

MODUS VIVENDI



A Way of Life

FACULTY PROFILE:
LAUREN RUSSELL

BEAR CREEK
PRESCHOOL
TURNS 10!

BEAR CREEK GOES
TO ISRAEL

THE BEAR
CREEK
SCHOOL
MAGAZINE

WINTER 2018



MODUS VIVENDI

Winter 2018

Modus Vivendi is translated as a way of life or a manner of living. The Bear Creek School seeks to develop individuals for whom the classical ideals of excellence in all things, love of learning, spiritual commitment, and self-discipline have become a way of life.

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The mission of The Bear Creek School is to provide a high-quality, Christian liberal arts education in a nurturing environment that will enable each student to become the individual God intends.

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upcoming events. We're here, 24/7.*

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*The Bear Creek School Facebook page
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about what is happening at Bear
Creek. Bear Creek Preschool also has
a Facebook page, and The Bear Creek
School Alumni and Parents of Alumni
have groups. Like us and join the
conversation!*

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photos.*

LET US COME TO YOU

ALERTS

To get text or email reminders for upcoming events, athletics team events, and special programs, sign up for alerts at tbcs.org. Click on the "bell" icon next to any upcoming event on the school calendar to sign up for an alert for that event. See website demo under "How to Use Online Resources" in the Resources section of the Parent Page to learn more about alerts.

THE BEAR FACTS

Each Friday during the school year, *The Bear Facts*, Bear Creek's weekly newsletter, is emailed to current parents, faculty, and staff. *The Bear Facts* contains news and announcements from each of the school's divisions and from the athletics department. Back issues are archived and searchable on the school website at tbcs.org/bearfacts.

PARENT PAGE

Visit the Parent Page on our website to see the latest announcements, upcoming events, and a complete list of parent resources.

SEE WHAT'S HAPPENING ON CAMPUS

Stay up-to-date on the latest news and events by visiting our Student Life page on www.tbcs.org.

ON THE COVER

Ling-Xi Ma is a preschool student in Kellie Anderson's P5 class. Bear Creek's Preschool celebrates its tenth anniversary this year. Read more about the evolution of our preschool program on pages 17-19.

PHOTO BY CINDY MCCAHILL



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LAUREN RUSSELL

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*See how far Bear Creek
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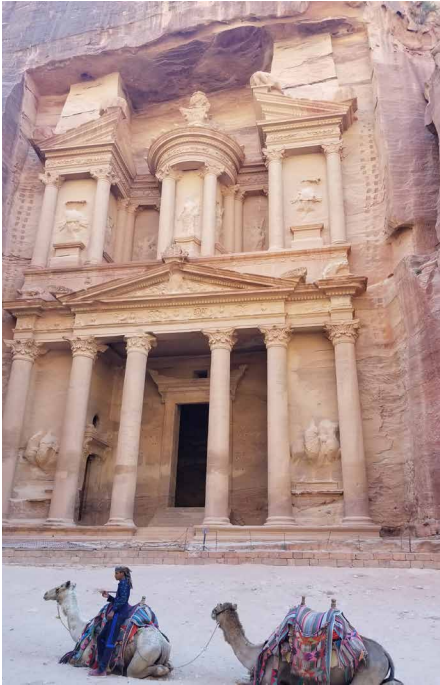
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MESSAGE FROM THE HEADMASTER

By Patrick Carruth

Have you ever stared at a goose? Better yet, have you ever looked up at a gaggle of geese? They are truly beautiful birds in flight, especially backlit against an azure sunny October sky. I saw that very sight one chilly morning while standing outside at the Redmond Campus Main Building and marveled at their beauty and at the fact that I couldn't recall the last time I looked up to the sky.

We are all busy people who live in a busy world, bustling through the day with our heads down, frequently on our phones, working hard and carrying on. When is the last time you looked up? It's sometimes hard to do, but often, when we look up from the details of our daily existence, we are reminded of the beauty of the world in which we live, of the goodness of the sunshine that has been given to creation as a life-sustaining gift, and the truth of the Lord's promise to provide for His people. In other words, pausing to look up, or even to look back, gives perspective. It reminds us to remember.

The Bear Creek School is twenty-nine years old this year, and it is helpful to look back at the school's history, to give perspective to the present and



to the future. Schools tend to follow a similar life cycle: entrepreneurial to adolescent; adolescent to mature; maturity to excellence. In the first life cycle, schools grow from startups with minimal structure, resources, and infrastructure, to institutions with balanced budgets, solid systems, and increasing resources to deliver the mission of the school. In the second stage, schools typically stabilize financially and become generationally viable. They also begin to think strategically instead of operationally, use

data and feedback better, and develop students and employees into leaders who can deliver on the mission of the school. In the third stage, schools are able to cultivate a culture where a growth-mindset becomes the norm and where frequent professional development and faculty and student renewal occurs. The cultural nurturing in this final stage creates an environment where sustainable excellence flourishes in the execution of the mission.

A life cycle, however, is not exclusively a function of time, it is also driven by the community, disciplines, and resources within the institution. As you read these pages, I am confident you will encounter a school that, though very young, is well on its way as it journeys from maturity to excellence.

PERFORMING ARTS CENTER OPENS



BY DEBBIE MARCHIONE
PHOTOS BY SINI FERNANDEZ

**THIS PAST DECEMBER, THANKS TO THE
GENEROSITY OF OUR COMMUNITY,** The

Bear Creek School celebrated our first Christmas at Bear Creek in the new Performing Arts Center (PAC) in the Upper School Building. Students of all ages and audience members alike enjoyed the many professional features of this new 350-seat theater, including outstanding acoustics, digital lighting, catwalks, an orchestra pit, fly loft with multiple curtains, sloped floors, comfortable seats, and many other “behind the scenes” amenities that elevate our students’ performances and enhance the audience experience.

Even more important than the physical

characteristics of the new theater, however, are the programmatic possibilities that it presents. The

**GOD IS THE ULTIMATE
CREATOR. BEING MADE
IN HIS IMAGE, WE
ARE SUB-CREATORS.
THE ARTS ALLOW
STUDENTS TO EXPRESS
AND EXPERIENCE
CREATIVITY AND
BRING BEAUTY TO THE
WORLD.**

completion of the Performing Arts Center is the culmination of a long-held vision for elevating our arts program. Bear Creek embraces the arts as an integral part of a classical education. Arts instruction is woven throughout the curriculum for students of all ages. Each year Bear Creek puts on more than 20 performances, including drama, musical theater, Shakespeare, jazz band, sinfonia, band, orchestra, and choral music.

Studying the arts stimulates intellectual curiosity and

imagination, inspiring students to express themselves and to think creatively. An effective and

challenging arts curriculum provides students with opportunities to perform; to perceive and to respond to each of the arts disciplines; to understand the role of the arts in our world; and to make connections to others in new ways.

In keeping with our Strategic Plan goals, Bear Creek will expand and enhance our performing arts program over the next few years and will consider opportunities such as classes in stage management or technical aspects of theater, student-directed performances, or non-school-day performing arts programs, allowing more students to be involved.

The new PAC will be available for non-arts uses as well, such as classes, Chapel, and Assembly. It will provide an additional gathering space for guest speakers or events like State of the School. And, the Cornerstone Theater in the Main Building will

continue to be used, increasing our rehearsal and performance space.

The Performing Arts Center will also eventually

be available for rental to the broader community, serving as a valuable Redmond resource in an area with high demand for performing arts facilities of this size, and a potential revenue source for The Bear Creek School. Hosting outside events in our PAC will bring more arts opportunities right onto our campus.

We are so grateful to current and alumni families who helped make the new space a reality. Thanks to their investment, we look forward to many years of watching all of our students sing, play, act, orate, and share

their artistic gifts in a theater that truly reflects the importance we place on arts education at The Bear Creek School.

