

# HERE + THERE

SUN VALLEY COMMUNITY SCHOOL



OUR ATTITUDE  
IS GRATITUDE!

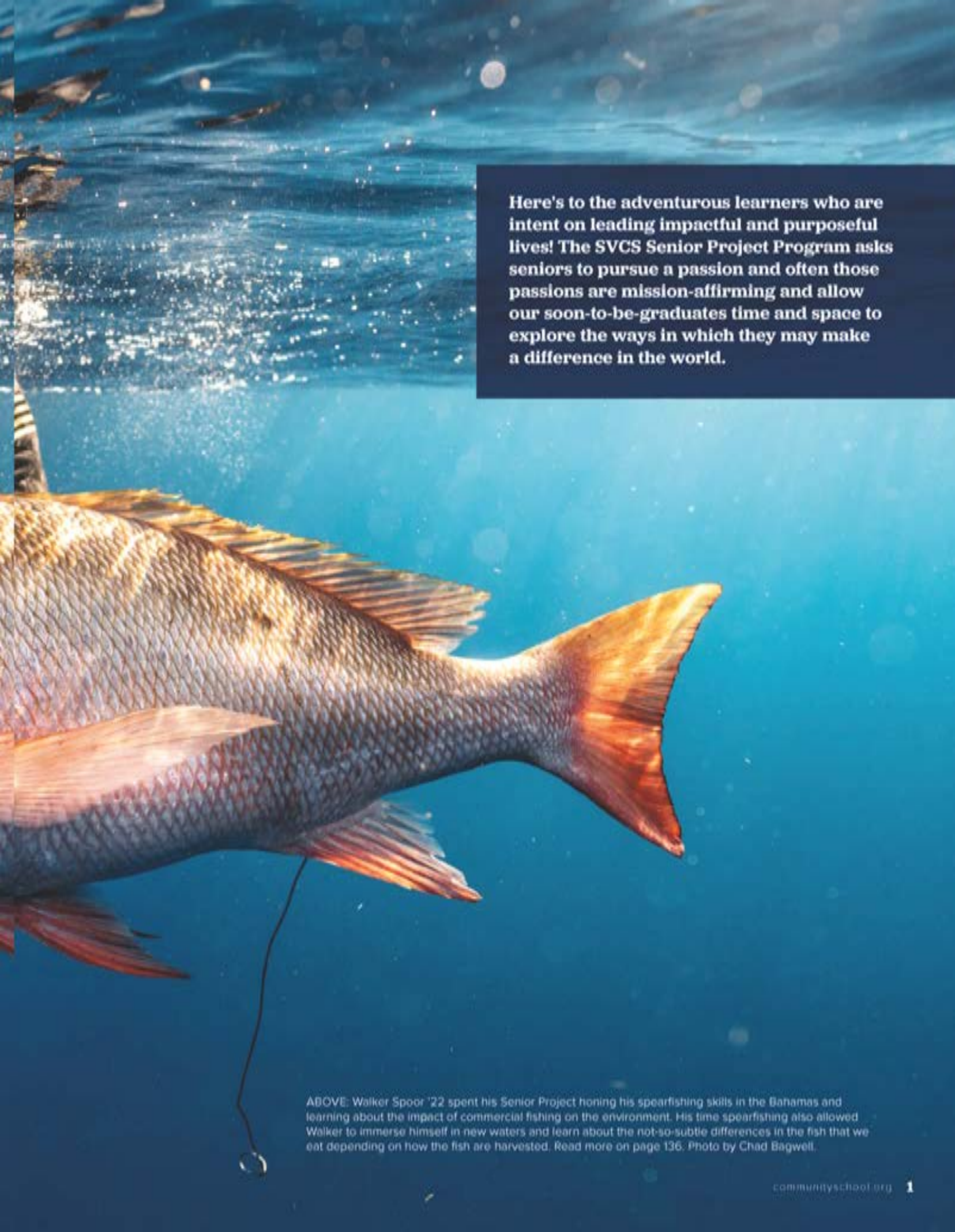
HOW WE LEARN + GROW + FIND OUR PATHS

TONY MARTIN '11

MAKING A DIFFERENCE + PURSUING HIS PASSION

the adventures ahead





**Here's to the adventurous learners who are intent on leading impactful and purposeful lives! The SVCS Senior Project Program asks seniors to pursue a passion and often those passions are mission-affirming and allow our soon-to-be-graduates time and space to explore the ways in which they may make a difference in the world.**

ABOVE: Walker Spoor '22 spent his Senior Project honing his spearfishing skills in the Bahamas and learning about the impact of commercial fishing on the environment. His time spearfishing also allowed Walker to immerse himself in new waters and learn about the not-so-subtle differences in the fish that we eat depending on how the fish are harvested. Read more on page 136. Photo by Chad Bagwell.



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# the view from here

**“At times, our own light goes out and is rekindled by a spark from another person. Each of us has cause to think with deep gratitude of those who have lighted the flame within us.”**

—Albert Schweitzer

**E**ducation is a community-wide effort. Certainly, it starts at home and the lessons we learn there are some of the most fundamental—share, be patient, listen to others, be kind, don’t touch open flames, for example—and we revisit those time and again in school settings, in varied ways.

Those who choose to work in education understand that the skills and overarching concepts that we cover in the classroom are essential to helping our students envision and become their future selves. The classroom, with or without walls, is a vital part of the educational journey; it is where our students learn to express themselves, listen to other perspectives, and to problem solve. It is where they learn to think for themselves, posit and test hypotheses. But it is just one very important layer among many.

At SVCS, our students have the opportunity to practice much of what they learn in the classroom (perseverance, focus, collaboration) in outdoor settings, during athletic competitions, while contributing to their community, and on the stage. To say the least, our students and our faculty are engaged, invested, and active. They all put a lot of time, energy, and heart into their endeavors and their passions. They are grateful for their opportunities

to stoke their inner fires, though it’s natural to sometimes run low on reserves. We all have moments when we stumble, lose our balance, or just wear ourselves out.

And that’s where community plays an important role. As Albert Schweitzer noted, when our own “light goes out” or dims, other members of our community—our family, friends, classmates, and colleagues—are powerful agents capable of rekindling our spark. It is others in our community who often bring their light to us.

As we considered potential themes for this year’s Spring/Summer *Here+There*, the magazine to close out the 2021-22 school year, “gratitude” kept floating to the top of the list of possibilities. Maybe it is coming off of multiple years of programming during a pandemic with all of the trust necessary to stay open for in-person learning. For that, we are grateful. Maybe it is that we live in a beautiful environment that we make time to enjoy because it feeds our souls. Or, maybe it is because we live among people who are working hard to do good work, which is the heart of the many “thank yous” that you hear at the end of a class as students shuffle out of one classroom and head to the next, or the “thank yous” at the end of every Upper School



assembly, or the “thank yous and brilliant things” at the end of each all-school meeting. Whatever the inspiration, it has been clear all year that our attitude is gratitude.

Within this issue, we hear from alumni like Tony Martin ’11 and Caleb Sonneland ’07, who share with us the impact a Sun Valley Community School education has had on them and how SVCS has shaped their experiences. And they share their gratitude for being a Cutthroat.

We also thank and recognize a very special educator among us. Pilar Lindahl, our Upper School Spanish teacher who is retiring this year after 34 years of service to the school, is known for her spark and for inspiring generations of Sun Valley Community School students. A former student of hers, Johanna Marvel ’01, writes the tribute and remembers the special light that Pilar brought to her life as well as the lives of so many other SVCS students over

the years. Certainly, the gratitude felt for Pilar could fill all of the halls on campus and more.

As we head our separate ways for the summer—some of us to far-off places or the mountains closer to home and still others of us to summer school classes in preparation for a busy winter season—let’s remember that each of us has a light to share and we never know when we might be the needed spark that lights up another. Have a great summer. Be kind, follow your passions, and do good things.

—Ben Pettit, Head of School

*P.S. – Thank you, Ryan Waterfield for helping bring the school’s stories and our voices, especially my voice, to the page in such powerful ways.*

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PHOTOGRAPHY: OLIVER GUY '15 / AMANDA RENIE PHOTOGRAPHY / CRAIG WOLFRUM



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Meet the contributors to this issue of *Here+There*.



CLOCKWISE FROM OPPOSITE: US Spanish teacher Pilar Lindahl retires at the end of this year; doing handstands during the 10<sup>th</sup> grade Coast Trip; a scene from the Middle School's production of *Beauty and the Beast, Jr.*; senior Charlie Stewart goes for the basket.



# HERE+ THERE

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FRONT COVER: Alum Tony Martin '11 on a  
mountain bike adventure in South America.  
PC: Jesus Gonzalez

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ABOVE: Taking it all in during Fall Campout.

PHOTOGRAPHY: OLIVER GUY '18





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# THE YARN SPINNERS



If you are a student, staff member, parent, or alumni interested in writing for *Here+There*, please reach out to Ryan Waterfield at [rwaterfield@communityschool.org](mailto:rwaterfield@communityschool.org).



**Wilson Baker '22**

Heading to Boston College in the fall, Wilson has been at Sun Valley Community School for 13 years. Wilson loves to play golf and basketball, playing on both varsity teams all four years of high school. While these are his two favorite pastimes, the friendships he's built in the valley are most meaningful to him. Wilson looks forward to the next four years on the East Coast, exploring a completely different environment and building more friendships along the way.



**Walker Spoor '22**

Walker is at home in the water and in the mountains. Having lived in Guatemala for much of his childhood, Walker has saltwater running through his veins. Give him a spear and the open water and he's happy. At Sun Valley Community School, Walker has enjoyed the Outdoor Program, varsity tennis, and being a part of a varsity basketball team for the history books. Next year, you'll be able to find Walker at the University of Southern California. There may be some fishing involved.

PHOTOGRAPHY: THIS PAGE BY OLIVER GUY '18 / HEADSHOTS COURTESY OF THE RESPECTIVE



**Jesse Keefe '22**

Jesse is still flying high from his recent Paralympic performance where he represented the United States with other highly accomplished Paralympians. He was also spotted at the White House this spring celebrating with other accomplished athletes. Next year, Jesse plans to continue to pursue his passion for alpine racing with the U.S. Para Alpine Team while studying at the University of Colorado at Colorado Springs.



**Isabelle Thomson '22**

Isabelle is graduating this year and heading to Scripps College in Claremont, California. She is excited to explore both the mountain trails as well as L.A. She aims to pursue an education that will allow her to make an impact, whether that be on people's lives or the environment. She loves hiking, reading, and listening to music in her free time. More than anything, she is excited to meet new people and head into her next adventure!



**Maria Mendoza '22**

Maria is an absolute animal enthusiast. Unable to turn any animal away, she's welcomed close to 200 animals including cats, chickens, ducks, geese, turkeys, peacocks, quail, sheep, goats, a rabbit, and a dog to her home. Her favorite pastimes are reading to herself and reading to goats. She loves people, the Earth, and spending time with her family. She joined SVCS in 2014, and will head off to Swarthmore College next year to "officially" begin the journey to becoming a neurosurgeon.



**Michelle DeLateur**

Since creating her first video from family VHS tapes, Michelle has always been tethered to music and imagery. While she knows her students may not be familiar with videotapes or floppy disks, she hopes to instill an appreciation for data, a love of planning, and the ability to take creative risks in her Upper School Media Arts courses. Alongside teaching, filming, and editing at SVCS, Michelle is a photographer, songwriter, angler, and vinyl collector.



**Hannah Young**

Hannah's running career started after running extra laps for being a few minutes late to soccer practice. But what started as a means to an end is now a way of life and a way of being. Hannah especially loves to run with friends, who add smiles to the miles. Her favorite local running trail is probably Fox Creek/Chocolate. (But really there are too many that she could name!) When not running on trails, Hannah runs around teaching 1<sup>st</sup> grade at SVCS and keeping up with her daughter, Theo, age 7.



**Johanna Marvel '01**

After spending many years of her young life in silence, Johanna entered this extroverted world with an enthusiastic leap out of the Sawtooth Mountains. She dabbled in street acrobatics, physical theatre, fringe festival storytelling, and mime before settling in with Barcelona puppeters and founding a walking food tour company, The Barcelona Taste. After 10 successful years, she sold the company and now happily devotes her time to writing...as well as caring for her daughter, born in 2022!



**Anneliese Turck**

This California/NYC girl has embraced the Idaho way of life since moving here almost eight years ago. The mother of two very active teenagers and a talented and tireless photographer, Anneliese is either driving her freeski-er son to every slopestyle event in the West or driving her daughter to ice hockey tournaments. Somehow, though, AT still finds time to keep all the trains running on time in the Marketing + Communications Office at SVCS.



**Ruby Marden '16**

Ruby was born in the Wasatch Mountains of Utah but migrated to the Wood River Valley in high school to pursue her passion for alpine ski racing. After graduating from SVCS in 2016, she continued her love of outdoor adventure at St. Lawrence University, where she devoted much of her extracurricular time guiding for St. Lawrence's Outdoor Program and Outing Club. Ruby has returned to her happy place to intern at SVCS and share her love of the outdoors and academics with a new crop of Cutthroats.



**Blair Baker '16**

Blair lives in New York City with her adorable dog, Roo. While her day job is in advertising at McCann, she loves exploring new cuisines, reading in the park, and writing postcards to her friends. Although far from home, she keeps Sun Valley close to her heart through assorted Idaho memorabilia and impressing her friends through her stories of adventures in the great outdoors.



**Caleb Sonneland '07**

Caleb graduated from Sun Valley Community School in 2007 and remembers having Phil Huss and Ryan Waterfield as English teachers and playing soccer at Sagewillow with Connor Miranda-Wade '05 and brother Kevin Wade '06. He also remembers Pilar Lindahl, "Granting me more grace than I probably deserved in Spanish class." Over the last nine years, Caleb has taught English in Connecticut, North Carolina, and Seattle, but, he says, "The Wood River Valley is still my favorite 'home.'"

# CATCH OF THE DAY

SVCS is populated by a curious sort and has always inspired a passion for lifelong learning. It's something that brings us light. So we asked our community—what are you digging these days?"

## [ what we're... ] grateful for

**ELIZABETH MCCOY, KINDERGARTEN:**  
My sister Madeleine

**CARTER PALMER, KINDERGARTEN:**  
Friends, family, and God

**SMITH MATTHEWS, KINDERGARTEN:**  
My cousins



**JOHN ANDERSON, KINDERGARTEN:** My friends and family  
**MCKAY JOHNSON, KINDERGARTEN:** My friends  
**LUCA SMITHER, KINDERGARTEN:** My friends  
**RJ LOGAN, KINDERGARTEN:** Friends and family



PHOTOGRAPHY: ANNELESE TURK

**JOHNNY PERTEL, 4<sup>TH</sup> GRADE:**

"I'm grateful for my town of Sun Valley! It has good skiing, great skateparks, and biking. I'm grateful for my family and friends and my two dogs, Blue and Taps. My dogs sleep with me and they make me happy and cozy; my friends make me laugh; and my family is awesome. I am also grateful for lacrosse and my school, because it's awesome!"

**LUCAS LOUGHLIN, 4<sup>TH</sup> GRADE:**

"I'm grateful for my family, friends, and my three dogs: Reggie, Freddy, and Hunter. My dogs keep me cozy and warm and make me happy."

**SCOUT BILBRO, 4<sup>TH</sup> GRADE:**

"I'm grateful for my family, friends, my pets, and my house. I have three dogs named Ridge, Shiloh, and Moss and a bearded dragon named Spike. My pets make me happy. I can be myself around my family. I'm also so lucky to have a house to live in and not have to live on the streets. I'm also grateful for gymnastics, lacrosse, and snowboarding!"



**ZOE MCENTEE, 4<sup>TH</sup> GRADE:**

"I'm grateful for my dog Millie; she's a shelter dog. She's so funny and brave. I'm grateful for all the wildlife in our valley. And also for my family because they are always there for me."

**GUS HERRICK, 4<sup>TH</sup> GRADE:**

"I'm grateful for my family because they are always there for me. I am grateful for my friends, my dogs (because they love to wrestle with me), and donkeys, because donkeys are the best thing ever! I'm really glad to have all my friends, and I will miss them next year."



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**CHARLIE ST. GEORGE,**  
**8<sup>TH</sup> GRADE:**  
"I'm grateful for my new puppy, Banks. He's a Golden-doodle, and he's just so energetic and makes me smile."



**CHRIS ARENAS,**  
**8<sup>TH</sup> GRADE:**  
"I'm grateful for my little sister who is six years old. She makes me laugh every day, and she smiles all the time!"

**ZOE STERN-PRE,**  
**8<sup>TH</sup> GRADE:**  
"I'm grateful for my family, they're very important to me. And my friends; I know I can talk to them about things and they're fun!"

**HADLEY DUKE,**  
**11<sup>TH</sup> GRADE:**  
"I am grateful for my family and friends because they fill me with happiness. I am also grateful for SVCS because of the opportunities I have been given to fulfill my passions and the strong-knit community the school has."

**PILAR LINDAHL,**  
**US SPANISH TEACHER:**  
"We now have an Amnesty International Club at SVCS! Junior DJ Delgado took the initiative to start this active club and it has attracted a very vibrant, motivat-

ed and excited group of students 9<sup>th</sup>-11<sup>th</sup> grades. I was full of joy listening to their concerns and the issues that matter most to them. Lots of debates and wonderful ideas. I am reading *The Book of Hope: A Survival Guide for Trying Times* by Jane Goodall and Douglas Carlton Abrams and they dedicate a chapter to 'The Power of Young People.' I can see it here!"

**KRISTEN BARR '99,**  
**4<sup>TH</sup> GRADE TEACHER:**  
"I am grateful for the spring and all that it brings. Time with friends and family outside; the birds that migrate through my yard each spring; the early buds on the trees; the return of favorite hikes. And even the unexpected, snowy weather."

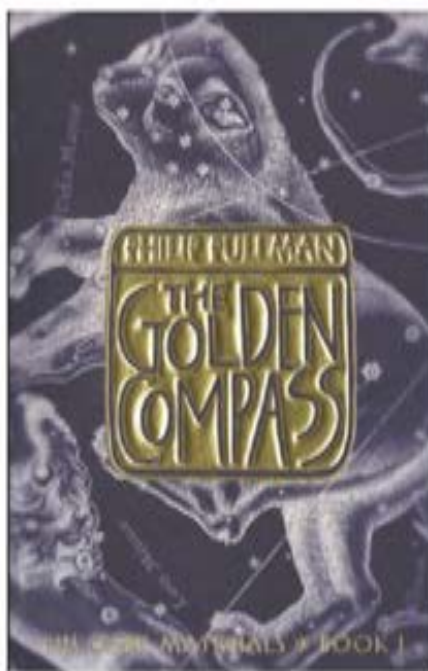
**ANNIE DEANGELO,**  
**8<sup>TH</sup> GRADE TEAM TEACHER:**  
"I'm grateful for my amazing colleagues. I'm so inspired by the caring relationships they nurture and the beautiful curriculum they create."



**MEGAN MAHONEY,**  
**ES DANCE + MS MUSIC +**  
**DRAMA TEACHER:**  
"I am grateful to be working on the incredible Middle School drama team with my friends and colleagues Kevin [Wade '06] and Elle [Lucas]. It is the highlight of my year!"



[ what we're... ]  
**reading**



**TOWNES VAN DER MEULEN,**  
**6<sup>TH</sup> GRADE:**

**Book:** *The Golden Compass* by Philip Pullman

**My Two Cents:** "We were asked to read a science fiction book for our class and my mom recommended *The Golden Compass*, the first in a trilogy by Pullman. I like the protagonist Lyra. She's strong-willed and plays by her own rules. I also like how the world that Pullman creates is so different from ours. Humans in his world have daemons, or animals who are like their souls in animal form. There are also armored bears whose armor is like their daemon. I haven't finished the book yet, but I recommend it."



**MAYA LIGHTNER,**  
**11<sup>TH</sup> GRADE:**

**Book:** *When Breath Becomes Air* by Paul Kalanithi

**My Two Cents:** "My uncle, who is a doctor, recommended this book to me. I was inspired to read it because it was written by a neurosurgeon who strives to determine what gives our lives meaning. How do we walk the line between life and death and live with purpose and passion? See, aren't you already hooked? For anyone looking to read an eye-opening memoir with a sense of humor, I would 100%

recommend it. This book takes a philosophical yet scientific view of how our brains work, and explores the sometimes scary concept of death. It is a well-written book that I enjoyed."

**What This Book Taught Me:** "This book made me think hard about the role of doctors in our healthcare system and the clinical vs. emotional connection they have with patients. Be grateful for your health and do not take your life for granted. Find something you love to do and share it with the world in an impactful way."

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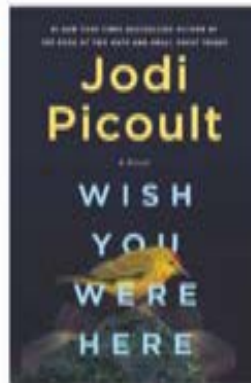


**RYAN WATERFIELD,**  
**FORMER ENGLISH TEACHER +**  
**BASKETBALL COACH (1996-**  
**2011), CURRENT DIRECTOR**  
**OF COMMUNICATIONS +**  
**MARKETING AT SVCS**

**Book:** *Disappearing Earth* by Julia Phillips

**My Two Cents:**

"I've just picked up a book given to me by a former student and avid reader Zana Davey '11, who recently found a stash of books that I had loaned her when she was a senior. When she returned the books via a surprise package a few months ago, she also sent me this book, one of her "all-time favorites" as a "late fee" for her delinquent return of my books (that I had completely forgotten about)! I have long had a policy that I always read books recommended to me by students and former students. Reading *American Psycho* in 2003? That was thanks to Teddy Minford '06. I blame her for the nightmares that followed. And I have Cody Curran '08 to thank for one of my most enjoyable summer reads back in '09, *Special Topics in Calamity Physics*. And thanks to Kristen Barr '99 (4<sup>th</sup> grade teacher at SVCS), I read, fell for, and subsequently taught Phillip Pullman's *His Dark Materials* trilogy, which I'm also currently enjoying reading with my son. I also have an autographed copy of the book thanks to former student Shawnee Brew '08, who was lucky enough to see Pullman speak when she was in England for a summer study program. I love how books connect people!"



**BRITT JOHNSTON,**  
**CUTTHROAT PARENT +**  
**GRAPHIC DESIGNER FOR**  
**HERE+THERE**

**Book:** *Wish You Were Here* by Jodi Picoult

**My Two Cents:** "This book was recommended to me by my mother-in-law who always has the best book selection, and she certainly did not fall short with this one. *Wish You Were Here* is a novel about a young couple climbing the professional ladder in New York in 2019, one an ER doctor and one in art sales at Sotheby's. Their path is interrupted by a virus that slowly is creeping towards the city. The couple has a dream vacation planned to the Galapagos but the ER doc must stay in the city and encourages his partner to travel alone. When the pandemic shuts down everything, she is stuck away from her partner; both are feeling isolated and alone, and are led down unforeseen paths. The twist in the story is mind-blowing. LOVE this book. Read it!"

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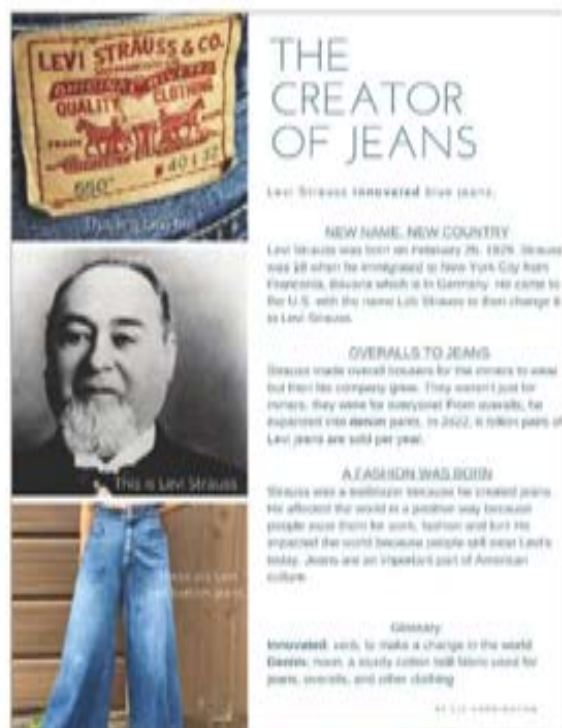
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in the classroom

# trailblazers + their impact

words by ANNELESE TURCK, COMMUNICATIONS ASSOCIATE



**W**hat is a trailblazer? A leader. An inspiration. Some might say a trailblazer is a person who is fearless. Fourth graders in Kristen Barr's class typically write feature articles about animal and human migration as part of their curriculum, but this year, with the help of co-teacher Noni Wurzweiler and assistant teacher Mackenzie Price, Barr

had her students focus on writing about an immigrant or a child of immigrants to the U.S. The idea was born out of students learning about family history and immigration through Ellis Island, two concepts that are a regular part of the 4<sup>th</sup> grade curriculum. Kristen says, **"We define a trailblazer as someone who carved a new path in their profession, culture,**

**family, community, or life. I would say a big part of the inspiration is hearing our own students' family history stories."**

Students enthusiastically dove into the project. After discussing the idea of what a trailblazer is, they curated a list of immigrant trailblazers with descriptions of each person. Armed with this information,

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This quarter, the **Rixon + Cronin Charitable Fund** has pledged 100% of its giving efforts to the **Wood River Community Housing Trust** to support the development of workforce housing in the Wood River Valley.

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## Caleb Covington

### Journey to Space

*Anousheh Ansari engineer and immigrant was the first Iranian woman in space.*




Anousheh Ansari born in Iran in 1966.

A picture of Anousheh.

**Young Anousheh:**  
Ansari was born on September 12, 1966. She first came to the U.S. from Iran as a teenager in 1984. She went to George Mason University and George Washington University. Ansari immigrated because of a push factor. There was a war close to her home, so she had to leave for safety. She was also pulled to the U.S. to have a better life and better pay.

**Blaze Out:**  
Ansari is the CO-founder and the CEO of the Telecon Technologies. Telecon is a long distance telecommunication network. She was the first Iranian woman in space. Ansari is the CEO of the K Prus Foundation.

**The Trailblaze Through Space:**  
Anousheh Ansari is a trailblazer because she is the first Iranian woman in space. She had an impact on young girls to follow their hopes and dreams.

**Glossary**  
Network: a group or system of related or connected parts  
Iran: Iran, a country in the middle east

*By Caleb Covington*

PHOTOGRAPHY: ANNELESE TURICK

students chose someone from the list to research. Think Albert Einstein, Anousheh Ansari, Joni Mitchell, Alexander Hamilton, and Sergey Brin.

**They researched, took notes, wrote outlines, and drafted. They spent time learning how to do these valuable steps effectively. And then they revised and revised again. Once the final draft was approved, the class**

**used the online graphic platform Canva to format their final articles.**

For students Liv Harrington, Callahan Quinn, and Caleb Covington, the Trailblazers unit proved to leave an impact. Liv, who wrote about renowned jean maker Levi Strauss, chose him because she (ironically) does NOT wear jeans and wanted to learn more about them and one of the most famous makers. "I was so impressed that Levi Strauss

was one of the first creators of jeans, something nearly everyone wears today. His business started out small, then grew huge!" For Callahan, her love of reading drew her to author Isabel Allende. It was the author's life story that intrigued Callahan, who says the author "Just went through so much in her life that certainly didn't make it easy for her." And for Caleb, it was not only the fact that Anousheh Ansari was the first Iranian woman in space, but that she also founded her own

THIS PAGE: Fourth grader Caleb Covington and his Trailblazers project.

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# Callahan Quinn

## The Author's Story

*Isabel Allende Llanos is a Chilean novelist whose books have been translated into many languages.*



**An Author to Read**

Isabel Allende was born on August 8, 1917, in Lima, Peru. She moved to Chile in 1927. She was the daughter of a Chilean diplomat. Her grandfather was involved in politics and was killed in a coup. She was raised in a household with books and she started to write at a young age.

**Starts her career**

In 1951, Allende was on the editorial staff for *Primer Magazine*, and from 1973 to 1974 for the children's magazine, *Montaña*. She published her children's stories, "La Abuela Panchito" and "Las niñas y los leones" as well as a collection of stories, *Contos de la Tierra*. In 1975, Allende's first novel, *La Casa de los Espíritus*, was published. It was a great success. Her grandfather was alive and lived in a modern house. During a visit to Chile in 1988, Allende met her second husband, White Barber, and has lived in San Rafael since. In 2002 she obtained U.S. citizenship. Allende's book, *Paula* (1992), is a memoir of her childhood in Santiago and of her years in exile. Allende realized that it was dangerous to stay in Chile as she, her husband, and their two children fled the country in 1973. They then stayed in Venezuela for 12 years.

