to a visit she and Essex made to the sixth grade. "Before retreats we went to the sixth graders about how to make friends, as that was something that coming into the grade was nerve-racking for them."

This specialized, thematic approach Salgado and Essex provide resonates with each particular grade level. In sixth grade, half the class is new, so managing the dynamics of new faces and friends is something very real to these students.

Throughout the grade levels, the counselors provide discussions and tools to navigate through the various developmental stages. In Middle School, one theme they work on with the students is

managing conflict. "Because they are going from the concrete brain to more abstract, they're seeing themselves in context," explains Essex. "So, when you see yourself in context you naturally compare and then you start to have emotions about that, such as jealousy, annoyance, frustration. We talk to them about boundaries, about how that plays out in class and online."

And because kids spend just as much of their waking hours online, having a discussion about managing their social and emotional health should focus on online and offline behaviors.

"From the kid's perspective, they don't see digital citizenship as different from their life. That's why we don't do just digital citizenship curriculum; we do pieces of it. But really, it's about growing up, because for a kid, their offline world and their online world have really gelled into one."

"A calm brain is a learning brain."

SUSAN ESSEX, DIRECTOR OF STUDENT SUPPORT

There are many hours in the day when Essex and Salgado are not in the classroom, but in their private offices, meeting with students and families who are going through any type of struggle. Overlake, like other high-achieving schools has students who experience anxiety and panic attacks. "We find a way to negotiate a child's unique experience," says Essex. "I think that's where we do know them well. We have off-campus psychologists, therapists, psychiatrists, who will advise us, and we do what we can."

The goal for Essex and Salgado is to get that student who's struggling to a place where their brain is calm. "A calm brain is a learning brain," reminds Essex. By digging deeper and finding personalized solutions, the hope is to reduce any stigma related to mental health. "The kids are interested in talking about mental health because they are the ones seeing their friends suffer or they are the ones suffering. So, they're trying to normalize that and get rid of some of the stigma."



Susan Essex discusses social media's impact on unhealthy eating habits with 7th graders.

The counselors, along with members of Forefront Club, the Suicide Prevention Task Force, ASB, and others in the community are looking at a mental health week to showcase not just struggles but solutions.

"It takes a school willing to talk about SEL and not just trying to help in a surface way but really help kids who are struggling," says Essex. "That takes a little more bravery."

Six tips for a calm brain:

- 1** Plan enough buffer in a student's schedule and day to allow for downtime if they're sick and need to miss school.
- 2** Plan enough sleep each day.
- 3** Allow students to have some preferences in what they do and not have them under pressure to do everything well.
- 4** Pay attention to how a student regulates their emotion at home. It's a great place for parents to coach and model behavior.
- 5** Pay attention to how a student navigates friendships and the soft skills of negotiating and communication.
- 6** Be active in what activities your student is doing online — not from a disciplinary position, but from an interest in what they like to do online.

Getting a Handle on Homework and Assessments

Two Tools Overlake is Piloting to Help Relieve Student Stress

The day I sat down with Head of the Upper School, Gerald Buhaly, it was the last week in the first quarter, and he was remarking on how the MAC or Major Assessments Calendar was working.

"I spot checked kids' schedules on the calendar and saw that in each case there was just a few who had more assessments than desired in the week." The optimal number of tests is no more than two in a day and no more than four in a week. Those Upper School students Buhaly mentions who fall outside that amount happen to be taking several AP courses accounting for their extra workload.

The MAC, as it's being called around campus, is a central calendar in Canvas for faculty to see outside of their department what other faculty are expecting of the same students. Without

this view, faculty have no way of really knowing what impact their work is having on the student's overall workload. "If you take last year's junior class, there were 76 kids taking 54 classes, so it's nearly impossible for 54 different teachers to collaborate in a meaningful way without an electronic system that can help."

The MAC is trying to stop the highs and lows of what Buhaly calls a rollercoaster ride for Upper School students. "We found there had been a rollercoaster of assessments that kids have gone through at certain times of the year, for instance leading up to the end of quarters, leading up to end of semesters, and right before long holidays."

Faculty in each department have worked to identify what constitutes a major assessment and what is considered a minor assessment. Generally speaking, research papers and tests,

those in which students spend a lot of time preparing for, are considered major assessments. However, in the arts, a major assessment looks different. “For major assessments in the arts, they’ll be putting in the concerts and the rehearsals for the plays that sometimes go into the night,” explains Buhaly. “So, every teacher in the other subjects needs to know that those kids are locked up for the night. They’re not going to have the opportunity to prepare for a test for the next day.”

So, what do the students’ think so far? “I think the kids appreciate that we’re working toward this,” says Buhaly. “After one quarter, we’re already looking at MAC 2.0.”

And while students may see some lighter weight work times during the school year, the MAC is not intended to reduce workload; it spreads it out more evenly.

“The kids are looking at time, points, and/or cognitive load, such as an anxiety-inducing assignment, like their first speech of the school year in Freshmen English,” explains Meghan Waddle, Assistant US Head. “There’s work to be done in getting the departments to recognize these various factors opposed to just how much will this assignment be a part of the overall grade, i.e. points.”

“The kids are looking at time. How much time is this assignment going to take? Faculty are often looking at points. How much will this assignment be a part of the overall grade,” explains Buhaly.

“We’re going to have these guidelines in place, but unless we reach out to the students and ask, ‘Is it working?’ we won’t really develop a tool that fits the needs of our student body,” says Waddle.

Getting a Pass on Homework

Identifying major and minor assessments has helped pave the way to begin a homework pass program across the Upper School that was first piloted last year in the Math department.

The idea is simple — when a student is unable to get a minor assessment done at home they initiate a pass on that work. No questions asked. It can be used once a semester in each of the students’ Upper School classes. It’s a real answer to a real problem that school administrators have heard for a while now — the level of anxiety around school work is increasing, especially in the Upper School.

“The evolution of the homework pass came from Forefront Suicide Prevention and our students and adults who are part of our suicide prevention group,” explains Buhaly. Forefront is a University of Washington program Overlake has partnered with to build suicide prevention capacity on campus. “We’ve always felt like we’ve had the flexibility for kids to go to a teacher and say, ‘I wasn’t able to do that assignment last night because of,’ but Forefront was really adamant that we needed to have a no ask-no tell position on assignments.”

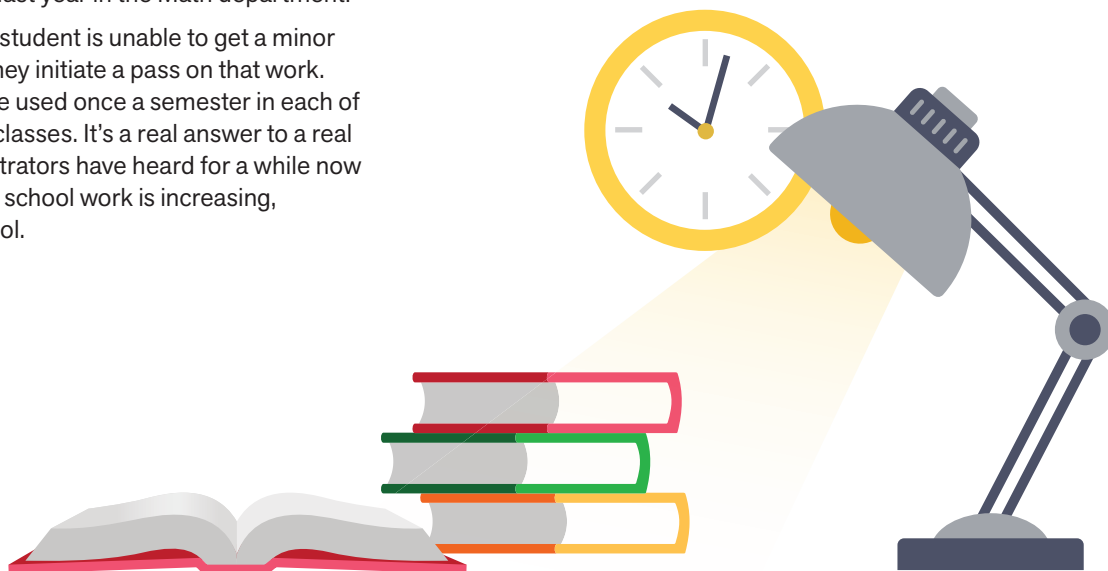
When a student is unable to get a minor assessment done at home they initiate a pass on that work. No questions asked. It can be used once a semester in each of the students’ Upper School classes.

When a student initiates a pass on work, only the teacher and school’s personal counselors are notified. “If the counselors see three or four homework passes in one night, they’ll probably want to check in with that student from a wellness and safety standpoint,” explains Buhaly.

“What we’ve seen in the fall is a number of students using a homework pass across multiple subjects, so from a technical aspect it’s working, but we have yet to survey the students to see how it’s working in their lives.”

That’s work still ahead for the homework study group to look at homework expectations across subjects, as well as the current class schedule and the number of APs offered.

“There’s only so many hours in the day,” reminds Buhaly. “So that’s another piece we’re continually trying to manage is what we provide as opportunities to our kids and the directions we give them around what is feasible and what’s not.”