**PRAISE THE LORD.
PRAISE HIM WITH THE
SOUNDING OF THE
TRUMPET, PRAISE HIM
WITH THE HARP AND
LYRE. PRAISE HIM
WITH TIMBREL AND
DANCING, PRAISE HIM
WITH THE STRINGS
AND PIPE.**

PSALM 150: 3-5



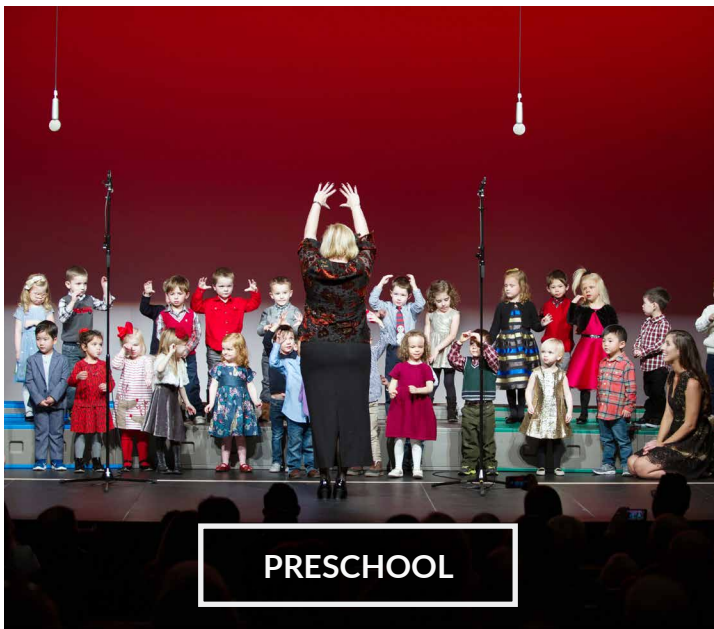
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SPRING MUSICAL**

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THE BEAST**

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A Rich History: A Lasting Legacy

BY ALICIA WILLIAMS



After more than twenty-six years of service

on the Board of Trustees at The Bear Creek School, Dr. Marc Mueller retired from the board, leaving a lasting legacy of reliable and steady leadership. Having served as the board's secretary and on various committees since 1991, Marc holds a good deal of knowledge about the early days of Bear Creek's history. Current Board Chair Andrea Lairson recently sat down with Marc to gather some historical data related to those early years and Bear Creek's founding.

While stories of the ups and downs of starting a school from the ground up abound, Marc is most proud of the early formation of a Board of Trustees which led to sound governance, direction, and fiscal responsibility and growth for the school. Marc recalled his service alongside early board members, such as Bill Binford, Phil Aronson, Pete Petesch, Terry Lavin, Debra Evans, and others whose vast professional experience and unwavering commitment to the success of the school combined to lay a foundation for stability that the school has built upon ever since. In fact, Marc's wife, Jan Mueller,

A TIMELINE OF BEAR CREEK'S STRATEGIC INITIATIVES AND MILESTONES

1988

The Bear Creek School was founded by Nancy Price.

1991

Dr. Marc Mueller and his wife Jan Mueller were appointed to the Board of Trustees in August 1991. In these early years the school operated out of Bear Creek Community Church (BCCC) in Woodinville.

1994

Needing additional space, the school purchased some modular units and placed them on site at BCCC. These included seven additional classrooms and an office, which allowed the school to greatly expand enrollment, but it was soon apparent the school needed its own campus.

1993-1994

A search was undertaken by founding Head of School Nancy Price to purchase land. Sites in Woodinville, Redmond, and Novelty Hill were explored.

1994

The school purchased 15 acres on Novelty Hill with the help of friends of The Bear Creek School.

was also one of our early board members. As many know, Jan is currently the head librarian for our C.E. “Ted” Kindel Library and also shares an illustrious legacy here at Bear Creek. While on the board, Jan spearheaded the design and construction of our first children’s playground. Following her stint on the board, Jan stepped into the classroom as a third grade teacher before following her passion and bringing her talents into the library.

With a nostalgic tone and occasional chuckle, Marc recounts some interesting stories from the early years, some more memorable than others, but suffice to say that with prayer, generosity, intestinal fortitude, a lot of duct tape, and a few strategically-placed rain buckets, the school continued to grow steadily. But he is convinced that without the board’s leadership and commitment of time, talent, and

treasure, we would not enjoy the fruit of the original vision to create a school which would provide a high quality, Christian liberal arts education in a nurturing environment that will enable each student to become the individual God intends.

With that mission as their guide and as the school grew, the board welcomed new members, including Andrea Lairson in 1999. At a critical juncture in the life of the school, the board along with founding Head of School Nancy Price set out to locate and purchase the 15 acres of property upon which our Main Building and Upper School currently sit. Construction of the Main Building began right away and doors opened to students in 2000. And we kept growing! In 2005, we purchased the property west of Union Hill, known as Valley Campus, home to Bear Creek Preschool, which allowed us to

1996

Jan Mueller left the board in order to teach grade 3 at Bear Creek.

1997-1998

Nancy Price originally considered building a modular facility, but after much deliberation, the board—under board member Bill Binford’s leadership—reached a decision to construct a stick-built facility on the Novelty Hill property.

1999

With a Conditional Use Permit (CUP) from King County in hand, the school engaged architects BCRA and Rushworth Construction. A capital campaign was launched, and over \$4 million was eventually raised.

The CUP from King County was subsequently revoked due to some political and legal wrangling. After several fits and starts related

to permitting, the school sought the help of Kathy Lambert, King County Councilwoman. With the CUP issue resolved, construction finally began on the Redmond Campus Main Building—a 90,000 square foot facility for grades K-12, with a final cost of \$15 million.

expand, moving from our rented space and portable classrooms at Bear Creek Community Church. And as we grew more and more each year, literally bursting at the seams, the board joined current President and Headmaster Patrick Carruth in setting out to design and construct the new Upper School and Performing Arts Center on the south side of Redmond Campus.

Further reflecting on his service on the board, Marc notes that, “Good board members, while having significant experience, need to listen to others and allow themselves to be mentored for at least the first year.” Over the years, Marc can point to three attributes critical for a board member’s success: “one, park self-interest at the door; two, endeavor to listen and learn; and three, help the board to reach consensus.” And while Marc was quick to heap praise upon his colleagues on the board for having such qualities, Andrea would point out that those are the exact qualities Marc humbly and consistently modeled during his many years at Bear Creek.

President Patrick Carruth shares that, “Marc is a man of thoughtful and steadfast influence who

always quietly considers the evidence at hand before speaking and then speaks to issues by connecting them to the big picture and a Christian worldview. Marc’s and Jan’s humble and faithful counsel and guidance at the birth of The Bear Creek School and throughout its growth and development have shaped Bear Creek into the school it is today.”

As longtime board member, Ted Robinson (past vice chair of the board) reflects on his many years of serving with Marc, he paints the following picture: “The first time I saw Marc in his official board position, he had pen and pad in hand, and was seated in a Lower School-sized chair at a small table in a portable during a meeting with a number of parents back in the early 2000s. His vision, encouragement, and support of The Bear Creek School in the early days is exemplary of how we got to where we are today. His calm demeanor, wit, and wisdom helped navigate the board through countless changes with the result being progress at every crossroad. Our board history is chiseled in thousands of pages of detail in a way that is distinctly Marc Mueller. He will be sorely missed at the table.”

2000

The school’s Redmond Campus was dedicated in the autumn of 2000.

2001

Bear Creek applied for and was granted accreditation with the Pacific Northwest Association of Independent Schools (PNAIS).

2005

A 10-acre parcel of land near Perrigo Park was purchased in what is now our Valley Campus, initially housing grades K-6.

2006

Nancy and Bill Price left the school to pursue other interests in Africa and South Korea, and Karen Beman was named Interim Head of School.

2007

After a search led by current Board Chair Andrea Lairson, Patrick Carruth was chosen to be the second Head of School, in the 2007-2008 school year. Patrick brought a new level of leadership and administrative expertise to the school.

2009

Reaccreditation from the Northwest Association of Independent Schools (NWAIS, formerly PNAIS) was granted.

2013-2014

Some years earlier, Bear Creek had applied and received a CUP from King County to build a Lower School south of the Main Building. This CUP and architectural plans were subsequently revised to build an Upper School as the need for space for students in grades 9-12 proved much more strategic.

Current Board Secretary (also past treasurer and past Board Chair), Kurt Maass and his wife Robin recall developing a deep respect and a wonderfully rich friendship over their many years working and serving together at Bear Creek with Marc and Jan. In fact, Robin was on staff in those early years, notably as the founding publisher and editor of *The Bear Facts* weekly newsletter. Robin and Kurt say, “we’ve been honored to serve alongside Marc and Jan Mueller for over 20 years here at Bear Creek. They have been singularly focused on creating firm foundations and then building on those foundations both in terms of board leadership (Marc) and in the classroom, library, and administration (Jan). Throughout all of the ups and downs over the years, they have been faithful and true to our mission, and it has been a delight and privilege to work with them and to know them as friends.”

As we all continue to write upon the annals of Bear Creek’s history, we find ourselves indebted to those who have left their mark, setting us on a clear course and paving the way for the journey ahead.