**Isabel Allende**

Isabel Allende is a prolific writer. She is one of the first Latin American female authors to gain success in the U.S. Allende made an impact on the U.S. by writing books about the Chilean experience. She made a positive impact by writing books that related people from all over the world.





**ISABEL ALLENDE**

*By Callahan Quinn*

**Classify:**

- Editorial: was an article in a newspaper giving the views of the editors or publishers
- Editor: someone who chooses what to publish
- Editorial: someone who chooses what to publish

PHOTOGRAPHY: ANNELESE TURKOR

company. But as interesting as each Trailblazer choice was to learn about, the process also had some hardships and bumps along the way, including the revision process, not knowing certain words, and yes, even the dreaded 'red line' that appears on computers when typos are made. (For Callahan, her red lines appeared under numerous Spanish words which though correct, still showed up) **But out of each hardship came new knowledge: of words, of how to become a better writer,**

**and yes, to understand what Spanish words mean in English. And the students were able to put the challenges they faced throughout their projects in perspective, given the challenges their chosen trailblazers often faced!**

The project was such a success that Kristen is already looking forward to next year. "It is so important for the students to understand how immigrants and immigration are important to our country both long ago

and today," she says. "Every student in our class explored their own immigration history, and this project helps shine a light on the variety of ways that immigrants come to the United States and lead the way as innovators. It is also valuable for students to learn about career paths and ways to blaze a trail in different areas." +

THIS PAGE: Callahan Quinn stands in front of her Trailblazer project on Isabel Allende.



## the adventures + misadventures of hamsty

words by HANNAH YOUNG, 1<sup>ST</sup> GRADE TEACHER, RUNNING AFICIONADO + KEEPER OF HAMSTY

One may have heard of Humphrey the Hamster or Harriet the Hamster, from the much-loved books bearing their names, but one may not have heard of Hamsty the Hamster.

Hamsty (a.k.a. Hamsty Von Hamilton) has won the hearts and minds of many students in the Elementary School at Sun Valley Community School. With his big cheeks and striped-back, his life and adventures far outweigh his 1-ounce, 3-inch body.

Hamsty is a Chinese striped hamster, also known as the striped dwarf hamster for its small size. Originating from northern Asia, from southern Siberia, and all the way to northern Korea, these hamsters prefer deserts and grasslands.

Hamsty came a long way from the steppes of Asia. He was rescued from an overcrowded cage at the Twin Falls Petco, by my daughter, Theo '33, and me and was taken home as a "quarantine" pet. After a summer at home, we decided he would make a wonderful classroom pet. We were right.

In the fall of 2020, Hamsty arrived at school with 20 eager 1<sup>st</sup> graders, who hadn't been in-person since March of 2020. Students were excited to be back with their friends and teachers. They were also excited to meet a new friend named Hamsty.

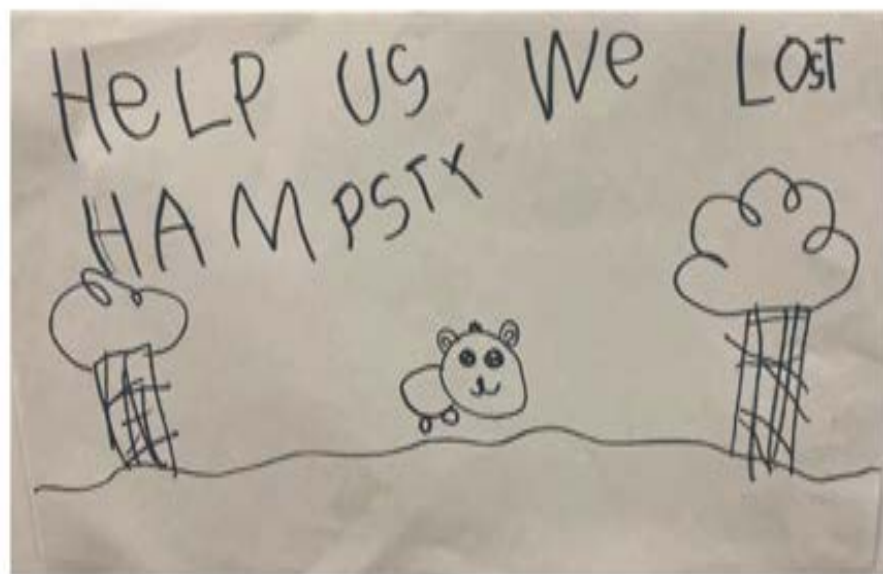
Upon her first encounter with Hamsty, Lexi Kennedy '32 gushed, "The moment I met him, it was love at first sight."

Or in Lexi's classmate, Freya Campbell's '32, experience, it was love at first bite. "The first time I saw him, he nibbled me," she laughs.

Regardless, the class enjoyed the new addition. Joanna Wiggdale '32 reminisced, "I loved walking in and watching Hamsty running around free in his pen. We always loved hanging out with him." Lexi followed up this sentiment, "I would come in and I was like, 'Hi!' and Hamsty was like, 'You should pet me!' He would run in his pen and everyone was crowded around and that was our Morning Work."

Hamsty was a constant figure in our classroom until the day he went missing. It was Noni Wurzweiler, the 1<sup>st</sup> grade assistant's, birthday and everyone was excited. However,

THIS PAGE: Eli and Sadie Guss with Hamsty the Wanderer. OPPOSITE: Posters went up while the school was searching for Hamsty; when he's not on an unsanctioned walkabout or outdoor excursion, Hamsty gets lots of love from the ES students.



the day turned out a little different than expected: Hamsty had escaped! Lexi reflected on this day, "I remember the day he was missing. I was so excited to see him and someone stopped me coming up the path to the classroom and said, 'Hamsty's missing.'" Needless to say, not a lot of school work got done that day. Instead, we made lemonade out of lemons, and wrote stories about where we thought Hamsty was hiding and what he was doing.

Zula Van Der Meulen, '32 wrote: "Hamsty is running around the building and hanging out in Robin's office."

**Lexi wrote:**  
**"Hamsty went over to Kindergarten to visit Sandy the turtle."**

For four days, Hamsty was missing. The 1<sup>st</sup> grade classroom looked like a minefield of humane traps to try and capture him. Student-made missing posters lined the hallway saying, "Hamsty come home! We miss you!"

The week was almost over and parent-teacher conferences were scheduled for Thursday and Friday. The building was eerily quiet, since conferences were held over Zoom that fall. Janet Salvoni, Elementary

School Head, was holding a prospective parent conference in her office when she heard a "scritch scratch" in the corner of the room. She remembers that day well, "I looked to my side and Hamsty was caught. He had climbed up the wall and was stuck between the wall and the edge of a frame. His foot got caught and he was hanging there. I was really surprised to see him and almost screamed, but I was trying to stay composed for these parents who were learning about the school. But, I was also watching this poor animal struggling. Then he started chewing his foot to try and free himself, so I was looking around for something to capture him. I got off the call and took my wastebasket, thinking I could catch him, but I didn't. He escaped. So, then I tried to lure him with food, but he kept escaping."

The next morning, Janet heard a scream coming from the custodian's closet. Isabel Muniz, a member of the amazing maintenance staff at the school, found something that looked like a hamster, but could have been a mouse stuck in one of the sticky traps. Isabel ran to find Janet, who confirmed that it was indeed Hamsty stuck

in the trap.

Isabel reports, "We weren't sure how to get him out of the trap, but then we found that vegetable oil worked. So, Janet put Hamsty in the recycling bin and poured oil all over him and he came right off." Janet gave him a little cap of water, so he could drink. "I was so afraid he was going to have a heart attack before I could save him," she says.

So, Hamsty was rescued, albeit covered in vegetable oil. I was also in the middle of a Zoom conference, so Janet waited to tell me the news. I finished up my conference and Janet came to my door carrying a huge blue recycling bin. She said, "You will never believe this, but we found Hamsty."

**Freya remembers that day well, "I came back the day Hamsty came back. I was out sick. I was so surprised. Janet said to me, 'You are back and so is Hamsty.'"**

Hamsty stayed put in his cage through the rest of the year, the summer, and into the following winter. It seemed as if another escape was a remote possibility. We had a better system for preventing escapes with a door that latched properly and more

space for Hamsty to run around. All was going well until...

I came in this past February morning to great Hamsty. I put my hand in his cage and felt around his bedding, but didn't feel or see him. I panicked. I tried to play it off that he was sleeping, but the 1<sup>st</sup> graders caught on. Word got around to other classes and before long the whole Elementary School was on high alert. We made more signs, conducted search parties, and made more humane traps. I spent evenings at school in the dark, hoping the quiet and darkness would lure Hamsty out, but to no avail. Three days passed, then four, then five. On the fifth day, Ben Petitt, Head of School, came to read to the 1<sup>st</sup> grade class for the Read-A-Thon. Suddenly, he stopped and said, "Do you hear that?" He put his ear to the wall and said, "I hear some scratching inside the wall." This got the 1<sup>st</sup> graders excited and hopeful. After this, they had a renewed sense of optimism, but I was skeptical. I went online and typed in: "How long do hamsters live outside their cages?" Most sources said four days and Hamsty had been gone longer without food and water. Who knew where he could have gone inside the



Elementary School building? It was like looking for a needle in a haystack.

On Day 7, a full week after he went missing, the school announced that we were having Powder Day. We were all meeting at Dollar. I drove into the Dollar parking lot and pulled up next to Naomi Goldberg, 8<sup>th</sup> grade teacher, and her two children, Sadie Guss '30 and Eli Guss '33. She shouted, "Sadie and Eli found Hamsty!" I replied, "What? Are you sure?" She responded, "Yes, I saw him with my own eyes. Sadie and Eli really want to tell you the story."

"We were going to school to get our ski passes and Eli wanted to check the traps to see if Hamsty came back," Sadie said. "Mom wanted me to go

with him, so we went upstairs to the 1<sup>st</sup> grade classroom. We looked in the classroom. I told Eli not to get his hopes up, since Hamsty was probably not in the traps. We looked in the bin that you set up and he wasn't there. We looked in the cubby room and he wasn't there.

Then, Eli decided to go into the Kindergarten classroom, but I thought we shouldn't be in there. He went anyways and I followed him. We were looking and then all of sudden, near the bookshelf, we saw this tiny little brown clump and it was just in a little ball. It was Hamsty! We went to him and he ran away. We were running around chasing him. We were trying to find him, but didn't want to step on him. Then, we went over to the dollhouse and I was leaning on my hands. I felt a lump in my sleeve. Hamsty was backwards in my jacket sleeve! I tried to move him and he nibbled on me. Eli got him out of my sleeve and put him back in his cage. We ran downstairs and told our mom. She didn't believe us and came upstairs to take a look."

Eli shared what happened next, "We took him out of his cage and my mom said, 'It looks like he has something in his cheek. Something is wrong with him.'" She looked closer and there was this little thumbtack in his cheek. I wanted her to take it out. My mom said, 'I'm not touching

him. Hamsty needs a vet.'"

**After Sadie and Eli told me the story, I had to see for myself, but Powder Day was in session. Luckily, Kindergarten teacher Suzanne Buchanan checked on him and called the vet to make an appointment. I waited until the afternoon to go back to school, where I found Hamsty in his cage happily eating and drinking with a large spike protruding out of his throat. I rushed to St. Francis Pet Clinic and told them the story. Last thing I saw, Hamsty was being taken in for surgery.**

An hour later, I got a call. Hamsty had survived the surgery and was ready for pickup. They told me that they put him in a dog mask, closed it up, and anesthetized him. Then, they cut an incision about 2 mm wide and pulled out a large thumbtack and a magnetized ball, called a Speck, out of his cheek. I was sent home with these treasures, antibiotics, and lots of stories to tell.

Hamsters are only supposed to live two to three years. However, Hamsty has lived nine lives and has touched the lives of many Elementary School children. ✦

ABOVE: Hamsty got into a bit of trouble on his walkabouts. He's been stuck between a picture frame and a wall and on a sticky mouse trap. He has also ingested some verboten items such as a thumb tack that landed Hamsty at the vet.

# SEQUESTER IN STYLE



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# aqueducts, pulleys, weights... + oh my!

words by ANNELESE "I LOVE MY ESPRIT" TURCK  
photos by MICHELLE DELATEUR, COMMANDER OF ALL THINGS VIDEO



ABOVE (l to r): Sixth graders Aila Pettit, Kingsley Quinn, and Amarah Wesley working on their engineering projects inspired and informed by their study of the Ancient Romans; Wyatt Limburg focused on a pulley system.

**W**alking the Trail Creek Campus earlier this spring, you would have seen spots of snow not yet melted—or, fresh patches of snow from a late spring snowstorm. You would have heard the familiar sounds of Trail Creek in the background, as well as the buzz of excitement as students in Tom Downey's 6<sup>th</sup> grade science class conducted experiments on the Quad. Standing atop a patch of snow on the quad in groups of 3-4, with bits of cardboard strewn about, holding PVC piping and test tubes, Tom's students took a scientific walk in an Ancient Roman's shoes.

The Middle School uses interdisciplinary team teaching to allow students to develop strong connections with peers and adults for academic and

personal success. Team teaching, particularly interdisciplinary teams, has been shown to improve academic and social-emotional outcomes for middle school-aged students. Tom, who joined SVCS in 2019, teaches math and science, while his colleague Tizz Strachan teaches humanities and English. Tom says, "In our math classroom, students seldom crunch out worksheets. Instead, they are often engaged in activities designed to separate the traditional barriers of science, technology, engineering, and math while still asking students to demonstrate these skill sets. This type of interdisciplinary approach is often referred to by the acronym STEM (Science, Technology, Engineering, and Math). **As practiced at SVCS, STEM is more than an**

**educational slogan. The goal is to create learning experiences relevant to our students through a rigorous multi-curricular approach."**

So what exactly was going on that cold spring day on the Quad? Well, during a unit on Ancient Rome, 6<sup>th</sup> grade students studied many aspects of Roman life and history including the geography and history of Rome. The class studied the engineering marvels of the early civilization including the aqueducts, domes, arches, and architecture. Student Quinn Parmenter was on the Quad that day and says, "We used cardboard boxes, PVC piping, and test tubes to create an aqueduct like the Ancient Romans did. We had to figure out how they were able to get the water from the



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mountains into the town, so for us we created 'mountains' and the 'bowl' was the town. It was a really great way to show how intelligent the Romans were!"

Inside the classroom a few weeks later, students were challenged to figure out how the ancient Egyptians lifted 5,000-pound blocks to build the pyramids. An observer in class that week might see students experimenting with pulley systems and calculating the force needed to lift the blocks and determine the percent of change in mechanical advantage when adding pulleys to a system.

**One student even calculated that using a three-fixed, three-moveable pulley system would reduce the 5,000-pound effort force to lift a pyramid block to a manageable 550 pounds! Quinn adds, "This experiment using the pulleys was a lot of fun. The hard part was setting it up, but you could totally feel the difference in weights when using the pulleys, which was really neat."**



Tom says, "Throughout both experiments, students used their mathematical skills to measure distance, calculate ratios, determine percentage rates of change, calculate the mechanical advantages, and plot data on a graph. They interpreted data using scientific reasoning and the scientific method in developing a controlled experiment with independent and dependent variables. Students become familiar with lab technology, measuring weight, distance,

force, and the reason why the effort-force decreases while effort-distance increases as they introduce additional pulleys to a system. Finally, students apply engineering principles to build the pulley systems or construct aqueducts." Each class of SVCS students who work their way through the Ancient Cultures unit gains a newfound respect for and understanding of how science, engineering, and creative problem-solving changed the world. +



TOP: Sixth grade teacher Tom Downey works with (from l to r) Grace Bloedorn, Maggie Bailey, and Anna Pierre. BOTTOM (l to r): Engineering challenges kept 6<sup>th</sup> grade students Townes Van Der Meulen, Clive Bates, Zach Wyman (l) and Leo Hayes and Sebi Sitaghi (r) engaged with hands-on learning.

# good morning, svcs!

## CS Air: A Student-Run Radio Experience

words by ANNELEISE TURCK, COMMUNICATIONS ASSOCIATE + EAGLE-EYE EDITOR

photos by MICHELLE DELATEUR, GADGET GIDGET



**P**ursuing a passion has long been a staple of a Sun Valley Community School education. For some, it is on the stage, for others the ski hill. But for a small crew of Upper School students, it is one of the oldest forms of communication: radio. CSAir debuted this spring on local community radio station KDPI-FM, 88.5 thanks to advisor and Upper School science teacher Gaston Zuain (who hosts a radio show "Voto Latino" on KDPI that has been airing for a year now). Upper School students Tyler Salvoni, Tyler Proctor, Steven Serva-Gonzales, and Paola Alvarado have been an integral part of launching CSAir.

The radio show is considered

a school club and the crew meets on Thursdays at lunch to plan ahead and iron out any logistics for the next week's show. **Students put together a playlist in advance and then record the one-hour show on campus, often in the Middle School's sound booth. The show then plays on Thursdays at 3:00 p.m. on local station KDPI, a non-commercial station that generously allows students to use air time and equipment at no cost.**

To keep their audiences engaged, students are always coming up with ideas. "The show consists of music and conversations between the hosts (the students)," explains Gaston.

"Tyler, Steven, and Tyler discuss the topics for the show each week; they usually incorporate conversations about their personal lives or school-related events (trips, sports, school days, breaks, etc). The music playlist is put together by Paola and it runs throughout the show."

As of press time, the CSAir team has six shows under their belts. So there's time to evolve, according to Gaston. "As we move forward, we would love to incorporate more elements to the show, like interviews, podcasts done by students, maybe bringing on students who play an instrument or read short stories, etc. There are so many great ideas that come up that I think will be great to incorporate."

ABOVE: Tyler Salvoni (l) celebrates with Tyler Proctor (c) and Steven Serva-Gonzales (r) in the soundbooth in Hagenbuch Hall.



CSAIR's debut show took place on March 10. Instead of pre-recording, students had the opportunity to produce the show live in KDPI's studio. "The students did a great job at putting together the show and hosting it. It was 100% student-led," says Gaston. "Having their classmates, friends, and family listening and contacting them as they did the show was a great way to start off this radio experience."

Do these students have hopes of becoming the next generation's DJ or the next Ira Glass? The answer is anyone's guess, but the skills learned and the experience is invaluable. Because it's student-led, the students have to figure out how to make all the different parts involved come together. From recording logistics (think hardware, audio, software) to coming up with the show's scripts, not to mention a constant flow of new ideas for each program. And, let's not forget about speaking on air and sounding professional. Despite any bumps in the road, students are learning how to put together and run a media product, no easy feat. "As we move forward and hopefully incorporate new elements to this show, like interviews, the students will have the opportunity to keep learning on different aspects of this type

of media," says Gaston.

So are people really tuning in? According to Gaston, based on the feedback that the students have received, many of their classmates, school staff, and families were listening to the first few shows. "As the crew gets more established, they are working to bring new listeners, especially from SVCSI."

**The experience for Gaston thus far has been positive, and he sees only good things ahead for the students. "I love how committed this group of students is. They all are very interested in making this happen, and they have figured out every bit of how to put this together. Seeing their enthusiasm for doing this show is really rewarding and makes it really fun to run this club.** Also, knowing that many of the students are interested in pursuing voice acting, radio hosting, and/or podcasting makes this activity very meaningful. The other aspect that appeals to me about having a school radio show is all the possibilities that it brings. As we move forward, we may be able to interview students, teachers, or staff, and/or show the work of our own school artists, musicians, writers, athletes, etc." +

## Q & A

**HT ASKED THE CREW OF CSAIR ABOUT THEIR EXPERIENCE PRODUCING A SCHOOL RADIO SHOW. HERE'S WHAT THEY HAD TO SAY.**

**HT: What have you learned how to do so far?**

**STEVEN:** I have learned that you need to be able to improvise on a radio show. If you can't improvise, you stutter.

**TYLER S:** So far, I've relearned how to use audio software and set up a DIY studio as well as what goes into running a live show technically.

**HT: What has been the biggest challenge and what has been the most fun with CSAIR?**

**STEVEN:** I have loved the moments my friends and I have shared doing this radio show but coming up with a topic to talk about has been hard.

**TYLER S:** I honestly love the moment we start to record or when we start a live feed because it's just us enjoying ourselves trying to make something cool.

**HT: Any hopes of working in radio one day?**

**STEVEN:** Maybe! I might think about doing something else that relates to talking to people because of this experience of being on the radio.

**TYLER S:** Maybe radio, but ideally in voiceover work.

**HT: What did you learn about radio that you didn't know before doing this?**

**STEVEN:** Being live on air gives you a better understanding of radio and a better experience.

**TYLER S:** Live broadcasts are incredibly entertaining.



PHOTOGRAPHY: MICHELLE DELATEUR

## silky dog ears, starbucks, and rollerblades

### Resetting the Nervous System Using the Community Resiliency Model

**T**he world that our children are growing up in is fast-paced, hyper-connected, and complicated. It's a world that invites or encourages our children to live ever-more public and scrutinized lives on social media even while study after study shows that engagement with social media can wreak havoc on self-confidence and the mental health of a growing number of young people. Add to that the impact of navigating a childhood, adolescence, or teenage years through a multi-year pandemic, and it's not hard to believe that there is work to be done around mental health and resiliency in our communities.

One of the strengths of SVCS has always been that it pushes children out of their comfort zones and into situations where they can grow. Whether our students are taking intellectual

risks in the classroom or pushing their limits on an Outdoor Program trip or on stage, we ask students to get a little uncomfortable. But we also arm them with ways to calm the waters and find smooth sailing. We do it through tight-knit and trust-centered relationships between students and teachers; we foster it through intentionally building a close community—of peers, teachers, mentors, coaches, and guides.

Three of our community members have committed to learning the Community Resiliency Model (CRM), a program that works to create "trauma-informed" and "resiliency-focused" communities that share a common understanding of the impact of trauma and stressors on the central nervous system. The CRM program trains community members to not

only help themselves but to help others within their wider social network to "re-center" the central nervous system through a skills-based approach. Anne Marie Gardner, Cecilee Heath, and Jeannie Woller share their reasons for studying CRM and offer a little insight into the ways that they use aspects of CRM in their daily lives.

#### ANNE MARIE GARDNER, HEALTH SERVICES COORDINATOR

When my kids were young, my husband and I used to call 5 p.m. "Hell O'clock." We would just be home from work and dinner needed to be made, the kids fed, and the dogs walked. Inevitably, at least one of our three children would have some sort of meltdown. And yes, this is a familiar scene for many households. Recalling and describing these memories can

ABOVE: Community Resiliency Model facilitators Cecilee Heath, Jeannie Woller, and Anne Marie Gardner.



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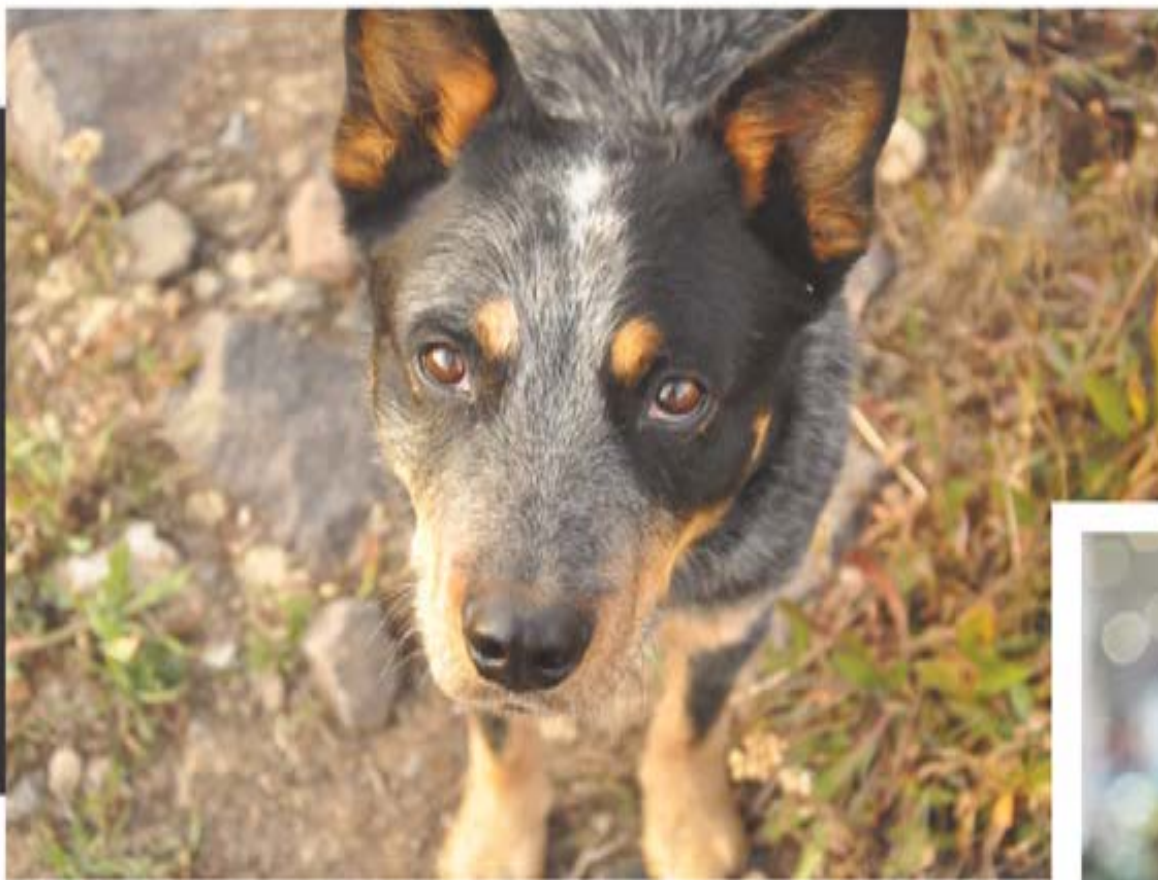
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still elicit a palpable sense of stress around that time of day.

Fast-forward to the teenage years when one of our children started struggling with decision-making. As parents, we struggled too. How do we handle this unfamiliar and unexpected behavior? Parenting can be very difficult, and we needed some help. We were fortunate to participate in a one-day CRM (Community Resiliency Model) workshop with Melissa and Tom Boley. In this workshop we learned about our "Resilient Zone" or "OK Zone" and how to notice and focus on how we feel when we are in our Resilient Zone. We also learned skills to use when we are bumped out of our Resilient Zone (Hell o'clock!) to help us return to and focus on the sensations of being in our Resilient Zone. The one skill I carried away from that workshop 10 years ago was being able to recall the silky texture of our cattle dog's ears and the physical gesture of stroking them when I am not feeling or acting (read: mom is yelling) like my resilient self.

I am fortunate to be working

at a school that places value on giving students skills to succeed—whether in the classroom or in life as they navigate the stressors of growing up. Cecilee Heath, our school counselor, is a certified CRM teacher and has brought this curriculum to our ASCENT program and to our faculty and staff. I recently completed my teacher training and learned that my skill of recalling the texture of my dog's ears is called "resourcing" and while it may seem subtle, is a powerful tool for resetting your nervous system. It is a privilege to be sharing these skills with students and staff.

**CECILEE HEATH, LCSW, SEP,  
SVCS SCHOOL COUNSELOR**

Each day on my way to work, I stop in at Starbucks for my morning coffee. I will proudly be the person who sacrifices being on time to a staff meeting as long as I am walking in with my cuppa joe in hand. I've ordered the same drink every morning for over a decade now. (Let's NOT do the math on the financial cost of

10 years of Starbucks at \$5 a day.) Of course, the drink itself has a lot to do with why I go. I know what the temperature of the cup will be when I wrap my hands around it. I know how heavy it will be, if the "no foam" part is done correctly. I know what it will smell like as I bring it close to my face for that delicious first sip. And of course, I know precisely what the taste will deliver. What I have realized over time is that the drink itself is only part of the story. The routine is equally important. I will never forget to stop by Starbucks, as the way my car drives to get there is now part of my muscle memory and outside of my conscious awareness. Walking into Starbucks I am greeted by familiar faces, both fellow daily patrons and long-term employees. What I didn't realize until I was in the teacher training for the Community Resiliency Model is that my expensive Starbucks habit is also a resource; one I can utilize when I need help getting back into my OK or Resilient Zone, and I don't actually have

to go to Starbucks to draw the benefits of this resource. More on that in a moment.

The Resilient Zone is the place in our bodies where we might experience a myriad of emotions (happy, mad, sad, excited, frustrated, mellow) and still be able to recognize and respond to those emotions, attend to our activities of daily life, all without being hijacked or controlled by them. It is "normal" to get bumped out of our Resilient Zones, and some days it feels like staying in the zone is nearly impossible. But what the Community Resiliency Model has given me, and what I hope to impart to others, is a set of six wellness skills accessible to everyone. These skills help us not only recognize when we are bumped out of the zone and get back in it, but also to widen the zone over time, basically increasing our resilience. Resiliency is basically being able



to bounce back from hard stuff. The six skills of the Community Resiliency Model are: tracking, grounding, resourcing, help now, gesturing, shift, and stay.