50th Anniversary Commemorative Book



Last school year Overlake celebrated a major milestone — it's Golden anniversary! Throughout the year there were many opportunities to celebrate the school's birthday. Now, we can relive those memories with a special 50th Anniversary Commemorative book.

Featuring interviews from current and former Overlakers, old photos and memories, this is a keepsake you will want to add to your bookshelf or coffee table.

The book will be available for sale in 2019. Net proceeds will go to Overlake's Financial Aid endowment.



OVERLAKE FUND 2018-19

Thank you to all our wonderful donors for their support of our 2018-19 Overlake Fund!

Each and every gift, at every level, directly supports all our students, teachers, as well as our academic, arts, athletics and co-curricular programs, financial aid, maintenance of our beautiful campus and more.

If you would like to participate, please join us at give.overlake.org.

Alums and alum parents are also welcome to support their Senior Class Legacy Funds at give.overlake.org.

Thank you!

Owls Night Out

SAVE THE DATE!

Saturday, February 9, 2019

6:30pm • MOHAI, Seattle

Join us for a festive evening to celebrate our wonderful community! Please save the date and stay tuned for more information about this very special event.

(AGES 21 AND OVER PLEASE)

owlsnight.overlake.org



Pushing Boundaries

Overlake's 7th and 8th grade drama students put on a boundary breaking performance of Neil Simon's *Fools*. The show is a fast-paced comedy that follows the story of a school teacher, who goes to the town of Kulyenchikov to teach the daughter of the town doctor, but soon discovers there is a curse on the village that makes everyone stupid.

However, the Overlake students took the show a step further and had the idea to perform two versions of the show. One with a male lead (as written) and one with a female lead. The alteration lead to the forming of two completely different casts rehearsing simultaneously and adjusting the dialogue to fit the different characters. With two different casts, the audience had multiple opportunities to see two different versions of the same story

and consider how our own gender bias is challenged in each show.

"Because it was their idea, they're really buying into the change. I hope that the audience will see both versions and create some interesting conversations," says Bill Johns, Director of *Fools*.

The quick wit, exaggerated gestures, backwards dialogue and literal humor ultimately

draw the audience into a humorous journey about overcoming the circumstances of where you come from to succeed.



The Addams Family



Rehearsals are already underway for the Advanced Musical Theater class' production of *The Addams Family*. The musical is based on the cartoons by Charles Addams that routinely ran in the New Yorker and follows the story of an off-beat family living in Central Park.

"We chose this show because we really loved the music...it is a great way to showcase the casting pool we have," remarked Sarah Fitzpatrick, the stage director.

There are 10 principal roles and 15 featured supplemental roles that students have been able to personalize and make their own. The large number of roles makes it a great show to highlight many students.

"The show gives lots of opportunities for kids to show their talents whether singing, dancing, or acting," said Fitzpatrick. "I look forward to when they know their music and lines and can layer that into other elements of their performance."

Erin Gabriel will work alongside Fitzpatrick as the musical director while Bill Johns and Mollie Montgomery will lead the Stagecraft class to construct the set for the show. The Addams Family will run January 18 and 19 in the Fulton Performing Arts Center.

Arts Calendar

JANUARY 18 & 19

The Addams Family (Advanced Musical Theater production)
Friday, Jan. 18: 7:30pm ▪ Saturday, Jan. 19: 2:30 and 7:30pm

SATURDAY, MARCH 2

Benefit Concert ▪ 7pm

APRIL 26 & 27

Advanced Drama Production

Friday, Apr. 26: 7:30pm ▪ Saturday, Apr. 27: 2:30 and 7:30pm

WEDNESDAY, MAY 1

Orchestra Concert (with Int. Strings) ▪ 7:30pm

THURSDAY, MAY 2

Concert Band & Jazz Band Concert ▪ 7:30pm

FRIDAY, MAY 3

Upper School Choir Concert ▪ 7:30pm

MONDAY, MAY 6

Middle School Choir Concert ▪ 7:30pm

TUESDAY, MAY 7

Middle School Band Concert ▪ 7:30pm

FRIDAY, MAY 17

5th Grade Music Night ▪ 5pm

Arts Fest – A celebration of the arts at Overlake ▪ 6–8:30pm

MAY 31 & JUNE 1

The Lion King (5th & 6th Grade Musical)

Friday, May 31: 7:30pm ▪ Saturday, June 1: 2:30pm



Meet Our New Overlakers

Paulo Agostinho

UPPER SCHOOL SOCIAL STUDIES



Paulo is excited to join the Overlake faculty as an Upper School social studies teacher. Paulo has a BS in Social Studies Secondary Education and has spent time teaching

all over the US and world, including time in South Africa, Costa Rica, and most recently, Brazil! He believes that students should graduate with a knowledge of their country and the world they live in and that education should accommodate people from all racial, ethnic, religious, cultural, and economic backgrounds. In his spare time, you might find him reading books about travelers or playing bass guitar.

Michael Atherton

LEAD MAINTENANCE TECHNICIAN



No stranger to Overlake, Michael is joining our maintenance staff as lead maintenance technician. Michael previously worked for Overlake in our facilities department

as well as a sous chef for the kitchen, which would have him starting at 4:30am preparing to serve breakfast to the morning rush of students and teachers. Michael has also coached various sports at area schools, including football, and track and field.

Nicole Balin

MIDDLE SCHOOL ENGLISH



Nicole will be joining us for the first semester as a substitute in our English department, while one of our faculty is on leave. Nicole has experience teaching students from

preschool through 8th grade, as well as college level courses. She also holds a Masters of Fine Arts in English and is pursuing a Masters of Teaching at SPU. She has recently been working at St. Thomas School as a humanities teacher and elementary instructional assistant.

Elizabeth Davis

ASSISTANT DIRECTOR OF DEVELOPMENT



Originally from the Seattle area, Elizabeth has moved from Orange County, California to join our development team this year. Elizabeth holds a Masters in Education and has wanted to work in a school setting for as long

as she can remember. She brings experience in development and advancement from several nonprofit organizations in California as well as experience as a kindergarten teacher. Elizabeth loves everything about country music, she even met her husband while line dancing.

Laya Fawal

MIDDLE SCHOOL MATH



Laya is joining the Middle School faculty as a math teacher with a BA in Education with emphasis in Math and Science and a minor in Computer Science. She brings over 10 years of teaching experience. She likes finding fun and creative ways to convey the mathematical concepts to students and expand their understanding of the subject. However, her talents are not just limited to math. She also taught a *Beginning French Elective* class and is fluent in English, French, and Arabic.

Shea Fleming

MIDDLE SCHOOL/UPPER SCHOOL DRAMA, SPEECH, AND DEBATE



Shea comes to Overlake with 13 years of experience as a theater teacher and a Master of Arts from Emerson College. Her teaching experience has taken her all over the

country and world, including Ecuador and most recently, Kenya. While in Kenya, she lead a middle school drama program that grew exponentially over the 5 years she was there. She is trained in West African dances and also plays the clarinet.

Erika Graef

MIDDLE SCHOOL/UPPER SCHOOL COORDINATOR



Erika has a background as a marketing program manager and donor engagement coordinator. She also served with Young Life, which helped her develop a passion for

people and communities. She is excited to get to know the students and walk alongside them through the year. When she's not at work you might find her teaching a fitness class as a certified Bar Method Instructor.

Joanna Guiler ('03)

MIDDLE SCHOOL ENGLISH



Joanna is an Overlake alumna and is returning to teach Middle School English. Since graduating, she has pursued a BA in Italian and French Studies and is working to become

a National Board Certified Teacher. She has also been teaching language arts and social studies at Inglewood Middle School for the

last 5 years. Joanna has also worked to run the Natural Helpers program, which helps respond to students' emotional needs and partners with school counselors to equip students to become caring and compassionate listeners.

Leslie Harris-Johnston

INSTRUCTIONAL COACH



Leslie brings 18 years of experience in education in roles, including teacher, principal, instructional coach, and college professor. Additionally, she holds a Masters in Arts

and Humanities Education and has spent recent years exploring other opportunities, including working as the housing director at a university where she was able to learn transcendental meditation and ayurvedic health. She is excited to return to education full-time in an instructional capacity.

Catherine McDonough

UPPER SCHOOL MATH



Catherine is joining Overlake as one of our Upper School math teachers with a Masters in Teaching with Continuing Certificate Endorsements in Secondary Math,

Physics, General Science, and Computer Science. She has taught math for over 20 years and even has experience teaching the physical sciences. She believes in a student-centered learning environment built on relationships and trust. Her teaching experience isn't limited to the classroom either, she has also coached soccer, been a ski instructor, and taught fitness classes.

Nidhi McVicar

DIRECTOR OF TEACHING AND LEARNING



Nidhi is joining Overlake all the way from Florida. She is currently pursuing a Master of Education in Private School Leadership and also has a Masters in Business Administration.