*For his selfless dedication
and stewardship of the
mission, and for his counsel
on best practices for
governance while always
keeping the greater purpose
in front of us, we are forever
grateful to Marc for his
faithful service.*

2014

A \$10 million capital campaign was launched to raise funds, and the school retained Abbott Construction as the builder. Work began on this new 52,000 square foot Upper School facility with a Performing Arts Center. Board member Curt Kraft provided oversight of this project.

2014-2015

Bear Creek was named a 2014 National Blue Ribbon School of Excellence in the category of exemplary high-performing schools by the U.S. Department of Education.

2015

The new Upper School facility at Redmond Campus was finished and the building was dedicated as school began in August.

2017-2018

Bear Creek has seen steady growth with robust improvement in enrollment and dramatic improvement in accessibility made possible through tuition assistance, resulting in all-time high enrollment this year of 795 students.

The Performing Arts Center was completed and dedicated in time for our 2017 Christmas at Bear Creek concerts.



FACULTY PROFILE: **LAUREN RUSSELL**

BY KATIE GOMULKIEWICZ '13 | PHOTOS BY RACHAEL URBAN



**“I LOVE HOW IMPORTANT
PLAY AND IMAGINATION
ARE FOR KIDS THAT AGE,”
SHE TELLS ME. LAUREN’S
BEST ADVICE ON
TEACHING PRESCHOOL,
“GIVE THEM A MINUTE.”**

**“I THOUGHT, ‘LORD, YOU PUT
ME HERE FOR A REASON,’”**

Lauren Russell tells me as she reflects on her first year teaching at Bear Creek, when she was known as Miss Brightwell.

That year, one of her second grade students lost her dad, an experience that painfully reflected Russell’s own childhood. “My dad passed away when I was eight,” she explains, so when this happened during her first year of teaching it was “a gift to hear the Lord saying so clearly to me, ‘I put you here.’” Since the Lord put Lauren Russell at Bear Creek, she has worn many different hats before settling in as a preschool teacher.

Lauren laughs as she remembers the first day she taught at Bear Creek. “I was so young, one of the students declared at recess ‘Our teacher is sixteen years old!’” Now with a few more years under her belt, Lauren recounts her favorite Bear Creek memories. Lauren grins as she recalls teaching fourth grade with Janet Jacobson, “Let me tell you, I’ve never laughed so hard. I could always run across the hall and ask Janet a question,” Lauren explains. We also chat about her time as the Upper School cheer coach. “It was a fun gift,” Lauren explains, “I was in a mentor role to those girls as well as being their coach.”

Now established in her role as a preschool teacher, I ask Lauren what she likes about teaching the youngest Bear

Creek students. “I love how important play and imagination are for kids that age,” she tells me. Lauren’s best advice on teaching preschool, “Give them a minute.” She loves the amount of growth that you can witness in preschool students in such a short amount of time. Lauren communicates with all of her students that “they are loved, cared for, and appreciated for who they are.” She explains that it’s paramount for each child to feel comfortable in the classroom so they have room to grow, explore, and learn to be thankful.

A mom to two rambunctious boys, Kamden (age six) and Brody (age three), Lauren talks about the joy of seeing Bear Creek’s mission lived out in her boys’ lives. “I’m a better teacher now, because I see all of the things I’ve been teaching come to life in my sons.” Lauren takes me back to her own childhood in Bothell, Washington. By the time Russell was just a few years older than Kamden, she already knew she wanted to be a teacher. “I remember lining up my stuffed animals and teaching them,” she laughs at the memory. “In fourth grade, I knew I wanted to teach.” Lauren shares with me memories of impactful teachers from her own childhood. “Ms. Holmes taught me

to be loving and patient, and Ms. Hagan taught me the importance of not talking down to students, no matter their age.” Lauren’s mom, Bonnie Brightwell, was also a teacher and even taught at Bear Creek. “My mom is such an amazing mentor,” Lauren says, “she loves her life, her students, and of course, her faith.”

Lauren explains those teachers helped influence her love of elementary education, “At that age, they are just kids with joy, innocence, and an admiration for their teachers,” she admits. Lauren loves teaching preschool because she loves to “let kids be kids,” while still learning important foundational concepts

the Lord and find my peace from Him. I also learned in those moments the importance of grace.” Lauren says she’s so thankful to teach her boys and also her students about God. “I want all of my students to know Jesus loves them,” Lauren explains. “Especially in math and science, I love talking to the students about God our creator,” she says.

We talk about the eclipse at the start of the school year. “I loved seeing God play out in the eclipse,” Lauren says. That same day, she had her first ultrasound for baby number three. “God orchestrates the patterns of celestial bodies and also the heartbeat



for kindergarten. With a laugh, Lauren says, “The class that plays together stays together,” She walks me through a full day in preschool which includes circle time with songs, math stations, play, recess, snack, and reading stations. To sum it all up, Lauren told me, “We glue a lot of food down in preschool.”

As Lauren and I wrap up the interview, I ask her about the impact her faith has on teaching. “I came from a Christian home,” she told me, so in the beginning, faith was just a part of her everyday life. Losing her dad at such a young age changed Lauren’s faith. “It became a choice,” she explains. “I chose to follow

of each little baby,” Lauren says, her voice soft. “That’s amazing.” As Lauren continues teaching at Bear Creek, she looks forward to guiding every student through the formative preschool years. Lauren laughs when I ask about any hidden hobbies or talents. “I’m a loud snapper and a quiet whisperer,” skills necessary for any preschool teacher. Russell still remembers the feeling she had on the first day of teaching at Bear Creek, how the bell rang and she said, “Boys and girls sit down.” Lauren recalls, “I was so nervous at first but then everything fell into place,” echoing her purpose here at Bear Creek.



Bear Creek Preschool

Faith • Mind • Heart

Bear Creek Preschool Turns 10!

BY DEBBIE MARCHIONE

3,650 days. 520 weeks. 10 years. A decade.

No matter how you look at it, a 10-year anniversary is a big deal! This is an exciting year as we celebrate a decade of serving preschool students at The Bear Creek School. Bear Creek Preschool began in 2008 in an extra classroom at Redmond Campus, taught by Kellie Anderson. In the past ten years, it has grown from 16 students in a single, shared classroom for prekindergarten students, through satellite campuses, into the current centralized preschool program for 3, 4, and 5-year-olds at Valley Campus, a unique facility designed for early learners. Today, Bear Creek has more than 80 preschoolers in seven classes.

Kellie Anderson reflects on the early years, “We knew that starting a preschool program was important, yet there were no extra classrooms available.

Our class met in the 2/3-kindergarten classroom three afternoons a week sharing bulletin boards, cubbies, and file drawers. While I now enjoy my own bulletin boards and ample storage space, the focus of our program and the mission of the school has been consistent since our humble beginnings.” While some things have changed over a decade, Bear

Creek’s core approach to preschool, resting on five key building blocks, remains much the same.

The first, and most important block, is the skill and dedication of our highly trained, loving teachers. Their understanding of the developmental needs of young children, combined with their nurturing approach, creates an environment that welcomes

and encourages children and parents alike. As the preschool has grown, we have added new levels and additional teachers. Students today also benefit from Lower School teachers and specialists who bring their gifts to the preschool, including music and art activities, and the outdoor science Discovering and Investigating God’s Creation (DIG) program. Preschool faculty maintain intentional connections with teachers in other divisions for mentoring, professional development, and fellowship.

Our current preschool teachers have a combined 53 years of teaching, experience that is reflected in the classrooms each day.

Character development forms the second building block. Children are social beings and need thoughtful guidance as they learn to assert themselves and interact with the world beyond their families.

“It is a joy to teach in a place that is loving and nurturing. We communicate to the students that whatever mistakes you make, you are loved all the time, no matter what.”

— ALLEY LICATA



PHOTO BY KELLIE ANDERSON

Kellie Anderson's first prekindergarten class at Redmond Campus

Helping preschoolers learn how to listen, take turns, share, pay attention, sit quietly, and move from one activity to another is an important component of any early childhood education program. Bear Creek takes this a step further and intentionally teaches character traits such as kindness, respect, and responsibility through the Character Counts program. Stuffed animals, stories, and regular reinforcement by teachers help children connect these age-appropriate virtues with specific behaviors.