As I shared earlier, one of my preferred skills is resourcing. A resource can be any person, place, or thing, real or imagined, that when brought to mind can bring peace and calm to the body. The beauty of resourcing is that all you have to do is call up that resource in your mind in order to access the benefits. When things in life become challenging, and/or I notice I am bumped out of my Resilient Zone, I imagine that tall, extra hot soy no-foam latte in my hands and notice the corresponding sensations of well-being that visualization creates in my body. What I focus on grows, and before too long I drop back into my zone, able to go about my day trying to help others do the same.

As part of the ASCENT curriculum, students receive training in the Community Resiliency Model starting in 3<sup>rd</sup> grade and continuing through 12<sup>th</sup>.

CRM training is also built into the SVCS New Employee Orientation and various boosters during faculty meetings exist in each division.

**JEANNIE WOLLER,  
UPPER SCHOOL ENGLISH**

Picture this: a dutch-boy haircut, a chapped upper lip, some zip-off cargo pants in shorts mode, an empty wallet in my back pocket (chain-linked to my front belt loop), and a pair of blue and black, four-wheeled rollerblades. I'm 12 years old and my dutch-boy do flips behind my ears as I gain speed and jump off the one-foot ramp in my friend's front driveway. I land in the grass and tip over, but my cheeks are flushed with joy.

Fast-forward 15 years and I have lost my zip-off cargo pant swagger; instead, I have picked up a couple of degrees, a high-energy Border Collie, a wonderful girlfriend, and a fulfilling job. With that, I've also increased my anxiety, by leaps and bounds. While the sensations associated with anxiety can be experienced when existing within one's OK or

Resilient Zone (a zone in which any number of sensations and emotions can exist, but one can still move through the day and accomplish necessary tasks), sometimes my anxiety kicks me out of my zone and I feel overwhelmed, effectively putting me out of commission for the rest of my day.

But let's bring it back to adorable 12-year-old Jeannie, with that grotesquely chapped upper lip. Seriously! Put some chapstick on, girl! During the height of the pandemic, when that sensation of "overwhelm" crowded me, I thought hard on what has brought me sensations of joy in my life. It didn't take me long to remember the joy that rollerblading brought me when I was younger. I promptly bought myself a pair and began to reintroduce myself to my 12-year-old Jeannie. Remembering that time, remembering the feeling of rollerblading without a care in the world, has continued to be a space where my body feels lightness and freedom, perhaps.

**Even now, as I consider**

**all the work still to do tonight, the dishes yet to be washed, the dog who needs one more walk, I return to the memory of the breeze on my face, the sensation of my sturdy legs crouching for more speed, and I, right now, notice the smile spreading across my face as a lightness fills my chest.**

As a new CRM teacher-in-training, working alongside Cecilee Heath and Anne Marie Gardner, the skill of resourcing (the moments/memories of me on my blades), and the skill of tracking (noticing how the moments/memories manifest through physical sensations in my body) are two skills I'm excited to bring into our ASCENT program, faculty meetings, and classroom curriculum. These skills provide immediate access into one's own self as a means for empowerment and nervous system regulation. I'm excited to share the power of rollerblading, even if only in memory. +



STEPHANIE REED  
REAL ESTATE

As an Alumna of Sun Valley  
Community School, I believe  
“From here... you can go  
anywhere!”

— Kelly Malone, Sales Specialist

Helping navigate her clients to their own special piece of Sun Valley is what inspires Kelly Malone. A 20-year resident with two children at Sun Valley Community School, Kelly has 12 years of experience in local land development, construction, property management, and sales. Kelly is committed to fulfilling the full range of her clients' real estate goals, needs, and wishes.

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SUN VALLEY SOUTHERN IDAHO





# TONY MARTIN '11 HAS ARRIVED

*Interview by* RYAN '11M BUSY BALANCING A STEADY DIET OF FAULKNER AND *GILMORE GIRLS*\* WATERFIELD

Take a penchant for Spanish, add in a strong gravitational pull towards off-the-beaten-path adventure, mix in a passion for mountain biking, and finish it off with an entrepreneurial spirit. And you have Tony Martin '11. Always a character, Tony has not surprised any of his former teachers with his choice of a life path or his success in building his own company that marries adventure with cultural engagement.



PHOTOGRAPH BY JESSIE GONZALEZ

ABOVE: Tony Martin's career combines his passion for adventure and mountain biking with his love of the Spanish language and South American cultures.

# TONY MARTIN '11 HAS ARRIVED



ABOVE: While many who go on Tony's 2Wheel Epic adventures are avid mountain bikers who can rip and catch air, others are active adventurers who want a bike experience mixed in with an immersive cultural experience.

**H+T:** Describe your path from SVCS graduation to now. Hit the highlights: the whens, the wheres, the whats, and the whys!

**TM:** I graduated from Sun Valley Community School in 2011 and moved to Durango, Colorado, to attend Fort Lewis College. At Fort Lewis I quickly made friends, started backcountry skiing in the San Juans, found my love for live music, and began flourishing as a happy-go-lucky college student. After my first semester, I decided that I wanted to

travel and study and went to Bolivia for a backpacking trip with other 18- to 22-year-olds. I fell in love with Latin America while hiking through the Andes and discovering the beautiful colonial cities of the Bolivian highlands, all while practicing my Spanish and becoming happily acquainted with the Bolivian people and culture. I was hooked on Latin America after that.

At SVCS, we studied Latin American and Spanish history with Pilar and Veronique; in college I picked up right where

that left off and continued to extensively study Spanish and the political and economic histories of Latin America in Spain. In 2014 I lived in Granada, Spain, in a 1,500-year-old neighborhood below the Alhambra Castle. After six months of Spanish heaven, I knew I would always live in Latin America. While all of this was happening, my fellow Cutthroats who were also attending Fort Lewis (Fynn Funke and Tyler Davis' class of 2010 and Cooper Hanley's class of 2012) had all joined the Fort



Lewis renowned collegiate bike team, and they were all riding downhill. So naturally I began riding more bikes and that's where I re-discovered mountain biking. We all became obsessed with riding bikes and then graduated from Fort Lewis in the winter of 2015, skied and biked, bummed around for six months and then moved to Cusco, Peru, with no job and an Airbnb booked for 10 nights with my girlfriend Alexa.

In Cusco, Peru, we looked for jobs as English teachers and searched in the newspaper "La Rueda" for an apartment. In about six days we ended up landing jobs teaching English and an apartment in the Plaza Limacampa, which was where the Spaniards melted down all the Incan gold, Spanish coins and bars printed

with the stamp of The Holy King and Queen Ferdinand and Isabel. We lived there and met local riders and rode bikes all over Cusco and the Sacred Valley. I was hooked.

**H+T: Favorite memories from your SVCS days?**

**TM:** Sun Valley Community School is one of my favorite places in the world. My all-time favorite memory of the school was one of the first times I walked down the brick-layed entrance. It was the heart of fall and the campus was covered in leaves, yellow and orange specks floating down Trail Creek, and I immediately fell in love with the school. I have almost too many memories to count, but here are some of my best ones.

Preparing for outdoor trips.

The anticipation of outdoor trips in the classroom combined with all the folklore that surrounded each trip created this two-week ball of excitement. Then we loaded the short white buses and trucks and headed out. Buying all the gear at Backwoods and the Perch, really good times, and most of all that gear I still have and use today; my brother bought a North Face Cat's Meow sleeping bag in 2004, and I still use it as my warm-weather bag!

My other favorite memories are the long nights in the theater with all our friends rehearsing the plays back in the day. Doing homework and group projects in the theater seats, hanging out with kids of all ages, and having the time of our lives using our imaginations.

ABOVE: Scenes from 2Wheel Epix trips.

# TONY MARTIN '11 HAS ARRIVED



Skiing in and out of school. I used to build my winter schedule so it was two free periods and then lunch, and my first free period started at 9:05 and lunch ended at 11:15. So we would go to school in ski clothes with all our skis in the car, go ski untouched powder for two hours, and then go to class for two hours, and then go back and ski powder until 4, do homework and then go to hockey practice. This was my time to ski as well because I was always traveling for hockey during the winter.

**H+T: Obviously the Outdoor Program had an impact on you. Can you speak to your**

**experiences on the school trips and why those experiences made such a positive impact on you?**

**TM:** The Outdoor Program is what originally drew me to Community School. My parents would tell you it was because I could hardly write a coherent sentence at the time, but I'm not sure that's so true. Either way, the Outdoor Program was built for kids like me who needed to be taught in non-traditional classroom settings. The outdoors and action sports were what interested me, and ultimately the OP taught me how to develop the skills I needed for a life outdoors, which I then began to use

inside the classroom as well. All of the trips gave kids the opportunity to be someone different than the kid they were in the classroom, and being in the outdoor setting allowed people to shine in all their different lights. Some kids were good at climbing, cooking, packing a bag, or doing watercolors. Everyone got to explore their whole selves, and I think that's what the staff aimed for. So, good on them; it worked, and is still working!

**H+T: You are certainly utilizing your language skills—but even more than just communicating, you immerse yourself in different cultures—**

ABOVE: All smiles after a 2Wheel Epic excursion.



**can you speak to how SVCS influenced that approach?**

**TM:** Most kids took Spanish for granted. Pilar and Vero are such good language teachers that it's unbelievable. They are so good, and all kids at SVCS used to come out of that place fluent in Spanish. I flourished in Spanish more than any other subject and Veronique was super strict, but I was a sports kid so I responded well to that.

Culturally, the school's teaching method helped me want to connect with the people who were leading cool lives, collaborating, and making the world a better place. Sun Valley Community School also helped me approach

life from a deeper and more analytical point of view and see how they bring pieces together to create a larger, more impactful whole. As students, we completed such large endeavors and projects starting from such a young age, and we had been taught the skills to put together larger and more complicated projects. This type of higher-level problem-solving and strategy development really helped me create the type of business I imagined and then take the steps to execute it.

**H+T: Best advice you ever received (and took) (or ignored).**

**TM:** There was a lot of good advice given at the school. But

here are some that have stuck with me:

**Mike Wade:** "Good grades are good, but really we just want you to be good people and live happy, successful lives."

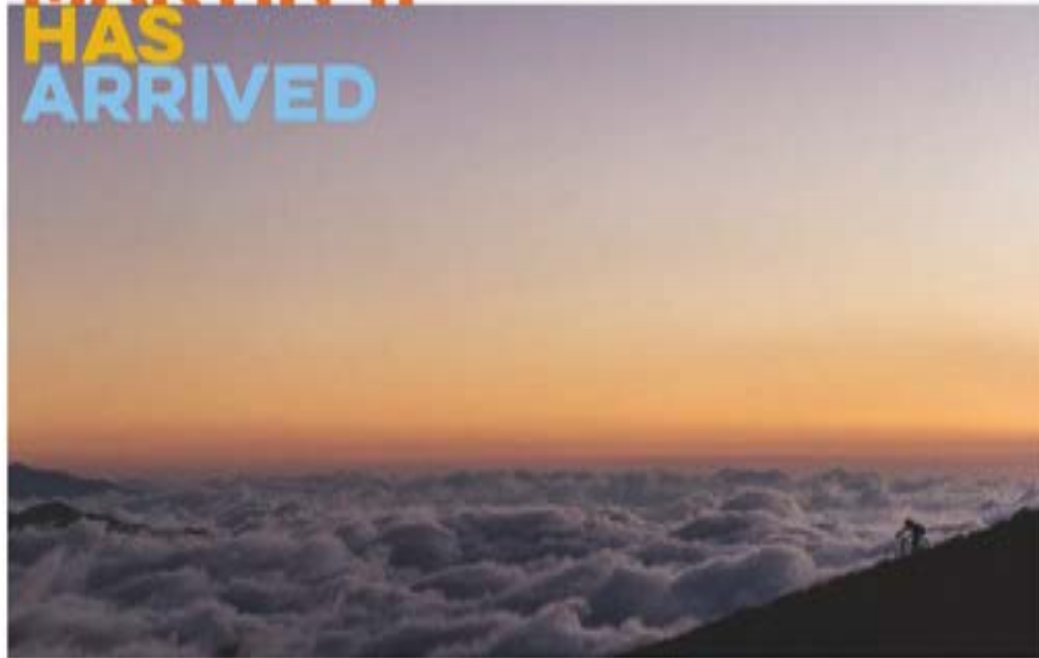
**Bob Brock:** "Do better, you can always do better."

**H+T: What are some of your proudest professional accomplishments?**

**TM:** My proudest professional moments have been:

- + Winning the Fort Lewis Hawk Tank and getting business licenses in Ecuador and Peru.
- + Working with Teton Gravity Research in Ecuador and some of the world's best mountain bike freeride athletes such as

# TONY MARTIN'11 HAS ARRIVED



Nico Vink. We did 10 photo shoots for their 2022 video *Esperanto* where Nico Vink built a world-class jump line on a piece of property that we bought in the Cloud Forests of southern Ecuador.

✦ In 2022 we completed the first mountain bike ascent and descent of Central America's Tallest Peak, the Tajumulco Volcano. We mapped out and created a route using trails that were created by the Guatemalan Guerilla fighters during the Civil War. We summited the volcano at 13,800 feet and then descended 9,000 feet in seven miles down the south side of the volcano into the sub-tropical plains below.

**H+T: What do you wish you could tell your 15-year-old self?**

**TM:** I would have told my 15-year-old self to be nicer to my mom and hang out with your family as much as you can. Also, I would have told myself to ski more powder and eat more food in my parents' kitchen!

**H+T: What do you wish your 15-year-old self could impart to your 30-something-year-old self?**

**TM:** My 15-year-old self would tell my current self to just send it, and don't let any doubt

chase you away from moving forward. And maybe to buy myself more bikes!

**H+T: Fave SVCS outdoor trip?**

**TM:** My favorite outdoor trip was definitely Coast Trip and Solo. Solo was unreal, the best time of my life.

**H+T: Can you tell us how you started your company 2Wheel Epix? What surprised you about being your own boss/entrepreneur?**

**TM:** In 2018, I went back to Ecuador and Peru and got a job as a mountain bike guide in Peru and started traveling and riding and building relationships in Ecuador and Mexico from 2018 until 2020. I built a business plan in 2018 and entered into a business plan competition at Fort Lewis College called the Hawk Tank, and ended up winning the Alumni category. That was the money that paid for my second big scout and film trips. With the help of that funding, we were ready to launch in 2020. Then, COVID happened. So I relaunched 2Wheel Epix and began selling trips to Mexico, Ecuador, and Guatemala in August of 2021 and since then we have run over 10 trips in three

different countries. We have been working with regular clients and a handful of mountain bike companies. We even hosted Teton Gravity Research in Ecuador and helped produce a segment for their 2022 MTB Film, *Esperanto*, which will be on Netflix June 16 this year!

**H+T: As a business owner, the most challenging moment? How did you solve it?**

**TM:** As a business owner, my biggest challenge has been dealing with the doubts of being able to produce the results that you need to make your dream a reality, and live off it as well. But you just have to crush through doubts with hard work and know that no matter what happens, everything will be ok in the long run. The second hardest part of this business is dealing with the financial stresses of running a business and not losing the passion for mountain biking, which is the original reason I am doing this. ✦



PHOTOGRAPHY: ALEJANDRO JIMENEZ





# A TRIBUTE TO PILAR

words by JOHANNA MARVEL '01, BARCELONA RESIDENT, PUPPETEER + PROFESSIONAL WORDSMITH



## OH, PILAR, PILAR! WHERE SHOULD I BEGIN?

Middle School. Because when I was in Middle School, we had the option to take either French or Spanish. I had no real concept of what either was and chose Spanish on a whim. Menos mal! That flip of the coin brought me Pilar. It brought me a total life change. As my classmate Graham Donald ('01) remembers, Pilar was "boundless energy, positivity...an exceptional teacher." Josh Kantor ('02) notes that it's hard to visualize "the biggest little teacher" without that "omnipresent smile." Walking into her classroom each day, I was tentative, concerned I'd mix up *ser* and *estar* or sound like a dope when my rolled "r" came out flat. Exiting, I'd feel like I could take on the world one "¿Qué tal?" at a time. I'm not surprised to learn I wasn't the only one to have this experience: John Dorsey ('92) recalls, "I was shy, self-conscious about my accent, and anxious

about speaking in class. But Pilar always made Spanish fun. Her enthusiasm was infectious—even for the inhibited teenage version of myself. Pilar didn't just teach the nuts and bolts of reading, writing, speaking, and comprehension. Learning a language is impossible without taking risks, and Pilar created a space where we all felt safe and encouraged to go for it even if we were making plenty of mistakes along the way."

And, oh those risks! Rory Donald ('00) remembers going for it as *El Cid*, wearing kid-sized plastic armor and battling a bathrobe-clad Casey Mott ('99) in a skit performed in the gym during one of the school assemblies. I remember these skits too, though in less detail. What comes back for me is the high-energy, the belly laughs, and the joyous necessity to shout in Spanish. The thrill of taking risks in front of the whole school knowing we were backed by a teacher who would energetically cook *tortilla Española* on a camping stove in her

ABOVE: Pilar's classroom has always been a place of warmth, joy, and high expectations!

PHOTOGRAPH BY KRISTIN CHEATWOOD / CHRISTINA CARLSON

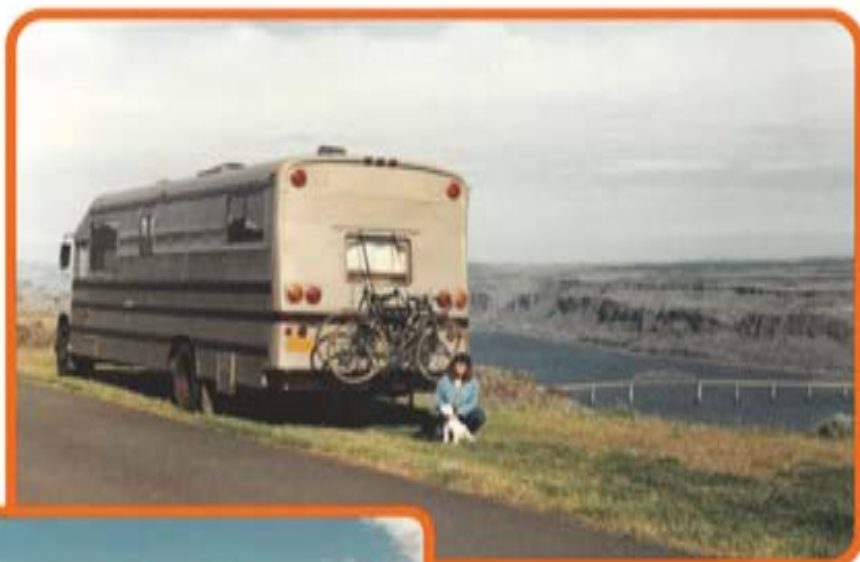


## “ WHAT I WILL MISS

I will miss the energy that the kids give me every day that I am with them in the classroom. I will miss their partnership in the learning process, their goofiness, their curiosity, their inquiries, their “not so much” little problems that come with being a teenager. I will miss the prep period to look for the best way to engage them, to open their curiosity, to challenge them, and to see them grow. I will miss my students!



# A TRIBUTE TO PILAR



tiny classroom filled us with the courage we might not otherwise have. "Hay que tener cuidado," she'd say matter-of-factly while demonstrating how to flip the monstrous omelet onto a plate and slide it back into the pan, spitting hot oil be damned.

I recall, as well, the many times I sat in the hall of the old Upper School building, in that widened section by the library, getting quizzed by Emily Aanestad ('00)—who always had the best flashcards—before one of Pilar's tests. The endless vocab lists: parts of a house; articles of clothing; medical terminology; food... So many foods! Craming these odd sounding words into our heads, hoping the "z" in "zanahoria" would somehow hook itself around the "c" of "carrot" and not let go until after the test. I remember essay questions that would end



## SUMMER OF 1988

**Pilar Lindahl, who moved to the States in 1987 right after college in Spain, begins teaching at Ketchum-Sun Valley Community School.**

"Patrick, my husband, and I bought a school bus from the school district in Oregon, we converted it and spent the summer in the San Juan Islands. I heard about the job at CS and I applied. I was hired to teach the upper level Spanish classes."

**On being the only faculty member to live in a bus in the school parking lot:** "Happy and excited to be in the Wood River Valley, we parked the bus in the parking lot (smaller than today's) and made it our home. I was sitting comfortably on my chair fishing in the river when a guy came and told me that we could not camp there. We needed to go to the KOA. I told him, with authority, that I was working at the school. He answered, 'Me too! I am the Head of School! Oops!! That's how I met Jon Maksik!



## FALL OF 1988

Pilar goes on the first of many outdoor adventures. She was a self-described "city girl from Spain!" From Fall Campout and the 9th Grade Salmon River Trip to the Winter Trip and Canyonlands/Solo, Pilar became quite comfortable in the outdoors that first year. About her first winter trip, Pilar remembers: "Snow caves! I thought we were going to sleep in a real cave! When I saw the kids shoveling snow, I wondered why they were doing that, and when they told me that they were digging a snow cave to sleep in, I almost passed out!"

## WINTER OF 1989

Pilar's first Engl Cup.



ABOVE: Pilar during 2017's Engl Cup.

PHOTOGRAPHY: COURTESY OF PILAR LINDAHL

with the request to, "Write at least five sentences," and how I would make the period at the end of each one dark and huge so it was easy for me to count whether I'd made it to that requisite five. How difficult it was! Why did I continue if it was such a struggle to write FIVE sentences about something as simple as what I did over spring break?

Well, because of Pilar. Cody Doucette ('99) and Tony Martin ('11) both remember not being top students; Cody credits his "unruly behavior and excessive teenage attitude" for never attaining a grade higher than a C+ in Spanish and Tony notes that, "Sun Valley Community School was really challenging for kids who were not natural students and who wanted to be off skiing and playing in the mountains." Pilar, however, taught them both that being good

at Spanish is not defined by test results. **THE FIRST TIME TONY NATURALLY PUT TOGETHER A COMPLETE SENTENCE IN HER CLASSROOM, PILAR JUMPED IN THE AIR WITH HER HAND RAISED, SHOUTING AND STUTTERING IN EXCITEMENT. "I THOUGHT ABOUT THAT MOMENT VERY OFTEN WHILE STUDYING SPANISH IN COLLEGE, LIVING IN VARIOUS LATIN AMERICAN COUNTRIES, AND THROUGH THE TRIALS AND TRIBULATIONS OF MY LIFE. WHEN I LOOK BACK ON THE LIFE THAT SPANISH HAS GIVEN ME AND WHERE I HAVE COME IN MY LIFE, I GO BACK TO THAT MOMENT IN PILAR'S CLASSROOM AND THINK TO MYSELF, 'THAT IS WHERE IT ALL STARTED, PILAR'S FAITH IN ME IS WHERE THIS ALL STARTED.'"**

**“ FAVORITE OUTDOOR TRIP ”**

My favorite trip? I do not have just one! Every single one of them has been special because the kids have always been different with the different classes. The relationships that I have developed in the classroom and outdoors have been precious.

PHOTOGRAPHY COURTESY OF PILAR UNZUEN (L) VISITING DISTRICT



**FALL OF 1990**

Pilar starts the Elementary School Spanish Program while teaching in the Upper School, she takes her students to the first of many Spanish camps at Cathedral Pines organized by the Idaho Association of Language Teachers.

Pilar becomes the Assistant Soccer Coach for the Middle School.

**FALL OF 1991**

Pilar becomes the World Language Department Head, a position she held for 26 years!

First trip with CS to Spain during Spring Break.



**SUMMER OF 1992**

Pilar writes a K-12 Spanish Curriculum with Scope and Sequence for Sun Valley Community School.



**STAND-OUT MEMORY**

Noah Levin '98 says, "I can't remember if I had more interactions with Pilar as a student or as an SVCS alum. Pilar has always been so easy to talk to, in English y en castellano también. Pilar was always there with a smile and story. She brought so much to our small town. As cosmopolitan as Sun Valley is, we definitely needed someone with a different voice to remind us that the whole world isn't like our little resort town, and she gave us the awareness and curiosity to go out and explore it for ourselves. Felicidades por su jubilación, Pilar!"

“

## ON BEING A MOTHER

Zach was a very active boy and I signed him up for any activity offered in our valley! Oh my goodness! I was all over the place: downhill skiing, nordic skiing, tennis, piano, figure skating, soo bahk do, soccer...I attended so many sports events while he was growing up, I can't even count them all. I traveled to watch Zach compete in Nordic many times, including for Junior Nationals. We traveled to Wyoming, Utah, Maine, Alaska, and more.

”

I ended up going to Barcelona for my Senior Project. Through a family friend, I was able to interview numerous Catalan puppeteers as well as participate in workshops and watch puppet shows for adults and children in Spanish and Catalan. Another whole new world. My Spanish, despite Pilar's best intentions, was decidedly far from fluent. However, her encouragement made me feel daring enough to bumble along for the two weeks and, when I returned and wanted to recreate my language experience for the audience, Pilar helped edit my speech so I could give my Senior Presentation in Spanish (providing English "subtitles" in the PowerPoint.) That two-week trip was the first time I fully realized what I was learning in Spanish class. Cody Doucette had the same realization when, years after leaving Pilar's physical classroom—and that teenage attitude—behind, he used a phrase lifted from one of her worksheets to ask a girl to

PHOTOGRAPHY COURTESY OF PILAR UDEHALL



FALL OF 1992

Pilar organizes the first "Multicultural Day." K-12 students, parents, faculty, and staff participated in this fun day that included colorful costumes, poster contests, dances, skits, and wonderful food from around the world. This festival happened annually until about 2000.

Pilar receives the "Teaching Excellence Award" from the University of Idaho.



SPRING OF 1993

Spring Break in Mexico with SVCS students.

1994-1995

Pilar's son Zachary is born! She says, "Thanks to Jon Maksik, I was able to bring Zachary with me to school. I taught with him in a backpack and I had a cradle for him in my classroom. It worked perfectly and the students loved to have baby Zach in class, a situation that lasted for two years! Zach is a true Cutthroat. He came with me to my classroom when he was a baby, he attended SVCS preschool and all the grades until he graduated in 2013."

”

### FUN FACT

Pilar has been in two school plays. "I am a terrible actress, but it was so much fun!"

dance. "For the first time, I really understood what it meant...and what Pilar was teaching us. Language is the key to unlocking the door between tourist and traveler...With it, doors are opened in ways that never cease to amaze...without it you will only ever skip across the surface of a place and its people," says Cody.

**PILAR DIDN'T TEACH SPANISH AS A CLASSROOM SUBJECT. JUST ASK GRETTEL FRIEDMAN (KEARNEY, '94), WHO, DURING A GROUP SPRING BREAK TRIP TO CANCUN, WATCHED PILAR DANCE FLAMENCO ACROSS A STAGE DURING A BIKINI CONTEST. SPANISH WAS A WAY TO EXPERIENCE THE WORLD. A VEHICLE OF CONNECTION.** For John Dorsey—who took Spanish from Pilar 8<sup>th</sup> through 12<sup>th</sup> grade—it took him to study abroad in Spain and then to live in Latin America for years. For Cody Doucette—who had Pilar as his homeroom advisor as

well as a teacher—it opened the door to a career in travel photography. For Tony Martin, it launched him towards founding his own mountain bike tour company offering adventures throughout Latin America.

For me, well, when I started college I decided to take another Spanish class so I wouldn't lose what Pilar had taught me. I didn't want to let her down. This continued until I ended up graduating with a double Theater/Spanish major. I then performed street acrobatics around Quito, Ecuador, worked with various puppetry groups in Barcelona, and starred in a Spanish performance in Chicago where audience members insisted I was from Spain since I used *vosotros* and spoke my s's with a slight lisp. I went from randomly choosing between two meaningless-to-me language options as a 13-year-old to conducting a majority of my life in Spanish. I had no real awareness of other languages and Pilar opened

## A TRIBUTE TO PILAR

### “ FUN FACT ”

Pilar has probably chaperoned more dances than anyone else in the history of the school. Well, if not the most, she's certainly tied with Mike Wade! She says, "I have chaperoned them all for at least 29 years! Are you kidding? Me missing a good time dancing? I have always had my classroom wall covered with pictures of those dances through the years."



#### SUMMERS OF 1997-99

Pilar attends UCSB and obtains a Masters of Arts degree in Spanish and receives the Award of Outstanding Achievement.

**I FORGOT!** I teamed up with Harry Weekes, Dale Bates, and Pam Doucette to design "A Living Science and Language Building." Harry used an Engl Grant for this project. I worked for the sake of it. We worked that summer on that project. I still have it with me. This is when they were going to knock down the old Science/Language building.