She has a wide variety of experience in

education, including college professor, head of school honor council, senior faculty member, and AP exam reader. In addition to her education related experience, she also brings experience in charitable advancement in the nonprofit industry and experience as a financial analyst. She is excited to help Overlake move forward and grow. In her spare time, you might find Nidhi running, cooking, or listening to classical piano music.

Tara Mounsey

FRONT OFFICE MANAGER



Tara joins Overlake this year bringing a variety of experiences at nonprofit organizations, including World Vision, Northwest Harvest, and most recently, Bellevue

Presbyterian Church, where she worked as an administrative assistant in the Family Life Ministries department. Tara attended Whitworth University and earned a degree in Journalism. On any given weekend, you might find her taking in the sunset in Kirkland or watching Disney movies with her husband.

Damithia Nieves

UPPER SCHOOL YOGA



Damithia is Overlake's Upper School yoga teacher. She has taught yoga for 20 years. Damithia holds certifications from the Hatha Yoga Center and Sound

Discipline Trauma Informed Practices for Youth. In that time, she's lead yoga programs for adults, teens, and preschoolers. She also teaches trauma informed yoga at a youth detention facility.

Megan Rodrigues

DEVELOPMENT ASSISTANT



Megan brings a unique experience to the development team from the world of fashion, with a degree in Fiber Science and Apparel Design with a concentration in

Product Design. Most recently she worked at Anna Maier Couture in New York where

she was their Director of Operations. She oversaw all facets of the business from product development and fabric sourcing to human resources and financial planning. Megan is also obsessed with plants and slowly growing her collection. In her spare time, she loves visiting any and all kinds of farms, botanical gardens, or arboretums.

Jessica Romine

FOOD SERVICE CASHIER



Jessica is joining our food services team as a cashier. She brings lots of experience as a server and barista. She has even dabbled in latte art!

Pauline Salgado

SCHOOL COUNSELOR



Pauline is joining Overlake as a school counselor. She has counseled in high school and middle school in the greater Seattle area and has a Masters in Educa-

tion in School Counseling. She also worked at Seattle Goodwill where she supported immigrant, refugee, and homeless adult learners transition into the workforce. During her time at Washington Middle School, she also helped facilitate a leadership group for girls of color.

Subha Sasidharan

TECHNOLOGY SUPPORT SPECIALIST



Subha is joining Overlake in our tech department. She has a Bachelor's Degree in Electrical Engineering and a Masters in Systems Engineering. Subha

describes herself as an engineer by education, Indian by heritage, and an interior designer by passion. She prefers beaches over mountains, road trips over flying, and loves cheesecakes over ice creams. She's back at work after a hiatus to spend time with her kids and is excited to be part of this amazing community.

Delanie Seman

UPPER SCHOOL MATH



Delanie comes to Overlake from Ohio with over 10 years of practical teaching in math at the high school and college levels. She has a Masters of Education in Integrated

Math, Science, and Technology Education. She also spent three years working for Boeing as a Systems Engineer which has given her hands-on experience that is easily applied to the classroom. Delanie sees math as the language of the universe and knows that it is not an easy language to learn. She enjoys finding the fun in the puzzle of math and working to understand the world better through a mathematical lens.

Auzzie Sheard

COLLEGE COUNSELING ASSISTANT



Auzzie was born and raised in California before moving to the Pacific Northwest this year. He studied International Politics at Pomona College and also worked

in the admission office and served as a resident adviser. Most recently, he was the admission assistant at a private San Francisco boys school. If he's not watching basketball games or Batman movies, you can find him listening to podcasts...usually about basketball or Batman.

Teron Sutherlin

ASSISTANT DIRECTOR OF ADMISSION



Teron comes to us from St. Louis where he was the graduate admissions counselor at Webster University. He also holds a Masters of Education of Human Services and

brings educational experience ranging from coach to instructor to administrator. Teron has a true passion for giving everyone an opportunity to reach their full potential. On the weekends, you can likely find Teron exploring one of the hundreds of restaurants Seattle has to offer.

Pamela Tietje

FOOD SERVICES CASHIER



Pamela is joining the Overlake kitchen staff as a cashier. She has been working at Stillwater Elementary where she oversaw the cafeteria and processed all of the

school library materials.

Jennifer Wallen

LEARNING SPECIALIST



Jennifer has moved from Ohio to join Overlake. She has a Masters in Education in Independent School Leadership and a masters in Special Education. For much of

her career she has worked with students with ADHD and learning disabilities which has given her the opportunity to ensure academic and social growth in students' lives. She has dedicated her career to teaching learners of all types. She also took on a role as a founding member of her previous school's team for diversity and inclusion and co-chaired their math department. She's even dabbled in coaching, previously leading the ski team as well as the track and field team.

Sam Yeager

FRONT END DATA AND WEB ADMINISTRATOR



Sam is joining Overlake as our web administrator and brings a wealth of design and programming experience in games and animation. She bridges the gap between creative

and technical sides of products. Sam has worked for companies in Las Vegas, designing graphics for casinos, as well as UI/UX design work for various companies in the Seattle area. On the weekends she likes to play competitive Super Smash Bros Wii U with her husband and friends. Her main character is Zero Suit Samus and she's excited to play Smash Ultimate this winter!

Karen Zaidberg

MIDDLE SCHOOL SOCIAL STUDIES



Karen is joining Overlake as the new Middle School Social Studies teacher. Previously, she taught 6th grade language arts, math, and history at the Manhattan Country

School in New York. She also has MS in Elementary and Middle School Education and MA in Gender and Cultural Studies. In her spare time, she enjoys kayaking, hiking, and doing crossword puzzles.

Farewell and Thanks

A fond farewell to the following who have helped make Overlake so special:



Emily Blackburn



Sam McCutcheon



Beth Highland



Marilyn Walters



Doris Jackson

Julia Auve ('05)
Jennifer Blanton
Bryan Bradbury
Rachel Anne Bradbury
Jessica Hanson
Geneva Hinchcliffe
Ashlynn Hoover
Sara Kisko
Miguel Llanos
Rachel Lydeard
Courtney Massey
Hannah Moskat
Teri Negrin
Pook Panyarachun
Megan Sykes
Heidi Wilbrandt

Celebrating Milestones at Overlake



25
YEARS

David Bennett | *Not pictured: C Japp*



10
YEARS

Stephanie Wilkins | Mike Fine | Dave Parsons
'becca Flora | *Not pictured: Michael Krumbholz,
Mia Wall*



20
YEARS

Karen Mihata



5
YEARS

Jen Pan | Susan Messier | Geneva Hinchliffe
Jenni Baldwin | Bryan Bradbury | Eric Clifford
Wing Mui | *Not pictured: Allisen Haworth*



15
YEARS

Neal Iezzi | Justin Prohn | Denise Renno
Shawn Allen | Jill Bowles



When Alan N. ('21) lines up for the start of his cross country race, he's not thinking about how it'll impact his life. He's only thinking about crossing the finish line first. The same is true for Ivy H. ('21) as she prepares to sink a putt on the green of a local golf course. She's trying to walk off with the lowest score on her card.

The similarities of the race course or the green, the athletes' preparation, how they compete, and how they handle victory or defeat are common themes felt throughout life, well beyond athletics.

"The values that embody high school sports are the same values we teach in our classrooms," explains Athletic Director John Wiley ('83). A value like collaboration is core to life experiences whether you're a sports teammate or a co-worker. Wrapping up values into the Overlake student athletic experience is the goal for every Owl sport. "It's about building a healthy culture, and it begins the moment our athletes' step onto the practice field," says Wiley.

Wiley has been working with the Overlake community to build education within Owl teams, and it starts with our coaches. Whether it's coaching a beginner Middle School basketball team or continuing the excellence of our state championship varsity teams, Overlake coaches meet ahead of the season to discuss the season's objectives and goals.

Surprisingly, their meetings have little to do with wins and losses. Wiley discusses strategies for player development, including

teaching values. A major resource he uses with his coaches, especially new ones, is Proactive Coaching.

Founded by longtime coach and educator Bruce Brown, Proactive Coaching works with schools to support coaches in developing the talents and character of young athletes. By using



Bruce Brown

the playing field as a classroom, Brown says there are lessons to be learned from the athletic experience. "When it comes to coaches building teams, nothing is as important as trust," says Brown. "It brings teammates and coaches together and improves performance. Players respond with a greater effort and better attitude."

For Overlake sports, building high trust teams is crucial for coaches' success. By not focusing on the victories, but rather the experience, Wiley thinks every Overlake student should participate in a sport, even if they're unsure of their ability. "As a school we're always saying, 'Stick your neck out and try new things,' and I think that gives kids such a new perspective on their Overlake experience."

For student athletes like Alan, that means trying out new sports. When he joined Overlake he started playing lacrosse. However, he sees the most room for improvement in a sport in which he already excels. "There's always room for improvement in basketball. I watched a documentary about Michael Jordan, and you see all the work and time he dedicated into making himself better. I take those same aspects into other parts of my life, like



“Overlake has the foundation around which high school sports is built. It’s strong programs with an ethical compass. The issue isn’t winning or losing. It’s about strengthening students for life.”

MIKE COLBRESE, WIAA EXECUTIVE DIRECTOR

preparing for a math test knowing that if you dedicate yourself and work hard that you will succeed,” says Alan.

