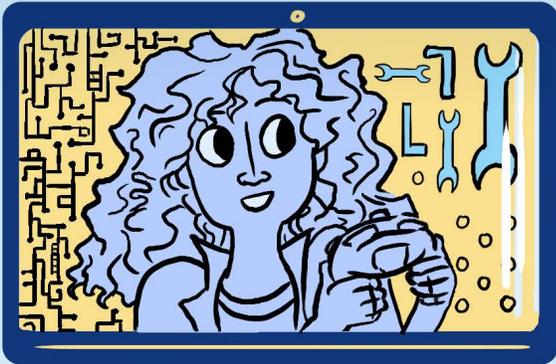
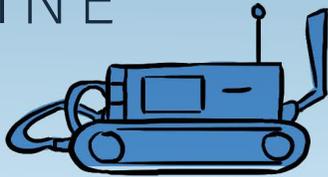


WINDWARD

MAGAZINE

SUMMER 2020



STAYING
Connected
DONOR IMPACT
REPORT
PAGE 39

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A Letter From

Tom Gilder

It's the first day of school, by far the most exciting day during a typical school year. It's a time when students hustle onto campus dressed in their back-to-school outfits, eager to see who's grown half-a-foot over the Summer. But on the sunny morning of August 31, there were no waves from the Security team as students arrived, no "Welcome to Windward!" shout from Eric across the Bridge, no "Welcome Back" greetings from Julia and Kevin or fist bumps from Tyrone, and no famous breakfast burritos devoured just minutes before first period. The usual bustling walkways of Windward were vacant, the Pavilion ovens shut down, and there were no students packed into the first floor of the CTL.

Yet, as I walked around campus I saw teachers welcoming their students over Zoom; I witnessed the Division Teams orienting new students and welcoming back our continuing students in new and creative ways; and I observed the CTL Team actively engaging with both students and faculty over the internet. While our students weren't physically present on campus, the buzz and excitement of a new school year was occurring in the parallel universe of cyberspace.

On our first day of classes this year, our students cooked their own breakfasts at home, booted up their iPads, sent text messages to their friends, and settled into their favorite chairs. When their classes began, they met their teachers, saw their classmates, and connected with one another.

While there were no students on campus, Windward was all but quiet on that first Monday back. In addition to the remote instruction and interaction that took place throughout the day,

construction on the Academic Hub, which commenced last Spring, was bustling, filling the air with excitement for what is in store for Windward's future (page 55).

The past six months have been challenging—even downright overwhelming at times—as the Coronavirus pandemic continues to infiltrate every aspect of our lives. But throughout it all, the compassion, adaptability, and strength of the Windward community has been on full display. Thanks to the hard work and dedication of our community, as featured in the pages ahead, we have been able to adapt to a new normal and prove that we can not only handle any challenge that comes our way, but come out the other side better together.

In the Spring, we jumped into action with a transition to virtual school that saw little disruption in learning. Our community stayed connected through virtual Zoom events (pages 2-3) with faculty using the pandemic as inspiration for new classroom units (pages 10-11), students participating in inaugural virtual tournaments (page 13), and artists honing their skills at home through the support of our committed faculty and guest mentors (page 65-73).

That connection proved especially important as students, parents, alumni, and faculty and staff joined voices around the country in sharing their opposition of the systemic inequities that are being spotlighted by the Black Lives Matters movement. As the nation looked inward in reflection, so too did we as a School, turning to our ever-growing Diversity, Equity, and Inclusion program for guidance, education, and support.

This Summer, we actively strengthened our commitment to DEI through reading, study, and professional training (pages 20-23). We focused on professional development illuminating our own biases, and seeking a deeper understanding of the impact of systemic racism on our aspirations to be inclusive and culturally responsive educators. We recognize this work is never complete, and we look forward to carrying this momentum into the 2020-21 school year.

Even in the most normal of times, we could not accomplish all that we do as a School without the widespread support of our community. This past year has made clear just how fortunate we are to have such an invested, united community—for which we are profoundly grateful. We recognize our many donors and their wide-ranging contributions in our 2019-20 Donor Impact Report, which begins on page 39.

This generous support has enabled us to continue to uphold the educational promise we make to each Windward student every day: to provide a dynamic, engaging education in a nurturing, inclusive community.

This promise has been more important than ever as we navigate the ever-changing landscape of 2020. I thank you for your continued support of Windward today, tomorrow, and together.