A third building block is the intentional academic approach, designed to provide students with the foundation they need for future success. Starting with the knowledge and skills we expect of our grade 12 students, the curriculum is mapped all the way down to the preschool level, to ensure that students follow a clear path of progression. One of the newest curriculum strands is our DIG program. This outdoor science experience

guides students' sense of wonder as they explore God's creation. Valley Campus boasts a wetland, raised garden beds, and natural areas perfect for discovery. The redesign of Valley Campus in 2015

also gave preschoolers a large indoor play area; a mini science and art lab; an Imagination Lab for design, exploration, and creation; and a well-stocked, self-contained library. Cubs Club, another recent offering, allows families to extend the school day and provide preschoolers with additional experiences such as soccer, art, dance, or music. These types of hands-on opportunities offer preschoolers a way to achieve academic benchmarks in a joyful way that fosters their love for learning.

"The teachers know children and the developmental stages for each age group. They are intentional about the learning objectives and the goals they have for the students from a learning perspective."

— TRESSA PARKER

In keeping with Bear Creek's Christian identity, an integrated Biblical worldview is another key preschool building block. The curriculum theme of God's Amazing Creation plays a central role in each classroom. Students memorize Bible verses,



PHOTO BY SINI FERNANDEZ

These grade 8 students reunited with Mrs. Anderson in their original prekindergarten classroom.

including the entirety of Psalm 23, and learn many Bible stories related to this theme. Each student experiences God's great love through activities in the classroom. Students participate in a monthly Chapel time with developmentally appropriate concepts for preschool-aged students: knowing God, loving Him, and living for Him.

Bear Creek believes in nurturing the growth not just of students, but parents as well. This is building block five. From regular gatherings to special speakers to the mentor program, attention to the parents' journeys is an important component of the preschool program. A strong school community and sense of belonging help provide parents with a solid foundation to support their children. In recent years, Bear Creek has offered an increasing number of

parent-education opportunities and even created a special Parent Lounge at Valley Campus.

Preschool Division Head Tressa Parker says, "It has been a joy to watch over 400 students walk through

our front gates over the past decade, to see teachers spark a love of learning in each one, to watch them thrive and grow in the nurturing classroom environment, and to send them on to kindergarten with a strong foundation on which to place future building blocks of learning."

Bear Creek Preschool's program is an integral part of the Bear Creek community, and when the students matriculate to kindergarten in the Main Building at Redmond Campus,

they arrive well-prepared for the academic and social challenges ahead of them.

- 407 students have attended our program over the past 10 years
- 12 of the students in our first class are still attending Bear Creek, now in grade 8
- 36% of our current K-8 students attended Bear Creek Preschool
- 83% of last year's students reenrolled into kindergarten

An anniversary celebration is scheduled for April 26, 2018. Watch for more details.

A DAY IN THE LIFE OF “TRAINER MIKE”

BY KAYLIE WALKINGTON

MIKE WALKINGTON is best known in the Bear Creek community as “Trainer Mike.” While his professional title is often mistaken with Personal Trainer, Mike is an Athletic Trainer-Certified (ATC). This profession is recognized by the American Medical Association as an allied health care profession. As the ATC for The Bear Creek School, Mike works tirelessly to prevent and treat injuries that Upper School athletes may encounter. Mike also teaches Middle School Strength Training. In addition to helping athletes and students, he works behind the scenes to help support the Athletics Department. While each day is unique in its own way, here is a glimpse into a day with Trainer Mike.

8:30 A.M. Trainer Mike wears many hats, but the

first one of the day is that of a Bear Creek parent. Every morning he drops his kindergartener off at her classroom, helping her take off her giant backpack and giving her a hug goodbye. He then walks down the hallway toward the back of the gym to the office he shares with Athletics Director Chad Pohlman and Middle School Athletics Director Ryan Byram.

8:35 A.M. The first thing on Trainer Mike’s agenda is email. Lots of email. He filters through the list, quickly scanning for those that contain information about his injured athletes. Today there’s an email from the volleyball coach, concerned about an athlete who rolled her ankle during practice. Mike thanks the coach for reaching out and lets him know that he will follow up later in the day. Another is





PHOTO BY SINI FERNANDEZ

from a concerned parent whose athlete is going through the concussion protocol so that she can return to play. He advises parents to minimize screen time, to rest cognitively and physically, and continue to watch for any new symptoms.

8:50 A.M. Next up is updating the scores from last night's soccer game and tennis match on both The Bear Creek School and Max Prep websites. He keeps the athletics pages of the Bear Creek website up-to-date so the school community can stay in the loop with their sports teams. The Max Prep website is used to determine Rating Percentage Index (RPI) for the State tournaments later in the year.

9:00 A.M. Nine o'clock hits, and it's off to the weekly Athletics and Operations meeting where they

discuss the logistics for away games and determine what is needed to set up for home games.

9:30 A.M. It's back to the office to meet with an athlete to review her status in the concussion protocol. This athlete was injured a week ago playing soccer when she hit heads with another player. Yesterday she completed Stage II in the protocol, light aerobic exercise. Mike asks her if any of her symptoms have returned. She reports that they haven't, and Mike informs her she can move to Stage III, sports-specific training in non-contact drills.

Mike currently uses a computer-based concussion program called ImPACT Applications. All high school athletes take a baseline concussion test prior to their season. This way, if an injury occurs

during the year, Mike has something to compare results against to help with concussion diagnostics and treatment. Next year Mike is hoping to include Middle School athletes.

10:00 A.M. Mike walks from his office at the Main Building over to the Upper School to search for athletes that he needs to check up on. As he walks, he sees his daughter in the hallway and smiles at her as she signs “I love you” in sign language.

He needs to find the volleyball player who rolled her ankle at practice yesterday to assess her injury. He finds her in the Nagel Commons and sets up a time to meet with her later. He checks in on another athlete who is completing the concussion protocol. While all injuries require attention, his top priority is ensuring that concussions are properly treated.

10:20 A.M. He’s back to the office to put the finishing touches on the volleyball program for tonight including team rosters, information about future games, and the fight song lyrics. Mike brainstorms with his officemates about possible fan competitions they could have between volleyball sets. Mike hops on his computer and searches for ideas, coming up with a plan for the night. While he’s online, he also orders various supplies such as tape, soccer gear, and sunglasses from the “SuperFan” app.

10:50 A.M. It’s almost time to teach his Middle School Strength Training class. Mike puts together a workout plan for the boys he will be supervising during class.

11:00 A.M. After taking attendance, he goes over the plan with the students. They begin with a warm up—eight minutes of cardio and stretching—before they begin lifting weights. One student requests that his workout for the day consist of core strengthening

exercises only. Another student is working through an injury, and Mike advises him to alter his workout to prevent further injury. He checks their form as they’re lifting, correcting technique, and watching to make sure that everyone is safe. He instructs them to wipe down the equipment and pick up the weights and other exercise equipment off the floor. At the end of class, he leads them through a four-minute core workout.

12:00 P.M. Mike walks a lot during the day; back to the Upper School he goes to eat lunch and to discuss the soccer team’s early dismissal and plan pregame care before the girls leave for their game later today. There are six soccer players who will need to be taped and two who need to roll out their

quads and other muscles. After eating a quick lunch, Mike and Coach Byram challenge a few seniors to a game of foosball. So far this year, Mike and Ryan are 5-0 against the students. These guys always enjoy a little friendly competition.

12:40 P.M. More walking back to the office where he prints emergency forms for Middle School athletes who signed up late for fall sports. He restocks the emergency bags used by every sports team, packing

them with band aids, tape, gauze, and ice packs. He also checks his personal athletic training bag, refilling the items that were used last night at the cross country meet. His kit contains everything from splints to blood clean-up kits. Since Mike is a Type I diabetic, he also has glucose tablets in his bag for the off-chance that his blood sugar drops so he can stay on top of his game.

1:10 P.M. Mike finally has time to catch up on the rest of his email. Currently his inbox contains email about the new track & field record board he’s ordering, receipts, and proofs from the T-shirt orders from yesterday, and faculty meeting minutes and



announcements. And of course, there are three new emails about his injured athletes.

2:00 P.M. The girls soccer team is dismissed from school, and Mike meets them in the Fitness Center. He tapes six ankles, two shins, two knees, and a wrist. One of the athletes asks him for advice on how to best stretch her hip flexor muscle. Another asks when she will be cleared to play again after sustaining an ankle injury. Mike explains that he will do an assessment tomorrow and discusses his plans for her recovery. The news that she can't play today is disappointing, so Mike offers comfort and encouragement. Mike wants his athletes to understand that he is there to help them stay healthy physically so that they can participate in the sports they love. Often this means a pep talk to help them feel supported when they are injured.