For Ivy, that means playing for her school where she also participates in volleyball. “There’s a great sense of community when I play for my school. When I’m walking around campus and my teachers and friends ask how I did against South Whidbey the night before is a great feeling. There’s a lot of pride that goes into playing for your school,” says Ivy.

The development of Overlake athletes as good teammates and competitors who exhibit excellent sportsmanship doesn’t go unnoticed by other schools and the state’s rulemaking organization. The Washington Interscholastic Activities Association oversees school athletics in the state. Consisting of nearly 800-member schools, the WIAA plans, supervises, and adminis-

ters interscholastic activities across Washington. “Overlake has the foundation around which high school sports is built. It’s strong programs with an ethical compass,” says WIAA Executive Director Mike Colbrese. “The issue isn’t winning or losing. It’s about strengthening students for life.”

Leading WIAA since 1993, Colbrese has seen hundreds of athletes make the jump from high school to college and even some into professional sports. He says the purpose of interscholastic sports isn’t to create multi-million dollar professional athletes but rather productive citizens. “Our responsibility is to prepare the child for the road...not the road for the child,” says Colbrese. “Team work, accountability, time management, learning to get along, fitting into a system, and self-improvement are the qualities hiring managers are looking for in employees.”

Brown couldn’t agree more and adds that it goes beyond the workplace. This past summer he hosted a group of players from his first team he ever coached; a 1971 junior high school squad from Bellevue. They came from all over the country with 12 of the 14 teammates gathered at his Camano Island home for a weekend of reminiscing. “I watched those men go back in time and fall right into the laughter, the teasing, the friendship, and the love that they had 45-years earlier,” says Brown with a smile. “I just sat back and laughed all day long. It was an unbelievable experience for me as a coach to see these 60-year old accomplished men sharing their experiences! Sports helped make them better parents, better workers, better spouses, and better people.”

Promoting values within athletics isn’t only for coaches; it includes parents, fans, teachers, and teammates. Ahead, we’ll explore some ways to enrich the athletic experience while at the same time teaching values through a culture that helps people understand themselves and the importance of participation.

Life Lessons for Athletes

Bruce E. Brown, Proactive Coaching

Ten lessons your athlete should learn from the athletic experience:

- 1 *Integrity*
- 2 *Teachable Spirit*
- 3 *Academic Responsibility*
- 4 *Confidence*
- 5 *Accountability – Work Habits*
- 6 *Discipline*
- 7 *Mental Toughness – Competitive*
- 8 *Pride and Humility*
- 9 *Leadership and Service*
- 10 *Selflessness*

To learn more about Brown’s coaching materials visit proactivecoaching.info.



**More coaching tips from
Bruce Brown**

THE ROLE OF the Coach

An important member of a student athlete's life is of course their coach. And while they can be seen on the sidelines of games and practices their role is much broader than that. "Our job is to look at the whole person and be that next educator," explains Mike Fine, MS Athletic Director. "We deal with more than just the x's and the o's. We're trying to teach them responsibility. We're trying to teach them commitment. We're trying to teach them to be a good teammate. 'We' is more important than 'me'."

And those character skills translate in ways later in life that might never be seen on the field or court. "No matter what your industry is that you're going to be a professional in, there's going to be collaboration and you're going to have to learn to work with people whether you like them or not," says Fine. "You don't get to just pick your team."

Fine goes on to talk about how in our very connected world with everyone looking at their smart phones, sports still require the need for personal communication and connection. "You can't use your phone to tell someone to pass the ball. You have to communicate with your words, and your words matter."

Building those "soft skills" is essential for thriving in the 21st century. **One such skill** that many parents don't always see as valuable is failure. Sally Goodspeed, a long-time and very successful coach of our Varsity Girls' Soccer team says failure is a great skill to learn in athletics. "Sports are filled with mistakes. Players make choices and take risks, and they don't always work out. As a coach, I know that will happen. I like to see how players react to the mistakes and how they recover in the moment and as a season goes along. Failure in sports is prevalent. Accepting that and learning and moving forward is a key skill to learn and one that will always help you in the short and long-term."

And as Fine likes to say "What's the worst thing that can happen if we fail- we lose a game? It is a great opportunity to teach kids how to recover from failure. I think we can learn more from failing at something than being successful at it."

However, both Fine and Goodspeed recognize that winning does have its place in sports. "For high school, it depends on the level, but for varsity there is importance put on winning," says Goodspeed. "It is not the sole goal of a varsity team, but it is part of it. For JV, there should be less importance on winning. However, in all sports, the result does bring to the top. It is likely the first question and answer that a parent, player, and coach has to answer about a game or match. Until the result is de-emphasized, especially at the beginner levels, it will always have a bearing."

Keep in mind the athletes we're talking about are not professional athletes. They are professional students, who also happen to



Sally Goodspeed and Mike Fine

enjoy playing sports with their classmates. That's not to say that competition can't be fun.

"Competing hard with your teammates, schoolmates, and friends is fun," says Goodspeed. "Working hard toward a common goal and achieving it is fun. Watching a teammate make a great play is fun."

"Some of our best performances come from when kids are having fun," says Fine. "Even though it may look like they're working hard, they're still having fun. And I try to remind them when we go out to a game 'don't forget to have fun.'"

Parents can help encourage the fun aspect by removing the critical, questioning tone of conversations they have with their student athlete. "Being supportive is the key but don't coach them. Don't make the whole thing about the game result," says Goodspeed. "Ask them what they are learning, what they think. The students are at practice and games every day, parents aren't. Parents showing an interest is great, just make sure it doesn't cross a line into coaching. Players don't need mixed messages."

"What I don't want the parent to be is the person in the stand always coaching, always yelling at the officials, yelling at the players," says Fine. "We've got coaches and we're trying to do particular things. Sometimes we have kids playing at different positions, because that's where we need them to play and we're trying to teach them that sometimes you have to be a role player."

And learning how to be a role player on a team pays off in dividends later in life. "Learning how to be a member of team is important. Understanding roles and learning how to be responsible to a group is important," says Goodspeed.

"It's really about our philosophy of building character and building a team," explains Fine of the Overlake athletics program. "There's so many more things you can learn from being on a team than how to win and how to lose."

THE ROLE OF the Parent

“It's hard. It's a discipline not to say anything.” Molly Hill, parent to Charlie ('19) and alums Allie ('16) and Katie ('14) knows all too well the pressure a parent has to say something about their student athlete's performance on the court or field. Instead her tip to parents is to “just say ‘Hey, did you have fun today? I had so much fun watching you play.’ And if the kids don't perform well, they know it. They don't need to hear it from their parents.”

That advice comes from a playbook that Bruce Brown wrote. As a consultant to coaches across the country his message to parents is simple — know your role. “The coach has one role — to motivate, to discipline, to teach, to correct, to praise. The parent has a role that's different,” explains Brown. “They're still parenting, but they're not parenting during that time. Their role becomes one of encourager and supporter. You go to games to watch your kid play, and hopefully by being there you're not hurting their performance.”

Hill has spent a lot of time in the stands watching her three children play; each one a three-sport athlete and each one has found it fulfilling as well as stress relieving. “At the end of the day of academics it's great to release a lot of that energy, stress, frustration, whatever it is, and when you have a practice or a sport every day after school it sets a routine.”

That routine Hill has found really helps her kids learn to better manage their time. “This is a commitment that they make, which is every day, and it helps them be refreshed when they do their school work and be efficient when they do their work.”

During a game, the parent's role becomes one of encourager and supporter.

And that commitment to a sport is something that also translates into their adult lives. Katie Hill ('14) is going through the Teach for America program in Tennessee and has been undergoing training in classroom management and pedagogy. Hill explains how Katie has been able to deal with the constructive criticism that she's receiving better than her colleagues, thanks in part to her time spent adjusting her athletic techniques based on coaches' feedback in countless practices.

“It's just a natural extension of what they did in their sports practices. They'd say, ‘that's not working. Let's try it this way. Let's practice it this way,’ and so for what she is doing in Tennessee receiving that feedback didn't bother her at all.”



Charlie Hill ('19) and his mom, Molly

Being able to recover from obstacles in life is a core principle developed by time spent in practices and games. And while most parents don't enjoy seeing their student athletes struggling in a sport or during a game, it's an opportunity for that child to learn and grow.

“There will be struggles with relationships, playing time, and injuries,” says Brown. “When these struggles come, we as parents, have several choices. One is to protect and save them. Another is to say this is a good opportunity for growth. I get calls all the time from parents asking, ‘What do I do because I've got this coach constantly screaming at my child all the time?’ I tell them that every time there's an issue, it's an opportunity for growth for the athlete.”

“Not every day is going to be a successful day,” says Hill. “Some days you're not going to perform well, whether it's in school, music or sports, so being able to recover and get back out there is an important life skill.”

THE ROLE OF fellow Overlakers

While the spirit of competition is core to athletics, the experience of gameday isn't as special if there aren't fans in the stands.

At Overlake, there's a group of students who make it their duty to represent. The spirit committee is made up of students who attend games. With their green and gold overalls, the spirit leaders are Overlake's cheer squad.