Tom Gilder
Tom Gilder
HEAD OF SCHOOL

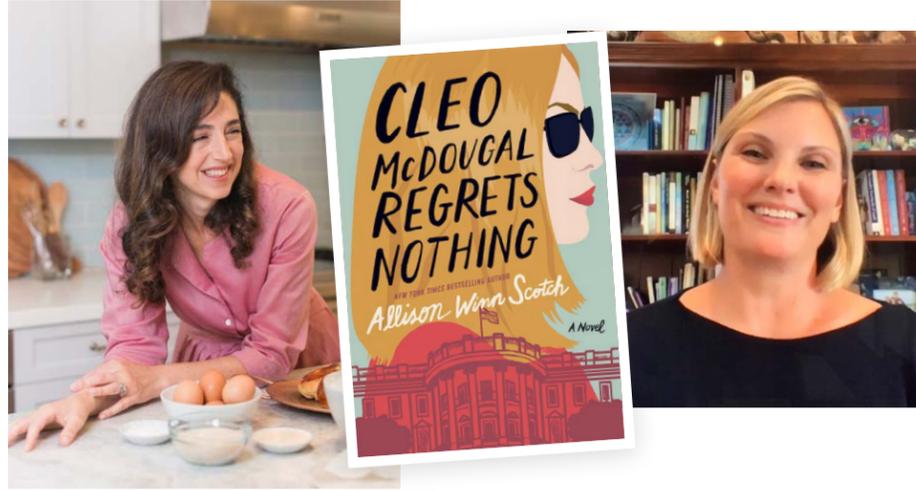
Where There's a Guild There's a Way

By Sheri Green, 2019-20 Parent Guild President
Parent of Ava '20 and Liam '24

When Windward closed its campus in March due to the pandemic, and virtual school became a reality for our students, it was comforting to quickly realize that our kids would be able to stay engaged and maintain connections with their peers and teachers through Zoom meetings. After a while though, I started to think: what about the parents? For an unforeseen period of time, there would be no more chatting with other parents at drop off, cheering side-by-side at athletic events or sitting in the CTL for Parent Guild meetings. No more volunteering at the Pavilion, attending Party Book events, or meeting other new parents at orientation. It would not only be our students who would need to shift gears and rely solely on virtual platforms to socialize during the pandemic, but parents would undoubtedly feel the effects of Windward's campus shutting down and have to adapt as well.

It was clear that our parent community would need some opportunities to feel and stay connected through this crisis. Certainly, if our students and faculty were able to connect with one another virtually, then couldn't it work for our parents as well?

In partnership with the Administration and the Parent Guild, we quickly started brainstorming ideas, and on April 24 we had our first parent Zoom, a challah making session led by Windward parent Beth Ricanati. After a successful turnout and so many appreciative responses from parents, we continued to plan parent-led Zoom activities almost weekly. From guided community meditations with Michelle Watkins to a sound bath



with Kate Coppola, a book share with Heidi Lindeloff and conversations with author Allison Winn Scotch, Windward parents have had various opportunities to connect and engage with one another these past few months. It has truly been a pleasure to see the joy that these Zoom events have brought to so many parents, and we look forward to continuing them throughout the Fall. This experience has only highlighted for me what an amazing, connected, and strong community we are a part of. Now more than ever, I find myself so proud and grateful to be a Windward parent. We truly are a community that is in this together.

"Coming together in community is increasingly important these days. With the opportunity to connect with friends, sharing time together is just plain good for the soul. Meditating with community increases feelings of connection even more so. Meditation has been shown to lower stress and anxiety levels, as well as many other physical and emotional benefits. People who meditate in groups report feeling less alone and more connected with others. We truly are better together."

-Michelle Watkins
Pictured top right, Parent of Bobby '24 and Tommy '26

"One of the side effects of making challah together is the opportunity to build community. Community: what do I mean by this? Specifically, building community and sustaining community. I was fortunate to have an opportunity to do both simultaneously with the Windward community when the Parent Guild invited me to share what I love and make challah with a group of parents. What a treat to meet new parents, see old friends...and of course make delicious bread together!"

-Beth Ricanati, MD
Pictured top left, Parent of Eli '18, Lev '20, and Mia '22
Author of "Braided: A Journey of a Thousand Challahs"

Thank you to all of our virtual event hosts who made these community connections possible!

Kate Coppola (Sound Bath), Heidi Lindelof (Book Sharing), Beth Ricanati, (Challah Making Class), Allison Winn Scotch (Behind the Scenes of Writing a Novel), Michelle Watkins (Community Meditation)

If you are interested in hosting a virtual event this Fall or for more information, please contact the Parent Guild at pgpresident@windwardschool.org.

(Virtual) A NIGHT TO REMEMBER



By Oliver Grynberg '21

On the evening of Friday, May 8, wearing nice clothes for the first time in two months, I sat down at my piano and watched as Windward community members flooded into Zoom's gallery view. A week after its conception, The Windward Virtual Arts Night was beginning, and for the next two hours the Windward community would be brought together to celebrate the artistic talents of students and faculty members. In a time of deep uncertainty and difficulty, the arts night was a joy to watch—and even more fun to host.

When Windward transferred to remote learning, I along with many of my classmates had little to look forward to. The end-of-year festivities, concerts, and showcases that would validate our hard work had been cancelled. As a musician

the cancelling of Coffee House and the Spring Concert was disappointing, so I set out to organize an event that would make up for these losses and unify a community separated by COVID-19.

With a week left before finals and AP's, we had a tight window to pull this off. My pitch of the Arts Night was met by the Administration with open arms, and with their support and guidance sign-up sheets were sent out, flyers were made, and plans were put in place. I sent close to 500 emails that week, but watching the virtual sign-up sheet fill with students and faculty planning to do magic, read poetry, show films, and perform an array of music was awesome.

As I watched the few hundred viewers clap and cheer silently after each of the

19 performances, I was reminded again and again of how powerful art can be in bringing people together. I also became aware of how much I take Windward for granted. It is a wonderful thing that faculty members, in the middle of the most stressful part of their year, were so willing to help produce a student-led event like this one, and I feel so lucky to be a part of a community whose members will take the time to support their peers, whether they express themselves through card tricks or Camilla Cabello. To end the Virtual Arts Night, Daniel Koh sang "Do You Hear the People Sing," the classic from "Les Misérables." While the Arts Night featured much more than singers, I think we did hear the people sing, and despite our physical distance, I felt more connected to those performing and viewing than ever before.