2:30 P.M. It's getting closer to game time, so Mike helps Coach Pohlman set up for the volleyball match. They fold programs, set up chairs for the teams, fill up seven-gallon water jugs for each bench, and pull out the treatment table Mike uses for injuries that might occur during the match. He checks on the cleanliness of the boys' locker room to ensure that it is ready for the opposing team to use. He starts a load of laundry, washing game and Fitness Center towels.

3:00 P.M. Mike runs back to the Fitness Center to tape the volleyball players: two shoulders, three ankles, two thumbs, and a wrist. One athlete is concerned about having a tight shoulder, so Mike demonstrates how to stretch the muscle properly. Since the game doesn't start for another half hour, Mike uses the time to chart the day's work. He records the various taping jobs he completed for both the soccer and volleyball teams. He updates injury logs and makes plans for tomorrow. He reviews previous injury reports and documents new cases.

4:00 P.M. Game time. Mike sits close to the team watching carefully, ready to act if an athlete gets injured. He roots for the Grizzlies, hoping they'll play well. However, if anyone gets hurt on the court, Mike is ready to help. During the JV game, an athlete on the opposing team jams her finger. Her coach escorts her over to the treatment table, and Mike quickly does an assessment. Fortunately, it's a minor injury and he runs to get ice from the locker room.

The varsity team plays next. Mike stands on the sidelines, arms folded, watching attentively. After a "bump, set, and spike" two girls jump up for the block, colliding, and an athlete awkwardly lands on her ankle. She's down on the court and Mike runs out to access the situation. After a quick check, Mike helps her walk over to the treatment table for further assessment. He checks for major bone

fractures and ligament damage. He determines it's a mild sprain, tapes her ankle, and she's able to return to the game.

7:30 P.M. Some games result in no injuries at all, and those are the games Mike enjoys the most. His role as Athletic Trainer is to be a first responder; however, he prefers that no one get hurt. Unfortunately, the game

tonight had a couple of injuries so Mike heads back to his office one more time. He needs to document the injuries, email the athletes' parents, and contact the opposing team's Athletic Trainer.

7:45 P.M. Before leaving for the day Mike helps clean up the gym, emptying water jugs and moving the laundry over to the dryer. He shuts down his computer, grabs his bag, and heads home just in time to help me put our two kids to bed.

It was a longer day than usual, but Mike loves the work he does. Not only does he get to be around sports all day, he also gets to help prevent and treat injuries. Trainer Mike's favorite aspect of his job is that he can help athletes love sports as much as he does.

4:00 P.M. GAME TIME. MIKE SITS CLOSE TO THE TEAM WATCHING CAREFULLY, READY TO ACT IF AN ATHLETE GETS INJURED.

BEAR CREEK GOES TO ISRAEL

BY KEVIN DAVISON



The group pauses for a photo op on the main steps and door (now sealed up) to the temple mount in Jerusalem. These are the steps on which Jesus and the Apostles would have taught and used to enter the temple.

It was early in the morning and the crowds had not yet assembled outside the Church of the Holy Sepulchre—one of the most sacred sites of Christianity and the site traditionally identified with Christ's death, burial, and resurrection. The incense still hung in the air as monastics had celebrated Matins only a little before we arrived. Candles burned in a basin, dripping wax joining a deep pool of melted wax already present, the smoke ascending with the faithful's prayers to God. We had come to visit the Edicule before the crowds became too great. This small house built within the main room of the church covered the burial slab of Christ—its restoration recently documented by *National*

Geographic. We waited, patiently, prayerfully, for the brief two minutes we would be allowed to enter, kneel, and pray.

In June 2017, several Bear Creek families, alumni, and students made an amazing journey to Israel and Jordan, the lands most closely associated with the events of the Old Testament and Jesus' ministry in the New Testament. Over the course of twelve days—and two additional days in transit—Bear Creek travelers explored this small parcel of land so rich in both the history of Christianity and ancient history. There were three goals for the trip: to bring our travelers into contact with the history of the land, to experience a culture far different from our own, and

ultimately to make a pilgrimage to some of the most cherished sites in the Christian faith.

When one considers the countries of Israel and Jordan, one quickly encounters a land with a long history and connection to the very development of human civilization. To this day, all new construction in the land is approached with great care. Sudden curves in the road for no apparent reason testify to construction suddenly halted and roads redirected to preserve archaeological discoveries found during excavation. Numerous small, flat hills referred to as *tels* dot the landscape, many unexcavated and likely containing layers of human civilizations long forgotten. Within a day, we crossed the terrain of a thousand years of rich history between locations. Because archaeology is so pervasive, it can be easy to forget how incredibly impressive it all is. But not always.

Over the course of our trip, we were fortunate to visit several archaeological parks that immediately fill the visitor with awe. Early in our trip, we visited the ancient ruins of Bet She'an—a city referenced in the Old Testament as a Philistine city, and later occupied by Persians, Greeks, and eventually Romans. Entering the park, we were instantly struck by the amazing ruinous marketplace, bathhouses, ruins of a Greco-Roman gymnasium, and one of the most complete examples of a Roman amphitheater outside of Rome. At such an early point in our trip, it set a high threshold for what we could expect to encounter on our journey. However, nothing could prepare us for Petra.

Driving for several hours and making a harrowing border crossing into Jordan, we stayed just outside the ancient Nabatean city of Petra. Made famous for its appearance in several movies, including *Indiana Jones and the Last Crusade*, it is regarded as one of the eight wonders of the ancient world. We knew it would be an incredible sight, but we far underestimated its beauty and grandeur. Walking down the *siq* (pronounced 'seek') to the ancient necropolis—or city of the dead—many of us were struck by some of the most beautiful landscape we



We visited tombs in the southern part of the city of Petra.

had ever seen. And yet, with all that natural beauty, walking out of the *siq* and seeing the Treasury for the first time was utterly indescribable. We spent an entire day at Petra, exploring many of the tombs outside of the city deep within the desert, some converted into churches long ago though since abandoned.

These points of connection to history bring much of what we study in our Bear Creek humanities classes to life. From learning about ancient civilizations in ninth grade World History or in ninth and tenth grade Christian Studies, to thinking about the relationships ancient people had with mortality in ancient literature; encountering the classics through Greco-Roman culture in Latin, or simply admiring the natural beauty of God's creation, students and families came away with new, powerful connections to what we studied in class. Not to mention, feeling like adventurous, globe-trotting archaeologists!

In addition to tangibly encountering history, a major goal of our trip was to come into contact with the indigenous culture of the region. Though the people of Israel and Jordan have strong connections to their pasts, recent history powerfully shapes their identities. We visited with a local Bedouin who shared about His life in the desert, negotiated our way through the Jerusalem markets, rode camels, and connected with our local guides through their



Abraham, the guide, points out interesting facts in the temple ruins at Capernaum, including that the foundation stones are from the time of Jesus.



Our group rode camels at the Bedouin camp Kfar Hanokdim near Masada.

stories of life in Israel. Our chief guide in Israel was Abraham, a Jewish descendent of the original exiles to Babylon, who moved to Israel from India at eighteen. Ashraf was our Palestinian Christian guide for our morning in Bethlehem. Mousa, our Greek Orthodox Jordanian guide, led us through Petra and Jordan (Christians make up just 4% of Jordan, and nearly all are Greek Orthodox). Spending time with our guides, hearing their stories of living in the land, passing from Israel into the Palestinian territories beyond the wall, our travelers came to love the people, to understand more directly the regional conflict, and to see how claims to the land were intimately tied to national identity and survival and not merely politics. This was brought to our attention vividly as we crossed the southeastern border of Israel into Jordan.

To make our travels a bit more efficient, we left from the southern Judean desert, where we had just visited Masada, to make our way into Jordan. In order to make the border crossing, we had to disembark from our bus and carry our bags across the border. Getting off the bus, we were greeted first by the heat and then by Israeli customs officials checking passports and issuing reentry visas. Once we passed through their last terminal, we found ourselves in a 50-yard-wide no-man's land, surrounded by tall fences and guard towers on either

side of the border. When Bethany Van Baak '15 asked me, "Davison, where exactly are we?" I responded, "If you looked on a map, we're on the dark-line dividing the countries." Carrying our bags across no-man's land, we entered Jordanian customs and a very different experience from the one we just had.