Spirit Captains Claire Kaufman ('19) and Janna Basra ('19) lead the Owl charge. "I try and get to as many games as possible," says Basra. "It's a way to enjoy every moment here, and my favorite cheers are the ones that get smiles and looks from the players."

The Overlake Seniors also play soccer and say the state championship title win in 2016 was a big influence on their desire to support Owl athletes. "The early dismissal from school, running through the student tunnel, the fan bus, and everyone who showed up for those games really made us feel like the community cares about us. I'll never forget it," says Kaufman.

You'd think that with such a busy schedule that includes homework, practices, and spirit events that their schoolwork would suffer. The Spirit Captains say the opposite happens. "I find that when I play soccer in the fall and go to games in the evening that my grades are actually better. I manage my time a lot better than if I just go home after school. I use my free blocks much better. It makes me use my free time a lot more efficiently," explains Basra.

With each game, the Senior spirit captains get more and more sentimental knowing that their time at Overlake is coming to an end. That's why they're working hard to promote Owl spirit to our youngest fans. "It's really fun to not only play but cheer for friends at your school. You really see your classmates differently," adds Kaufman. "I started at Overlake in sixth grade, and I'd see the seniors in their overalls cheering and having so much fun. I really looked up to them and knew that one day I wanted to wear those overalls."



Putting it all together

Alums attribute athletics to their adult successes

Chris Bamer ('98)

There's no wins without losses," says Chris Bamer ('98) as he looks back on his time spent playing basketball for the Owls. "Being able to recognize that sometimes things don't go your way and you've just got to pick yourself up and try again the next day or the next play."

Bamer was one of Overlake's first fifth through twelfth grade "lifers," having spent eight years of his life on campus. He started playing basketball in seventh grade and then played all four years of Upper School on the varsity team. During that time, he was learning skills that have translated to a life spent working on various teams; whether that be as a mountain guide years ago or a firefighter today.

The mentorship model that occurs among athletic teams is an attribute that has influenced Bamer as an adult. Because he played as a freshman on a team with juniors and seniors, he was supported and coached by older teammates.

"You have senior people who would model certain behavior or

a certain way of carrying themselves, whether it's being cool under pressure or they model the technique that would be required on the court. Well, the same thing happens on the side of Mt. Rainier. People are showing you how to tie the knots and how to safely get clients up and down the mountain. Same thing happens with firefighters. People are showing you how to drive a six-foot ladder truck or break a door down or do CPR more effectively. It's all person-to-person interaction."



Bamer is a Seattle firefighter working on a ladder truck helping to extricate people from burning buildings and cars. It's a highly stressful job with lives on the line which requires coordination and communication with his team at all times. Nothing is done independent of the team.

"In the end, in a burning building or whatever the scenario is, if you abandon your team and you find yourself as one person doing something in a dangerous environment, something has gone wrong. We do everything as a team."

That's why many former athletes turn to a career in firefighting. It's a team-oriented, physically demanding job. When Bamer applied to the Seattle Fire Department, he was one of 5,000 applicants for just 25 positions. Once again, Bamer leaned on his lessons from Overlake and embraced the competition like he would a basketball game or big math test.

"You can't control your competition, you can only control yourself. I worked as hard as I could and approached the process like a full-time job and I outworked my competition and got the job."



Having a strong work ethic is a hallmark of Overlake grads, and for Bamer he learned that through lots of practice in the gym. "You work hard, and you realize you can attain goals whether they're small or large, but they're all built through sweat equity."

Krystal Barghelame ('04)

Averaging 20 points a game her senior year and being named MVP of the league was a culmination of years of basketball practice for Krystal Barghelame ('04). She too understands the value you get from hard work.

"Hard work means you get better and when you invest as a team, you get better as a team."

After also spending eight years at Overlake, Barghelame credits her current career success on time spent here in Redmond. After graduating from Stanford, Barghelame went on to work at a start-up in Palo Alto then joined another start-up in San Francisco, called AltSchool, which helps create schools from scratch.

"They were working on making schools that were like Overlake!"

Most recently she's working on the marketing team at Gusto, a human resource, payroll and benefits administration company for small businesses. Looking ahead she wants to build a career as a marketing expert, eventually becoming the owner of a sustainable small business focused on community.

Barghelame's sports community at Overlake helped instill lessons in teamwork, collaboration, and camaraderie. "I love that at any moment in a sports game, you can turn it on and change the momentum, especially when things aren't going well. You can take control. You have the opportunity to stand up to the pressure and perform. Sports really teaches you that."

Barghelame put that idea to the test her senior year when playing their archrival at the time, Cedar Park Christian in a playoff game. "We were down three points, with single-digit seconds left in the game. Our coach called a timeout. The plan was for me to shoot a Hail Mary three-pointer to tie the game. And that's what we tried to do, but I bricked it."

Luckily the other team fouled Barghelame, so she had time for redemption. "I had to shoot three free throws to tie the game with zero seconds on the clock and no one lined up on the court. So much pressure! The court was silent. I made all three!"

The Owls ended up beating Cedar Park in overtime and went on to state. "That experience taught me how to stay calm and perform under pressure."



"I love that at any moment in a sports game, you can turn it on and change the momentum, especially when things aren't going well. You can take control. You have the opportunity to stand up to the pressure and perform. Sports really teaches you that."



Building Programs through Weekend Clinics

Last spring the Varsity Girls' Lacrosse team was forced to cancel their season. Low turnout didn't allow coaches to field a team and left the athletics department with a mission to attract younger players to the sport. "Kids, especially girls, are participating in sports that we don't offer," says Athletic Director John Wiley. "We've got students who compete in horse riding, gymnastics, and swimming. Chances are if they haven't played in a team sport by the time they're 11 or 12 that they won't. That specialization is hurting us, and many of those kids are our best athletes."

In September, Wiley, parents, and coaches banded together to create lacrosse clinics and open gym basketball for Overlake student athletes. On Saturday mornings, interested athletes joined coaches and varsity athletes who shared their knowledge and fun of the game.

New Girls' Varsity Lacrosse Coach Nicole Rockwell brings that passion for the game to the clinics. "I was talking to one of the girls who asked, 'How do I catch it? I can't catch it.' I responded it's always hard at first. I struggled the same way, but when you do it over and over it always gets easier," says Rockwell. "There's that point where it just clicks and becomes second nature."

The hope is that many of the girls introduced to the game at these clinics will continue playing competitively as Owls. "We've got kids on the field from every skill level," says Rockwell. "It



doesn't matter if they're beginners or All-Americans. You've got to make them work together so it brings up the development of the beginner player. The more experienced player gets better because they can help teach those skills. That's when you know the player has mastered the game."

While it's too soon to know if enough were attracted to lacrosse, the dividends paid off in Girls' Basketball with enough new players to create a Junior Varsity squad.

2009 Boys' Lacrosse Inducted into Hall of Fame

On May 29, Overlake's state championship winning Boys' Lacrosse team was inducted into the Athletics Hall of Fame.

This year's induction took place during our US Sports Night celebration where more than 200 Owl student athletes were honored for their hard work and commitment to sports. The purpose was to show the current Overlake community that once an Owl, always an Owl. That spirit lives through our Hall of Fame inductees and the hundreds of alumni who played on Overlake fields and courts.

On June 6, 2009, the underdog Owls pulled out a 17–11 win over an undefeated Eastside Catholic team at Seattle's Memorial Stadium. The victory marked the first ever state championship for Overlake's Boys' Lacrosse and their Head Coach Henry Valentine, who attended the ceremony with several of his players.

"During the time we spent together, my staff and I were growing as people just as much as each of our players. It was a great reminder that we are family as much as community. It also iterated that the achievement wasn't just the team's achievement. It was an Overlake Community achievement."

HENRY VALENTINE, 2009 HEAD COACH

The team finished the season with a 16–2 record with victories against much bigger schools including cross-town rival Redmond. That Owl pride came out loud and clear as the students and their families gave the team a standing ovation at their induction.



Left: Members of 2009 Boys' Lacrosse team at induction ceremony

Below: 2009 Boys' Lacrosse team



Strength and Conditioning Coach Jeremy Whalen



Nursing's loss is Overlake's gain. Overlake's new Strength and Conditioning Coach Jeremy Whalen's decision to abandon nursing for a kinesiology degree at Western Washington University was the right decision. "I served in the Coast Guard for six years and

did search and rescue as well as getting Coasties in shape. After years as a personal trainer, I went to Nursing School. Working in orchards to help pay for school kept me in shape, and towards the end of the program my wife asked, 'When are you going to be a nurse?' I told her I didn't want to be one." That honesty led him to WWU where he completed his coursework in kinesiology. With a certification from the National Strength and Conditioning Association, Whalen found his way to Overlake.

This fall, he has been working with athletes who are preparing for upcoming seasons. He's averaging about 16 Upper School students a day who play baseball, lacrosse, ultimate, and basketball. At the same time, fall sports teams have been bringing their athletes to the fitness center to maintain peak performance. "With personal training, it's more about learning to work the machines and maintaining reps," says Whalen. "As a strength and conditioning coach, I work on coordination, developing muscles, and creating individualized programs for each athlete's sport."