CREATING for a purpose

Windward Faculty Creates and Donates Face Masks and Shields to Health Organizations



As Windward's physical campus moved to a virtual model in the wake of COVID-19, Resident Tinkerer Max Nishimura decided to put one of the School's most state-of-the-art resources to good use. Using the advanced 3D printing and modeling equipment available in the CREATE Studio, Max and other Windward Faculty members worked to make and build safety masks and face shields for local hospitals and care centers in need.

The project proved to be a complicated one at first, as procuring the necessary materials and fine-tuning the model specifications and subsequent prototypes came with its challenges. In the end, the efforts of Max and his team paid off, as they were able to donate the 3D printed face shields to Long Beach Memorial and Southern California Hospital in Culver City. Five shields were also sent to a hospital in Florida for medical validation. In total, the team crafted and donated 40 face shields in the first few months of the pandemic. The CREATE team also worked to print face masks, with requests from a local nursing home, as well as from USC Keck Medical.

But Max and his crew didn't stop there. They donated 30 more face shields to crashspace, a local non-profit makerspace, which acts as an intermediary between local individual makers and the clinics and hospitals requesting PPE, and also 3D printed 30 reusable face masks for Kaiser Downey Medical Center's Pediatric Department.

By mid-June, Max winded down the project and gave the School's 3D printers a much needed rest. While local manufacturers with larger production capabilities were able to eventually step in and produce equipment on a grander scale, Windward's efforts proved faster than traditional supply chains and held the line to allow for more scalable production techniques to catch up. While there's no telling what the future will hold, Max and his team are ready to mobilize their machines and resources again at a moment's notice.

This undertaking is truly inspiring and serves as an uplifting reminder as to the resilient spirit of the Windward community.



FROM CLASS TO COUCH (How to Adapt to Virtual School)

By Henry Diamond '22,
Communications Intern

Dear Incoming Windwardians,

When I first heard that Windward would be switching to virtual school back in March, I didn't know what to think. While my friends were cheering, I was thinking: how's online learning going to work? I soon learned. You have shorter days, you have everything you would need at school at home, it is still possible to meet with teachers, and the food is still great. As more and more weeks passed, it didn't seem like we would be going back to on-campus learning anytime soon. I never envisioned anything like this happening, and it put me way outside my comfort zone. I soon learned how to make online learning within my comfort zone.

CONNECT WITH FRIENDS

A huge stress relief for me is talking and having fun with friends—if it's having fun on the weekends or during the numerous breaks at school. Talking to a friend is a vital way I keep my brain moving throughout the day. Also, there's something about going to school and getting information explained in person and not through a screen that's a feeling hard to replicate.

GET MOVING!

When virtual school started, that human interaction was taken away. The days moved slower, and school got very mentally draining. But I was able to adapt. There are many strategies I did during the school year to stay focused. I would make myself breakfast every morning because I love to cook. I would go on walks with my dog just to get outside and have some fresh air, and at the end of the day I would work out and get my necessary physical activity. These strategies were crucial in keeping me on track and focused when trying to finish the school year strong. This is my personal experience adapting to the change of online schooling.

FOCUS ON YOUR HOBBIES

Jaden Rosenbaum '22 said this about his experience: "Virtual school is one with many ups and downs. The switch from on-campus school to virtual school started off as a tough one with long hours on Zoom, but as the schedule was adjusted I soon got used to it. The switch to online instruction gave me the opportunity to get more sleep and focus more on my hobbies. I found virtual school less stressful and it is helpful during a time where stress is all around."

BE PRODUCTIVE

Any student will tell you, starting the year off strong is just as important as finishing strong. So, what can you do to ensure you are the most productive version of yourself? There are many ways to keep yourself mentally focused, but being at home sometimes makes your bones feel like jello. To keep myself engaged during the day, I imagine it's a normal school day. That means waking up at 8 a.m. and continuing to do work until the school day is over. After 2:30, school time is over, and after is the time where I do what I love.

MAINTAIN FOCUS

But, I was curious. I wanted to see how my fellow classmates stayed mentally focused and what advice they had for the students who disliked or had trouble adapting to virtual school.



"I stayed focused during virtual school by keeping my phone in a separate room during classes. This helped me focus on my teachers and ensured I wouldn't get distracted by notifications. I also made sure to keep all notifications on my laptop off so I had no chance of getting distracted by those either," said Layla Olmos '21.

STAY ENGAGED

Layla brings up a great point. It is very easy to be distracted at home with no one directly supervising you. Having your phone in a different room is a great way to stay engaged and not be focusing on something else. This is great advice, and something I will incorporate into my routine during the school year.

To me, in-person school is more rewarding, but there is a level of freedom of going through the process of virtual school by yourself. Getting a grade back on a piece of paper instead of online is very morally boosting. Nonetheless, if virtual school means keeping the Windward community safe and healthy, it is the student's job to create strategies that make this experience go as smoothly as possible.

So if the school year and the pandemic ever seem too overwhelming, make sure to pause, take a deep breath, maybe call a friend, or cook up a good meal! You'd be surprised what these tricks can do to get you through!

Henry

Senior Celebrations



While the Class of 2020 may have had to finish out their Windward careers safe-at-home, the School's faculty, staff, administration, and parents found ways to develop meaningful, creative, and celebratory moments to recognize the Seniors all throughout the month of May.