#### STAND-OUT MEMORY

**Kristen Barr '99:** Back in the day, there were very few female teachers in the Upper School. As one of two or three women faculty, Pilar was always kind, nurturing, and understanding. She was also unassumingly radical. Pilar taught my 9<sup>th</sup> grade Spanish class with her newborn son in a backpack. She told us stories of riding on her husband's motorcycle and traveling across the United States. It was only once I was in college studying film that I realized she had shown us a Pedro Almodovar film, *Mujeres al borde de un ataque de nervios* (*Women on the Verge of a Nervous Breakdown*). More recently, it has been an honor to get to teach at SVCS at the same time as Pilar. She loves her students and her departure marks the end of an era for our school.



#### 2000

Pilar becomes a U.S. citizen

#### 2001

Pilar starts the Program "Cultural Experience" at SVCS during which students of Spanish spent three days in the public schools helping the ESL program, later called the Dual Immersion Program. The Class of 2001 dedicates the yearbook to La Maestra!

# A TRIBUTE TO PILAR

## “ A STAND-OUT MEMORY FOR PILAR?

A stand-out memory for Pilar? “Once during the Junior Solo trip, I became paralyzed from my waist down. I could not move my legs. My scoliosis could not handle the long backpacking trips anymore. They almost had to call a helicopter to evacuate me. It was scary! Thanks to Tom Boley, I survived!”



HERE: Pilar with students in Spain (from left to right around the table): Lexi duPont '07, Krista Detwiler '07, Cody Boeger '08, Charlotte Anderson '09, Brendan Nelson '07, and her son Zachary '13.

SPRING OF 2004

Another Spring Break with SVCS students in Spain.

2004-2007

Member for The Overlake School Accreditation Team in charge of evaluating the school's World Language Department.

2010-2014

Leads the World Language Department through another school accreditation.

my mind to the possibilities, connections, and experiences that languages provide. Because of the foundation of language curiosity she taught me, I went on to learn Catalan and Portuguese. And now German and Swiss-German have entered my life through my husband. Because of the languages her parents speak and where she's growing up, our daughter will speak five languages before she even enters school. I imagine, when the time comes for her to choose a language course, she will have a much better understanding of what that choice will bring.

In 2001, my class decided to dedicate the yearbook to Pilar. We agreed that, even though some of us had never had Pilar as a teacher—having chosen the French path instead of Spanish—we had all been positively affected by her. Some of us had marched behind her on Fall Campouts, some of us had discussed world events with her on the narrow stairs in the old Science Building, some of us had stumbled through Spanish conversations with her in Atkinsons' on the weekend. **NICK HANSCOM ('02) WAS ONE OF THOSE PEOPLE WHO NEVER HAD PILAR AS A TEACHER. AND YET, HE "WAS ALWAYS AMAZED BY HOW OUTGOING, FRIENDLY, AND KIND PILAR WAS, WHETHER I SAW HER AT SCHOOL OR LONG AFTER WE GRADUATED AROUND TOWN. SHE ALWAYS REMEMBERED WHAT I WAS UP TO AND WOULD ASK HOW MY MOM AND FAMILY WERE DOING. SHE'S AN AMAZING PERSON WHO LIGHTS UP THE ROOM AND SOMEONE I AM ALWAYS EXCITED TO SEE."** On the other end of the spectrum, John Martin ('09) not only had Pilar as a teacher, but he

PHOTOGRAPHY: COURTESY OF PILAR UNCAH

## “ FUN FACT

Pilar has taken students on many international trips. She says, “I have taken students abroad for so many years! The first one was to Mexico, The Yucatán. The girls signed me up for a bikini contest that was happening at the beach where we were spending the morning. When I heard my name, I looked at them and they were laughing uncontrollably! I said, “You think I am not brave enough to go up there and shake it?” I did! The other trips I organized have been to my homeland Spain as well as Morocco. Great times and great memories!”





**FUN FACT**

Pilar was not a skier when she first moved here. She remembers, "I learned how to ski at 30. Patrick (my husband) took me to Soldier Mountain because they had a rope tow. After three times on the rope, he said that I was ready to go to the top. I remember that it was the most miserable experience of my life! Then, the next ski season came and he convinced me to go to the top of Baldy claiming that I made a lot of improvement the previous winter. Once on top of Baldy, I saw the town way down there, and I was so scared that I told Patrick that I was going back down in the chairlift. He told me that it was forbidden (bad husband!) and I "skied" down falling and rolling, losing my equipment, clothes... No helmets in those times!"

**STAND-OUT MEMORY**

Ryan Waterheld, U.S. English Teacher 1996-2011, Director of Communications + Marketing 2017-Present: "I have worked with Pilar now for 20 years. I took her Spanish class in the late 1990s or early 2000s and I experienced first-hand all of the energy and positivity that her students remember and value. As a colleague, Pilar has always been just as revered as she is as a teacher and for good reason. And as a friend, Pilar was at my wedding with her mother. One of my favorite pictures from that day is me smiling a big smile at Pilar and getting one of her smiles beaming back at me as Greg and I are walking back down the aisle. I remember Pilar visiting me and Townes in the first few weeks after he was born. She has always been a source of wisdom for how to appreciate being a mom and how to raise a good human. Gracias, Pilar! I'm so excited for your next adventures!"



**2010**

First SVCS trip to Brazil (to our sister school in Rio).

**2013**

Zach's graduation from SVCS! Pilar says, "Zach was also named Athlete of the Year. SO proud of him!"

**2015**

Second SVCS trip to Brazil.



**FUN FACT**

Classes I have taught over the past 30+years? All levels of Spanish at SVCS, from Elementary School to Spanish I - II - III - IV - V - VI - VII - AP Language and AP Literature. I also taught a course in English "International Affairs" where the kids created a newspaper with international news; it was the year that the Berlin Wall came down! I also taught "Italian Language and Culture" for beginners. I also taught Summer School for several years.

**STAND-OUT MEMORY**

Rory Donald '00 says he remembers a number of stand-out skits. He describes one in particular that Pilar's class performed in the gym for the school. "For the 'Secuestro' (kidnapping), I played the "terrorista" whose unsuccessful airplane hijack was interrupted by Brett Schnebly's character giving birth (to "dar a luz" or bring light) mid-flight to a toy infant doll, a skit which, 10 years after it happened, still sent Bob Doyle into fits of his iconic laugh."



# A TRIBUTE TO PILAR



PHOTOGRAPHY COURTESY OF PILAR LINDALE

## SPRING OF 2019

Pilar takes a temporary leave from school to move back to Spain to help her mother, who broke a hip at 91.



## 2019-2020

Pilar's year abroad. About spending a year away, Pilar says, "I moved to Spain to help my mother move to a nursing home and arrange her affairs. What a wonderful year with family! Patrick and I also had a great time relaxing in our apartment in the Mediterranean and traveling in Europe. Unfortunately, the pandemic started and we had to move back to Idaho in March 2020."

## 2021

Zach gets married!





## “ AWARDS ”

In addition to being the first recipient of the Great Day Fellowship, Pilar has been the recipient of Engl Faculty Enrichment Awards many times over the years.



also stayed with her mother in Madrid, and became a Spanish teacher himself. “Her beauty rests like the space in the middle of the see-saw. On one end is curiosity to discover new languages, culture, and people. However, on the other end are high expectations and a certain seriousness that roots itself in the respect and comprehension of others’ culture, traditions, and lore,” he says. “Pilar’s passion and confidence coursed through us all. She taught *por amor al arte*.” And so, with the yearbook dedication, my class wanted to thank her for it.

My classmate Michael Bjerke and I made the yearbook dedication speech during our graduation ceremony. The sun was shining on the Quad and I had taken my shoes off. The teachers were all seated to the right of the podium; Pilar was in the front row. I had prepared a very short remark. A rhyme I’d heard sung by kids in a small town outside Madrid. I chanted it into the microphone

and grinned as Pilar hinged forward, laughing hard. I’d managed to surprise her with a Spanish word she’d never taught me. The feeling was glorious. And the rhyme could not have been more true: *Pilar, Pilar, Pilar es cojonuda, como Pilar, no hay ninguna!*

The pride we all share when we run into Pilar now, sometimes decades after we’ve left her classroom, is impossible to quantify. We chat with her in Spanish, which, yes, is rewarding on its own, but we also share our experiences with her. The words we memorized; the risks we took; the support we felt; the respect, satisfaction, and delight Pilar rained down upon us in high school delivered us into a wider world. I haven’t counted the sentences in this piece, but I know there aren’t enough to fully express the impact and influence Pilar has had on my life.

**PILAR, OH PILARI MIL GRACIAS!**

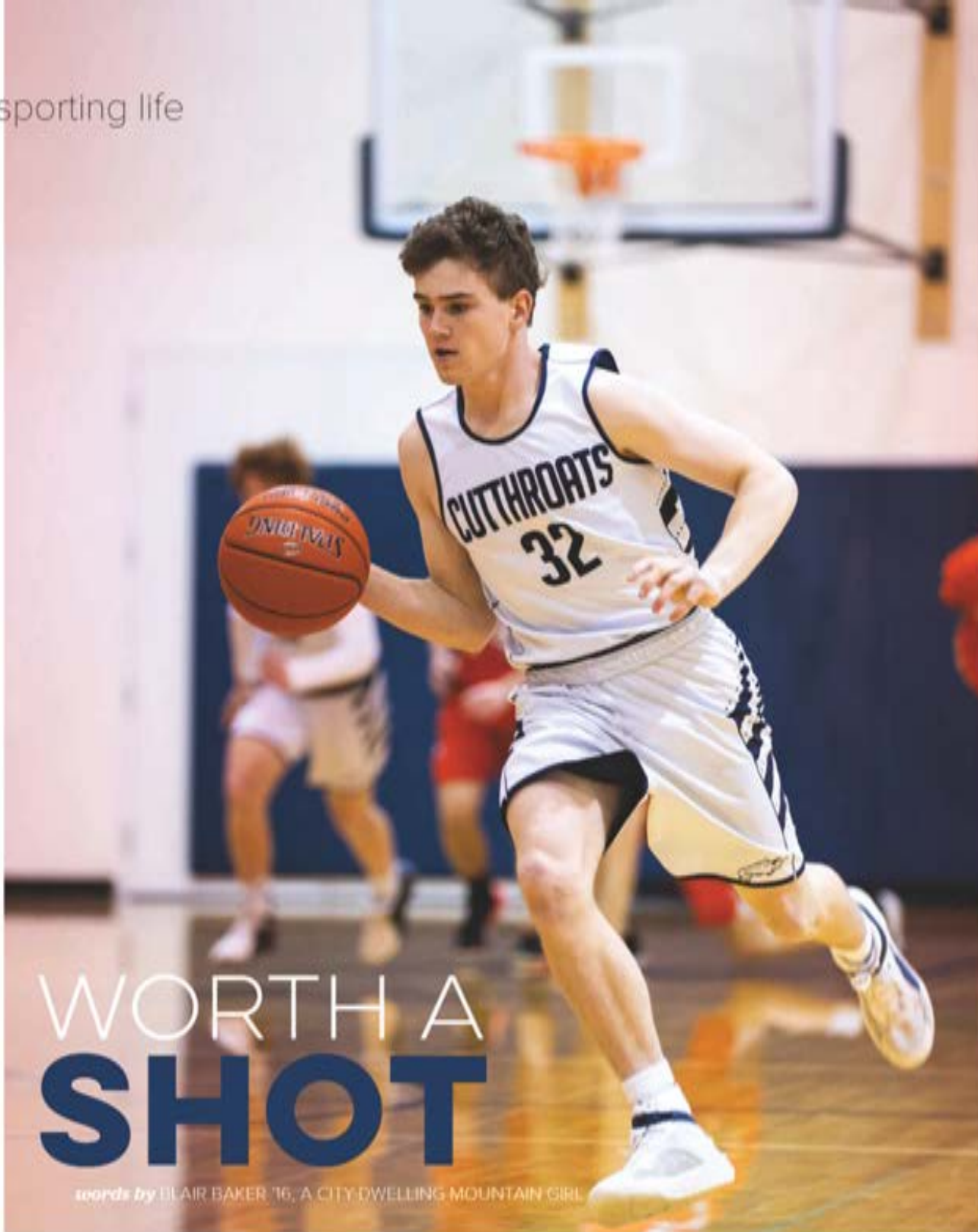
2021-2022

“I decided it was time to retire while I still love what I am doing. I want to dedicate my life to other passions I have. I also want to focus on my family here and in Spain, and my health.”

### STAND-OUT MEMORY

Josh Kantor '02, “Alpaca Wrangler/Real Estate Developer,” remembers, “The omnipresent smile of the biggest little teacher on campus—even when it was obvious that she was at wit’s end with our relentless antics. Pilar was the most positive presence during my tenure at SVCS, always ready with her one-of-a-kind smile and amazing energy. I was lucky enough to have Pilar as my advisor as well as my teacher and looked forward to seeing her for our advisor meetings every week.”

# WE WILL MISS YOU, PILAR!



# WORTH A SHOT

words by BLAIR BAKER '16, A CITY-DWELLING MOUNTAIN GIRL

PHOTOGRAPHY: CRAIG WOLFRUM

TOP: Senior Charlie Stewart taking charge on the hardwood. OPPOSITE: Big Man Sid Tomlinson going up strong.

**A** packed gym in Shoshone, Idaho, is the scene of the 2022 Northside Conference District Tournament. For this game—a game that decides who earns a chance to play at the State Tournament—Sun Valley Community School Cutthroats or Carey Panthers—the anxiety in the air is thick. SVCS parents are tapping their feet on the gym

floor, wringing their hands, hoping that this Cutthroat team will make school history. Carey Panther parents have been here many times before, usually resulting in making it to the State Tournament. SVCS teachers look on with optimism, hoping that their students pull out the win. Friends, full of nervous excitement, are snapping photos and videos to pass around through active group

chats. As the Cutthroat team takes the court, they bring along their hope: hope that this could be the moment that they make it to the State Tournament for the first time in 17 years. Pride: pride in how much they have grown and improved over the years. And gratitude: gratitude for the team members who stand beside them and the experiences they have shared.



PHOTOGRAPHY: CRAIG WOLFE/COM

**The 2021-22 Sun Valley Community School boys' varsity basketball team had an undeniably incredible season, earning wins that had previously been thought long shots and making it closer to State than they had in nearly two decades. While they**

**eventually fell short of playing at the State Tournament, losing to the Carey Panthers in overtime on a buzzer-beating last-second shot, they still had a season to be remembered. They were the true underdogs of the conference and managed to peak at just**

**the right moment. "They fought hard, they hugged each other, and made the other small Idaho towns show up to cheer them on," says proud mom of point guard Braden Buchanan, Suzanne.**

In 2018, the basketball team at SVCS was slim, with only seven members, when a group of boys

who had been spending their weekends and evenings on pick-up games joined to create a team. Little did they know, when they became seniors, that they would be a part of something historic. In the 2021-2022 season, the team had eight senior boys, five of whom had been playing together for half their lives; Wilson Baker, Braden Buchanan, Jack Colgate, George Murray, Kyle Cohen, Walker Spoor, Charlie Stewart, and Sid Tomlinson make up this tight-knit group. They have been on the hardwood, at basketball camps, shooting hoops, and playing HORSE together for years. They have fallen deeper in love with the sport with each set of lines they ran, each drill or play they practiced, and each day they spent with their friends who shared the same passion for the sport. While this team has always had heart, they haven't always had the preponderance of talent compared to their competition. In other words, they were often the underdogs. This season started in a similar way, with a number of losses to some of the best teams in the state. But things quickly began to shift.

No matter whom you ask—the players or coach Clay Wawner—they all agree that they realized that they were capable of more about halfway through the season in a game against Wood River High School. Wood River, just 15 miles south, has always been an unofficial rival when it comes to sports. Their larger student body means that their teams, from soccer to basketball, were stronger, taller, and jumped higher. When it came to this season's game against Wood



ABOVE: Cutthroat Strong! (l to r): Assistant Coach Tyler Hill with junior Blake Currey and seniors Wilson Baker, Walker Spoor, Braden Buchanan, Sid Tomlinson, George Murray, Jack Colgate, Charlie Stewart, and Head Coach Clay Wawner. OPPOSITE: Middle School basketball break at Krispy Krakme; the stalwart Cutthroat team from their Middle School days; a young Wilson Baker gets tag air during a Middle School game for the Cutthroats.

River, Sun Valley Community School was predicted to lose and it was highly unlikely that they would be in the lead at any point. Jumping to a lead in the first quarter was certainly unexpected, but it lit a fire in the boys and it made them think that the perennial underdogs might not have to settle for losses in the Northside Conference. While they eventually lost, winning was now a plausible possibility.

But this optimism was a tough pill to swallow during the regular conference season. As Coach Wawner says, "They lost the games they were supposed to lose and won the games they were supposed to win." When they headed into the tournament and as the end of their long shared basketball experience was nearing the end, the team and Clay understood that it was now or never. The team either had to step up and take some wins, or the season would come to an unceremonious end. Their time together, their sacrifices and shared passion for the game, it

all meant too much to them to let the season end without a fight.

**The camaraderie of this team isn't that of a normal team; it runs much deeper than the usual back pats and locker room chants, and it had been built over years of pick-up games as the summer sun set behind the mountains, and early morning gym sessions, rushing back into the bitter cold as advisory started.** While it's hard to trace why each young man started the game, they were all drawn to the social aspect of basketball they saw on television—NBA and NCAA players cracking jokes on the court before games and laughing at inside jokes. Shooting guard Wilson Baker says, "Around 7<sup>th</sup> grade, the pick-up games started and set off a domino effect as the games went from two players to four and four to eight." They weren't destined for the pros with the average height being 5'10" (with 6'7" center Sid bringing

up the average), but what they lacked in height, they made up for with pure obsession with the game, staying up late watching old plays and memorizing players' stats.

Throughout their high school years, this joy for the game carried them through losing seasons, and while the scores often weren't in their favor, they were constantly improving as individuals and as a team. The 2020-2021 season brought new challenges as the uncertainty of COVID meant that games were in limbo. Week after week, they would wait to find out if their games were canceled or not and, when the few games that weren't canceled occurred, they would play the game masked, while, more often than not, their opponents would be unmasked. That season brought the emotional rollercoaster of uncertainty. While they still had practices every day, they were difficult without the motivation that they would be using their new plays on the court. While



PHOTOGRAPHY: COURTESY OF RESPECTIVE PARENTS / OLIVER GUY '18

that season was a letdown as the team's skill had improved and the possibility of winning more games and making it to state felt possible, it brought the team together even more. This always tight-knit team, became even more tight-knit.

**"I've never seen a group of boys so committed and respectful, and caring for each and everyone," says center Sid Tomlinson's grandmother Cynda Tomlinson. That season allowed them to become even closer; daily practices kept camaraderie high as the team's friendship grew. "What they lacked in game experience, they gained in culture during the season," coach Clay says. What may have felt like a lost year was a year that allowed them to gain what they needed to have an incredible final season.**

After their game against Wood River, the season shifted

for the team. State hadn't been a consideration, not until now, but the District Tournament presented a chance. The first game in the District Tournament was against Camas, the best team in the state. While the Cutthroats lost, their hopeful energy remained. They had more games and more chances to work their way to State. Bolstered by the hard-earned lessons from the regular season—the tough losses and the misses, they made the plays and they supported each other. They adapted to the teams they were playing and they won. Then they won again, and again. Although ranked as the 6<sup>th</sup> seed, they were consistently defeating teams well above their ranking. For the first time, State was there, within their grasp. "Sometimes the good guys win," forward Walker Spoor says, describing how it felt after each game ended in their favor.

The change of the outcome of their games wasn't because they suddenly got better at basketball. It wasn't because they learned a

new play or were playing harder. "I never questioned if they played hard. They always did. They went onto the court and put it all out there, but they finally figured out the difference between playing hard and doing the right things to win," coach Clay says. Their plays from practice clicked. They were running smoothly, they were adapting to the opposing team's ever-changing offense, they were passing to their teammate's outside hand, making it easier to make the shot. "It was all passion," point guard George Murray says. "They learned to shake off the bad shots and carry on, to not carry grudges or resentments, the importance of teamwork, to respect the coaches and that hard work pays off," says Wilson's mom, Peggy Baker. It wasn't just about how many points each player could score, but how many they scored as a team. "These boys were happy for each other and for the team, more than themselves. They put the team's winning over their own scoring," Peggy says.

They knew they could win, they could make it further, it was in their hands, and they were doing it for each other.

What made these games so special wasn't just what was on the court. What the spectators saw was remarkable; they saw the ball gliding through the air, grazing the net; they saw the secret handshakes and sweat dripping down the player's faces, but in the locker room is where the energy really grew. For coach Clay, the locker room time was a careful balance of allowing the boys to hype each other up and time for him to go in and be a coach. Through the season, he slowly reduced his time in the locker room, noticing that this time was incredibly precious. The boys were chanting, and hyping each other up, prepping for the game in no way he could manufacture. This created a camaraderie on the court that superseded everything else. "Sometimes they would not mesh socially off of the court, but they still had to be teammates and a



ABOVE: Cutthroat Jack Colgate dribbling past a defender. RIGHT: Walker Spoor on the move.

team. They were always there for each other," says Suzanne Buchanan. While they were friends first, above all else, they were *always* teammates.

The team approached the last game in the playoffs with anticipation. Parents, teachers, students, and fans shuffled into the Shoshone gym, hopeful for a win. They were set to play Carey, one of the most dominant teams for the past few decades. There was never a moment of doubt, never a hesitation that they weren't capable of winning and until the third quarter, they were winning. With three-pointers

swishing through the net and passes gliding through the air, the game came down to one possession and one moment. A whistle blown and a buzzer beater in overtime marked the end of the game. Within seconds, the season was over for Sun Valley Community School. A moment of quiet overtook the gym. With each bounce of the ball the game could've gone either way and, this time, it didn't go in the favor of our team. "They played their best games right up to the end," father of point guard, George Murray, John Murray says. Nonetheless, it was a good game and both teams played well. The locker room, usually erupting with cheers, was silent. The loss they felt wasn't just for the game, but for the final game of the season. The senior boys on the team knew that this was a signifier of how much their lives were about to change; the pickup games in the summer sun and early morning gym sessions, soon to be a memory.

**In an email, serving as a sorrowful goodbye to the season, Coach Clay wrote: "That is what playing sports and putting your heart and soul into something is all about. To**

**care deeply about what you are involved in, to be part of something that is bigger than yourselves, and to know that your teammates and friends care just as much as you do and are putting everything that they have into it as well. Not everyone in the world is that lucky, and it is something that you can carry with you for the rest of your lives."**

That's why the loss hurt so much, because they cared. This won't be the last time they care about something and this isn't the last time they will experience heartbreak, but they will take with them this message: Heartbreak is a sharp, deep reminder that you gave it your all.

As the season came to a close, the joy of this team remains. As their lives adapt and move out of the comfort of the valley, the pick-up game chat is still active. "There will be a lot of games this summer, and even after that," says Wilson. More than anything, they know that they played for each other and are grateful for each chant, each team huddle up, and each moment that they came together as a team. +



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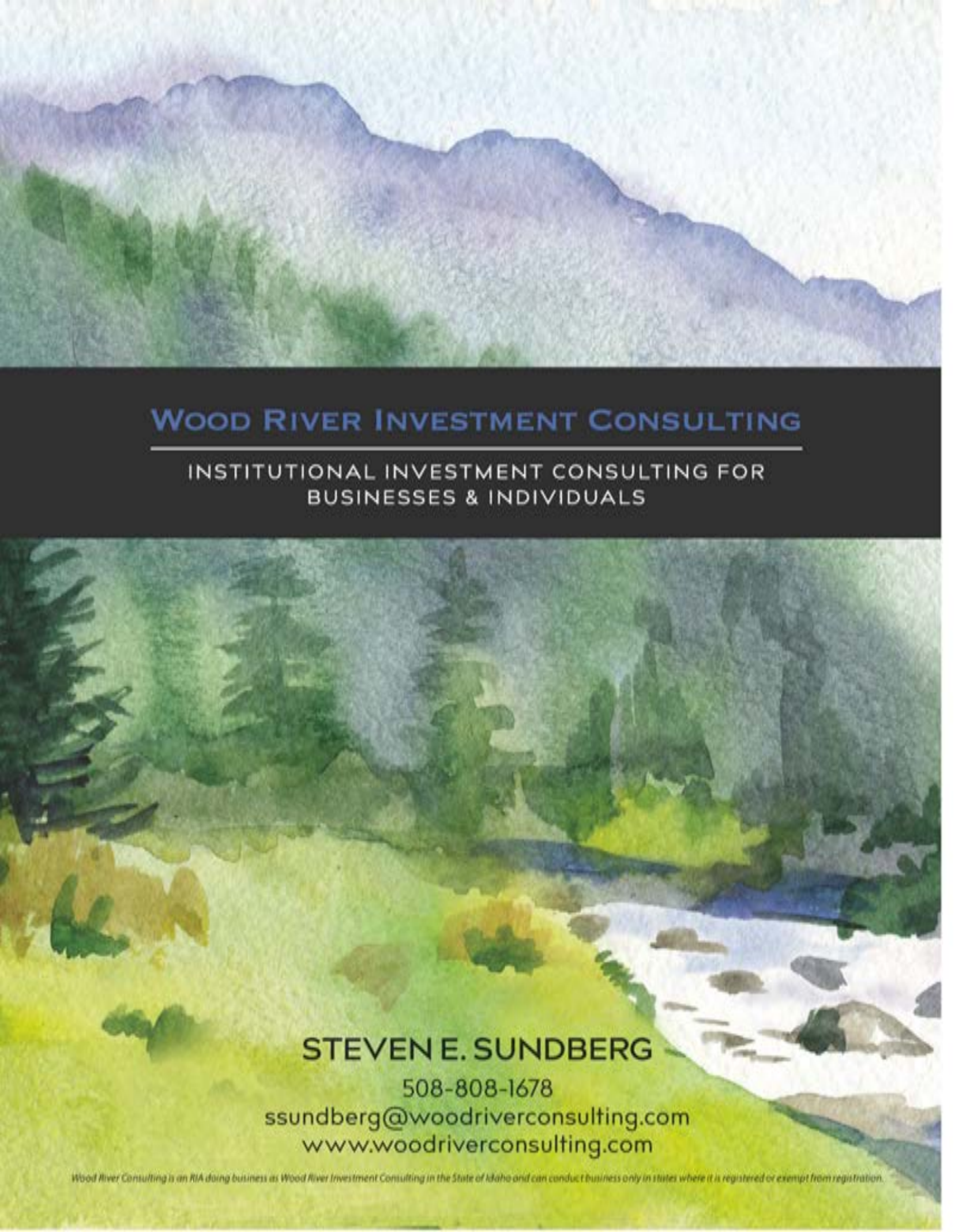
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A watercolor landscape painting. The top half shows a range of mountains in shades of purple, blue, and grey, with a pale sky. The bottom half shows a lush green valley with a river flowing through it, surrounded by various green trees and bushes. The style is soft and painterly.

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# 2022 Spring Sports

ON THE RUN, AT THE NET, ON THE GREEN!



## TRACK + FIELD

As of press time, Cutthroat track and field was in full swing and picking up speed! The team is excited to defend its Women's 4x100 meter relay 2021 state title. Returning athletes Niki Cohen (11<sup>th</sup>) and Ben Haynes (10<sup>th</sup>) are the backbones of the team as well as seniors Logan Lindstrom and Saba Grossman adding valuable experience. The season has been cold and stormy but spirits remain high as the weather warms and the competition picks up. Ninth graders Mikayla Wesley, Keilyn Young, and Stratton Cunningham have provided consistency and promising hopes for the future. The track

team is coached by returning Head Coach Drennan Wesley, now in his seventh year, and assistant coach Ryan Rosmarin, along with new sprints coach, Kellie Thompson. They bring excitement, expertise, and a culture of hard work. Says Drennan, "We are excited for the season and the successes that come in large and small ways with the focus on personal improvement." As of press time, Cutthroats were headed to the District Championships. Go Cutthroats! Run, Fight, Swim!

In the Middle School, Track + Field Coach (and 6<sup>th</sup> grade team teacher) Tom Downey managed a team of 20-plus runners, shotputters, and



TOP: Niki Cohen (11<sup>th</sup>), Logan Lindstrom (12<sup>th</sup>), and Saba Grossman (12<sup>th</sup>) finishing strong. BOTTOM: One of the Middle School boys' medley relay teams: Sebastian Phillips (7<sup>th</sup>), Townes Van Der Meulen (6<sup>th</sup>), Tommy Hovey (7<sup>th</sup>), and Will Hausmann (7<sup>th</sup>).