Of the experiences that capture the powerful dynamics of the land, and how much it means to the Israelis, one merely needs to walk through Yad Vashem, the Israeli Holocaust Memorial. Words cannot express the emotions one feels moving through the exhibits. After walking and standing for quite a while, I came to a portion that had a cobblestone street with an iron railcar and a small bench. Sitting down on the bench, I read the sign next to me, informing me that the street, the bench, and the cart were all transplants from the Lotz Ghetto in central Poland. This experience was followed by another, and another, and never seemed to stop coming throughout the museum. But it was a statement by Abraham, our guide, that brought it all together. As we were standing in the memorial, a group of Israeli soldiers entered. Abraham looked over, pointed, and commented, "These young people are our future. They are the ones that protect us now, that we will never have to rely on someone else to protect us again."



Matthew Mistele '17, Joshua Lee '17, and Leia Kirker '17 enjoying the ride across the Sea of Galilee.

For many of us, however, the most significant portion of the trip was the pilgrimage component: walking in the footsteps of Christ, visiting the sites of His miracles, praying at the churches most traditionally and consistently associated with His life. In Nazareth we sat in the Synagogue Church, the remains of the synagogue Christ worshipped in during His youth and ministry. In Galilee we ascended the Mount of the Beatitudes, where we prayed and contemplated the famous sermon of Christ. At the Jordan River, some of our Protestant friends re-baptized themselves. In Bethlehem we visited the Shepherds' Fields and entered the grotto in the Church of the Nativity—the oldest standing church in Christendom and the most likely location of Christ's birth. And finally, we came to Jerusalem.

The feelings we had when we first saw Jerusalem are ineffable. Ascending to Mount Scopus and overlooking the Old City was incredible. Walking its pathways and courts, more so. Our second day in the city was a free day, and I spent the day traveling with Leslie Van Baak around to the various churches. Others chose to ascend the Temple Mount, where the Jewish temple once stood and the Dome of the Rock stands now. These intimate connections to the life of Christ made His teachings and His ministry viscerally present to us. Walking



The narrow, twisty streets and alleys of the Old City (Jerusalem) are lined with small shops, religious shrines, and are full of history. There are still paving stones in the streets from the Roman period.

the Via Delorosa on the final day, traveling across the city, beginning in the Antonia Fortress, the place of Christ's judgment by Pilate and His scourging, ending in the place of His crucifixion, burial, and resurrection provided a spiritually meaningful end to an incredible journey.

These words are inadequate to describe the amazing adventure had by all our travelers. Each of us carried back our own stories of encounters with the locals, favorite locations, and connections with our faith. As I conclude, I think about an experience I had with some of our students while we were in Jerusalem. We were sitting, eating kosher ice cream in the New City of Jerusalem, near the Machane Yehuda—a famous Jerusalem outdoor market. As we sat there, taking in the sights and the sounds, we reflected on what a magical place Jerusalem was. Johnny He, a junior, expressed a desire to learn Hebrew and maybe even come back to Israel for a bit. Siena Cysewski, also a junior, declared she too wanted to return someday. That was a sentiment often expressed by our travelers along the way. Lord willing, we will be able to offer this trip again in the future. If we do, I invite you to join us for an incredible adventure.



NEWS TEAM

BY KATIE GOMULKIEWICZ '13

PHOTO BY SINI FERNANDEZ

"We want to write articles about things that Bear Creek students are interested in," junior Juliette Shields told me as I sat around a conference table with members of the newly minted News Team. I'd gathered the student bloggers together before the start of school to meet them and also understand what they are seeking from this journalism experience. "We wanted to call our group News Team because it sounds cool and official," one of them confessed to me as all of them nodded in agreement. "So, how did this all get started?" I asked the students. It turns out the catalyst for the News Team club came from an internship on journalism and marketing that Juliette completed last year with Christina Glass, the former Bear Creek Communications Associate. "All of a sudden my friends were reading my articles on the Bear Creek website, and they wanted to get involved too," Juliette told me. Those three friends who have become student bloggers are fellow juniors Lucy Caile, Zara Robinson, Tiffany Cowman, and the newest member Siena Cysewski, who joined the team in November.

As we began talking about their goals for News Team this year, it became clear the students wanted both to learn techniques for blog style writing as well as to

publish articles that conveyed the student experience at Bear Creek. The second goal was easy, after all, as current Bear Creek students they all have their fingers on the pulse of the school. The first part sparked this article. "Do you all know how to conduct a professional interview?" I asked after the bloggers had selected their first article topics for the year. "Sort of, but not really," they admitted to me. "Why don't I interview each of you?" I suggested. "That way the Bear Creek community can also get to know each of you."

Juliette Shields loves writing, photography, and a good cup of coffee (while on Instagram, of course). She talked to me with passion about her internship with Christina last year. "We had lessons every week where I would learn something new about marketing. I even created a fake product with a real social media presence," she told me. "I think it is so important to find your voice in writing," she explained before adding, "and I didn't expect it to be so difficult." Juliette speaks with confidence about her experiences at Bear Creek. We chatted about her two years in Finland. She told me about a project she completed while abroad in which she took photos of her grandparents to capture their emotions.

Now, she wants to do the same with words on the page. Juliette likes writing because it allows her to tell stories. “My goal is to have News Team carry on after I graduate,” she told me. “I want this to be light-hearted and fun, something that Bear Creek students can own.” Juliette leaned back in her chair and talked about her friends who have joined News Team. “They really found me,” she admitted. “They are girls with amazing ideas. They were already interested in writing,” and News Team was the perfect outlet for their writing itch.

Lucy Caile certainly had the writing itch before News Team ever existed. She already ran her own fashion and lifestyle blog called *The Striped Daisy*. She talked to me about making connections at Bear Creek, explaining, “Everyone is so welcoming here; it’s easy to form strong friendships.” Since she runs a fashion blog, I asked for Lucy’s top fashion tips. “Keep it simple with one statement piece,” she advised me.

I asked Lucy where her passion for writing stems from, “I think words are super impactful and people can be moved so easily by what other people say,” she explained. Lucy likes reading other fashion and lifestyle blogs to hear other stories. We talked in depth about well-known fashion blogs she follows including the *Leather Petal*. She wants to do the same with News Team. “I enjoy writing about other people at school and have others be inspired by them,” she tells me.

Zara Robinson shared a similar sentiment with me in her interview. “I joined News Team because I want to talk about different types of students and activities around the school,” she explained to me during our interview. Zara has lived in many places around the world including in Hong Kong, London, and the USA. After high school, she wants to take a gap year to continue her travel adventures. When I asked her the best piece of advice she has received, Zara told me, “Expect the unexpected in life.” Zara eventually settled with her family in Seattle and came to Bear Creek in grade 7.

She told me she’s now potentially looking ahead to a career in journalism. “I’d love to travel to all different places for work,” she explained to me when I ask about her passion for journalism. She paused, laughed, then

added, “That’d be sick!” I asked Zara which teacher has most influenced her writing style at Bear Creek, “I would have to say Mrs. White,” she said, “I really enjoyed her class.” Zara also credited Miss Dennison and Mrs. Kaplowitz for helping push her writing forward. “What advice would you give beginning writers,” I asked Zara near the end of our interview. “Be clear in your message,” she responded, “Oh, and have a voice!”

Tiffany Cowman also cited Mrs. White as an influential writing teacher. “She taught me all of the fundamentals,” Tiffany told me before going on to encourage all new writers to read *On Writing Well*. “That book talks about the simplicity of writing and how important it is not to overthink.” Tiffany laughed as she recounted working on the student newsletter with her friend and a mom in grade 5. “I’m pretty sure the mom was in charge,” she confessed. But last year when Tiffany saw Juliette’s articles posted on Bear Creek’s blog, she knew she was interested.

Tiffany’s goal for News Team ties to her desire to spark school spirit, “I want to get the school excited about different topics, events, and people around Bear Creek,” she explained. Tiffany has a lot of school pride and is heavily involved in sports at Bear Creek including cross country, basketball, and track. She talked to me about the different fun sports traditions that help make Bear Creek teams feel like a family. For her first blog article of the year, Tiffany interviewed two student super-fans about why they attend fall sports games, encouraging other students to come out and support school sports.

“How’s it going?” I ask every time I attend one of the News Team meetings. “We are having so much fun,” the News Team girls always respond. Tiffany, Zara, Lucy, Juliette, and the newest member, Siena have already completed multiple articles for Bear Creek’s blog, accessible via the website. When Tiffany’s article went live via Facebook, all of the bloggers were incredibly excited for her. They are currently working on the next round of articles. Already they have grown in confidence as writers and are professionals at conducting and reporting interviews around the school. The News Team is new to Bear Creek, but they are already thriving.

Check out the News Team’s articles on the Bear Creek website www.tbcs.org/blog.