The community celebrated the amazing Class of 2020 virtually in many ways with the goal of maintaining Windward's culture of excellent teaching and learning while seeking to balance the challenges and opportunities the community faced together. The month of Senior celebrations was capped off by a curbside diploma pick-up at Windward on May 24.

Senior Chalk Day

Windward's tradition of Senior Chalk Day lived on! Boxes of chalk were dropped off at students' homes with instructions to craft and document a chalk creation of their own name, college logo, Windward message, or other creation that joined their classmates' designs to create the Chalk Collage of 2020.



QR CODE: Scan here to watch the Senior Chalk Day Video!

Senior Surprises

Throughout the month of May, Seniors received several "Senior Surprises" that were coordinated by Windward and hand-delivered by parents and faculty. Gifts included Senior Class Cookies, Grad Cap decorating kits, Graduation yard signs, and bags of sweet treats. We'd like to extend a big thank you to the many parent volunteers who worked tirelessly to help craft, assemble, and deliver these gifts all throughout the city!



Night on the Virtual Bridge

On Wednesday, May 20, Windward parents and guardians joined the Senior class virtually on Zoom for the School's Night on the Bridge, a ceremony intended to be a final group gathering of Seniors with their families to celebrate the Class of 2020. This special event included a walk down memory lane as the Seniors and Collegiate Division reflected fondly on the memories they've shared at Windward. As selected by the Class of 2020, the night included two faculty speakers—Tyrone Powell and Melanie Arias.



Capstone Colloquium

The Senior Capstone teachers and Windward's Collegiate team worked hard to plan a unique virtual Senior Capstone Colloquium, which highlighted the Seniors' academic endeavors. The culmination of their individual and group efforts in their chosen fields of scholarship proved enlightening to all who attended their virtual presentations. "The remote setup turned out to have some advantages over the traditional live presentations. Because we spread the presentations out over a week, and because there was no constraint of space, it was possible for more people to attend more of the presentations. This was such a benefit to the Seniors, as they could have friends and family from far away places on Zoom to see their work. The Zoom platform made it easy to record the presentations for posterity and to post them for later viewing," said Jill Bush, former Associate Director of the Collegiate Division.



QR CODE: Scan here to view the Capstone Colloquium session recordings



Curbside Diploma Distribution

In accordance with health and safety guidelines, the School offered Seniors and their families individualized times for a Curbside Diploma Distribution on Sunday, May 24 at Windward!

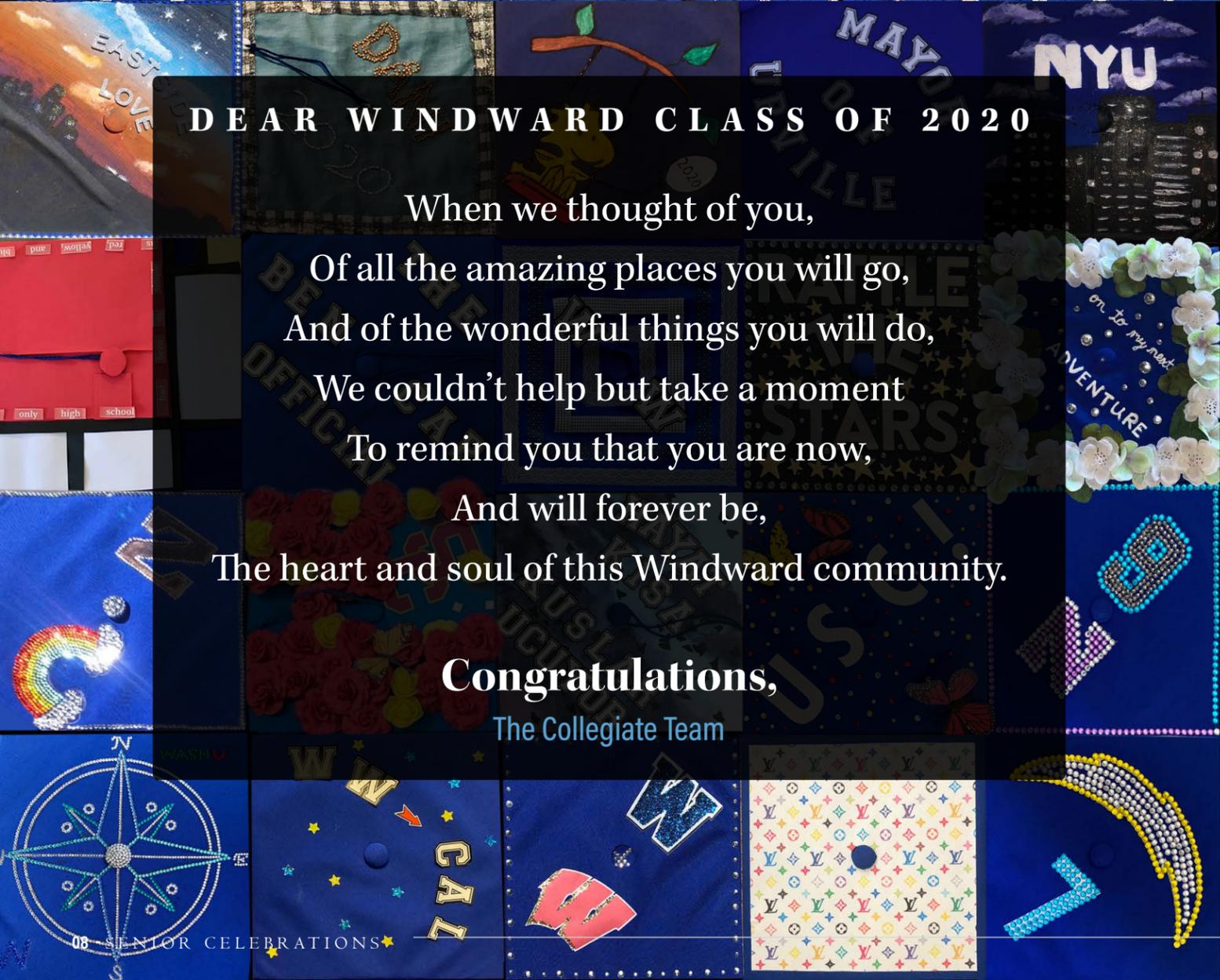
The students wore their caps and gowns and were able to pick up their diploma from Head of School Tom Gilder and took individual photos to commemorate the event, including one with a life-size Tom Gilder cutout. These individual photos were then photoshopped into a Class of 2020 graduation photo. Many families decorated their cars festively for the once-in-a-lifetime occasion. As part of their Senior Surprises gift, the students were sent a graduation cap decoration kit, which allowed them to colorfully decorate their caps for the event, which was live streamed on Vimeo for the community to watch.