TOP: Mixed doubles partners Gretel Huss (10<sup>th</sup>) and Campbell Spoor (10<sup>th</sup>) celebrate. BOTTOM (l to r): Walker Spoor (12<sup>th</sup>) hits a solid return; seniors Avery Griffin and Walker Spoor are the team captains this year.

high- and long-jumpers. As of press time, the crowd had competed in two meets, with impressive results. Middle School tennis began in May with 40 eager players under returning coach (and 8<sup>th</sup> grade team teacher) Annie DeAngelo assisted by US history teacher Eric Covington, Teacher Training Academy intern and alum Ruby Marden '16, MS

+ US technology teacher Sean McCollum, and Teacher Training Academy intern Fiona Aheame.

#### TENNIS

Long-time Head Coach Phil Huss continues to oversee the Cutthroat tennis dynasty. And just like that, spring started off with a bang! As of press time, Cutthroats stood 7-1 (4-0

district matches). Highlights included defeating district rivals Gooding 12-0 and Sugar Salem 7-5. And most recently, an 11-1 victory over Canyon Ridge High School. They split tough matches with a strong Wood River Team. Marking a first-time loss 5-7 but winning 7-5 in the second match.

Shout-out to Player of the Match against Wood River, 9<sup>th</sup> grader Matthew Carlin. Explains Phil, he earned it with an epic, three-set match against an undefeated Wood River #1 singles player. Phil says, "Of course, the brilliant come-from-behind victory of sophomore Carter Colgate (down 4-1 in the third) to give us the team win was also the stuff of legend."

Girls doubles #1 this spring was made up of junior Whitney Jannotta and senior Avery Griffin who (as of press time) continued their undefeated season with an impressive win against a Canyon Ridge girls doubles team. Says Phil, "Both Canyon Ridge players had big serves and aggressive net play, but

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Whitney and Avery were calm and prevailed, earning them Players of the Match honors."

Cutthroat senior captains were Avery Griffin #1 doubles (with junior Whitney Jannotta) and senior Walker Spoor #1 doubles (with fellow senior Jack Colgate). Says Phil, "We have strong girls doubles and strong girls singles with junior Brie Tobias #1, sophomore Graysen Strine #2, and junior Rose Bicas-Dolgen #3. Combine this with returning runner up at State Mixed doubles team Jr. junior Gretel Huss and sophomore Campbell Spoor, and this portends many points for the girls team at State."

Veteran #1 doubles team Walker and Jack are supported by #2 doubles Will Ring (11<sup>th</sup>)

and Charlie Price (11<sup>th</sup>). These strong doubles teams with young but very talented 9<sup>th</sup> graders: #1 singles Matthew Carlin and #2 singles Meyer Tobias and the boys team should be a contender at State. What about State? Phil is optimistic about the Cutthroats' prospects. He says, "The perennial powerhouse, is Parma. So, the State Championship should come down to SVCS, Parma, Fruitland, and Weiser battling it out for points. It is always fun to be a contender for the 3A State Championship but the players have impressed me with their willingness to support each other, get better at practice each day, and their ability to find a way to win." As of press

time, Cutthroats were headed to the District Tournament on May 14.

#### GOLF

Cutthroat golfers hit the links in full force this spring, starting their seasons strong with four tournaments. Under head coach Greg Fairfield, the boys' team, led by seniors Kyle Cohen, Wilson Baker, George Murray, and juniors Jack Verhaeghe and Hank Moss, most recently took first overall at the Ranch 93 tournament with a team score of 327 out of five schools. Prior to Ranch 93, the boys took second overall at the same course, and at the first home tournament of the year held at Ketchum's Bigwood Golf Course, the Cutthroats placed

first overall with a team score of 332. This year also marks the first time that Sun Valley Community School has fielded a girls golf team. At the most recent tournament in Jackpot, 9<sup>th</sup> grader Karlin McLean took first individually with a score of 89 and junior Hadley Duke carded a 119. At Bigwood, Karlin took second overall. As of press time, the boys team were named repeat 2A District Champions, qualifying them for State. Carding a 98, Karlin took top honors at Districts and qualified for State. Congrats to all our golfers!

ABOVE: The boys' and girls' golf teams at the District Tournament.

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# athletics around the valley!

Equestrian + Ice Skating + Hockey + Lacrosse

**Cutthroats stayed busy this past winter and spring with hockey, figure skating, horseback riding, and lacrosse.**

## EQUESTRIAN

In the equestrian world, 5<sup>th</sup> grader Honor Coulter was invited to compete this past November at the Las Vegas National Invitational where she won Reserve Champion in both the 14&U Hunter Equitation division and the 14&U 2' Hunter division. Honor earned several 2021 year-end awards including a Zone 9 (which includes riders from Wyoming, Montana, Idaho, Washington, and Oregon), Horse of the Year Reserve Champion award for the 11&U Hunter Equitation division, and the United States Hunter Jumper Association Outreach Bronze award for both the 2'6" Equitation and Hunter divisions. Honor started the 2022 show season off at the Arizona Winter Circuit's Tucson Winter Classic this past February where she won the 3' CEP Equitation Classic and placed 2<sup>nd</sup> in the 3' Taylor Harris Insurance Services National Child Medal.

Brother-sister duo Sofie (4<sup>th</sup>) and Liam (7<sup>th</sup>) Tempest competed in their first competition at Desert International Horse Park/Desert Circuit in January. Sofie earned one 3<sup>rd</sup> place, two 4<sup>th</sup> places, three 6<sup>th</sup> places, and one 8<sup>th</sup> place in the 2'-2'3" Hunter/Jumper Division and brother Liam took a pair of 5<sup>th</sup> places, three 7<sup>th</sup> places, and two 8<sup>th</sup> places in the 2'7" Jumper Division.

Congrats to our equestrians!

## ICE HOCKEY

Cutthroats of all ages competed for the Sun Valley



ABOVE (l to r): Liam and Sofie Tempest—a family of equestrians; Amanda Dunn competing with the Idaho Vipers.

Youth Hockey program in various divisions from Mini-Mites to Midgets to U19 Girls. On the girls' side, Upper Schoolers Amanda Dunn, Charlotte Andrews, Kendall Felker, and Mattie Embree competed for the U19 Girls' team whose season highlight was taking home the Northern Rockies Hockey Tournament title. Outside of Sun Valley, Amanda and Charlotte also competed for the Idaho Vipers U16 team. Ninth grader Audrey Morawitz along with 7<sup>th</sup> graders Isabelle Andrews and Torin Vandenburg, and 8<sup>th</sup> graders Scarlett Carruth played for U14 girls. Seventh grader Winnie Dolson and 6<sup>th</sup> graders Grace Bloedorn, Blakeslee Davis-

Jeffers (who also played for the PeeWees), Reese Korby, and Maggie Bailey also played for the U12 girls.

On the boys' side, sophomore Corwith Simmers was instrumental in the Varsity High School Boys and Midget season tournament victories in addition to both teams' second consecutive wins in the Idaho Amateur Hockey Association (IAHA) 'A Division' State Tournaments. The wins earned them an invitation to the 2022 USA Hockey-Chipotle High School Division II National Championship in Dallas, Texas, where they made it to the quarterfinals and finished 7<sup>th</sup> against teams from across the country. Corwith was also

drafted by the Spokane Chiefs of the Western Hockey League in December. Ninth graders Chance Dooley and sophomore Whit Kelley competed on the JV High School Boys' team while 9<sup>th</sup> graders Owen Tempest and Wyatt Miller along with 8<sup>th</sup> graders Jamie Kelley and Ballard Griswold, and 7<sup>th</sup> graders Cooper Salvoni and Joey Pierre played for the Bantam Division. Sixth grader Emmet Crist and 7<sup>th</sup> grader Will Lamoureux played for the PeeWees. Way to go, hockey players!





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**FIGURE SKATING**

SVCS figure skaters (members of Sun Valley Figure Skating Club) had a productive winter season of testing and competing.

**Congratulations to the below Cutthroats for passing their tests:**

- + Georgia Achilles, 8<sup>th</sup> Grade: Junior Moves in the Field, Rocker Foxtrot, Tango
- + Camille Armeen, 6<sup>th</sup> Grade: Juvenile Free Skate
- + Ashlyn Brown, 7<sup>th</sup> Grade: Intermediate Free Skate and Rocker Foxtrot
- + Alexandra Heidel, 5<sup>th</sup> Grade: Preliminary Moves in the Field and Pre-Preliminary Free Skate
- + Sophie Kanowsky, 5<sup>th</sup> Grade: Preliminary Moves in the Field
- + Hannah McEntee, 7<sup>th</sup> Grade: Rocker Foxtrot
- + Vivian Smith, 5<sup>th</sup> Grade: Intermediate Moves in the Field and Juvenile Free Skate
- + Stella St. George, 5<sup>th</sup> Grade: Intermediate Moves in the Field and Juvenile Free Skate

Special recognition goes to 9<sup>th</sup> grader Madda Mourier-Floyd for passing her Senior (Gold) Solo-Free Dance. Senior is the highest test level in U.S. Figure Skating, and this is Madda's second gold medal.

**U.S. Figure Skating Championship Series Presented by Toyota**

SVCS student Ashlyn Brown competed in this year's USFS national qualifying series. After traveling to two events in Henderson, Nevada, and Spokane, Washington, Ashlyn ranked 42<sup>nd</sup> in the Pacific Section in Juvenile Girls. Way to go, Ashlyn!

**Christmas Eve Ice Show**

Many club members had the special privilege of skating in Sun Valley Resort's Christmas Eve Ice Show. Canceled in 2020, the popular tradition was a huge success this year, with over 2,000 spectators showing up to see the skaters.

**Sun Valley Winter Games Returns!**

After a pause during the

pandemic, the Sun Valley Winter Games returned for its 24<sup>th</sup> installment in February. Skaters from eight states and 13 member clubs participated. The competition served as a part of the Excel Series this year.

**Many student-athletes participated and the competition served as the first competitive outing of the year for most.**

- Camille Armeen
- Ashlyn Brown
- Alexandra Heidel
- Samantha Heidel
- Sophie Kanowsky
- Hannah McEntee
- Madda Mourier-Floyd
- Stella St. George

**Upcoming Season**

At the time of publication, SVCS skaters are gearing up to compete at various competitions around the country, including the Boise Ice Classic. Some of our higher-level skaters are aiming to qualify for various national competitions, including the Excel Series Final, National Showcase competition, and the National Solo Dance Series Final.

ABOVE (l to r): Eighth grader Georgia Achilles; Ninth grader Madda Mourier-Floyd.



ABOVE: The U10 LAX girls are all smiles in Jackson; BELOW: The U14 LAX boys huddle up in Jackson.

### LACROSSE TAKES THE VALLEY BY STORM!

Cutthroat parents Conor Quinn, Geoff Hebert, and Mike Kennedy have been instrumental in getting the Sun Valley Lacrosse program off the ground. Now in its third year, SVLAX is going strong with 240 athletes valley-wide playing U10, U12, U14, and U16 boys and girls teams. Over 70 SVCS students participate in the program and mix with students from all of the other

schools in the valley. They have traveled to Pocatello, Jackson Hole, Twin Falls, and Driggs to play other LAXers and have been competitive along the way!

Upper schoolers Eloise Hebert, Whitney Jannotta, Graysen Strine, and Charlotte Andrews competed for the Wood River Warriors Lacrosse Varsity Girls team while Corwith Simmers played for the Wood River Warriors Lacrosse Varsity Boys team. ✦

Does your Cutthroat compete in a sport or for a club not mentioned above? We want to know! Please email [aturek@communityschool.org](mailto:aturek@communityschool.org) with all the details to consider for our next issue!



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# the arts

## Charlie Coulter '23

Since he was young, junior Charlie Coulter has been all about the stage. The Wood River Valley native has been an active thespian, not only during his time as a Cutthroat, but also with local theater companies as well. A member of the Creative Arts Academy, Charlie will attend NYU's highly-selective High School Summer Theater Intensive Program this summer, where he will have the chance to train at the Tisch School of the Arts' New York City campus for a month. He sat down with *H+T* to talk about how he balances rehearsals with academics, his favorite roles to date, and what he hopes to accomplish one day.



**H+T: What activities are you involved in at SVCS?**

**CC:** My theater commitments in and outside of school keep me pretty busy.

**H+T: During your time here, what school performances have you participated in and what were your roles?**

**CC:** I have been a part of every high school performance here at SVCS, with roles ranging from playing Peter in *Peter and the Starcatcher* as a freshman to Emmett in *Legally Blonde: The Musical* this past year. I also really enjoy the Creative Arts Nights, where students are given the opportunity to either perform original work, recite a monologue, or present a musical performance. I like to use those evenings as a chance to present the music I have been working on. There might have also been a time I sang John Legend's "All of Me" to the entire school...

**H+T: When did you join SVCS (what year/grade) and where did you move/transfer from?**

**CC:** I was born and raised in the Wood River Valley and I came to SVCS for high school as a freshman. I specifically chose SVCS for the performing arts opportunities. I had a connection with Kevin Wade '06 from performing at The Spot and wanted the chance to work more with him.

**H+T: Did you act before you enrolled at SVCS?**

**CC:** Yes, I've always been interested in the performing arts. I have been very involved with all of the local theater companies from a young age. I sing and play piano and guitar, and I took a few years of dance classes to round things out! I have always had a talent for memorization, so starting out as a very young kid, I would

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recite entire movies to my friends and family. This was the "start" of my acting career, I suppose. But I do really love the idea of stepping into the mind of someone else, playing different characters.

**H+T: Where did you learn to sing?**

**CC:** Well, I have never been professionally trained to sing, although I have had opportunities to work with the two top local musical talents, John Mauldin and RL Rowsey, who have offered guidance. I look forward to college when vocal training will be part of my BFA curriculum.

**H+T: Are you involved with performing outside of SVCS?**

**CC:** Yes! Outside of the performances I am involved with through SVCS, I enjoy being

a part of The Spot's Young Company productions and the shows put on by St. Thomas Playhouse. I was recently offered a starring role in the Liberty Theater Company's inaugural production, *Kimberly Akimbo*. Working with professionals for a commercial theater production solidified for me that I would like to make a career of being an actor.

**H+T: What was your FIRST role you ever had and how old were you?**

**CC:** My first role outside of a school setting was with The Spot. I was in 5<sup>th</sup> Grade and although my role was small, it was dark and shall we say...murderous. That experience was my first taste of acting as an integral part of storytelling, as opposed to just hamming it

up on stage. At the same time, I was also cast in an independent horror film with a production team based in Boise. Unfortunately, that project lost momentum and fizzled out, but there was a learning opportunity for me in that experience: the reality check of realizing that in this business the majority of projects rarely make it to the finish line.

**H+T: To date, do you have a favorite role you've played and why? What was it that made that role particularly memorable?**

**CC:** My favorite role to date was playing Jack Kelly in *Newsies* for the St. Thomas Summer Theater Project. He was a leader and a character full of life, which made him especially exciting to play.

ABOVE: Charlie in this year's *Much Ado About Nothing*.



Speaking with a Brooklyn accent was fun, too!

**H+T: How do you find balancing performing with schoolwork, and anything else you might do.**

**CC:** I actually find balancing schoolwork and my theater commitments very challenging. Often when rehearsing a show I go right from school to rehearsal and don't make it home until late. But my teachers have all been incredibly supportive, offering extra help and

understanding that I often do not have all evening to work on homework and projects.

**H+T: Are you planning on completing the CAA requirements?**

**CC:** Absolutely. I love that SVCS offers the Creative Arts Academy. The chance to go to New York this past winter with my fellow CAA members to see Broadway shows and visit New York City-area universities that offer BFA programs was a great opportunity.

**H+T: What is it about performing that you love?**

**CC:** I'm pretty shy and fairly quiet at school, so being on stage with the ability to be loud, open, vulnerable, and proud is something I am very grateful to have the opportu-

nity to experience. I feel my best and most confident when performing from my heart, which I always try to do. Even the villains I have played have something in their characters that I try to connect with so that the performance feels authentic to the audience. I have a deep sense of gratitude for being on stage and for working with directors like Kevin and my co-performers.

**H+T: Any favorite memories of your time so far on the Cutthroat stage?**

**CC:** It's not a specific memory, but I enjoy the first couple of rehearsals for each show when we do the script read-throughs. We get our first taste of the story we will be telling and there is often robust discussion

about the characters and how each actor would like to play them; it's like putting the pieces of a puzzle together.

**H+T: What does the future look like for you?**

**CC:** When I graduate from SVCS I plan to pursue a BFA in Theater. I would love to do more live theater, but acting on film is on the bucket list, too. And then there's my passion for singing... My ideal career would blend my interests in singing, songwriting, and performing. More immediately, this summer I will attend NYU's highly-selective High School Summer Theater Intensive program where I will have the chance to train at the Tisch School of the Arts' New York City campus for a month. +

ABOVE: Charlie (center) with Brady Giles '23 and Ethan Hunt '21 in *Peter and the Starcatcher*.



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Viktorina Kopitnikova and Lasha Rizachitoli in Claudia Schreier's Slipstream by Rosale O'Gannon. Courtesy of Boston Ballet

## Rose Bicas-Dolgen '23

Junior Rose Bicas-Dolgen might be new to the Cutthroat community (she moved here as a sophomore from Los Angeles, California), but since joining us, she has made an impact on the stage with the lead role in this year's musical, *Legally Blonde: The Musical* where she played none other than sorority girl turned Harvard Law School student Elle Woods. When not on the stage, Rose, who is on track to complete her Creative Arts Academy certification, trains with Sun Valley Ski Education Foundation's Nordic Comp team in the winter, plays for the Cutthroat tennis team in the spring, and yes, balances all with academics. Here, she talks about her love of theater and why playing Elle Woods may have been her best role ever.



THIS PAGE: Rose as the lead Elle Woods in this year's *Legally Blonde: The Musical*.



**H+T:** During your time here, what activities are you involved in?

**RB-D:** Besides the performing arts, I spend my time training with the SVSEF Nordic Comp team and playing for the Cutthroat tennis team. I joined the Nordic team last year, when I first moved here, despite having no previous Nordic skiing experience. I've learned to love Nordic skiing

as a sport, and I am so grateful for the ability to go for a Nordic ski and bear witness to the beautiful landscapes of our valley. This is my second year on the SVCS varsity tennis team, and I play #3 girls singles. I am also very active in our school's Green Team, and I have leadership roles in Multicultural Perspectives and Cutthroats for Change.

**H+T:** During your time here, what performances have you participated in and what was your role?

**RB-D:** During my sophomore year here, I played Fantine and Courferyac in *Les Miserables* and Richard Burbage and Ed Knight in *The Book of Will*. This year, I have performed in *Legally Blonde: The Musical* as Elle Woods and in Shakespeare's *Much Ado About Nothing* as Leonato.

**H+T:** Did you act before you got to SVCS?

**RB-D:** I've been performing since as long as I can remember, whether that was performing in musicals since 1<sup>st</sup> grade or singing show tunes to my family at the dinner table. I've always had a love for theater



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and performing, and I'm glad I could continue to pursue that passion here at SVCS. I believe my first role in any theatrical production was playing Annie in an elementary school production of *Annie*. Ever since that production, I've been in love with theater. My grandmother also has an appreciation for theater, and she would take me to theater productions in L.A., and I always wished I could be up on that stage with the actors.

**H+T: Where did you learn to sing?**

**RB-D:** Singing has always been something I've loved to do, and I have a great affinity for music. Singing isn't something I've learned; it's something that I've developed a love for and something that has always been integral to the way I navigate the world.

**H+T: Do you have a favorite role that you've played and why? What was it that made it memorable?**

**RB-D:** My favorite role that I have played thus far is Elle Woods in *Legally Blonde*, solely because it has been the most challenging role I've ever played. I thought that Elle Woods was the antithesis of me. Unlike Elle, blonde and hyper-feminine, flaunting flashy, pink outfits, I have curly, brown hair, would never be caught wearing anything pink, and my life actually passes the Bechdel test. However, I soon realized that Elle and I are pretty similar in that we are both determined, eager to prove ourselves, and we are both unwaveringly unique. Playing Elle made me realize that you can always find commonalities between you and a character, and that has been crucial in how I embody and do justice to characters. This was also

a memorable role because it gave me more confidence in myself and my performance abilities. I've been trying to nail the song "So Much Better" for years, and I was proud of the progress I made.

**H+T: How do you balance performing with skiing, schoolwork, and anything else you might do? How does the school help you?**

**RB-D:** I've found a pretty good balance with all of my commitments, and my teachers and coaches are all accommodating and supportive of my artistic pursuits. Balancing everything is made all the easier through communication.

**H+T: What is it about performing that you love?**

**RB-D:** The beauty of theater is that it is transformative. Theater gives an actor the opportunity to put real life on hold and transform into a different person

ABOVE (l to r): More scenes from this year's musical *Legally Blonde*.



ABOVE (l to r): Rose in *Much Ado About Nothing*.



PHOTOGRAPHY: ERY J. GARD

immersed in fictional circumstances. Performing also guides audience members to see themselves in the stories portrayed on stage and allows them to both gain insight into their lives and to escape for a couple of hours. However, what I'm most grateful about is the sense of community that comes about between a cast during a performance. I am grateful for the connections that theater fosters between performers and our mentors.

**H+T:** Some favorite memories of your time so far on stage here?

**RB-D:** I think my favorite on-stage memories come from a Devised Theater Making class I took last fall with (US + MS Theater teacher, Co-Director of the Creative Arts Academy, and Creative Arts Department Chair) Kevin Wade '06, We

created and performed beautiful and evocative movement pieces and I learned new ways of performing and creating art.

**H+T:** What do you find most difficult about acting/performing on stage?

**RB-D:** I think the most difficult part of performing is being vulnerable, not only with your castmates, but also with an audience.

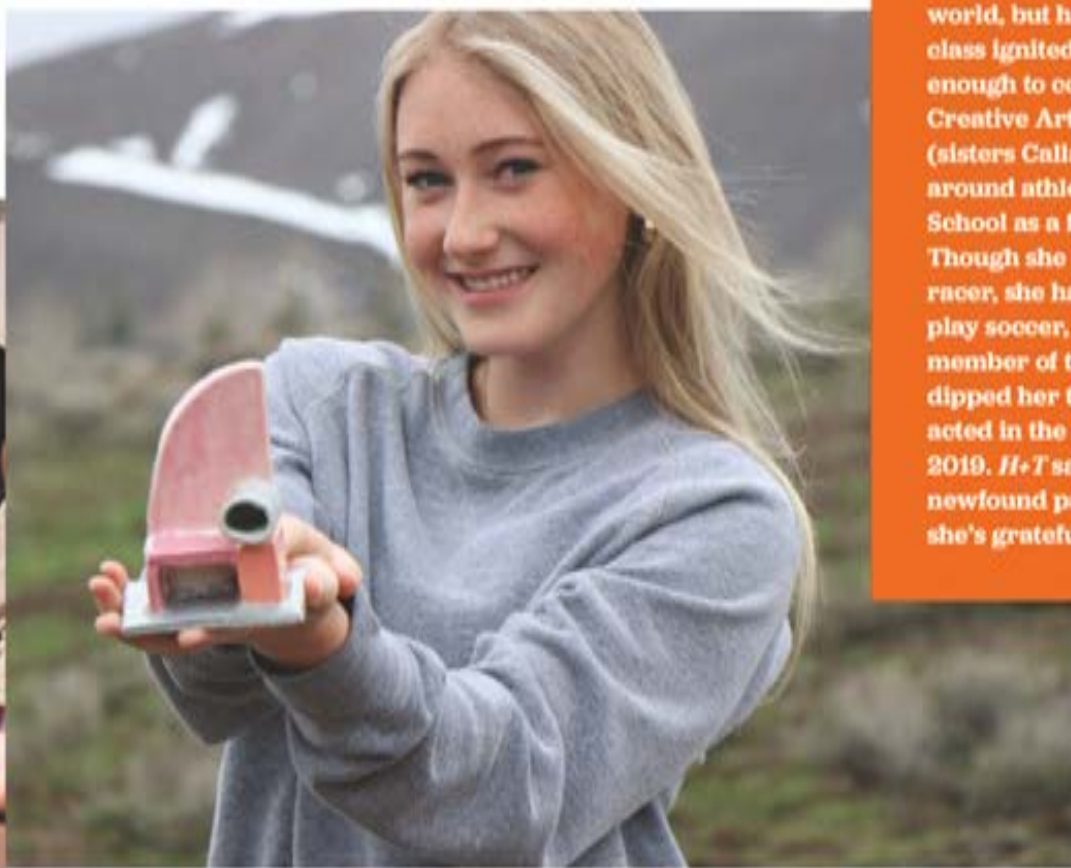
**H+T:** Is acting something you think about pursuing beyond SVCS one day? Or is it a fun passion you love to do?

**RB-D:** I am definitely considering pursuing theater and acting beyond SVCS. Performing is a great passion of mine, and I hope I can further explore this passion in the future and possibly even make a career out of it. ✦



## Hadley Duke '23

Junior Hadley Duke might be new to the art world, but her decision to sign up for a ceramics class ignited a new passion for art that was enough to convince her to apply for the school's Creative Arts Academy. The oldest of three girls (sisters Callan in 9<sup>th</sup> and Colette in 6<sup>th</sup>), this all-around athlete first joined Sun Valley Community School as a freshman out of Seattle, Washington. Though she started as a competitive alpine ski racer, she has since expanded her world to also play soccer, tennis, and golf for SVCS. An active member of the school's Green Team, she's also dipped her toe in the performing arts, having acted in the school musical, *Urinetown*, in 2019. *H+T* sat down with Hadley to discuss her newfound passion for ceramics and design, what she's grateful for, and what's next for her.



**H+T:** What inspired you to take a ceramics class (and when did you take your first one)?

**HD:** I was inspired to take a ceramics class after I had seen some of my peers' work. I was very intrigued with the art they had produced. I took my first ceramics class spring term of my sophomore year.

**H+T:** What inspires your designs?

**HD:** I enjoy designing patterns that can be painted on ceramic pieces. I like the look of a clean, simple, and fun pattern. I also recently did an honors project in ceramics on an artist named Peter Shire, who creates furniture pieces that are playful and out of the ordinary. I was inspired by his furniture style and created an inspired design of a chair.

**H+T:** What was your process for creating the chair? How long did it take? Any obstacles you ran into that you were able to overcome and how?

**HD:** To start the long process of creating the chair, I first drew blueprints to plan out how I wanted the chair to be constructed. I then started sculpting pieces of clay that would be used to create the chair. Next, I stuck the pieces of the chair in their planned spots. The clay chair was then fired in the kiln, painted, and fired in the kiln once more. An obstacle that I ran into when creating the chair was that the clay I was working with would have different dryness levels, making it difficult to hold the pieces together or construct the chair together. I overcame the different dryness levels

of clay by placing a damp rag over the pieces so then they would be roughly around the same for the next time I work on them. It took around five class periods to finish the chair.

**H+T:** Can you talk a little about your approach to art?

**HD:** I believe that gratitude plays a part in art because it creates a more positive and fuller environment. I believe that practicing gratitude creates more room to look deeper into art pieces and also helps build creativity when creating art.

**H+T:** What are you currently working on?

**HD:** I am about to start working on a contemporary-style home design inspired by Frank Lloyd Wright's "organic architecture." +



ABOVE: Hadley Duke shows her budding interest in ceramics.

# FACULTY HOUSING



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# ARTS ROUND-UP

Cutthroats pursuing their passions on the stage and in the studio!



PHOTOGRAPHY: RAY J. GALDO

## MUSICAL BLONDES, A 1980s TAKE ON THE BARD, AND OTHER CREATIVE PURSUITS

### UPPER SCHOOL

Last fall, close to 40 Upper School students (and two dogs) worked tirelessly both on the stage and behind the scenes to bring the award-winning musical production *Legally Blonde: The Musical* to the SVCS stage. Based on the iconic movie from 2001 starring Reese Witherspoon, *Legally Blonde: The Musical* tells the story of a college sorority girl (Elle Woods) who is on a mission to win her boyfriend back by attending Harvard Law School with him, and along the way finds herself on a path of self-discovery. Directed

by Kevin Wade '06 (US + MS Theater teacher, Co-Director of the Creative Arts Academy, and Creative Arts Department Chair) and choreographed by Megan Mahoney (ES Dance + MS Music + Drama teacher), the production performed to sold-out audiences each night. And no wonder, despite the fact that many of the performers were also participating in hockey, volleyball, soccer, dance, and other activities, they still dedicated themselves to rehearsing 25-30 hours a week.