With energetic music, supportive students, and top of the line equipment, Whalen is happy with his decision to work at Overlake. "Most of these kids in here are sophomores and juniors. They're on the right path to get the most out of their workouts," says Whalen. "I think the results will show in competition."



Jon Nordin ('00) and John Wiley ('83)

Leadership Through Captains' Council

Teaching values through athletics and developing leaders is at the core of being an Owl athlete. No one is born a leader. It's developed, and here at Overlake it's being done with our Captains' Councils. "If our push is for kids to be leaders, we have to give them a voice," says Athletic Director John Wiley. "Having a discussion with our captains about integrity and other values over a pizza lunch is a great way to do that."

Wiley got the idea of the Captains' Council from Bruce Brown and his team at Proactive Coaching. For them, it's part of the blueprint for providing student athletes the tools to lead. It means that the role of the captain is more than just leading a team through pregame stretching and a coin toss. "You have to equip and empower," says Brown. "As a coach, if I didn't use the leadership available on my team, we wouldn't be as good as we could be. Giving captains a job description and offering technical advice on how to complete that job intentionally develops players and develops a culture."

Overlake's Captains' Councils include guests who bestow their knowledge and experience from their lives into the sports arena. One such guest is a familiar face to Overlake — Jon Nordin ('00). Nordin was a three-sport athlete who attended Vanderbilt University. He was so impacted by the events of 9/11 that he enlisted in the Army. His parents convinced him to complete his degree while he joined ROTC.

Upon graduation, when his classmates looked for jobs, Nordin began an active enlistment as a 2nd Lieutenant. After nine years of service in tours of Afghanistan and Iraq as an Army Ranger, Nordin led soldiers through life and death situations. "When you think of traditional leadership, it's not obvious that being humble is part of that," says Nordin. "Humility's metric of success is not how well you perform, but rather how your team performs. Having that mindset that you're serving them, as well as leading them, makes you better."

Nordin's story is just one of those real-life examples that our Captains' Council participants can put into practice, not only on the playing field, but in the classroom and their daily lives.

"If our push is for kids to be leaders, we have to give them a voice. Having a discussion with our captains about integrity and other values over a pizza lunch is a great way to do that."

JOHN WILEY, ATHLETIC DIRECTOR



Fall Sports Wrap-up



BOYS' TENNIS

Coach Jeff Loranger

With three freshman making an immediate impact with the varsity team, Coach Jeff Loranger knew he had the ingredients for a winner. With three seniors mentoring the younger Owl players, the mix of ages resulted in a unique team atmosphere that meant fun on the court and growth in competition. "Each player was constantly motivating each other to work hard and be better each day," says Loranger. "It's tough to see our seniors leave, but the remaining players have all grown and improved throughout the year and know that many of them will look to continue playing during the offseason."

A highlight for the team was a match victory against University Prep (the first since 2014). "We had a lot of great effort on this team," says Co-Captain Zander Gillett ('19). "There's a solid foundation of good, young players in this program, and Jeff (Coach Loranger) brings a balance where it's not a rigid environment and helps us work together to be the best team we can be." The team finishes with a season record of 9–3 and a third-place finish in league standings.



GIRLS' SOCCER

Coach Sally Goodspeed

Can it be a disappointing season even after making the state tournament? For Overlake's Girls' Soccer team, the season ended in a shootout loss against Klahowya in the state quarterfinals.

The teams were tied 1–1 at the end of regulation, and the season came down to penalty kicks. Six seniors on this year's squad gave it their all, and, more importantly, are building the foundation for younger players. "I think a lot of our success came from older players taking younger ones under their wing," says Kayla Ngai ('19) who was the Emerald City League's MVP. "When we all came together, we were at the top of our game and most successful."

Once again, Coach Sally Goodspeed led the Owls with roster adjustments and strategy changes. The results were big wins against much larger schools and decisive wins over league rivals. Always near the top of the state rankings, the team was a powerhouse both offensively and defensively.

Ngai, along with her co-captains, Grace Fujinaga and Sofia Beachman, displayed leadership on and off the field. In November, Ngai signed a national letter of intent to play soccer for the University of San Diego.

Finishing the season with a 14–4–1 record, the soccer class of 2019 makes the entire Owls Girls' Soccer program winners even if it's without a championship trophy.



GIRLS' VOLLEYBALL

Coach Justice Magraw

This team is only getting better, and the program is growing stronger. With a second straight state tournament appearance, the Owls Volleyball program is breaking records.

Second year Coach Justice Magraw says as impressive as the wins were on the scoresheet, her satisfaction comes from her players' character. "Many of our young players have stepped up as leaders and I know will continue to grow as they get older," says McGraw who was also named the Emerald City League's Coach of the Year. "I truly think they can make this program one of the best in school history and one of the best in the state."

Highlights include a competitive game against Bush for the League Championship and the school's first ever volleyball victory in a state tournament against Bellevue Christian. Down two games to one, the Owls fought back for the victory. "We were handed so much adversity in those matches, and they showed so much resilience and fight in their attitude and play," says Magraw. "They play for each other and play for our school. It's a special group."

The Owls say goodbye to two seniors, Jenn Willson and Alyssa Marcus. They have experienced the highs and lows of competition, but next season's Owls will return with an experienced squad that will come in as league favorites and ready to compete for the state title.



CROSS COUNTRY

Coach Micah Orr

This year's cross country program created more history. There were firsts for both the boys' and girls' teams. This year, the girls' team captured their first trip to the state meet in Pasco. Seven runners took part in the final race of the season with Sophie Sharp ('22) leading the Owl pack. The experience allowed them to size up the competition after a 14th place finish.

Coach Micah Orr knows it won't be their last state appearance. "Now they realize that they can do it and push themselves to get back there," says Orr who only loses one senior state qualifier. "Hopefully, the joy of making history and doing it together will motivate these girls. We should be pretty strong next season."

On the boys' side, two runners qualified for state. Alan Ngouenet ('21) and Zach Foster ('19) competed in Pasco. Both finished off the winning pace, but Foster makes Overlake history as the first runner to go to state in all four years of high school. "I think he helped change the face of cross country at Overlake with his performance," says Orr. "We're stronger as a team because of that."

Emerald City All-League Fall Sports Selections

BOYS' TENNIS

DOUBLES

Zander Gillett ('19)

Declan Vail ('22)

SINGLES/ECL ROOKIE OF
THE YEAR

Gavin Ybarra ('22)

GIRLS' SOCCER

FIRST TEAM

**Anne Parsons Proctor
('20)**

Sofia Beachman ('19)

Jenna Lacy ('21)

Kayla Ngai ('19)

SECOND TEAM

Keely Likosky ('19)

COACH OF THE YEAR

Sally Goodspeed

MVP

Kayla Ngai

LEAGUE CHAMPIONS

Overlake



BOYS' GOLF

Coach Justin Prohn

There are few places competitively that are as relaxing as the golf course.

For new Golf Coach Justin Prohn, his expectation of finding relaxation and fun on the links was a clear success. With a young team that didn't even have a senior, the Owls saw improvement in their game. "Golf is such a mental activity that our real goal was to get better every day and just focus on each individual opportunity we had," says Prohn whose team finished the regular season with a 3-3 record. "I was just excited to work with this group and try to have fun with them on a daily basis."

A highlight for this year's team was a win over defending league champion Bear Creek, and the team hopes to have three players qualify for districts in the spring.

Prohn says their biggest win wasn't even on the scorecard as the Owls were named the Emerald City League's Sportsmanship Award winners. "It's probably a little more respectable in a sport like golf because of the level of integrity that is required from all the players," says Prohn. "I'm really excited for the future of this young group."



BOYS' ULTIMATE

Coach Joey Pauley

Within every loss on the score sheet there is an opportunity for wins. That is the takeaway from Boys' Ultimate Head Coach Joey Pauley, whose squad played hard but didn't have a chance to celebrate victory. "The season wins show up in many ways," says Pauley. "Spending time with friends, supporting one another, learning something new, helping another player off the turf, and earning respect is where I see victories."

For the Owls Ultimate team, that leadership starts with Captains John Bush ('19) and Felix Huang ('19). "When the going gets tough, somebody has to be there to bring everybody back up," says Huang. "We always came out with the mindset that you always have to work hard and earn it. We're a better team than our record says and were competitive all season."

Being a great teammate is the program's goal, and Pauley says you can go back on field four any afternoon and find players throwing the disc. "The hardest teammate you have to win over is yourself," says Pauley. "My advice is to appreciate the teammate in you, and as a coach I have a huge amount of respect for what they did this season."