Senior Baccalaureate Celebration



On Saturday, May 23, the community gathered via Zoom and Facebook Live to honor the Class of 2020. This virtual ceremony, which had more than 350 participants and viewers, replicated many components of Windward's traditional graduation, such as speeches and awards, while also including a photo montage tribute to the Class of 2020.



DEAR WINDWARD CLASS OF 2020

When we thought of you,

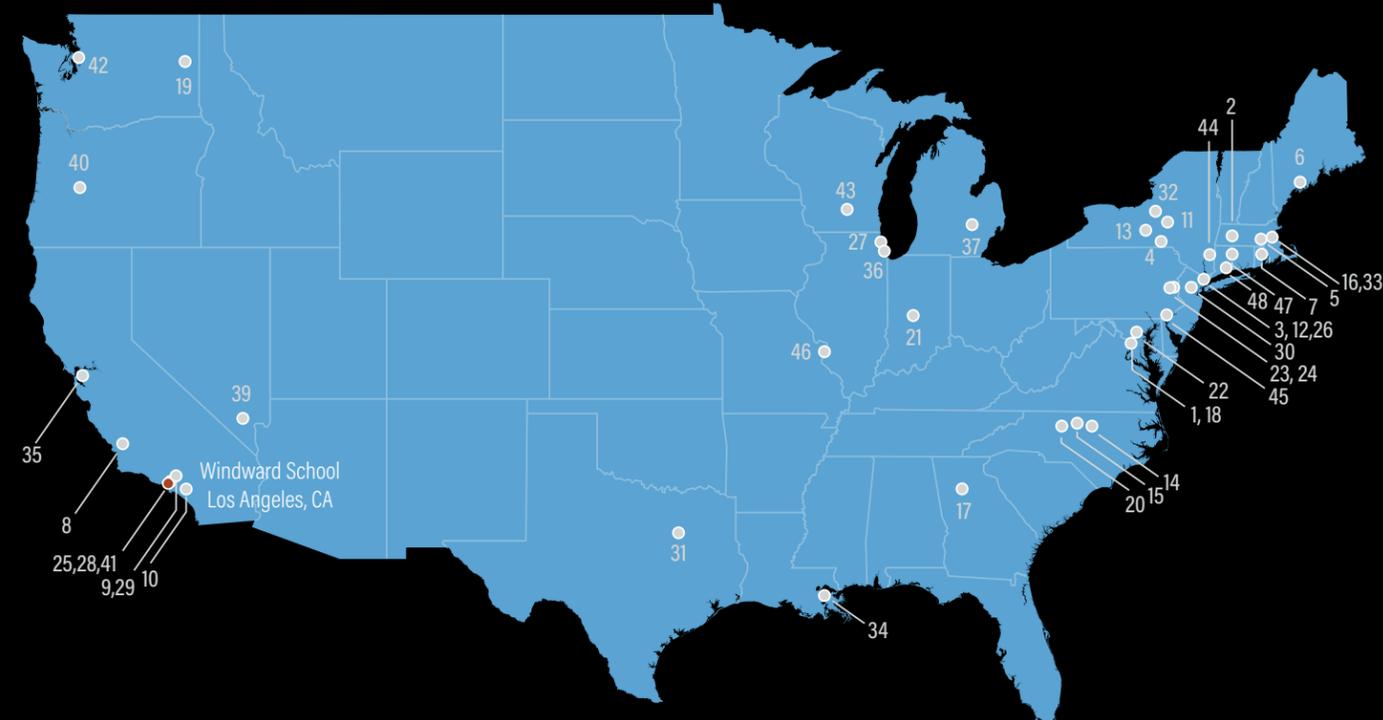
Of all the amazing places you will go,
And of the wonderful things you will do,

We couldn't help but take a moment
To remind you that you are now,

And will forever be,

The heart and soul of this Windward community.