ALUMNI NEWS AND CLASS NOTES

Class of 2006

Peter Heine

Peter is currently in a full-time MBA program at the University of Texas at Austin and looks forward to transitioning into a strategy management consulting career.

Class of 2007

Whitney (Hazeltine) Brammer

Whitney and Jackson Brammer '08 welcomed their first child, a daughter, Adrienne Marie, on May 13, 2017.



Class of 2007

Jamie (Perry) O'Leary

Jamie was married on August 5, 2017 to Patrick O'Leary at Olde Stone Stables in Issaquah. She is in her sixth year of teaching at Bear Creek and is working on her M.Ed. in Literacy (Elementary Education).



Class of 2012

Hannah Shively

Hannah graduated in May 2016 from Willamette University with a master's degree in business administration, one year after she received her bachelor's in anthropology. She was quickly offered a position at Starbucks in Human Resources. She loves supporting Starbucks partners around the world. She currently resides in West Seattle.

Class of 2013

Isabelle Shively

Isabelle graduated *summa cum laude* from Loyola University Chicago in December 2016 with a B.A. in international studies and minors in peace studies, Asian studies, and anthropology. As part of her undergraduate coursework, she studied post-conflict development and historical memorialization in Ho Chi Minh City, Vietnam. After being named an alternate for a Fulbright grant from the U.S. State Department, she accepted a position as the International Communications Assistant at the Jesuit Refugee Service, a nonprofit organization based out of the Jesuit Curia in Vatican City. She now lives in Rome, Italy and is studying to complete a post-graduate diploma in human rights and forced displacement.



Class of 2013

Joe Wilson

Joe graduated from UC Berkeley in May with a B.S. in business administration. In August, he moved to the state capitol in Sacramento, California where he works as a financial/policy auditor for the State of California.

Class of 2015

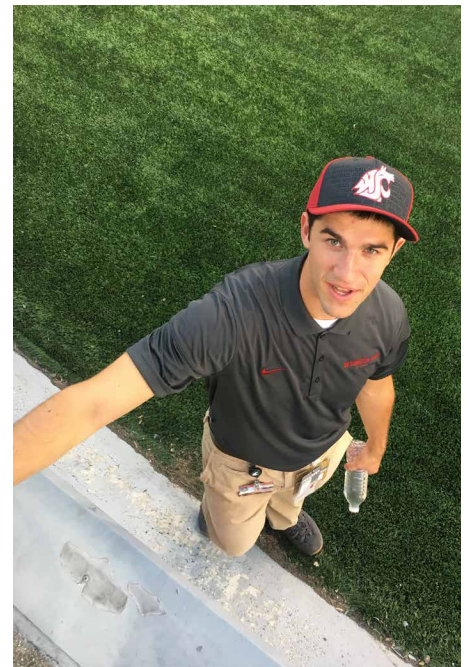
Mike Lau

Mike is taking a gap year from his electrical engineering studies at Santa Clara University where he won the prestigious Oxford Scholarship, a full, one-year scholarship to Mansfield College at Oxford University. At Oxford, Mike is studying politics and climate change. In addition to his studies, he has become involved in Oxford's Energy Society, and the International Relations Society, and is rowing for Mansfield College.

Class of 2016

Peyton Cysewski

Peyton is currently a sophomore at Washington State University, studying for a degree in sport management. He is having a blast working as part of the team video crew for WSU football. He loves being involved with the video crew and even appeared in a video while helping film Coach Mike Leach for the Pac-12 Network. Go Cougs!



Laurie Robinson Hallak '10

I can't believe it's been almost eight years since I left Bear Creek's halls! In that time, I have been blessed to have started my own photography business, Laurie Elizabeth Photography, married the love of my life, Michael Hallak, moved into our first house in Sammamish, graduated from the UW with a degree in interdisciplinary visual arts, and just welcomed our first child on August 21, a baby girl named Reagan Elizabeth (aka Rae Rae Bean).

I attended Bear Creek for 13 years so choosing one favorite memory feels nearly impossible. I might have to say the day I graduated, and not because I was finally done, but because that day truly represented everything I had worked for during those many years. It was beautiful proof that all of my accomplishments were being recognized. All of the long, long hours of work I put in (that stressful pull-my-hair-out kind of work, yet in the end rewarding because I was able to say I actually did it), the special friendships I made, and the dedicated teachers I got to know and love. Despite the days I felt overwhelmed, the hallways somehow still felt warm and homey, like I was being hugged when I entered those doors. I don't think that all students can say that their school made them feel that way. Bear Creek really is a special place that leaves me feeling nostalgic even years later.

Brittany Robinson Kukal '04

Brittany and husband Curtis welcomed their first child, Leo Brannan Kukal born on August 28. Brannan is a name long-timers at Bear Creek will recognize. Dr. Curt Brannan is the father of Bear Creek's founder Nancy Price and served as Dean of School, and he is Curtis' grandfather. Brittany credits Dr. Brannan with being her first mentor, long before she met her husband in Scotland in 2007. Bear Creek

lives are entwined in many ways.

After Brittany finished her degree in communications and married Curtis in 2008, they moved to Lubbock, Texas where she began working in property management. Returning to Seattle in 2011, she joined Weidner Apartment Homes where she currently serves in the corporate office as an Internal Operations Property Manager, a position that allows her to travel all over the U.S. Curtis works as a park ranger in Bellevue.

Looking back on her time at Bear Creek where she enrolled in grade 5, Brittany reminisces about how involved a student could be, "There wasn't a limit.

I loved that I was able to

participate in yearbook, be on the basketball team, and also be a cheerleader. It prepared me for a lifetime of multitasking, and I have no fear of trying something new!" A favorite memory of Brittany's is the Lock-In Overnight, a unique school opportunity for the seniors to have technology-free, uninterrupted time to spend with classmates, discussing what they hoped to bring to the world following their graduation.



Sisters Laurie Hallak, left, and Brittany Kukal, right, with their newborns

Bess Snider Navarrete '06

RETURNING TO HER ROOTS

“It feels like coming home.” That is how Bess describes her experience enrolling her older son Oliver in Bear Creek’s preschool program. “There are so many familiar faces whom I know and love still here.”

Bess started at Bear Creek in 2001 as a grade 7 student. “Bear Creek prepared me to be a learner for life,” Bess said. She remembers that all of her teachers were remarkably patient with her innumerable questions. Bess recalls her favorite response to one of those many queries: Biology teacher and Science Department Chair Donna Dunn’s plea, “When you get a Ph.D., come back and tell me.” That answer reinforced for Bess that she was responsible for her own learning, and it inspired her to continue working hard so she would have the opportunity to contribute to scientific conversations of the future.

With such encouragement for her interest in science, Bess majored in neurobiology at the University of Washington. She worked in a lab researching brain development after graduation, but ultimately decided it was not the right path,

changing careers to become a software engineer. She now works part-time for a small company that creates custom databases, balancing her professional duties with parenting Oliver, age 3, and Theo, 18 months.

Bess is thrilled that she and her husband, Jerel, whom she met through Intervarsity, a Christian group at the UW, are able to send Oliver to Bear Creek. “Being a Bear Creek alumna means that I am part of a family. Like a good family, Bear Creek

prepared me well to be a good student, a good friend, and to walk with Jesus. My relationships with my teachers shaped me spiritually, and I value having adult relationships with those teachers to this day.”

Her hopes for Oliver in preschool are that he learn to make friends and gain some basic academic skills. “Bear Creek is a place I trust for him,” she states. Oliver loves coming to school and has decided that when he grows up, he wants to be a teacher. He spends his time outside school trying to ‘teach’ little brother Theo.

Bear Creek is thrilled to have Oliver as the school’s first second generation student—child of an alumna—and looks forward to the day when he can reflect back on his own Bear Creek experience.



Jerel and Bess with their two sons, Theo and Oliver, who is a P3 student at Bear Creek Preschool

JACOB FAREED IMAM '12

A 2016 BAYLOR UNIVERSITY GRADUATE, JACOB IS CURRENTLY STUDYING AT THE UNIVERSITY OF OXFORD IN ENGLAND. HE PROVIDED THE FOLLOWING UPDATE FOR MODUS VIVENDI.



CAN YOU BRIEFLY SUM UP YOUR JOURNEY SINCE LEAVING BEAR CREEK?

I graduated from Baylor with a University Scholars degree, concentrating in Classics (Latin and Greek) and Historical Philosophy.

During college, I spent the summers in Jerusalem, Cambridge, and Oxford — as well as six weeks working at the Discovery Institute, thanks to Dr. Stephen Meyer.