GIRLS' VOLLEYBALL

FIRST TEAM

Marusia Levanidova ('20)
Sydney Goad ('21)

SECOND TEAM

Ivy Haight ('21)
Julia Steen ('21)

COACH OF THE YEAR
Justice Magraw

BOYS' CROSS COUNTRY

Zach Foster ('19)
Alan Ngouenet ('21)
Oliver Thomas ('21)

GIRLS' CROSS COUNTRY

Anya Sharma ('21)
Liv Sather ('19)
Sophie Sharp ('22)

BOYS' GOLF

TEAM SPORTSMANSHIP
AWARD

BOYS' ULTIMATE

SECOND TEAM
Gaurav Prasad ('20)

Winter Season Preview



Girls' Basketball 2018–19

There's excitement around this year's Girls' Basketball program. Last year's young team surprised many with their 17–4 record. Graduating only two seniors, this Owls team has another year of experience, but even more importantly, a respected leader.

Head Coach John Augustavo was hired last summer, and he inherits talent. What he brings is a winning style of play that made him a winner at 4A Inglemoor where he spent 13 seasons. He thinks he can create the same tradition at Overlake. "It's really a great family here," says Augustavo. "We're going to win a lot of games here, and I've done this long enough to know that this is a wonderful and talented group of kids."



John Augustavo

Those kids include last year's Emerald City League's First team players guard Jane Cosmos ('21) and forward Eliza Friend ('20). "We're going to be able to switch a lot of things up on the fly," adds Augustavo. "That's going to make us really hard to scout. We've got a tall kid (Friend) in the middle and teams are going to have to put two or three players on her. It's going to really open it up for others."

The team gets a distraction over Winter Break when they travel to San Diego to take part in the Surf n' Slam Hoop Classic. The tournament showcases the top teams across the West Coast and while it's the coach's goal to win, he explains that a trip like that is memorable. "That's where you really bond as a team. Not only do we play together, but we'll be in the same hotel, eating meals, and enjoying the sunny weather. That's an unforgettable experience," says Augustavo.

With coach and players in place, it appears that Owls Girls' Basketball is ready to dominate.

Boys' Basketball 2018–19

A familiar face is gone from the Owls basketball court. Coach Justin Prohn stepped away from the program after nine successful seasons leading Owls Boys' Basketball. The good news is that Overlake didn't have to look far to find his replacement.

David Bigelow was named Head Coach in October. He has spent the last three seasons as an assistant coach and is excited with this year's squad. "We've got Seniors, like Trey and Zach ready to lead and younger guys, like Allen and Oliver to make bigger contributions," says Bigelow.



David Bigelow

Last year's team graduated seven players so Bigelow had many roster spots to fill. And while he's not looking to revamp the entire system that Prohn implemented for Owl teams, the new coach is certainly got his own style. "It would be silly to try and reinvent the wheel with this team. We're going to continue to play the same style of basketball with a lot of running and speed," explains Bigelow on his game plan. "I'm certainly going to put my stamp on it. Every year is different, and you develop the team with the personnel you have."

As for wins and losses, Bigelow says there will be no shortage. "As cliché as it sounds, we'll play to our standard and the rest will take care of itself. Our goal is to be the best 1A basketball program in the state, and one part of being a great program is winning games."

At the end of December, the team travels to Orlando, Florida to take part in a holiday tournament. Playing three games thousands of miles away from Overlake, Bigelow is not as concerned about the wins as team camaraderie and making memories with friends.



Careers in the Classroom

"Remaining in school" is one way to look at these next two Overlake alums. **Chrissy Wakeling ('02)** and **Ben Glover ('95)** each have impressive careers in education and both attribute their path to the classroom from their time spent in Overlake classrooms.

Wakeling is a teacher at Puget Sound Community School, a progressive middle and high school in Seattle. Glover is a principal at a K-12 school located near Ketchikan, Alaska serving 90% Alaska Natives.

We appreciate them both for spending some time with us to answer the following questions.

Chrissy Wakeling ('02)



Arts Faculty Chair, Erin Gabriel with Chrissy Wakeling ('02)

What was your path to get to a career in education?

After college I didn't have a set path or direction for what I wanted to do. I lived and worked in NYC for a short while. I helped my grandmother in Saskatchewan, but I missed the Pacific Northwest, so I came

home and did some temp work for a while which led to an office manager job at a cancer clinic. I was not passionate about my work, so I re-evaluated.

What were some of my happier times in my life? How could I turn that into a job? It came down to people and relationships — often relationships formed through school. I found and applied to Annie Wright Schools in Tacoma as they were revamping their boarding department. There, I was a dorm parent and also taught a class and had an advisory group. I was at Annie Wright for five years before deciding to make a change. I am now in my fifth year at Puget Sound Community School.

How did your Overlake experience connect with what you do now?

Overlake connects in a big way. One of the most important players in my success at Overlake were the teachers. For me, (and for many), I wouldn't have learned much if I didn't have trust, respect, and a different form of friendship with my teachers.

Overlake (in the classroom) was hard for me. Test taking didn't/ doesn't work for my brain. I worked and studied for hours to get

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Ben Glover ('95)



Ben Glover ('95) with family

After you graduated from Overlake, what did you do?

I attended Seattle Pacific University graduating from their honors program with a double major in Economics and Business Administration with a finance concentration.

I originally intended to be an Elementary Education major but loved my Economics classes so much that I did that instead.

Through a college connection I took a job first as the business manager and then the director of the Bethel Receiving Home in Bethel, Alaska. This is an emergency shelter serving Southwest Alaska. This job helped me to understand that I had gone to school for the wrong thing and instead wanted to work with kids.

So, in 2005, I moved to Burley, Idaho so that I could go back to school and work in a similar facility, The Idaho Youth Ranch. I earned a BA in Elementary Education and a Masters in Educational Leadership.

While working on my Masters I also began my teaching career and met my wife. Between us we have a total of 11 children! I returned to Bethel and worked as the Dean of Vocational Education and Workforce Development for Ilisagvik College, one of the 36 Tribal Colleges in the U.S.

After several years at Ilisagvik, I began work for the North Slope Borough School District that helps high school students gain access to dual credit classes, while helping recent high school grads have a softer launch into the world of college.

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Class Notes

1970s

Scott Roth ('78) reports that he is well and sends his greetings to one and all! Roth is an avid bicyclist and surfer, and lives on Bainbridge Island.

We are sad to share that **Carol Baker ('79)** passed away peacefully in her sleep on October 15. Our hearts go out to her family and friends.

1990s

Greg Bamford ('92) is now Associate Head of School for Strategy and Innovation at Charles Wright Academy in Tacoma. Welcome back to the PNW!

2000s

Jon Nordin ('00) recently returned to campus to speak about leadership with the newly formed Captains' Council, a group of student team captains. Athletic Director John Wiley ('83) is looking for alumni with a background in leadership who are interested in sharing their experience with student athletes. (See more on page 20)

Anshuman Srivastava ('00) recently returned to the Overlake campus to share his experience after Overlake with the Parent, Faculty, and Staff Alliance (PFSA). He spoke about his work as an engineer working to significantly improve the effectiveness of our 911 systems around the country. Srivastava also joined the Overlake Alumni Board in September.

Chrissy Wakeling ('02) recently returned to campus to shadow Erin Gabriel in her chorus class. She has been teaching at Puget Sound Community School in the International District for the past five years, and is planning to add a chorus class modeled after Overlake's approach.

Jenny DB Nordin ('02) is busy running her dog rescue non-profit called Dog Gone Seattle (www.doggoneseattle.org). Husband Jon ('00) also helps out. They rescue dogs from shelters where they would be euthanized and find them loving homes. Watch for an article with more details here in the next Overlaker.

Brett Rawson ('03) reports that The Seventh Wave is now operating on both coasts, and recently held its first writers retreat on Bainbridge Island. Brett is also managing social media for the Washington Wine Commission.

2010s

Hakan Gem ('10) also recently returned to campus to talk about his research on oral cancers at the University of Washington. Gem recently received his DDS at the UW Dental School, and is now a PhD candidate. Along with Anshuman Srivastava ('00), he spoke to the PFSA.

Jimena Sanchez Gallego ('12) recently ran the New York City Marathon to raise money for Team for Kids, a non-profit which supports the health and lifestyle benefits of running in New York area school programs.

Other news to share

The **Overlake Alumni Board** had a great turnout for our Mariners Game August 5, including **Samantha Chan Hillyer ('01)**, **Chelsea Mortell Petisme ('03)** and her brother **Kramer Mortell ('07)**, **Chris Faulkner ('10)**, **Ian Berude ('12)**, **Jeremy Heimfeld ('10)**, **Kevin Hall ('89)**, **Trevor Partington ('10)**, **Henk Wolda ('11)**, **Devon Schmidt ('10)**, **Sky Tweedie Yates ('10)**, **Paul Birkeland ('01)**, **Luke Marcoe ('12)**, **Hakan Gem ('10)**, and **Christian Fulghum ('77)**.

Trevor Layman, former Latin faculty, reports that he has joined the Coast Guard Reserve to train as an officer and is living on the Olympic Peninsula.



And finally, we have so many new baby Owls! Congratulations to new parents **Kimberly Nafziger ('04)**, **Lauren Rae (Chadwick) Wahl ('13)**, **Emily Kelly ('11)**, **Emily (Williams) Hopkins ('04)**, and **Alyse Black ('99)**.

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.



YOU'RE INVITED!