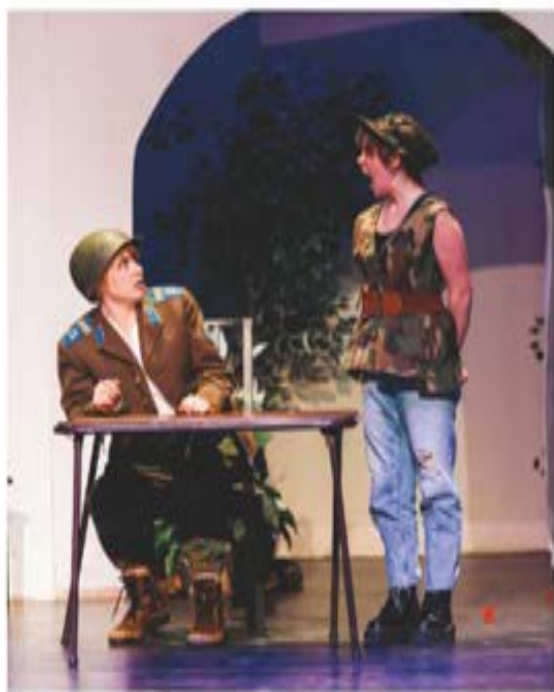
The play starred junior Rose Bicas-Dolgon as Elle Woods, alongside junior Brady Giles as Warner Huntington III, junior Charlie Coulter as Emmet Forrest and senior Priya Merchant as Elle's friend,

Paulette. "It was a pleasure to explore this well-loved story, and the SVCS players were thrilled to share the musical version of this film with our audience," says Kevin. **"We made some updates, revisions, and cuts to bring this story into the 2020s and brought our audiences a more inclusive take. At first glance, *Legally Blonde* might have looked a little like cotton candy, but it was full of great writing, infectious tunes, and layers of substance. Our goal was to make our audience laugh, but also allow them to tear up a bit. Oh, and the dogs were a hit!"**

ABOVE: The cast of *Legally Blonde: The Musical* hits a high note!



PHOTOGRAPHY: RAY J. GAZDO



TOP AND BOTTOM: Scenes from the SVCS version of *Much Ado About Nothing*. OPPOSITE TOP TO BOTTOM: A comic detail, Senior Middle: Carpenter during Creative Arts Night.

Fast-forward to the winter and Upper School thespians turned their attention to one of William Shakespeare's most popular comedies, *Much Ado About Nothing*. Director Kevin Wade '06 brought new life to this classic Shakespearian comedy by updating the story to take place in the 1980s and audiences could not get enough.

The plot revolved around two romantic pairings between main characters Benedick and Beatrice and Claudio and Hero. Themes of misunderstandings, love and deception, intrigue, and action entertained audiences. But there was a new twist Kevin had up his sleeve...Kevin explains, "We updated this story to take place in southern California in the mid 1980s, and audiences had a blast remembering, rediscovering, or hearing for the

first time (in the case of some of our younger patrons) many classic songs from the era. Our 'way in' for this piece was through the idea of the rumor mill. We all know how slander, falsehoods, and misinformation can have grave consequences, and that idea is particularly accessible to Upper School students. We explored that theme as our main access point to this hilarious and touching play. Love conquers all, and can strike us at unexpected moments—this play was about staying open to newness and being true to ourselves."

The cast included more than 25 Upper School students on the stage and in the technical booth. Main cast members include Charlie Coulter (as Don John), Noah Davis-Jeffers (as Claudio), Emma Dessorault (as Hero), Hailey Jackson



(as Beatrice), Ava Kowalski (as Benedick), and Cassius Klingenfuss (as Don Pedro).

And as with every successful performance, let's not forget about our off-the-stage students who were instrumental with one or both shows: Tyler Salvoni, Bridgette Silva, Brady Giles, Koa Mott, Carter Hickey, Thor Roberts, and Kyan Gandhi.

In March, the Creative Arts Academy hosted a Senior Night/Upper School Creative Arts Night. Thirteen seniors participated, either through musical performances or an art exhibit, as the culminating event in order to obtain a Certificate of Completion from the CAA. Five non-seniors participated with musical performances and an original poetry reading. The artwork from the evening will be up in Hagenbuch Hall until graduation, if you are interested in coming by to take a look.

### A FESTIVAL, A BEAUTY, A BEAST, AND A WHOLE LOT OF TALENT

#### MIDDLE SCHOOL

Middle School students took their thespian talents to the Sun Valley Community School stage on force this year. Because the 24-Hour Drama Festival was such a success in the fall of 2020, it was a no-brainer to bring it back for this year's students. The performance did not disappoint, and was nothing short of fast, furious, and a knee-slapping good time. Produced by Megan Mahoney (ES Dance + MS Music + Drama teacher), Elle Lucas (5<sup>th</sup> Grade Teaching Assistant + MS Drama), and Kevin Wade '06 (US + MS Theater teacher, Co-Director of the Creative Arts Academy, and Creative Arts Department Chair), the performance consisted of a series of short plays conceived



of, written, and acted by Middle School students. This year's group featured 28 students who took to the stage and the tech booth for a creative afternoon of theatrical pursuits.

In April, 35 students stole the show with their three performances of *Beauty and the Beast, Jr.* Performing to



TOP AND BOTTOM: Scenes from the SVC5 Middle School's production of *Beauty and the Beast, Jr.*

sold-out shows all three nights, actors Camilla Parks (Belle), Evan Dittami (Beast), and Harrison Black (Gaston) helped lead a talented cast to bring this timeless Disney classic

to life on the Cutthroat stage. Middle School thespians and tech crew were able to bring audiences the story of Belle, a young woman who takes her father's place as prisoner in the Beast's cursed, enchanted castle. For the first time in two years, these Middle School actors performed without masks. The production was led by director and choreographer Megan Mahoney (ES Dance + MS Music + Drama teacher), Kevin Wade '06 for musical direction (MS + US Theater, Co-Director Creative Arts Academy, and Creative Arts Dept. Chair) and Elle Lucas (ES 5<sup>th</sup> grade teaching assistant and MS Drama) who oversaw the technical team and stage management. Upper School students Elyse Duffield, Ida Belle Gorby, and Noah Davis-Jeffers lent their skills as Assistant Stage Managers. The leadership collaboration showed students the value

of working together and helping each other out when the situation arises. Megan points out that in live theater, things can go wrong, and being able to handle it teaches students problem-solving, in addition to public speaking and self-advocacy. "Every single moment on stage and off is preparing these kids to be successful, competent, and resourceful," says Megan. "We are teaching our students to be good humans, and we have the privilege to do so through music, text, and dance."

**BEATS FROM AROUND THE WORLD + A SPOONFUL OF SUGAR**  
**ELEMENTARY SCHOOL**

Congratulations to the Elementary School students on performances well done this school year! In the fall, the showcase theme was "Global Beats," and each grade, Kindergarten through

PHOTOGRAPHY: AMAUCA REINE PHOTOGRAPHY

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# FROM THE SCHOOL YEAR TO THE SUMMER...



**Sun Valley Community School's  
Summer Program 2022  
Registration is Open!**

#### **JUNE-AUGUST: NON-CREDIT OFFERINGS**

Please check [communityschool.org/summer-program/summer-program-registration](https://communityschool.org/summer-program/summer-program-registration).

#### **MID JUNE-JULY: FOR-CREDIT COURSES**

Taught by Sun Valley Community School's esteemed faculty, for-credit courses are open to current and non-Sun Valley Community School students. Courses include English, Social Studies, and Science.



**Lauren Marziliano, Director of Summer Programming:** [lmorziliano@communityschool.org](mailto:lmorziliano@communityschool.org) • [communityschool.org/summer-program/summer-program-registration](https://communityschool.org/summer-program/summer-program-registration). **Locations include:** Sun Valley Community School's Trail Creek Campus • Dumke Family Sagewillow Campus

\*All offerings are subject to change or cancel. Please check our website for updates.





PHOTOGRAPHY: AMANDA REINE PHOTOGRAPHY

5<sup>th</sup>, explored dance and music styles from around the world. According to ES Music and Theater Teacher Joshua Stone, who directed the production (along with ES Dance + MS Music + Drama Teacher Megan Mahoney), the theme of "Global Beats" grew out of the school's SVCS GlobalBeatPartners program. According to Joshua, the program was designed for our ES students and has grown out of many years of collaborating with international players, choirs, ensembles, teachers, and students and is supported with professional development funds provided to the school. "The concept is this: we ask teachers and musicians from around the world to teach our students a song they learned, in another language, when they were young," explains Joshua. "Then, our students learn the song and via Google Meet, we perform the song for our GlobalBeatPartner, and they

perform for us. Students also get a chance to ask questions." Students in Joshua's classes have learned songs in Hindi, Russian, Spanish, and Chinese! In Megan's classes, students are learning dance styles from Russia, Scotland, India, Czech Republic, France, and America.

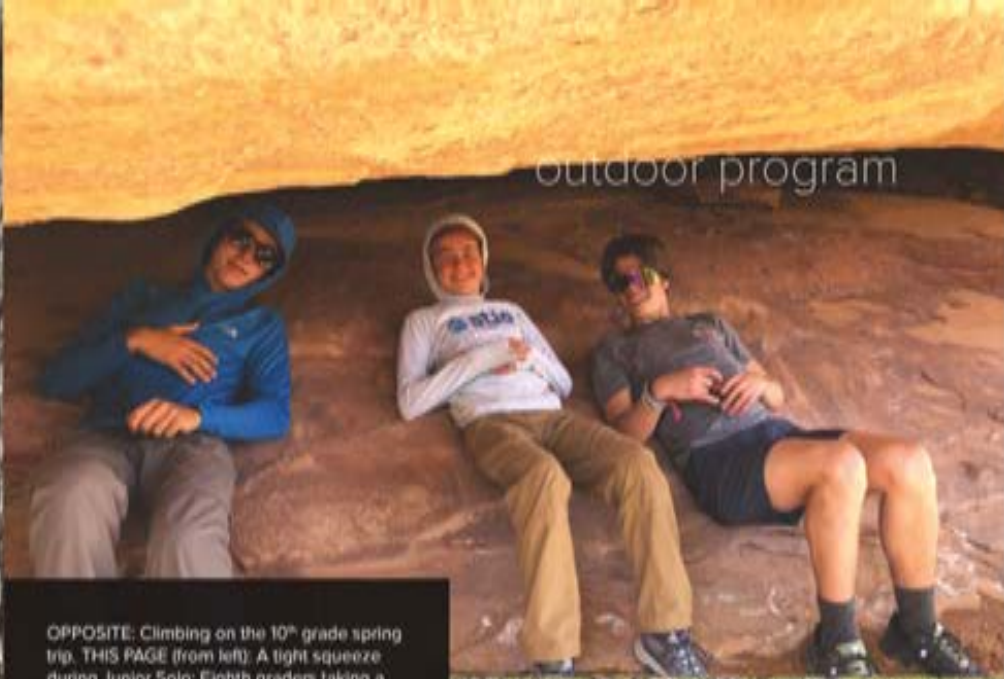
A spoonful of sugar arrived in March! Elementary students in grades K-5 classes performed a junior version of a musical, *Mary Poppins, Jr.*, with the 5<sup>th</sup> grade class in the lead roles. Audiences were treated to such longtime favorites such as "Step in Time," "A Spoonful of Sugar," and "Supercalifragilisticexpialidocious!" With a cast of 121 children, this was absolutely a team effort. Extraordinary work with costuming by Cat Downs, Joshua Stone (Direction + Musical Direction), Megan Mahoney (Choreography), and Elle Lucas (Stage Management). Congratulations to all students on a wonderful show! 🍬



TOP: Fifth graders in *Mary Poppins, Jr.* as chimney sweeps.  
 BOTTOM: Kindergarten polka dancers in the fall Global Beats production.

## #NotAllClassroomsHaveWalls

Climb a peak. Belay a buddy. Paddle a river. Dig an avalanche pit. Here is a peek at some of the adventures students have had with our Outdoor Program through the spring. More than just providing good times, our Outdoor Program builds self-reliance, grit, and leadership skills that benefit our students in all that they do now and in the future. But yes, there are many good times, too.



OPPOSITE: Climbing on the 10<sup>th</sup> grade spring trip. THIS PAGE (from left): A tight squeeze during Junior Solo; Eighth graders taking a break on their Grand Gulch trip; All smiles during the 6<sup>th</sup> grade spring trip; Beauty and green hills abound in Hells Canyon during the 7<sup>th</sup> grade spring trip; ECC-3 says, "Bring on spring!"; Smile for the camera, Anika Vandenberg '23, Junior Solo.



outdoor program

**GRATITUDE ISN'T  
JUST AN ATTITUDE,  
BUT THE**

*words by* RUBY "THE MOUNTAINS ARE CALLING" MARDEN '16, SVCS INTERN

**CORNERSTONE OF  
HOW WE  
ENGAGE  
WITH THE  
LAND AND  
EACH  
OTHER**

**AT SUN VALLEY  
COMMUNITY SCHOOL'S  
OUTDOOR PROGRAM**



**E**ight years ago I embarked on my first Sun Valley Community School Outdoor Program trip, "Fall Campout," after joining the community in the latter part of my high school journey. Fall Campout is one of the school's most beloved traditions. It is also one of the longest standing Outdoor Program trips during which Middle and Upper School students launch the school year with two nights of backpacking in the mountain ranges, river valleys, and alpine basins of our Idaho backyard. On these trips, 6<sup>th</sup> graders haul backpacks larger than themselves up rocky mountain peaks with the help of their new bigger-kid friends;

teachers and students share laughter and stories around perfectly imperfect camp meals, and nerves from starting a new school year begin to dissolve as students settle into the elastic flow of mountain time.

**Every fall, winter, and spring trimester, the SVCS Outdoor Program runs excursions for each grade in the Elementary, Middle, and Upper Schools ranging from locations such as Washington's enchanting Olympic Peninsula, the depths of Hells Canyon, and desert alcoves in Utah's Bears Ears National Monument. And despite experiencing**

**these trips since many students were mere Cutthroat tadpoles, the power of these trips never seems to fade.**

I have had the wonderful opportunity of experiencing and leading a number of these trips now as an alumna of the school and current staff member working for the Outdoor Program and 7<sup>th</sup> Grade Team. Being in the trip leader role now, my perspective of these wilderness adventures has shifted and I have gotten to see behind the curtain of the way the Outdoor Program runs. First and foremost, I would like to acknowledge how these trips would not function without an immense amount of time, effort, flexibility,

diversity in skill set, and terrific attitudes amongst the Outdoor Program trip staff and greater school faculty. The deep pool of talent, passion, and commitment to each and every student so clearly emanates from the educators here at the Sun Valley Community School. It is truly unparalleled. And for that reason I am so grateful to be a part of that team, and among a community that embodies gratitude as such a cornerstone of all that we do.

It is not far-fetched to say that gratitude is a key attitude of SVCS culture, and this attribute is particularly embodied in the way in which Outdoor Program trips operate. It is a privilege to be able to engage

## outdoor program



in the natural places that we do for a multitude of reasons. For one, many of the locations of our trips take place on the traditional land of native indigenous people who have deep connections to the land and who have made significant contributions to the broader ecosystems. As an outdoor program, we acknowledge those individuals and their commitment to their land as we constantly strive to be more equitable, inclusive, and sustainable recreators in the incredible wild places we share.

A spirit of gratitude is also more important than ever given the changing climate and environmental landscape in many of the places where we bring

students each year. Especially here in Idaho, summers are getting hotter, drier, and more susceptible to forest fires and droughts. Fall Campouts today have increased fire and smoke protocols. Other trips are impacted by our changing climate realities as well. Backpacking through the Needles District of Canyonlands National Park, where water (while never abundant) was dependable. Now we have to plan as if our hiking routes might be dry as a bone. Unpredictable weather and extreme conditions are becoming more of the norm on many trips run by our Outdoor Program.

Thinking back to this past year's 10<sup>th</sup> grade fall trip to

the Olympic Peninsula, the "Coast Trip," which I did not experience as a student in high school but co-led with former Outdoor Program Director, Rob Landis, we experienced some of the most tumultuous and unpredictable weather that any Community School group has seen in this location. **For five days, rain didn't let up, and the windows of time that allowed tides low enough to cross on foot were short and inconsistent. Rogue waves on the northern stretches of several backpacking routes were not uncommon.** Despite these extreme environmental challenges,



PHOTOGRAPHY: COURTESY OF RILEY HARGREN '16

the attitudes of determination, adaptability, and gratitude amongst our small group were ultimately the reason that we succeeded in completing our extraordinarily technical and strenuous journey from Rialto to Ozette Beach, given the inclement weather. The way our students excelled in less-than-ideal conditions is a testament to the myriad of ways that SVCS prepares students for the road ahead, no matter how rocky it may get while they go from here...anywhere.

At Sun Valley Community School, gratitude isn't just an attitude in our Outdoor Program, but the cornerstone of how we engage with the land

and each other. We recognize what a gift it is to be able to spend time outdoors in the way that our school does and with that in mind, so much intention and effort goes into providing that opportunity for our young people. Especially today, when the opportunity to disconnect, distract oneself from the present moment, and give one's precious attention to technology and online worlds, giving students a space for genuine connection and growth in outdoor spaces is critical.

It's not every school that begins its first few days of the school year together for three days in the woods; thus, it is so important to cherish

meaningful moments such as these that our school provides.

**As I think back to my younger self, just taking her first steps up to the Hyndman Basin during Fall Campout, or experiencing three days alone in Utah's Canyonlands for the "Junior Solo" trip, I can only help but smile at the girl I was then who had no idea that she would be returning full circle to lead the very trips she participated in years ago.**

The work that the Outdoor Program does isn't always glamorous. I surely can't be the first to admit that setting up

tents in a torrential downpour at midnight, fixing broken whistling stoves in windstorms, or repacking more bags of dried mango than one could ever need can be, let's say, challenging. Nevertheless, these gritty moments are what we hold on to, and they are all a part of what sets our Outdoor Program apart. These moments are certainly at the heart of my deep gratitude for having returned to this community after several years away. I am still in awe of the people who I get to work alongside each day and the consistent attitude of appreciation that keeps us grounded yet propelled forward into our beautifully convoluted world. ✦

# SVSA ATHLETES PURSUING THEIR PASSIONS



PHOTOGRAPHY: JAMES SCHIFF PHOTOGRAPHY

As our Sun Valley Ski Academy program celebrates its 10<sup>th</sup> anniversary this year, it's fitting that we should also be celebrating the accomplishments of our student-athletes and graduates. SVSA has helped student-athletes pursue their passions to the collegiate and national team levels. This year, we celebrate two special athletes who have competed at the highest and most prestigious level of their sport. Congratulations to Jesse Keefe '22, who competed in his first Paralympic Winter Games, and Chase Josey '13, who competed in his second Olympic Winter Games. Sun Valley Community School is also thrilled to bring Chase back to his roots as this year's 2022 Commencement speaker.

ABOVE: Jesse Keefe '22 ripping on the mountain.



# my first paralympic games

BY JESSE KEEPE '22



**B**eing able to go to the Paralympic Games has been one of the biggest goals in my life and to think that I have finally completed my first Games is almost too good to be true. The Paralympic Games is a huge event that might be one of the biggest accomplishments in an athlete's career; however, due to the lack of media coverage and public attention, very few people know about the Paralympic Games and how they came to be.

The Paralympic Games, also known in the past as the Games of the Paralympiad, is a massive event that takes place in the summer and winter and

hosts a variety of multi-sport events involving athletes with a wide range of disabilities. However, it wasn't always like this. The history of the Paralympic Games and how it started is quite interesting. The first organized athletic event for disabled athletes took place on the day the 1948 Olympic Summer Games started in London. A man named Dr. Ludwig Guttman, who worked at a hospital after he fled Nazi Germany, hosted a sports competition for British veterans with spinal cord injuries after WWII. They were called the International Wheelchair Games and were organized in order to be at the

same time as the Olympics. **Para in Greek means "beside" or "alongside." Guttman's vision was to be able to create a competition for people with disabilities that could be equivalent to the Olympics and exist alongside the Olympic Games.** After this first "Wheelchair Games" event, news spread slowly throughout countries and eventually the second Paralympic Games were held in 1952, when Dutch and Israeli veterans participated along with the British, making it the first international event hosted for disabled people. At the

ABOVE: Jesse '22 (2<sup>nd</sup> from left) on a Fall Campout early in his SVCS career.



ABOVE: Jesse at the Beijing Winter Paralympics. OPPOSITE: The 4<sup>th</sup> grade gets a surprise visit from Jesse after the Paralympics.



PHOTOGRAPH BY JOE KOSUMOTO/ALPINE SKI PHOTOGRAPHY



time, these competitions were nicknamed the Stoke Mandeville Games after the hospital where Guttman worked. This hospital holds the same importance to the Paralympics as Greece holds to the Olympics.

After a few more of these events, more and more people started to hear about the International Paralympic Games, and soon these competitions started to see some major growth. One of the first major milestones was when the games were no longer only for war veterans but were open to any athlete with a disability. These Games were held in Rome in 1960 and over 400 athletes from 23 different countries competed. However, these athletes were still athletes in wheelchairs; it wasn't until 1976 when athletes with different disabilities were allowed to compete. With all the new classifications and athletes, the games grew

from 400 athletes to 1,600 athletes from 40 countries. The last big milestone for the Paralympics was in 1988 when the Paralympics immediately followed the Olympics. After this, the International Olympic Committee and the International Paralympic Committee made an agreement to keep the Games back-to-back. Every year, the Paralympic movement keeps growing and this year, 4,342 athletes from 159 countries competed in almost every sport represented in the Olympics.

**The main point of the Games is to allow athletes with disabilities to participate in an international competition against other people with either different or similar disabilities. Even though disabilities vary greatly, the IPC has created a system that can make competition**

**equitable for everybody. They have done this by creating registered disability groups that help to determine certain concessions. These concessions may help more disabled athletes compete competitively, but they also make sure to not give them an unfair advantage over other competitors.** These concessions are today called 'factors,' and depending on the severity of a disability, you get a certain factor to even the playing field. This factor works differently in every sport but, for example, in my event of alpine skiing, the factor will end up taking time off your run so that the competition stays fair no matter what disabilities people have. Even though the factor system is fairly simple to understand, it is still important to know the process of gaining a factor. The IPC runs a small



PHOTOGRAPHY: JOE KUSUMOTO/US PARALYMPICS ALPINE SKIING

number of tests to determine an athlete's factors. There are three main groups of athletes that are determined by what kind of disability you have: sitting, standing, and visually impaired. Depending on what group you are put into, after testing you will also be given a certain class like mine, which is LW4. This class means an affected leg from below the knee. Each sport has a different number of classes. Para ice hockey has only one class compared to running and jumping events that have more than 20 classes. It can get even more complicated for some athletes who have certain disabilities that get more severe over time so their classes end up changing. But even though different athletes have different classes, they won't just compete with others with the same class. The IPC states, "If different

impairments cause similar activity limitation, athletes with these impairments are allowed to compete together." To put it simply, all athletes who can stand up no matter the class will compete against each other. During the competition, all of these different athletes will have similar times because of how the factors can change the times by a certain percentage to make the competition more fair.

**My experience in the Games has taught me a lot about my sport. I have also valued meeting athletes and people from around the world in various sports. I'm excited to keep learning more over the next few years preparing for the next Games.** But as excited as I am, there are some aspects of the Paralympics that I hope will

improve over the next couple of years. One of these main issues is media coverage. In Beijing, it was the first time the Games weren't just shown on some random channel that nobody knew about. This time they were streamed and shown on actual streaming services and were noticed by news channels everywhere. In the past, it was usually just the families of athletes who managed to see the Games. As more and more athletes compete in the Paralympics, more people will take notice. Hopefully, I will continue to compete in the Paralympics for as long as I can and I am excited to see the progress of this movement. I am excited for many more disabled athletes to get to feel the same way I did going to their first Paralympic Games.

ABOVE: Jesse charging through the course at the 2022 Beijing Winter Paralympics. OPPOSITE: Chase Josey '13 gets big air during the halfpipe event at the 2022 Winter Olympics.



PHOTOGRAPH: U.S. SKI AND SNOWBOARD TEAM / MIKE DAMSON

## chase josey '13 his second olympic games

**T**his past February, while the nation was rapt with excitement watching the 2022 Winter Olympics, the Sun Valley community was especially excited about hometown hero Chase Josey competing in his second Winter Olympic Games.

As we celebrate the 10-year anniversary of the Sun Valley Ski Academy this year, it's especially significant that one of our first SVSA student-athletes returns to share his experiences and his successes.

About his most recent Olympic performance, Chase

says, "On my final run, I knew I had nothing to lose and that I wasn't going to hold anything back. I put together the run of my life and nailed each of my tricks, but I'm most proud of the fact that I didn't hold back or play it safe."

Chase is certainly a shining example of our mission in action. He has been from here...to many, many places in pursuit of his competitive dreams. He has faced challenges, has called upon a hard-earned confidence built through years of training and



preparation, and he is certainly making an impact on his sport and on the many young aspiring athletes here and around the world.

**Chase joined the SVCS community at the beginning of his junior year because he wanted to pursue snowboarding at the highest levels; he knew that the Sun Valley Ski Academy at Sun Valley Community School would help him**

**balance his academic pursuits with his competitive snowboard dreams. Though he joined Sun Valley Ski Education Foundation (SVSEF) in 2<sup>nd</sup> grade as a cross-country skier, he joined the snowboard program in 3<sup>rd</sup> grade and hasn't looked back. Chase has been named twice to the U.S. Olympic Snowboard Team, the first time in 2018 in**

**PyeongChang when he placed 6<sup>th</sup> in halfpipe and the second, in 2022, when he placed 7<sup>th</sup> in halfpipe.** He has also participated in the 2015, 2019, and 2021 World Championships, with his top finish (5<sup>th</sup> halfpipe) in 2021 and World Cup (earning one career win in 2017 and four career podiums). Chase has competed at numerous X Games, including the 2016 X Games in Oslo where he took the bronze. When he is not



PHOTOGRAPHY: U.S. SKI AND SNOWBOARD TEAM / MIKE DAWSON

training. Chase volunteers his time and expertise to ride with SVSEF's snowboard team and fills in as an arborist with the family business, ArborCare Resources.

**Chase has been described as "one of the most unique riders in snowboarding right now" and he is known for his technical tricks and his creativity when it comes to crafting a run.**

About returning home to

Chase will speak at Sun Valley Community School's Graduation, Chase says. "I'm honored to be asked and I'm excited to have a chance to meet and speak to this year's graduates. Having graduated from SVCS in 2013, I remember well the feeling of anticipation and excitement about what's to come mixed with a powerful sense of gratitude for what has been during my time as a Cutthroat."

OPPOSITE: Chase and his famous smile; ABOVE (l to r): Chase hard at work during the 2022 Winter Olympics; trying local fare; navigating travel to China during a pandemic.

# BOARDING FAVES

Steps from downtown Ketchum, Sun Valley Resort's iconic Bald Mountain, and myriad hiking, biking, and running trails, Rufus M. Brown Hall offers residents easy access to all that the area has to offer. Boarding students and Director of Residential Life Clay Wawner share their favorite spots to visit when they are out and about in town and memories from their time at the dorm. Sorry fishing fanatics, to find out Clay's favorite fishing spot, you will have to ask him yourself!

## // FAVORITE MEMORY

"Convincing Clay to buy the NBA league pass for us so we could watch every basketball game." Noah Horsch, Sophomore

"The Redfish Lake trip." Chance Dooley, 9<sup>th</sup> Grader

## “ FAVORITE PART OF DORM LIFE

"My favorite part of dorm life is the independence and the bond between each one of us. My favorite dorm activity is Assassin!"

Pingyi Wan, Junior

"The bond between grades."

Chance Dooley, 9<sup>th</sup> Grader

"The dorm family."

Addison Featherman, 9<sup>th</sup> Grader

"My favorite dorm activity is watching football."

Noah Horsch, Sophomore

"Hanukkah dinner and the Labor Day rafting trip."

Clay Wawner, Director of Residential Life

## “ BEST STUDY SPOT

"The best study spot is the spot that is closest to the back door at 1 a.m. (not a single human or creature will appear in that spot)."

Pingyi Wan, Junior

"The Community Library in Ketchum."

Greta Leitheiser, Senior

"My room!"

Chance Dooley, 9<sup>th</sup> Grader

"The Community Library in Ketchum."

Addison Featherman, 9<sup>th</sup> Grader

"Maude's in Ketchum."

Emma Singer, Sophomore

"I really like to study at The Community Library; it's a clean and quiet environment."

Noah Horsch, Sophomore

## “ FAVORITE SKI RUN

"Broadway. Because it's long and fast." Gabe Garlick, Junior

"Plaza." Addison Featherman,

9<sup>th</sup> Grader

"Flying Squirrel to Lower

Picabo." Clay Wawner, Director of Residential Life

## “ FAVORITE MOUNTAIN BIKE TRAILS

"Forbidden Fruit in Adams Gulch." Gabe Garlick, Junior

"Shadyside to Porkchop." Emma Singer, Sophomore

"Adams Gulch: Sunnyside to Lanes to Citizens to Shadyside and over Heidelberg." Clay Wawner, Director of Residential Life



## BEST PLACE TO TAKE PARENTS WHEN THEY ARE IN TOWN

"Golfing with my dad."  
Chance Dooley, 9<sup>th</sup> Grader

## FAVORITE LUNCH SPOT

"My favorite lunch spot is Johnny G's Subshack. I love the bread bowl with tomato soup."