At Cambridge, I transcribed and translated two dozen pages from *Codex Climici Rescriptus*, a vast palimpsest which holds ancient religious narratives, philosophical texts, and, to our great joy, the newly discovered, oldest extant astronomical drawings. The next year I studied abroad at Oxford and was received into the Catholic Church.

Whilst living in C.S. Lewis's former home (and even sleeping in the very room in which he died), I completed an internship with Oxford's Centre for Muslim-Christian Studies, which led to my undergraduate thesis, *Liturgical Exegesis: Genesis 1-11 as Sung in the Qur'ān*. From that project, I was invited as a consultant for Bethlehem University's reformation of their religion curriculum.

The fall of my senior year at Baylor, I received a Marshall Scholarship to continue my education at the University of Oxford where I am completing a Master's of Philosophy in Islamic Studies and History, concentrating on philosophy, conversion,

and Qur'ān. I'll finish in June 2018. A large consideration for my selection of Oxford was due to the fact that my aging godfather, Walter Hooper, the former secretary of C.S. Lewis and the literary executor of the C.S. Lewis Estate, lives in the city. Thanks to his encouragement, I've become the president of the University of Oxford C.S. Lewis Society. We have 22 world-class lectures every year, delivered by people such as the Archbishop of Canterbury, Lords of Parliament, and other very notable scholars from around the world. The C.S. Lewis Society is not so much interested in Lewis as a person, but the ideas that he and his intellectual colleagues, such as Tolkien and Chesterton, extrapolated. We are trying to enliven good conversations in Oxford. Walter and I are currently writing an article together entitled "C.S. Lewis on the Blessed Sacrament." As Walter is now 86, this is a great gift to me—a memory of working with him that I can treasure forever.

WHAT DOES IT MEAN TO YOU TO BE ONE OF ONLY 32 STUDENTS IN THE UNITED STATES NAMED A 2016 MARSHALL SCHOLAR?

A Marshall Scholarship is a tremendous gift for it's the gift of study. We are flaunted around the countries of the United Kingdom, meeting important politicians and such. This all is, of course, lovely, but the real privilege is having two years of concentrating on a very particular project. It is the gift of discovering more clearly the beauty of a culture and context different from our own, to discern truly how life can be made to be more human from insights of the past.

But beyond that, many problems facing our world today are international and interstate in nature. To form a global solution, we must have global leaders. The Marshall Scholarship affords us the opportunity to become global leaders through the experiences we have studying with a genuinely diverse group of people who come from around the world to Oxford, bringing their contrary assumptions and interests.

Thanks to the Marshall Commission, I spent July through September in Cairo, Egypt in the poor, yet famous neighborhood of Al-Azhar, one of the oldest universities in the world. It is the most famous Muslim school and claims to issue the most *fatwas* (a ruling on a point of Islamic law). I studied with a professor from Al-Azhar whilst staying at the Dominican Institute for Oriental Studies—a Catholic research organization that boasts of having one of the greatest libraries in the Middle East. I was primarily looking at the development of the philosophical origins of Nominalism within Islamic Philosophy – a topic that could have a colossal impact on our diplomatic strategies. It is a subject that I hope to develop into a doctoral thesis.

WHAT SURPRISED YOU THE MOST ABOUT YOUR EXPERIENCE IN EGYPT?

The education in Egypt is dreadful. Rote memorization serves as the only teaching technique through university level. I believe that a country's failure to teach its citizens to think is a failure to fulfill a human obligation. The signs of this around the country were obvious.

WHERE DO YOU SEE YOURSELF IN FIVE YEARS?

I'll hopefully be on my way to Washington, D.C. fresh out of my last year of graduate school. I hope to be a political consultant.

HOW DID BEAR CREEK PREPARE YOU FOR WHAT YOU ARE DOING NOW? FOR WHAT YOU WANT TO DO?

The human formation at Bear Creek was vital. The studies of history, classics, and English were

essential for me. They prompted me to adopt words that were not my own, but those of past wisdom, and assume it for myself. As students, we must let these encounters with the past flow through us, that we might make them our own as long as they do. Bear Creek teachers taught me to seek silence and contemplation, and to yearn for beauty. As I hope to involve myself in the political sphere, growing in authentic humanity is essential.



As part of the Marshall Scholarship Program, Jacob got to tour the UK government headquarters at 10 Downing Street in London.

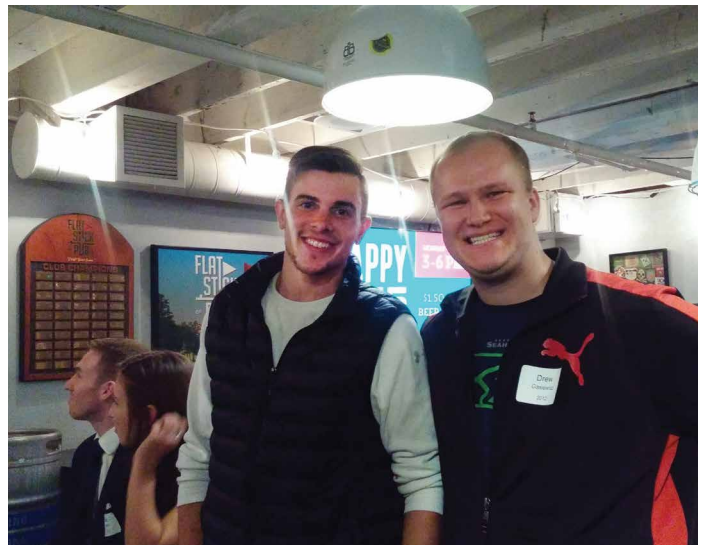


Jacob took a diving trip with some friends in Dahab, Egypt, on the Red Sea.

ALUMNI ACTIVITIES

BEAR CREEK ALUMNI participated in a variety of fun events over the past few months, including the annual alumni vs. student soccer game, (which the alumni won 5-4), the Class of 2007 Reunion, the 10th Annual All Alumni Fall Gathering at Flatstick Pub in Kirkland, Green & Gold Night, and the Homecoming Basketball games.

Watch our Facebook page or your email for information about alumni activities and come have fun with us!



FROM THE ALUMNI LEADERSHIP COMMITTEE

Gannon McCahill '11

THE ALUMNI LEADERSHIP COMMITTEE at The Bear Creek School is made up of a diverse group of individuals representing several graduation years, geographical regions, and career paths. We organize alumni events, increase alumni participation within the Bear Creek community, support on-campus alumni volunteering, encourage interactions with current students, and do anything else that benefits the Bear Creek community as a whole.

There are numerous ways for alumni to get involved with Bear Creek, from volunteering in the classroom, with athletics, drama, or for events, to serving on the Alumni Leadership Committee. Alumni involvement plays a large role in making Bear Creek the special community that it is. If you are an alumnus or alumna looking for a way to reconnect with Bear Creek and are interested in planning activities or events, we would love for you to consider joining the Alumni Leadership Committee. Please contact Lori Lee (lori.lee@tbcs.org) if you would like to learn more.

Current Alumni Leadership Committee Members

HUGH FOSKETT '04

KATIE GOMULKIEWICZ '13

ALEX HIGINBOTHAM '07

ANDREW IMHOFF '05

MATT KAISER '14

GANNON MCCAHILL '11

Go to tbcs.org/alumni to update your contact information so you can be sure to receive invitations to alumni activities throughout the year. Or follow us on our private Facebook page: Bear Creek Alumni.



PARENTS OF ALUMNI STAY CONNECTED

MORE THAN 60 PARENTS of alumni gathered to share stories, hear about the latest happenings at Bear Creek, and rekindle friendships at The Woodhouse Wine Estates tasting room during the 6th annual Parents of Alumni Gathering on September 30. Thanks to committee members Holly Alleva, Mary Matthews, Clare Mehta, Cindy McCahill, Deb Perry, and Camille Tillinghast for planning and hosting a fun evening.





DO YOU MISS YOUR BEAR CREEK FAMILY?

**JOIN US FOR OUR
SPRING GATHERING** on
March 3, 2018 for brunch and
help assemble Easter baskets
for children in need in our
community.

**THE PARENTS OF
ALUMNI LEADERSHIP
COMMITTEE** meets monthly
during the school year to plan
activities. We welcome new
members! For more information,
contact Debbie Marchione at
425-898-1720 ext. 339.



8905 208th Avenue NE
Redmond, WA 98053

www.tbcs.org



Silent Auction
Gourmet Dinner
Live Auction

The Westin Bellevue
Saturday, March 10
5:00 p.m.
www.tbcs.org/auction