Congratulations,
The Collegiate Team



This Fall, our most recent Windward alumni are just beginning to make their mark at the following college and universities:

- American University (1) • Amherst College (2) • Barnard College (3) • State University of New York, Binghamton (4) • Boston College (5) • Bowdoin College (6) • Brown University (7) • California State Polytechnic University, San Luis Obispo* (8) • California State Polytechnic University, Pomona (9) • Chapman University (10) • Colgate University (11) • Columbia University* (12) • Cornell University* (13) • Duke University (14) • Elon University (15) • Emerson College (16) • Emory University* (17) • Georgetown University (18) • Gonzaga University (19) • High Point University (20) • Indiana University-Bloomington (21) • Johns Hopkins University (22) • Lafayette College (23) • Lehigh University (24) • Musicians Institute (25) • New York University* (26) • Northwestern University* (27) • Occidental College* (28) • Pitzer College (29) • Princeton University* (30) • Southern Methodist University (31) • Syracuse University* (32) • Tufts University (33) • Tulane University* (34) • University of California-Berkeley (35) • University of Chicago* (36) • University of Colorado Boulder (37) • University of Michigan, Ann Arbor* (38) • University of Nevada, Las Vegas (39) • University of Oregon (40) • University of Southern California* (41) • University of Washington, Seattle* (42) • University of Wisconsin, Madison* (43) • Vassar College* (44) • Villanova University (45) • Washington University in St Louis* (46) • Wesleyan University (47) • Yale University (48)

* Denotes more than one matriculation

WINDWARDNetwork

We look forward to supporting our newest alumni through the Windward Network, which was created to support students and alumni seeking professional growth, networking, and mentorship opportunities—while enrolled at Windward and for long after they graduate. The Windward Network provides Summer internship offerings for students and college-age alumni, helping them to gain valuable insights into their industries of interest, develop skills, cultivate professional connections, and strengthen their resumes. Our internship program is coupled with an online mentoring and networking platform, Windward at Work, providing helpful resources for creating a resume, discovering employment and internship opportunities, and much more.

► If you would like to learn more about the program, scan the QR code, or contact Robin Pickett at rpickett@windwardschool.org.



REAL PROBLEMS, REAL SOLUTIONS

Design Thinking Goes Digital

By Henry Diamond '22, Communications Intern



QR CODE: Scan here to view some of the students' final prototypes here.

This past Spring, the Making and Engineering Design class tackled COVID-19 and the ensuing quarantine head on through a process called design-thinking.

Design-thinking is a design methodology that focuses on the needs of the client, tackling problems big and small. Through online research, empathy, and community feedback, students were able to generate a variety of innovative ideas and solutions that would best suit the person they were designing for.

The goal of the COVID-19 Design-Thinking Challenge was not only to come up with a viable end-product or service, but it was also a way for them to practice empathy by designing and thinking about someone other than themselves, and to develop self-efficacy to figure out what they could do to make a meaningful impact in a crisis such as this.

"I design projects in my Making and Engineering Design class thinking about the ways students can develop the skills and attitudes that would prepare them for work and life in the 21st century," said Making and Design teacher Max Nishimura.

"I saw this project as an opportunity to exercise the students' resourcefulness—what can they create, given their current limited capacity, that is still meaningful and authentic."

The class started off by asking themselves: How might we design a product, environment, or service that will help someone deal with and/or mitigate the effects of the current coronavirus outbreak?

Students chose a client to design a solution for. They empathized with their client, came up with visionary and innovative ideas, solicited feedback from classmates, and iterated on their solution until they developed a robust prototype.

Working through the design-thinking process from home did pose a number of challenges, especially in terms of access to tools and materials.

"For me, the hardest part about working on design thinking from home was finding materials to work with for prototyping and getting peer feedback. The easy part was finding problems to start the design thinking process off with because the virus poses many new issues that we haven't faced before," said Asha Gopinath '23.

Joy Cheng '22 created a mask washing machine using a Milano cookie container she found at home. Joy mentioned that her mom, who in her role as a doctor needed

"I saw this project as an opportunity to exercise the students' resourcefulness"

to hand wash her mask once she returned home from work each day, was the source of inspiration for her project.

"Working at home was challenging because I had to make many trips to Windward to pick up the tools and materials I needed to build the project. However, it inspired me to repurpose materials that I found around the house as part of the design. It also allowed me to get feedback on the project from my family as I was building it, which was helpful because my goal was to use my project to help them," said Joy.

Overall, the project proved to be more than just a normal design-thinking challenging.

"The level of creativity and ingenuity that my students displayed while working on this project was beyond my expectations. My students put in a lot of effort really listening to and empathising with their client to develop genuine solutions, and I am very proud of them for their work," said Max.



FABRIC OF A NATION

Chile, and the Arpilleras of their History

By Henry Diamond '22, Communications Intern



Capping off a nearly two month-long unit on Chile in which students studied arpilleras as a form of protest, Spanish 4 Honors students had the privilege to visit the Museum of Latin American Art (MOLAA) to see "Arte, mujer y memoria: Arpilleras from Chile" exhibit. Students viewed 30 arpilleras, brightly colored homemade quilt samplers put together by Chilean women's collectives during the Pinochet regime during the 1970s and '80s.

Constructed from simple materials such as burlap and scraps of cloth, arpilleras typically depict scenes of hardship and violence that many women experienced during the dictatorship due to impoverished living conditions and government repression.