Greta Leitheiser, Senior

"Wrap City. I order a melted cheese Super Kids. It's my favorite wrap!"

Gabe Garlick, Junior

"Perry's, I get the chicken tenders and fries."

Chance Dooley, 9<sup>th</sup> Grader

"Johnny G's Subshack. I get the Leftover Sandwich."

Addison Featherman, 9<sup>th</sup> Grader

"My daily order is an 8-inch 5B from Johnny G's Subshack. I've gotten it so much I don't even have to tell them my order anymore."

Noah Horsch, Sophomore

"The best dinner place is Rickshaw. I recommend takeout for a picnic by the river."

Clay Wawner, Director of Residential Life

## FAVORITE RUNNING TRAIL

"Chocolate to Fox to Lake Creek."

Emma Singer, Sophomore

"Best hiking trail is Taylor Canyon Loop."

Clay Wawner, Director of Residential Life

## FAVORITE NORDIC TRAIL

"Lake Creek!"

Greta Leitheiser, Senior

"Harriman, Galena to SNRA."

Emma Singer, Sophomore

"Durance Loop!"

Clay Wawner, Director of Residential Life

## BEST PLACE TO SHOP

"The Gold Mine!"

Chance Dooley, 9<sup>th</sup> Grader

"My favorite place to shop in town is The Gold Mine Thrift Store."

Noah Horsch, Sophomore

## FUNNIEST THING THAT HAPPENED THIS YEAR

"Rufus the Squirrel."

Chance Dooley, 9<sup>th</sup> Grader

"The funniest thing that happened this year is that we'll never know how many different places Kyan can fall asleep on a weekday afternoon."

Pingyi Wan, Junior

# big mountain athletes + roomies addison and eloise

words and photography by ANNEUISE TURCK,  
COMMUNICATIONS ASSOCIATE + SHUTTERBUG



Ninth grade Cutthroats Addison Featherman and Eloise Hogan have more in common than just being in the same grade. Both are Sun Valley Ski Academy boarding students in their first year at SVCS; they compete for Sun Valley Ski Education Foundation's Big Mountain team and yes, they are roommates. Addison hails from Crested Butte, Colorado, while Eloise counts the Big Apple as home. We sat down with both to find out why they joined Sun Valley Community School, what life is like in the dorm and on the mountain, and overall, what they've learned from each other.

**H+T: Why did you choose Sun Valley Community School?**

**Addison Featherman:** I moved here to be a part of Sun Valley Ski Academy and the Outdoor Leadership Academy. It is also such an amazing community and I love being in a small

school where the students and teachers have such a close relationship. I love how close I am with my teachers and that coming to school is not the burn that I have felt at other schools. I enjoy coming to school now!

**Eloise Hogan:** About a year ago, I decided to make the life-changing decision to move from New York City to a small town in Idaho. I knew I wanted to leave the city in order to connect with nature and take my skiing to the next level. I have noticed that my happiness is sparked with being outdoors and on some kind of adventure. SVCS does

a really great job of teaching kids survival skills, which most adults still don't know! This school gives young adults a unique chance to find what they are passionate about early on.

**H+T: What is dorm living like in Sun Valley? How is it being roommates?**

**AP:** I love living in the dorm because of all of the amazing people you get to meet from all types of backgrounds. The community in the dorm is so supportive. I love being a roommate with Eloise because it is amazing to be living with your best friend and to live with



# SUN VALLEY COMMUNITY SCHOOL

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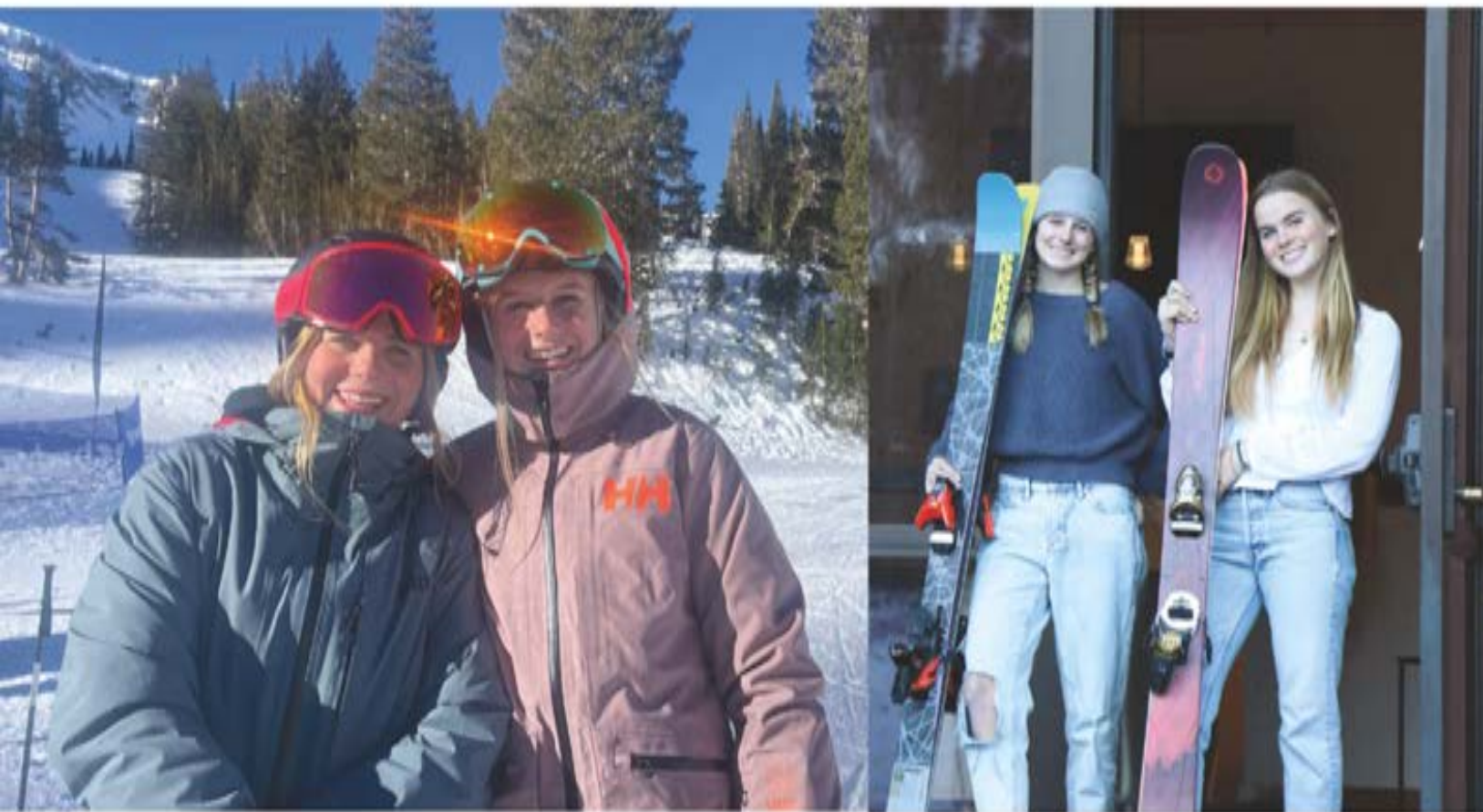
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someone who is going through the same things you are, from missing home to making new friends. We have each other to get through it all with. The dorm is surrounded by amazing staff members, from the RAs to Carl and Tracey. They do so much for the students.

**EH:** Leaving my family and a big city to move across the country was definitely scary! However, I couldn't ask for a more helpful second home to count on or a better roommate. Not only is there delish food cooked by Tracey and Carl, but also great RAs to help you get around town and help with homework. The dorm also organizes monthly trips such as Christmas tree hunting out Warm Springs and river rafting trips. Certainly Addison and I spend a lot of time together but I couldn't ask for a better roommate and best friend.

Addison and I love to go on adventures together, ski, and watch *New Girl* episodes.

**H+T: Tell us about the Big Mountain team!**

**AF:** I was on a Big Mountain team for three years before joining SVSEF's team. Before that, I was on a race team for a year. I love being on this team because you get to be so creative, and it is such a supportive ski community. Just this weekend, we competed at Snowbird (Utah) and I placed 4th in Vol.1 and podiumed (3<sup>rd</sup>) in Vol.2.

**EH:** I ski raced for an East Coast team my whole life until I moved to Sun Valley. When I moved here, I not only left my home behind but also the one sport I spent my whole life practicing. I am now in my first year of the Big Mountain team and have found a new

appreciation for the sport. Not only is the team a great second family, but it is also a great way to make new friends as a new student.

**H+T: Winter term was pretty busy with ski comps. How was the student-athlete balance and experience?**

**AF:** I had to miss a lot of school during the ski season due to competitions. The academic support that this school gives us is amazing, and I am grateful for the fact that the teachers here work with me and my coaches to help me keep my grades up. The small classes at SVCS help me learn because there is more time for questions and discussions.

**EH:** Being an athlete and student is sometimes hard to juggle, but our reliable teachers and coaches made it 10 times easier!



**H+T: Favorite dorm memory so far?**

**AF:** There are so many amazing memories already! But I think my favorite has to be the dorm "White Elephant" party. It was so fun to see everyone participate and have a good time laughing with each other.

**EH:** I would agree with Addison. The memories are endless! My favorite memory has to be going to Redfish Lake. We paddle-boarded on the beautiful lake and enjoyed the sun.

**H+T: Favorite dorm dish courtesy of Tracey (Caraluzzi, Residence Hall Chef)?**

**AF:** My favorite dish is definitely Tracey's Peruvian chicken!

**H+T: Outside of Big Mountain and school, what else are you involved in?**

**AF:** Outside of the ski team, I am on the volleyball team and the tennis team. I am also going to try to get a job this spring. The dorm is really good with transportation and works

with us to coordinate getting us to where we need to go.

**EH:** Along with the Big Mountain team, I have spent much of my time this past winter participating in RotaRippers. It's a program run by the local RotaRun ski mountain in Hailey that helps young, underprivileged, or at-risk kids ages 5 to 12 learn how to ski. Every Tuesday I got to bring smiles to young children's faces by bringing them out and giving them a chance to ski. ✦

# AROUND

words by MARIA MENDOZA, 12<sup>TH</sup> GRADER + CHANGEMAKER  
photography by ANNELIESE "UNPAID UBER DRIVER" TURCK

# THE TABLE



It's been a little more than a year since The Community Table/La Mesa Comunitaria was a mere floating thought shared by a few high school students spread through the Wood River Valley. The initiative began as a project intended to help alleviate the void left by the end of the Souper Suppers program, and to give students across the valley an opportunity to do something for the community remotely, in times when in-person, group interactions were still strongly discouraged due to the pandemic.

Souper Suppers, a

community-managed organization, served weekly meals to those in need of nourishment out of the St. Charles Parish Hall in Halley from 1997 - 2020. Through the years, Souper Suppers served nearly 100,000 meals to individuals and families, making a big difference for food security in our valley. Without a resource like Souper Suppers, many in our community would go without. When considering ways to fill the void left by the closing of the program, food insecurity was certainly a concern, but so was isolation. We knew that as five high

school students, we could not meet the demand that Souper Suppers did, but we still wanted to do something meaningful. As our initial planning meetings became more frequent and the vision grew clearer and more detailed, our ambition grew. We set out to create an initiative that would build bridges between people in the valley while also meeting some of the food needs in the valley. But, in the year since those initial meetings, The Community Table/La Mesa Comunitaria has grown to be so much more than what we initially envisioned.

Students from Wood River

ABOVE: The people behind The Community Table/La Mesa Comunitaria.



High School, Sun Valley Community School, and a home-school student (Eduardo Escalera, Anay Salinas, Daphne Achilles, Maria Jose Gonzales, Isabelle Thomson, Emily Walters, and myself, Maria Mendoza) took the lead in collaborating. This work led to connections and friendships that allowed us to break down stereotypes we had unknowingly built about each other and each school's student population. From the beginning, the work revolved around and, most importantly, created or strengthened community.

**As we brainstormed about how to move forward, we focused on the importance of meals—not only for sustenance,**

**but also for the act of coming together. Eating only to fulfill a need can be lonely; we unanimously agreed that meals should be about sharing a moment with someone. With this in mind, we settled on making it our mission to contribute to the valley by providing meals, joy, resources, and a sense of community to anyone who wanted to share a moment together.**

Admittedly, the process of starting a program like this ended up being complex beyond our expectations. It was difficult to figure out how to ensure longevity. We wanted this initiative to be something

that would serve the community for a long time and something that could be taken over by students who would come after us. The permanence we wanted called for two things that we had unintentionally neglected—a formal organization name and a logo. Surprisingly, this became the most challenging aspect of our launch because we were all nervous to pick something that would permanently represent us. We referred to our meetings as "community meal meetings" or just "the Wednesday meeting" as we debated names. We all felt the pressure of needing to settle on a name, but we struggled to find a name that felt right. After much debate, we ended up pushing that back in favor of choosing a logo first.

ABOVE: The Community Table/La Mesa Comunitaria is about making community connections. Addie Parmenter, 8<sup>th</sup> grade at SVCS puts her face painting skills to work at a recent Community Table event.



ABOVE: Quinn Farmer, a 6<sup>th</sup> grader at SVCS, also participates in the programming.

Eduardo Escalera took the lead on this, and we played with symbolism, details, and colors, often getting into debates about what was too much, and what was not enough. And although it may be backwards to choose a logo before an organization name, once we agreed on the logo, the name was inspired by it. A meal begins at a table, and thus, "The Community Table/La Mesa Comunitaria" was born.

Challenges continued even after we found ourselves becoming more "official."

**Calysta Phillips,**  
**Adult Project Manager,**  
**Community Connections**  
**Coordinator for SVCS,**

**and the heart of the initiative, often used the baby-raising metaphor. "The Community Table/La Mesa Comunitaria" was the newborn, and we all had to learn how to care for it. As we got our own legs under us, we could help our baby learn to walk and grow to be capable of taking steps without a guiding hand.**

Since January 2021, we have organized family events in different neighborhoods every few weeks, and our organization remains and will remain student-led, with assistance from local teachers

and community organizers. At the end of 2021, we completed our first full year of serving neighborhoods in the Wood River Valley, hosting 11 events entirely run by students. From planning, shopping, cooking, and serving, to running the activities and clean-ups—everything is done and decided by our student members. At events, student and adult volunteers focus on literacy and games with children: volunteers read books to kids and make sure each child leaves with at least one new book for their families. Volunteers also play sports, checkers, Jonga, card games, and more with children at the events. They





do arts and crafts projects and face painting. Through these activities, the children who join us for The Community Table/La Mesa Comunitaria are practicing fine and gross motor skills at these events. During the initial stages of the pandemic, our partnership with Neighbors Helping Neighbors, founded by Herbert Romero, whose footwork helped identify neighborhoods where people were eager for information and resources, helped us determine where to host events. Herbert Romero has also played a significant role in this by introducing us to many families in the valley who were willing to have us host an event in their neighborhoods.

**We are also currently working towards implementing a Pre-K learning support program in each neighborhood where parents and youth leaders in the community will be trained to aid Pre-K students with the fundamental development of essential literacy and motor skills in**

**partnership with The Community Library.**

This year, we hosted over 30 local Latinos and 18 Afghan refugee youth from Twin Falls at Galena Lodge for a free day of Nordic skiing, snowshoeing, and sledding. We hope to provide more opportunities in the outdoors on our own and in partnership with the BCRD. We also plan to begin incorporating more outdoor activities into our events, such as hiking and snowshoeing.

We are looking forward to what The Community Table/La Mesa Comunitaria will become in the future, and we are proud and thankful for everyone and every effort that has been made to help us arrive at this point. There have been and will continue to be silly moments when we argue over what soups are best in cold weather, what fruits kids like best, and what childhood games we can share with each other.

There will be more moments of admiring each other's strengths and fawning over Eduardo's beautiful golden parrot, who has more or less taken on the role of a mascot. There will be time to learn there is value in taking time to be a part of another person's life and taking part in another person's story. +



**IT TAKES A VILLAGE**

The Community Table/La Mesa Comunitaria has also had support from several organizations and businesses in our valley who believed in our mission, including: Neighbors Helping Neighbors, I Have a Dream Foundation, Flourish Foundation, Power Engineers, Albertsons, Atkinsons' Market, The Community Library, Church of the Bigwood, La Cabanita, Lago Azul, Big Wood Tortilla, The Toy Store, Manny's Bouncy House Rentals, Wood River Community YMCA, Clear Creek Disposal, Don David Bakery, Itty Bitty Farms, St. Thomas Church, and Wood River Tortillas.

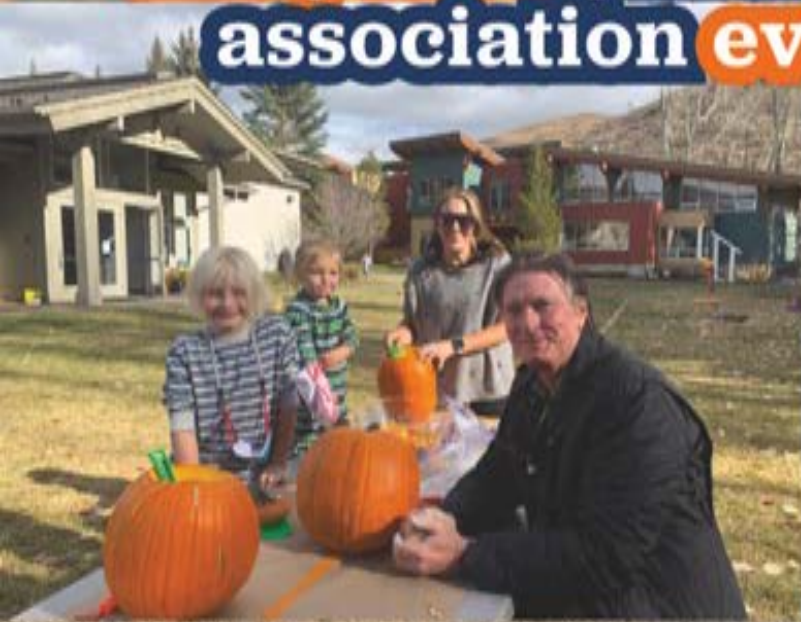
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# this year's parents' association events





from here...anywhere

# DUMP- STER FIRE

words by CALEB SONNELAND '07, FORMER CUTTHROAT WHO IS FINALLY LIVING UP TO HIS POTENTIAL

EDUCATION AS A SLOW BURN



Look, I've never had a dream in my life. Because the dream is that you wanna be a chef, but still haven't pursued. I knew what I wanted and did it till it was done, so I've been the dream that I wanted to be since day one.

**IN 2006, I STARTED A LITERAL DUMPSTER FIRE IN THE SVCS PARKING LOT. IT WAS AWESOME – ALLEGEDLY. SURE, I DIDN'T SEE IT MYSELF, BUT I WAS TOLD “SWEET FIRE IN THE DUMPSTER” BY A SARCASTIC (BUT UNFORTUNATELY ALSO CORRECT) FRIEND OF MINE IN A PASSING PERIOD BETWEEN CLASSES. BEFORE I REALLY HAD TIME TO PROCESS JUST HOW SWEET THE FIRE PROBABLY WAS, FEELINGS OF PANIC AND ANXIETY WASHED OVER ME. MY NECK GOT HOT, MY STOMACH DROPPED, AND I WAS LEFT IN THAT WEIRD POSITION OF NOT KNOWING WHAT TO DO NEXT. SHOULD I JUST... GO TO CLASS?**

Of course, people wanted answers, so they called me into the administrative offices. But all I could tell them was what I knew: A good friend and I had wanted to make some extra money by selling hamburgers outside the senior lounge. So, in arguably the most proactive moment of our entire secondary education careers (a hotly-contested title), we actually made a rudimentary business plan, mapped out logistics, and went to the store to buy supplies. I think we made some-

thing like \$15 apiece after our first day. So, following the obvious success of Day 1, we packed up those supplies, left the charcoal to cool overnight, and went back to class to finish out the day. When we arrived at school the next morning (as newly minted entrepreneurs), we emptied the grill's contents into the dumpster and went to the first few classes of the day.

**NOTE: If you learn nothing else from this article, remember this: If you grill with actual charcoal, those coals can take up to 24 hours to fully cool down – even if you leave them to cool overnight in the Idaho winter. And now you know a fun, potentially dumpster-fire-saving fact.**

**LOOKING BACK, IT WAS ALL PRETTY HILARIOUS, BUT AT THE TIME, I WAS PARALYZED WITH THAT GUT-CHURNING DREAD THAT COMES WITH LOOMING CONSEQUENCES. TO BOOT, THIS ALL HAPPENED RIGHT AROUND MARCH OF MY JUNIOR YEAR, SO I WAS JUST ABOUT TO BEGIN THE COLLEGE APPLICATION PROCESS IN EARNEST. I NEEDED TO ASK TEACHERS TO WRITE ME RECOMMENDATIONS, AND I WAS NERVOUS THAT THE**

**DUMPSTER-FIRE INCIDENT WOULD TAINT THEIR PORTRAIT OF ME, AND EVEN WITHOUT THE DUMPSTER-FIRE INCIDENT, I DIDN'T FEEL LIKE I WAS EXACTLY A SHOO-IN AT MOST COLLEGES.**

I wasn't a star student who persevered through difficult life situations. I was a decent athlete but not the best. I hadn't overcome all that much adversity in my life. So as a relatively average student who had just started a dumpster fire on campus, I went to meet with my college counselor, Bob Brock, to learn how he wanted to "sell" prospective colleges on Caleb Sonneland.

Bob opened our meeting with the dumpster fire. How he watched the whole debacle unfold while watching from his window directly overlooking the dumpster. How he howled laughing the entire time. How I should have seen them trying to put it out. After we'd rehashed the whole ordeal, Bob said it would be the perfect opener for my college essay. I didn't totally follow the logic, so Bob shifted focus and asked me why my friend and I wanted to sell burgers in the first place. I told him we thought selling burgers outside the lounge would be an easy way to make a little extra money and provide a fun way to engage with our friends and faculty.

As we talked, I started to see why Bob was so light-hearted (cavalier, even) about the dumpster fire. He didn't really care about the fire itself. He didn't care about the failed burger initiative, only that we were trying to be entrepreneurial. He didn't care that we were idiots for dumping still-embering coals into a dumpster full of flammable material, only that we were trying to contribute something to the community.

And so when we began writing my college essay, those are the concepts Bob helped me focus on. Sure, my college essay started with the dumpster fire anecdote, but it wasn't really about that (sort of like this article). **THE DUMPSTER FIRE WAS JUST THE ENTRY POINT TO UNDERSTANDING WHAT I COULD BRING TO A COLLEGE CAMPUS. SO WE EXTRACTED THOSE CONCEPTS AND EXTRAPOLATED THEM INTO AN ESSAY ABOUT BEING PROACTIVE AND ENTREPRENEURIAL. BOB SHOWED ME THAT THERE WAS SOMETHING NOT JUST TO BE SALVAGED FROM THE GREAT DUMPSTER FIRE OF 2006, BUT SOMETHING TO BE VALUED.**

Sixteen years later, I still talk about how Bob showed me a different way to look at the incident and unearth a proverbial diamond amidst the rough. And by some accounts, I was a bit of a "rough" prospect in high school. But amidst all my doubt and anxiety, Bob helped me to understand how I could glean meaning from a gloomy situation. He saw value in me when I really struggled to see it within myself, and I've never forgotten that.

I know Bob Brock is no longer at the school, but I'm almost certain someone like him is. One of the most valuable components of the SVCS community is the tight-knit bond between faculty and student body. Their knowledge of you, your heart, and your ambitions will be tough to match for many educators in your future. That's not to say it's never going to get better than what you've got right now – just that it's good to try and appreciate what's in front of you, even if the value of your SVCS experience gets lost in the monotony of day-to-day routine.



I was surprised how emotional I got at my wedding. With big, watery eyes, I moved from table to table hugging anyone with a torso and telling pretty much everyone how much I loved them. I was practically gushing, but also confused. At 33, I'd already sat through about 15 weddings, so I felt like I'd seen the gamut of wedding proceedings—bombed speeches, choreographed dances, ruined cakes, the lot. Because of that, I felt a bit desensitized to all the ups and downs that could come on my own big wedding day. **AND YET, ON THAT DAY, I WAS SHOCKED WHEN I COULD BARELY BEGIN A SPEECH—LET ALONE A VOW—BEFORE A WORD WOULD CATCH IN MY THROAT, AND I'D HAVE TO DO THAT THING WHERE YOU PUT YOUR FIST IN FRONT OF YOUR MOUTH, CLEAR YOUR THROAT, AND WAIT A FEW SECONDS. AND THE ONLY EXPLANATION THAT I COULD COME UP WITH FOR MY SUDDEN STATE WAS MAYBE THE MOST BASIC OF ALL: I WAS JUST... "OVERCOME WITH EMOTION."**

Clichés are funny, if you hear

from here...anywhere



one enough, it crosses this threshold, and you stop "hearing" it entirely. When I was "overcome with emotion," it felt impersonal somehow. I was so used to hearing that phrase that it had lost most of its meaning. I didn't even know what "overcome with emotion" really meant because, up until that point, I'd never experienced any situation to which that cliché could apply.

And there's a cliché for seemingly any situation. You can console a heartbroken friend with the right one, and a cliché can be a nice fit for just about any college essay (and hey, they even look great embroidered on throw pillows). They're ubiquitous and for good reason. They transcend generations with their universal relevancy. If "history repeats itself," clichés are the one-liners that help us make sense of it all—even if we don't fully feel the impact of their meaning until years later. The realization of a cliché's value, like the realization of a "quality" education, is often a slow burn.

#### **AT THE COMMUNITY**

**SCHOOL, I REALLY ONLY SAW A FEW INCHES IN FRONT OF MY FACE. I STRUGGLED TO PREPARE FOR CLASS, I RARELY CONSIDERED THE LONG-TERM CONSEQUENCES FOR MANY OF MY ACTIONS, AND OF COURSE, I CERTAINLY DIDN'T THINK ANYTHING I WAS LEARNING IN SCHOOL WOULD BE OF ANY ACTUAL VALUE LATER IN LIFE. BUT LIKE YOUR FAVORITE CLICHÉ, I ONLY FELT THE TRUE VALUE OF MY COMMUNITY SCHOOL EXPERIENCE ONCE IT WAS IN THE REARVIEW MIRROR.**

I didn't know how thoroughly I appreciated the Outdoor Program until I saw the amazement on my college friends' faces as I described the Coast Trip or Junior Solo. I didn't realize how much I treasured the small, personal class sizes until I was in a room with 100 other students I didn't know. And I definitely failed

to appreciate the profound impact of my SVCS education until it came rushing back years later and all the teachers I wanted to thank were long gone.

Seren Kierkegaard wrote, "Life can only be understood backwards, but it must be lived forwards." It's an unfortunate dynamic. I could tell you over and over again how amazing SVCS is, and you might still resent your Spanish teacher for assigning an oral presentation on the Friday before break. I could wax on about the one-of-a-kind experience the Outdoor Program provides, and I bet you'll still roll your eyes when your faculty leader forces the group to clean up the campsite over and over until it's spotless. It's human. All you can really do is try to appreciate what you can and try to understand that you'll probably still take some of your SVCS experience for granted. And honestly, that's OK. Like a good cliché, its value might not become apparent until much later in your life. And that's OK too. ➔

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# class notes

In this issue of *Here+There*, we asked alumni to share their life updates or give a shout-out to any former teachers who may be on their minds.

## CLASS OF 1986

### JOHN VALENZUELA '84

Hey Cutthroats, if you're going to be in the Wood River Valley the first week of August, I've got a music event for you that you'll definitely want to be at! Remember Stonewheat, the band Brian Carney ('83) and I formed back in the '80s? Well, we're reuniting for two shows this summer! Come see us at The Wicked Spud in Hailey on Wednesday, August 3, and at Mahoney's in Bellevue on Thursday, August 4. Relive all of those great New Year's Eve and senior parties we played at back in the day! Both shows start at 6:30pm, and they're both free events. With any luck we might even be able to coax Rich Harrah ('85) or Jason Montgomery ('88) up for a song or two!

## CLASS OF 1991



### XANDER MAKSIK '91

Xander's latest novel was released on May 17. *The Long Corner* is described as an "ambitious novel about ambition, grief, creativity, beauty, and existential emptiness that retraces

the arc of American life and culture in the first decades of the 21<sup>st</sup> century." In other words, it's the perfect novel for his father, Jon Maksik, and Bob Brock to teach in their Senior Seminar class.