Alumni Holiday Happy Hour

THURSDAY, DECEMBER 20
5:30 – 8:30 P.M.
JM CELLARS
14404 137TH PLACE NE
WOODINVILLE

Join us for a festive and complimentary holiday happy hour with your Overlake alumni community! Stop by for an hour or two, see old friends and make some new ones, and enjoy libations and delicious food.

RSVP now! Space is limited.
alumni@overlake.org

We look forward to seeing you and sharing some holiday cheer!



ALUMNI PROFILE

Heather Starbuck ('09)

After a very traumatic year in which she lost her partner due to an opioid overdose, Heather Starbuck ('09) is sharing her journey in hopes to help others who may find themselves in similar situations. She spent some time talking with us about how her views on success and accomplishment look different since first graduating Overlake.

In what grade did you begin attending Overlake?

I started Overlake in January of 2008 in the middle of junior year. I moved a lot, so it was the third high school I had attended. The first was in Massachusetts and the second in Colorado. Overlake had a way of treating its students like independent young adults. Students were trusted and encouraged to follow their unique path, academically and with extracurricular activities, without following a cookie cutter program. Teachers opened deeper and more honest conversations about controversial topics in the world around us expecting us to think critically about issues reaching far outside of the Overlake bubble.

After you graduated from Overlake, what did you do?

Honestly, I've been all over the map. I attended undergrad at CU Boulder and became the head of their concerts department where I put my Overlake ASB social committee event experience to use on a large scale. Upon graduating from CU, I went into music artist management where I ran marketing and merchandising for a handful of artists as well as credential management at various music festivals. The music industry was a pretty wild world and one I always knew I'd leave by my late twenties.

When things got serious with my partner Matt Adams and we started planning to start a family, I sought a more stabilized life with a better work-life balance and a healthier environment. I switched over to the technology industry where I became a sales operations manager. Everything was picture perfect for us. In fact, the day Matt entered the hospital in a coma was supposed to be my final interview for a dream job at Twitter.

Two weeks after Matt passed away, Google reached out to me with a job opportunity. At that point, my life had long been flipped upside down and instead of taking the Google job I went and hiked the Appalachian Trail. I did it in honor of Matt, his life, and the tens of thousands of others who have been lost to opioid addiction.

What are you doing now, and do you see any connection with that and your experience at Overlake?

I'm in flux. When I lost Matt, nearly every facet of my life came crashing down. But I'm currently working to rebuild. I've taken on some remote contract work to subsist on the road, as I'm very nomadic these days, but I'll be focusing on applying to grad school over the next year to become a counselor. Right now,

I plan to specialize primarily in grief counseling and potentially addiction.

In the meantime, I will continue advocating for Matt and others affected by this horrific epidemic. I hope to resume with my blog, sharing the stories and insights of others working in this field or affected by this epidemic. One of which is a former Overlake classmate working at a firm dedicated to crafting new laws and policies to fight the epidemic.

Additionally, Matt's family and I are currently planning a memorial event for next year in Arkansas to celebrate Matt, raise awareness, and generate funds for recovery.

Any advice to current students?

You will all face a loss in life that knocks the air out of your lungs and makes you just wish your heart would stop when it won't. You'll realize then that it's not your prom date, SAT scores, the college you attend, that corner office, the venue of your wedding, or the size of your house that matters. It's the love you were blessed with in your life. It's what truly colors our world and it's so fleeting. So, hold onto it, love fully, live fearlessly, and don't sweat the small stuff. Most importantly, tell the people you love that you love them every chance you get. Those were the last words I ever said to Matt, and what a gift that is.



Heather Starbuck ('09) and Matt Adams

ALUMNI PROFILE

Christine Galbato ('11)

Christina Galbato ('11) spends her time traveling the globe writing about her experiences in blogs and videos. She sat down to talk with us about how her Overlake background set her up for her current experiences.

In what grade did you begin attending Overlake? What were your initial impressions of the school?

I began attending Overlake in 8th grade. I loved the open-air campus, clean white buildings and focus on achievement.

What were your favorite subjects?

My favorite subject was definitely English. I've always loved to write. I adored Mia Wall, my AP English teacher.

After you graduated from Overlake, what did you do?

After graduating, I attended Villanova University in Philadelphia, PA and studied Public Relations and Media Studies. I absolutely loved college and I think Overlake set me up incredibly well academically for the college experience. After graduating from Villanova, I worked in NYC for a couple of years in PR. I soon became quite uninspired and restless in my job and started my own online business.

What are you doing now?

Nowadays, I am a full-time travel social media influencer, blogger, and vlogger. Everyone is always confused when I say that, so I'll explain what that actually means! It means that I partner with and promote hotels, tourism boards, and travel brands around the world to my online audience.

I definitely think that my experience at Overlake contributed to what I do. Overlake taught me the power of hard work, which



was fundamental to getting my business to where it is today. I also credit a large part of my love for travel to the service trip I took to Cambodia on Project Week. That trip was massively impactful for me in terms of forming a love for exploration and for the unknown.

Any advice to current students?

If you have a dream, passion or idea, no matter how small or crazy or different from the norm it might be, pursue it. In our digital and Internet age, the possibilities are endless to create the career and life of your dreams. Work will always feel like work, but if you find something you really and truly love, you'll mind the hard work less and actually look forward to it. Everyone deserves to find that thing.

Chrissy Wakeling *(continued from page 25)*

average grades. The reason I worked hard however, was because I knew my teachers wanted me to be successful, believed in my abilities, and many were willing to go above and beyond to help me find success.

I recognize now as a teacher what it took for them to go beyond and how much I took it for granted. Now, as I teach middle and high school students, there is rarely a day where I don't ask myself "what would Gallagher do?"; "How would Ellen work with this type of student?"; "What would Gabriel (Gabe) encourage me to say?"; "How would Ms. Standing shift her teaching strategy to make sure this student feels safe and cared for?"

In addition to the teachers, it was athletics that taught me the values of teamwork and hard work, and solidified friendships that still mean a lot to me today.

Project Weeks are where many of my memories come from. The privilege of getting to travel, (our family didn't have a lot of opportunity for travel) to have new cultural experiences helped shape my passion for travel and the importance of being open-minded.

A Look Back:

Alumni Reunion Weekend Friday and Saturday June 15–16, 2018

Friday evening **Peggy McCroskey Bigelow ('78)** and her husband John hosted the All 1970s reunion at JM Cellars in Woodinville. We had beautiful weather while a cheerful gathering of classmates were treated to delicious wood-fired pizzas and JM Cellars wines.

At the same time, **Keith Wells ('98)** and his family hosted a class reunion at their home in Woodinville, complete with a bouncy house for the kids. And the **Class of 2008** held their tenth reunion at Optimism Brewing in Seattle, thanks to an organizing effort led by **Kate Berry ('08)**.



Saturday began with the men's **Alumni Lacrosse Game**, organized by Director of Admission and coach, Lou Sabino. We had our best turnout yet! Following that, we had the third annual **Ben Ball '08 Memorial Ultimate Game**, with players of all ages in a friendly, but

competitive match. Ben's family and friends were there to cheer on the players and hand out beverages, snacks, and commemorative swag.

In the afternoon, we had campus tours, photos, and a delicious buffet for alumni and their families, along with faculty and staff emeriti. It was especially nice to see the children of alums visiting the campus for the first time, wide-eyed and fascinated.



Left: All 1970s Reunion
Below: Class of 2008



A Look Forward:

- **Overlake Classes ending in '09 and '04!** We'd love to work with you to plan a special reunion for your class! If you are interested in helping to organize your reunion, please reach out to the Alumni office: alumni@overlake.org
- **You can now update your contact information** and share news about yourself and your family via our Alumni Web Portal page, which also include upcoming Alumni events! overlake.org/support/alumni
- **The Overlake Alumni Board is recruiting new members** who want to be actively involved with our Networking & Events committee and our Membership & Distinguished Alumni Award committee. If you are interested, please contact Christian Fulghum ('77), Director of Alumni Engagement via alumni@overlake.org
- **Bay Area Alums:** Save the Date! We are holding a reunion on Saturday, March 9, 2019.

Ben Glover *(continued from page 25)*

When a friend of mine became Superintendent of the Hydaburg City School District in Hydaburg, Alaska, he asked me to apply for the position of Principal. I recently accepted the position and am now the principal of a school that is 90% Alaska Native located near Ketchikan and Sitka. We have a student population of 84 and serve K-12.

Any advice to current students?

Don't chase money. Education is not known as a highly compensated field, yet despite having 11 kids, we own our home outright (no mortgage), own our cars, owe nothing on our credit cards, and have a comfortable savings and a decent retirement. The money will come. Each and every one of you comes from privilege

or you wouldn't even be at Overlake. Overlake costs the same per year as I made as a beginning teacher. If you can avoid doing dumb things with money there will always be enough.

Do chase good management and do chase interesting. When possible, and it usually is, chase both at the same time. This may mean moving to a more rural area at first, as there is just not as much competition for someone with your skill level. I have moved to Idaho and 3 places in Alaska that I have never been before because the projects seemed really interesting and because the people running them really impressed me.



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