These arpilleras were born out of the housewives' need to express their sense of fear, grief, loss, frustration and sorrow over not knowing the fate of their relatives. The production of arpilleras pro-

vided a vital source of income for the arpilleristas, many of whom had been left in a state of financial insecurity due to widespread unemployment and forced disappearances of their husbands and children.

As part of their ongoing study, students were tasked with making their own arpilleras, with each quilt protesting a global occurrence that they felt must change. Students attempted to embody the feelings of the Chilean housewives, and make something that felt meaningful to them.

"Creating an arpillera in Spanish 4 Honors class was both a valuable and rewarding experience," said Paige Pomerance '22. "My collaboration skills were put to the ultimate test, while at the same time I had to practice using an artistic mindset. My partner and I were both drawn to producing a piece of art that was not only pleasing to the eye, but showcased the many mental health

illnesses that are incredibly apparent in our society today."

Phoebe Eskovitz '21 also found her visit to MOLAA enlightening. "I really enjoyed our field trip at the end of the year to an exhibit where we got to look at real arpilleras from history, as it really allowed us to appreciate the important role they served during wartime."

She also came away with a new appreciation of the impact arpilleras can have, both personally and historically. "My topic for the arpilleras project was Women's Rights, and I chose this topic because it is a topic that can be tracked throughout history, making for an interesting documentary," said Phoebe.

"The process of creating the quilts was a really fun experience. Working in the CREATE Studio while only being able to ask for supplies in Spanish was something I never thought I would do at Windward."

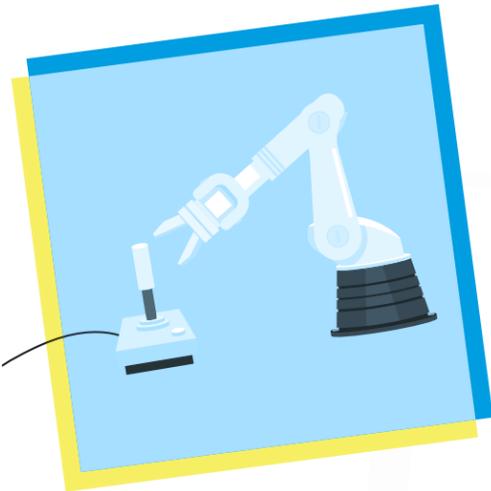
REMOTE CONTROLLED: ROBOTICS CAMP HEADS HOME

During the last week of June, Windward's Academic Summer Camp Series tried something new—remote robotics. During the week prior to the camp, kits of essential parts and tools were prepared for parents to pick up at Windward. The kits included an array of sensors, an arduino microcontroller, a basic chassis kit, motors, LEDs, a roll of masking tape, and three ping pong balls.

Running the hands-on camp was a challenge, but two key elements made it workable: first, the participation of four intrepid Windward rising Juniors who served as remote camp counselors, and second, the use of an extensive circuit and programming simulator supported by Autodesk's TinkerCad. The participation of in-the-know Windward students meant that breakout rooms could be used with smaller groups of campers to share ideas, get help, and show off progress in small groups. The use of the simulator allowed counselors to develop circuits and code in real time alongside the campers.

As for the tape and ping pong balls? These elements were added to allow students to make up for any pieces that didn't quite fit together and to construct their own maze elements at home for their robots to traverse.

Being physically isolated from one another does not have to mean missing out on hands-on high-tech learning experiences. The Windward Remote Robotics Camp proved this and will inform our future remote experiences.



Physical
 ↓
 Distance
 ↓
 Beyond
 ↓
 Social
 ↓
 Quarantine

WINDWARD SPEECH AND DEBATE TEAM SHINES IN INAUGURAL VIRTUAL TOURNAMENT

The sudden shift to remote learning disrupted plans for everyone, abruptly grounding many activities. Immediately sprinting out of the gate without missing a beat, the Speech and Debate community launched into the uncharted territory of virtual tournaments. In the final weeks winding down the school year, Windward Speech and Debate spearheaded a leading role in these efforts.

Two Middle School teams entered the MSPDP league's first-ever virtual tournament, organized by Windward coach Aaron Marquette and the V.D.T. collective. Representing the Wildcats were Jet Jadejah, Ben Mayer, Jackson Walter, and Teddy Sipkins. Fully embracing the experimental ethos in the air, members rotated teams between rounds so that the 8th Grade debaters could debate together in their final Middle School Debate tournament before moving on to Upper School forensics. While philosophers are still debating whether androids dream of electric sheep, one thing is certain in this moment without precedent: Windward debaters are equipped to thrive in these cyborg times. The hybrid Wildcat teams claimed 2nd and 3rd Place debating resolutions on government tracking policies for containing COVID-19 and the topic of whether the United States Federal Government should abolish private ownership of motor vehicles.

The Upper School squad capped off a year of groundbreaking accomplishments with an impressive run of performances at national level tournaments. At the West LA virtual qualifying tournament for Nationals, Meiyi Wang broke to finals in Dramatic Interpretation and Luke Gialanella in Domestic Extemporaneous Speaking. Sam Siminou and Emma Green earned bids to the national tournament for their final round performances in Domestic and International Extemp. In-between the qualifying tournament and nationals Sam Siminou and Bella Garcia represented Windward in the National Parliamentary Debate League's virtual tournament, claiming a top 10 spot in the speaker ranking at the NPDL's most regionally diverse tournament ever.