## CLASS OF 1994

### SHALOM (GEOFFREY) KANTOR '94

In December, Noam Kantor, son of Shalom (Geoffrey) Kantor '94 and Shana Kantor, celebrated becoming a Bar Mitzvah and for the first time in two years the Kantor family was back together in all their craziness with Aron ('96) and Josh ('02), along with Jack, Emma, Liz, and Grandpa Bob.

## CLASS OF 1999

### LINDSEY ARMEEN '99

I'm excited that our oldest child Camille is finishing up her 6<sup>th</sup> grade year as a Cutthroat. I also want to give a shout-out to my favorite teacher, Pilar!!! Pili, no puedes salir!

### KRISTIN BARR '99

I was so happy to welcome my son Julian in October. He is a happy and healthy love-bug. I am feeling so lucky that he will be raised as a part of the Cutthroat family, running around the SVCS campus and in our amazing valley.



## CLASS OF 2002

### EMILY DREYFUSS '02

I'll shout out Phil Huss, whose "Law and Literature" class remains one of the best English classes I've ever taken. I apply lessons from that course all the time in my current role as senior editor at the Harvard Shorenstein Center, especially for a project I'm working on right now redefining the legal term "incitement" for the social media age. This may come as a surprise to Phil, since I recall that I didn't turn in all the assignments in that course. But hey, I guess it goes to show that homework completion isn't always demonstrative of learning.

Life updates: I wrote a book! Co-wrote, with two brilliant colleagues. I've always wanted to, ever since I was a student at SVCS, and in my 20s I wrote two that never saw the light of day, but come September 20, I'll have my first actual book published, *Meme Wars: The Untold Story of the Online Battles Upending American Democracy*.

We're settled in San Francisco. Huxley is finishing his first year of elementary school and Asa is potty training and keeping all the other kids up during nap because, like his mother, he's disruptive in class. During the pandemic every member of my family grew our hair out and then we all cut it into mullets, because why not?





Somehow my husband Seth manages to be taken seriously as a professor at UCSF despite rocking what is affectionately (and technically) referred to as a "skullet."

I send everyone my love.

**MOLLY MCGEE FIERMAN '02**

Mother of four, Molly ran the Boston Marathon this year! Congrats Molly!



CLASS OF **2003** CLASS OF **2005**

**SEAN HIGGINS '03**

Most days, Sean is a mild-mannered emergency room doctor in Anchorage, Alaska. But at the end of the ski season, Sean waxes his well-groomed 'stache and turns into the Flying Higgins. This year, he took his pond skimming talents—skills he honed here as a Cutthroat on the slopes of Baldy and across Trail Creek at the base of Warm Springs—to Alyeska Resort in Girdwood, Alaska, where he won the coveted title at the annual Pond Skim. He reports, "I was crowned the Heavily Contested Champion of the 45<sup>th</sup> Annual Alyeska Slushcup—my pinnacle achievement in skiing." Just before he rose to glory in Alyeska, he and his mustache made an appearance at the 23<sup>rd</sup> Annual Janss Cup dressed as a penguin.

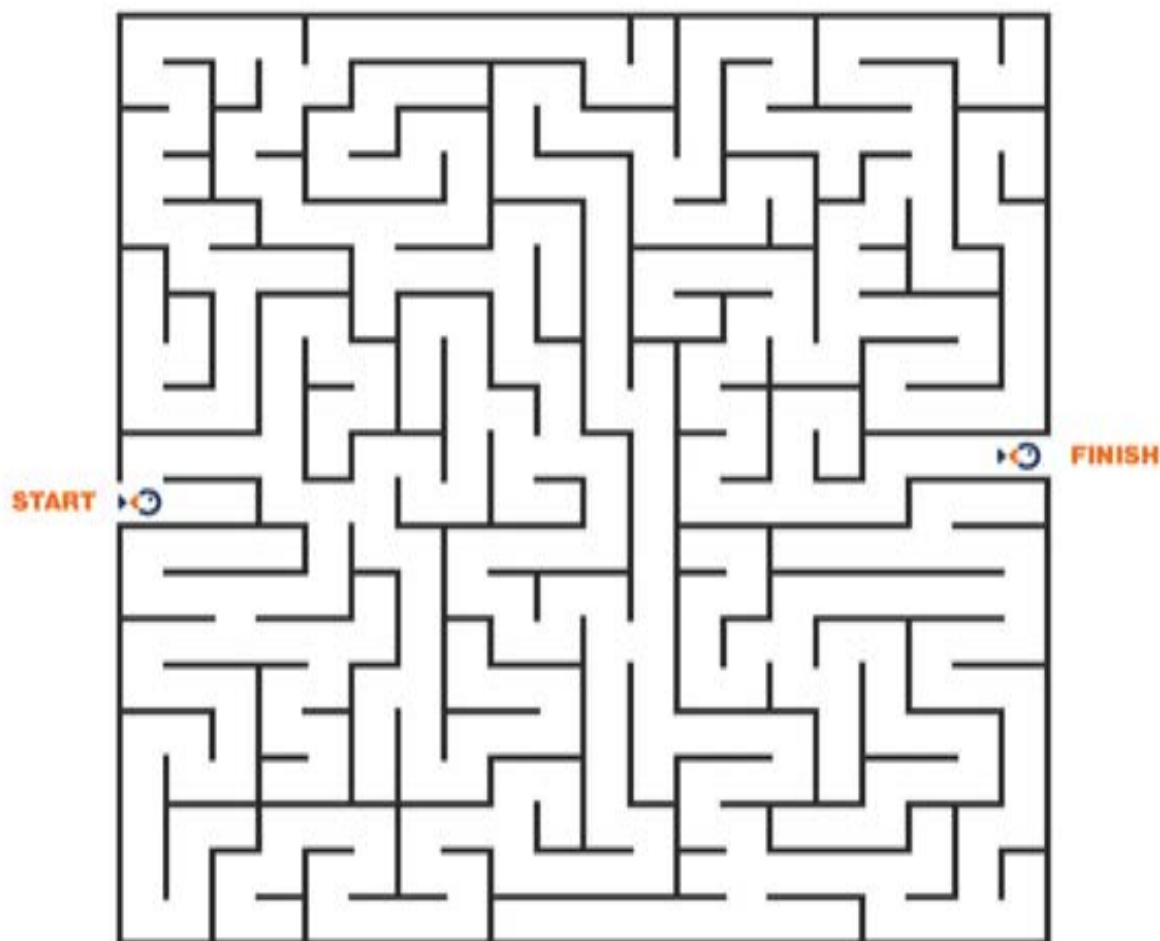
**JACKIE WEIBLER '05**

In October, I left my systems analyst role at Regence Blue Shield of Idaho after 12 years to focus on our BUSY family/household. Now I spend my days keeping up with Jane (7) and Judy (3)! I also have been coaching youth soccer and substitute teaching, and taken more trips with my husband. It's been a great transition for our family.



# CUTTHROAT

## Maze



Don't forget to check out the alumni portal on the website for job postings, alumni spotlights, and to find local Cutthroats in your area.



Class Reunions! Please reach out to Liz to plan a celebration.

- + 1982-40 years
- + 1992-30 years
- + 2002-20 years
- + 2012-10 years



SUN VALLEY  
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SCHOOL

FOR MORE INFORMATION CONTACT Liz Kantor + Director of Alumni Relations + lkantor@communityschool.org



## CLASS OF 2006

### EMILY STEPHENS DWYER '06

It's been a busy couple of years! I moved back to Idaho at the beginning of the pandemic and my husband Jesse and I just completed building our dream house near McCall on 70 acres of farmland. We finished the house just in time to welcome our daughter Margot in early March 2022! We'll be spending the summer with family in Idaho, and I'll be returning to work at Google in the fall. Life is good!

## CLASS OF 2008

### CODY CURRAN '08

My husband John and I welcomed our daughter Juniper Bonni Work on February 19, 2022. She's perfect, and we are loving



## CLASS OF 2016

### BLAIR BAKER '16

Hi everyone! I am enjoying life in New York City. I have a puppy, Roo, who keeps me company as I work from home. Hannah Conn '16 recently visited me in New York and while we have made many new memories, we spent lots of time reminiscing about our time in "Law and Lit" in 2015. I look forward to returning to the valley as the last Baker kid graduates from SVCS in June.



every minute, I'm happy to report that her aunt Jessie '08 gets lots of June time and visits us every other week.

## CLASS OF 2009

### BRONWEN RAFF '09

This year, in addition to my day job, I re-joined the Peace Corps to pilot a new virtual service program they hope to roll out more broadly later this year. My role is as a financial education consultant and I am working with the Ministry of Social Inclusion and Economic Development in Peru to develop a financial education curriculum and implementation plan for welfare services in rural communities. It's been quite the experience, and I feel lucky to have sworn into the Peace Corps for a third time now!

# PARTING WORDS

In this section of *Here+There*, we share memorable Senior Speeches from 2021-22.



## THE SMALL MOMENTS

BY WILSON BAKER '22

**W**ilson Baker '22 shared his Senior Speech with the school community early in the 2021-22 school year and let his fellow students and faculty in on a little secret: He had been writing letters to his future self for years and sticking them in books, shelves, and baskets so that he might come across them sometime in the future. These letters were the basis of his speech.

"Yo wassup! This is past Wilson! Today is December 8<sup>th</sup>, 2019. The Formal was last night. It was mega lit and we had a lot of fun. Rn<sup>o</sup>, it's hella cold. I have only skied once; it was fun. I can't wait until Christmas. Anyways, hope you are well.

Good luck with everything!  
Love, past Wilson.

P.S. I bet you don't remember writing this at the Spoons."

Before we know it, everyone in this room is going to be out in the world, and we are left with only memories from this portion of life. Looking back at Elementary School, I remember building a 1/10,000<sup>th</sup> scale of the Great Wall of China out of blocks with all three boys in the class<sup>2</sup>, and Bob Polk's front flip dives into the Hagerman pool on the 5<sup>th</sup> grade fall trip. In Middle School, I remember walking around town with no purpose, hanging out in the Starbucks vault, and laughing when it was not an appropriate time to laugh. While these moments



are important and will always live with me, it's the small, seemingly mundane moments that make life incredible and authentic.

"Hey future Wilson, today is October 1, 2019. Everything is aight<sup>3</sup> it's like 40 degrees. Hbd KAC!<sup>4</sup> It's 11:27 a.m."

Without this seemingly meaningless note, October 1, 2019 would've been an insignificant date, but reading this, I am taken back to Elliot's room where I'm feeling the chill in the air, and I remember how excited everyone was that the temperature drop hinted at the brewing snowfall.

I remember writing a letter in the winter of 2020:

**"Hello, future Wilson!**

**Today is February 18, 2020! We won a big game yesterday and are going to districts. Do I go to Model UN? How was my essay? I bet you're reading this on April 26<sup>th</sup>. How's golf? I hope it's been a while since you wrote this. All the best, love past Wilson. P.S. good luck in the future."**

Oblivious to what was going to happen in the upcoming months, this little note captures the ignorant bliss before COVID. I didn't know what was going to happen, therefore I was happy and excited for the future.

I remember writing to myself in the summer of 2020, eager

to find out where I was going to go to college and if COVID finally was over. I also remember opening this same letter in the spring of 2021, shocked to learn that not much had changed. As each year of high school has gone by, my memories have compiled, one by one. Each memory is a moment in time locked in my brain until it gets knocked out for a slightly more interesting or modern one. This is why I write these notes. I know that I will remember the big moments—winter formal, getting into Boston College, and Drennan<sup>5</sup> in a Buddy the Elf costume. But, I also know what I am going to forget: the small moments like writing a note at the Spoor's, probably laughing with Walker, Jack, and Kush, or Kyle's birthday in 2019, and how we sang for him in English class. I have learned through writing these notes to my future self that what really matters in life are the small moments. The ones in which you acknowledge and appreciate who you are and everything you love. These moments are what make life worth living. By capturing them in this way, I've been able to remember who I was at the time I wrote those notes.

In order to appreciate every aspect of life, and to value the little moments, it is crucial to take note of the moments that you value in your present. With this being said: "Hello future Wilson! This is past Wilson. It's Tuesday, February 15, 2022, and it's actually been quite warm out. Yesterday was Powder Day! It was epic, but I was sad that it was my last one ever. You have a big week this week, the District Basketball Tournament on Tuesday and Wednesday, plus if you win one game, you get to miss out on winter trips and play more games. I hope we won because I am

not ready to be finished with basketball. I love the team. On a more serious note, right now, you are standing in front of everyone who has made your high school experience so special. You feel excited, optimistic, and a little sad about leaving this all beyond. You are excited about Boston College but worried about having to learn how to call a new place home. Will I be happy in Boston? Is it really that cold? How's the end of my senior year? Right now, I am feeling the effects of Senioritis. Senioritis is indeed real. As leaving home comes closer and closer, each flaw of this community finds a way to shift into a strength. Every year, I have seen seniors start to enjoy the books they read for English and the math that is so difficult...I never in a million years thought I could become that person. College is going to be epic, but I have learned to enjoy every single aspect of my life here. I hope you can find what you have here at college. I don't think I need to wish you good luck in the future because I know the years to come are going to be lit<sup>6</sup>, but at least have fun and remember to cherish the little moments just like you are doing right this second. Each year, it's the small moments that create landmarks for your timeline of major memories. Good luck future Wilson! Love, past Wilson. P.S. I bet you remember reading this at assembly."

<sup>1</sup>Right now

<sup>2</sup>Their class was tiny back then.

<sup>3</sup>Alright.

<sup>4</sup>Happy birthday to friend, teammate, and classmate Kyle Cohen.

<sup>5</sup>History teacher who is always game for crazy costumes.

<sup>6</sup>The 2020s version of groovy, awesome, or radical.



## MAKE THE BETTER HAPPEN NOW

BY ISABELLE THOMSON '22

**A** week ago I wasn't ready to get up here and give my Senior Speech because that was something I pictured my future self doing much better than my present self could. Not only that, I would much rather be sitting in the audience listening to one of my peers talk because I'm eager to make up for all of the times I spent tuning out to senior speeches, having only recently become invested in hearing about other people's lives. Because if there is one thing I can tell you with absolute certainty it is that people are intricate and there is so much you can learn from them: not only who they are, but also who you want to be. So if there is one thing I will tell you to do it's listen, to yourself, others, and the world around you.

Honestly, you will probably forget my speech, as I have with every senior before me for three

years with two exceptions. The first is Elena Guylay '19, who addressed her struggle against depression, and Paris Himmelman '21, who spoke about feeling like a social outcast. These speeches stood out to me for a couple of reasons. I was shocked that anyone would put themselves in such a vulnerable position, but I was also in awe of their honesty and their bravery. Because of what they said, I felt acknowledged in a community where I had felt so invisible. Because I knew that someone else out there also knew what it felt like to stand at the front of the Upper School building, lunch in hand, and not know where to go to sit. I knew that there were at least two other people, well-versed in white lies and excuses, who would feel their stomach churn each time they were asked what they did that weekend, in a foreign language no less. I held

onto those speeches because they made me realize how much I wanted to say about my own struggles, in hopes that I could make someone else feel the connection I had felt.

I would tell people how I used to laugh about the irony of the word "community" in Sun Valley Community School or how I used to have two answers to the question, "Do you like your school?" One reserved for anyone who had the Cutthroat bumper sticker and another one for really anyone else I met. I would tell you all how I would stand in front of mirrors hating what I saw or in front of the rows of bars in Atkinsons', scanning to find the lowest calorie option. Or how I would wake up before the sun to run farther than the previous days, not allowing myself to slow down or rest. I could tell you about the time I cried over a piece of avocado toast, and how I actually thought to myself, "This is a new low." Even before that, I would lie in complete darkness in my bed and write speeches, picturing getting up here on stage to do so. In my imaginings, I would say anything and everything I hadn't said but wished that I had. I self-identified as the quiet kid, the introvert, the anti-social, so I held my tongue when in truth I had so many opinions that I wanted to share. I was so worried about hurting other people's feelings by correcting them I buried a part of myself, in favor of the kind, thoughtful person people had become to describe me as. I didn't want to be disliked, and more importantly, I didn't want to be judged. I would ignore the catch of my breath and the rising



PHOTOGRAPHY: JIM GROSSMAN

of heat in my chest whenever I heard an OCD joke or calorie count. Time and time again, I would inwardly berate myself for not saying anything, for not sticking to my ideals, secretly safe within my silence.

**But then one day, as I felt my heart begin to race following yet another OCD joke, someone else did what I couldn't. This person didn't correct the joke maker or give them a lecture; instead they redirected the conversation. They replaced the term OCD with "detail-oriented." I held onto those two words, but more importantly, I hung onto this moment, this woman, who suddenly became such a hero in my eyes for something so incredibly small.**

**I thought to myself, "I want to do that." So, how do I get there, to do what she did?**

I'm still trying. I no longer write those speeches in my head. And today, I don't want to say what I would have two years ago because standing up here in front of all of you I don't feel any resentment. In fact, I feel incredibly grateful. When I walked up those stairs last Monday<sup>1</sup> to such a welcoming applause, I was in total awe because all I could think was, "How in the hell did I get here? Standing up here without any stage fright, feeling comfortable, happy, and so much more sure of myself than I could ever have managed three years ago."

I used to sit in dark corners during assembly, trying to get homework done that was due days later, and now I lead those

same assemblies. But as Elliot pointed out very astutely on our Fall Campout, I should give my past self more credit. As I have evolved, I have tried to bury who I used to be because I was embarrassed for the kid I was. He helped me see that I should instead be proud of her because she was resilient, thoughtful, and way too kind for her own good.

So, my advice to all of you would be to embrace who you are now, don't hold onto the past, and don't wait for you to become someone else in the future. And when people tell you that things will get better, ignore them. Because you can make the better happen now. I'm not quite sure what I was waiting for all those years because once I started to make the better happen for myself, instead of just waiting for it to happen to

me, I felt empowered like I never had before. I would urge you to be empathetic towards others because the small moments can mean a world of difference to someone else. Don't take yourself too seriously. Form your own opinions, especially in regards to other people. And I hope you find those moments of adventure when you are laughing with a friend, or looking down on the world after a hike because it is a beautiful world out there. Thank you to Sun Valley Community School for allowing me to discover this beautiful world, to my family, friends, and all of the faculty for helping me see the beauty in myself, and thank you to the entire student body for showing me the beauty in other people. ✦

<sup>1</sup> When Isabelle took to the stage as the newly elected Student Senate President.

# in memory



## JOHN KEARNEY

John "Johnny" Paul Kearney, Jr. passed away peacefully on January 16, 2022 with his family by his side. He was born in Rochester, New York, on October 13, 1946, and was the oldest of five siblings. John attended Penfield High School in Rochester and Quincy University in Illinois.

As a young man with a young family, John moved from Breckinridge, Colorado, to Ketchum, Idaho, in 1977. John worked for the Sun Valley Company as a painter and later opened his own painting business, Kearney Painting, which he operated for over 40 years right up to his passing. One of John's greatest accomplishments was building his own beautiful log cabin for his family at Board Ranch. John felled all the trees himself and peeled, stacked them, and hand-

built a lovely log home that took five years to construct.

John was passionate about his family and was the first to coach and volunteer for any activity. John attended many musical, sporting, and community events. John and his late wife Jeannie sent their two children—John III '92 and Gretel '94—to Sun Valley Community School and were stalwart supporters of the school as well as its sports, academic, and outdoor programs. John and Jeannie probably had the record for the most Senior Project Presentations attended. They came, year after year, to hear what adventures SVCS seniors had chased.

John ran marathons, swam, played hockey and golf, hiked daily, and skied the Nordic trails throughout the valley with Jeannie. He even aced hole No. 5 on the Warm Springs Golf Course. John had an adventuresome spirit and enjoyed traveling throughout the world, especially to the beaches of Mexico and the Caribbean. He loved immersing himself in the local cultures and talking with the people he encountered. He was a gracious boss and an advocate for helping others.

Redfish Lake was a special place for John where he could often be found reading magazines on the beach and camping nearby in his beloved VW bus. John was a wonderful person who inspired many, had a thoughtful demeanor, a great sense of humor, a philosophical side, and was a true lover of life.

John is survived by his son, John Kearney III; his daughter, Gretel Friedman; his daughter-in-law, Nicole Kearney; son-in-law, Charles Friedman; and his four Grands, Griffyn (8), Morghan (6), Ralston (5), and Maizie (3); as well as his siblings Dennis Kearney, Jody Kearney, Mary Cay Levitt, and Patrick Kearney.

In lieu of flowers, respect all humans, live each moment to the fullest and/or make a donation to the Idaho Office for Refugees in Boise, Idaho.





## ROGER STEINER '87

In 1969, Apollo 11 landed on the moon, Woodstock rocked the world, and on February 7 of that momentous year, Roger Steiner was born in Pocatello, Idaho. He left us suddenly on March 16, 2022, from a rare complication of epilepsy.

Roger and his family moved from southeast Idaho to Ketchum in 1974. One of his classmates remembers Rog's first day arriving in Kathy Reiman's Kindergarten class. Rog joined the circle to listen to the teacher read, but half-way through, he surprised the class by raising his hand to ask if he could read to the group. He stepped up to the front of the classroom, sat down in the teacher's chair, and finished the story. By 2<sup>nd</sup> grade at Hemingway Elementary, Roger had decided to play both the violin and ice hockey—quite the combo—revealing a genuine aptitude for learning and his diverse talents, from artistic to athletic.

Roger became a violinist, playing a very special instrument brought from Switzerland by his grandfather in the early 1900s. He played at weddings, recitals, was a part of a few of the first Laughing Stock productions, and eventually played in one of the local Seattle symphony

orchestras. He wrote and sang original compositions, brightening many gatherings with his musical entertainment.

Roger graduated from Sun Valley Community School in 1987, going on to earn a B.A. in history with a music minor from Whitman College in Walla Walla, Washington, in 1991.

Always adventurous, Roger spent a year abroad in Paris during college and later moved to Costa Rica, where he worked as a barista and cultivated an expertise in sustainable coffee growing. Fluent in both French and Spanish, Rog covered the globe on foot, bike, and even by boat along the Mekong River. Roger explored Europe, Asia, Mexico and South America. Just a few months ago, he and his husband, Joel, walked among the ancient Mayan pyramids of Chichén Itzá and Tulum.

Growing up in the Wood River Valley fostered a closeness to nature, and Roger maintained a very physically active lifestyle that included year-round outdoor activities. A beautiful fly-caster, he spent many enjoyable days with his dad, Gene, fishing on streams and lakes in Idaho, Montana, and Washington. He shared a passion for bicycling with his mom Sharon and they biked roads and dirt trails together around the U.S., Spain, and Portugal. A natural

athlete, Roger grew up skiing Baldy and was at home on both alpine and Nordic skis. His skiing and hiking adventures took him throughout the mountains in the U.S. and Canada.

After college, Roger taught drama at his alma mater, Sun Valley Community School. He then moved to Boise, working in restaurants to hone his culinary skills and hosting legendary dinner parties.

In 2000, Roger relocated to Seattle where he met the love of his life and partner of 21 years, Joel Williams. They were able to marry in 2007. They spent their time between their dual communities of Seattle and Austin, and with their family and friends in Idaho, sharing their life and love with their best four-footed friend, Alfie.

In 2004, Roger launched his career as a residential real estate broker from West Seattle almost entirely by word-of-mouth: his friends referred clients and many of his clients became friends. His passion for work coupled with his authentic kindness and consideration for others was also evidenced by his accolades. He was awarded the research-based Five Star Professional Award 11 years in a row recognizing service excellence. Testimonials from many clients praised Roger as knowledgeable, insightful,

professional, friendly, and patient. Rog was an expert at making people feel loved and appreciated.

While Roger was an extraordinarily accomplished individual on so many fronts, his real gifts were found in his kind heart, in his innate ability to make, keep, and cherish friends, and in his advocacy for social and environmental causes that would help make a better life for others.

Roger's presence brought light into the world. He was funny, full of wit and hilarious sarcasm, and had an infectious smile that radiated positivity and enthusiasm. As one of his close friends wrote, "Roger was one of the most vibrant, creative, funny, and talented people ever to grace this earth."

Fulfilling the promise of the year of his birth, Roger was a rocket man, a rock star, and a rock—he anchored those around him and encouraged them to be their best selves. Roger was also a ray of light. The star he leaves behind will continue to shine brightly through everyone he loved, and everyone who loved him.

Preceded in death by his brother Eric in 1975, Roger is survived by his parents, Sharon and Gene Steiner of Ketchum; his husband, Joel Williams, of Seattle; and his uncles, aunts, and cousins in California.

Roger cared about many people and places. Some of his favorite organizations are the Idaho Conservation League, the Seattle YMCA Social Impact Center, or the OutRight Action International LGBTIQ Fund. ✦

# just add water: the art of spearfishing

A Dispatch from This Year's Senior Projects

words by WALKER SPOOR '22



**I**t's 6:30 a.m. and we're pushing the boat off the dock, preparing for the open-ocean crossing from Jupiter, Florida, to West End, Bahamas. It's a flat day—the wind has yet to pick up, and we are beginning to feel the warmth of the sun as it slowly comes up over the water. As the boat begins to pick up speed, we each select a rail to hold on to as we commence the four-hour crossing. It's been months since I've gotten the chance to dive and these waters are new to me.

Our first day of diving was a promising sign for the rest of the trip. I spent the long boat ride doing breathing exercises to make up for my lack of recent diving. After a few warm-up dives and stretches, I was ready to get some fish in the boat. We set out to find coral heads, wrecks, and other underwater structures that could potentially hold some fish. Upon jumping in at our first spot, I was in immediate awe at the level visibility—I'd never seen anything like it before. Floating on the surface, I could identify fish 50 feet below me. Clarity of this level is rare and hard to come by, but as I'm told, the Bahamas offer some of

the most clear waters on the planet: a sign of a healthy ecosystem and productive fishery. Additionally, with little to no agricultural runoff, the water isn't tainted with the silt and dirt that surrounds the entirety of the United States. Gripping my polespear in my right hand, I make my first drop of the trip, aligning my body in a hydrodynamic position. Slowly and silently, I sink to the bottom, eyeing a single fish well over the minimum legal size. I alter my course slightly, aiming to intercept the fish on its path across the seafloor. I kick harder once I'm in range and close the gap. I reach my arm out, polespear loaded, and hit the hogfish square in the gills. After a few twists and turns, it goes limp. I kick off the bottom and begin my ascent to the surface. I reach the top, take my recovery breaths, and swim over to the boat where we put the fish on ice. With the first fish of the trip already in the boat, I have high hopes for the upcoming days and a deep sense of gratitude for my time here.

Our captain, a commercial fisherman who sells fish to local markets and restaurants,

spends the majority of his time in the boat casting out a line and catching fish that way. Meanwhile, another diver and I are below the surface, harvesting fish with spears. Shortly after I shot my hogfish, the captain hooked one off the bottom and fought it to the top. That night on the dock, while cleaning both of our hogfish, we compared the filets. The fish that had been hooked and caught on a rod showed clear signs of distress. On the filet, it looks like dark red stains along the spine. With this much blood in the meat, it will yield a fishier, bloodier-tasting fish. On the other hand, the fish that I had shot showed little to no signs of distress. After all, it was dead in under five seconds after impact. Without a doubt, this fish will have a better texture, taste, and consistency than the fish that was caught by hook-line methods. This was an eye-opening moment for me, because despite my passion for spearfishing, I have grown up catching and keeping fish thinking it was the highest quality fish I could get. But, after comparing the meats, I realized how much strain the fish is put through after it is hooked, and the visible differences between the two methods granted me a new understanding and appreciation for spearfishing.

Over the course of the next four days, I learned the importance of minimizing our effects on the marine environment, and spearfishing is arguably the least impactful method of fishing to be used today. This mass industrialization of the fishing industry has resulted in high levels of damage to the environment for low-quality meat. Granted, not everybody has geographic availability to harvest their own food, making store-bought fish their only option. However, this is an issue all over the world, and those with marine access tend to lean towards the easy, minimally demanding way of acquiring fish. For me, spearfishing is the best alternative to this consumer culture, and this was made clear to me on my project. I found that the overall experience was much more gratifying than any other hook-line fishing experiences I've had in my life. The act of entering a foreign ecosystem and existing within it provides a deeper understanding for the world around us. The U.S. commercial industry alone pulled "9.3 billion pounds of fish and shellfish out of the water in 2019" (NOAA Fisheries). With these daunting numbers in mind, there is no saying how our oceans will react to this level of pressure on the fisheries, and despite the seemingly insignificant culture of selective harvesting, it is a step in the right direction for the sake of future generations.

With each fish that I speared and put on ice, I gave a nod of thanks to the sea and the environment around me. The experience allowed me to be a part of a larger system, a system where I harvest, clean, give thanks, and consume the bounty. +



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