At the NSDA national tournament Windward further extended its presence on the national scene with Sam and Emma representing the Wildcats in Extemp Speaking. Emma broke to Octafinals placing amongst the top 60 speakers in the nation.

The team is poised to continue the momentum into this next year. The Windward Speech and Debate program stands at the forefront of innovative responses for adapting to the new environment. The tournament schedule for the upcoming year is being finalized by the Western Bay Forensics League with Windward coach Aaron Marquette serving as the newly elected president.

LEFT: Upper School team members Bella Garcia '20, Emma Green '21, Sam Siminou '21, and Meiyi Wang '23, alongside Middle School team members Teddy Sipkins '25, Jet Jadeja '24, Ben Mayer '24, and Jackson Walter '24

Middle School Service Learning Talks Homeless Prevention With PATH

“We’re Not Home Until They’re Home”

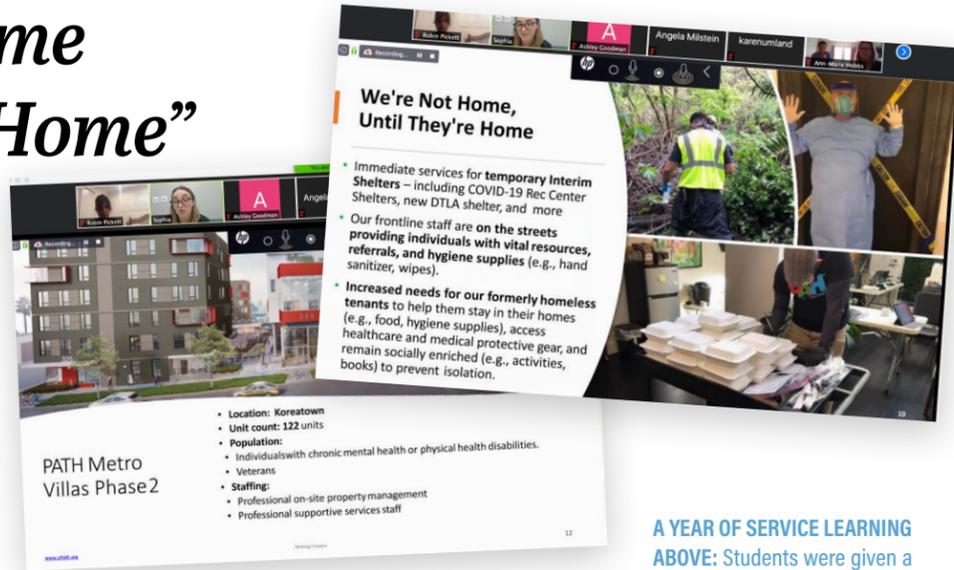
For the 2019-20 school year, Windward expanded the Middle School Service Learning program, recognizing that all students entering Windward are from different schools and backgrounds but have already begun to develop the habits of being an engaged citizen in the community. To continue to foster this spirit of giving back, the Middle School students and their parents partnered with PATH (People Assisting the Homeless) in four after-school service projects throughout the year, with the final one taking place on Thursday, May 7. PATH’s mission is to end homelessness for individuals, families, and communities.

PATH recently launched a relief campaign by the name of “We’re not home until they’re home.” They, along with the city of Los Angeles, have provided immediate services for interim shelters, while their staff members are on the frontlines providing individuals with resources, referrals, and hygiene supplies.

Next, participants took a virtual tour of PATH’s Metro Villas, their new 122-unit affordable and permanent housing facility located in Koreatown, which is set to open at the end of May. This facility will house veterans and individuals with

chronic mental health or physical health disabilities. Employment services, health clinics, a community garden, and more will be available to all, not just those housed in the facility.

The event ended with volunteers learning about the variety of ways that individuals can help support PATH and the homeless population. Our families found the event to be both informative and inspiring, and they appreciated the first-hand glimpse into the incredible work of this organization. We look forward to strengthening our partnership with PATH in the coming years!



A YEAR OF SERVICE LEARNING
ABOVE: Students were given a virtual tour of PATH’s new Metro Villas housing and learned how the organization partnered with the city of Los Angeles to provide immediate COVID-19 housing. **BELOW:** Earlier in the Spring, students helped write ‘welcome home’ cards and assemble care packages for people entering housing.



Student Teachers: Windward Students Provide Online Enrichment to Neighborhood Schools

This past Spring, Windward’s on-campus Service Learning program had to come to a halt, but that didn’t stop students from finding ways to give back to the local community. Two Windward students in particular, Sophie Sloan and Yalli Koren-Pinto, both Class of 2024, introduced “Enrichment at Home,” as a way to reach elementary students in the community. The website features education tutorials for elementary school students that Windward students from all grade levels have contributed.

The site features short tutorials in math, science, baking, reading, and more. In total, the website has video contributions from over 20 students, and also features contributions from Gage Loveless and Kevin Kloeker’s Science classes as part of class assignments. Once the website was completed, and all videos were uploaded, the website was shared with all of Windward’s partner schools, including Beethoven Street, Richland Avenue, Mar Vista, Walgrove, and Palms Elementary School.

“We came up with the idea for Enrichment at Home because Yalli and I both noticed that

younger students at public schools weren’t getting much work, and their parents had to somehow watch them at home while doing their jobs, which was a challenge,” said Sophie.

“We wanted to help with this challenge for both the parent and child, so we decided to make a website with a lot of activities for the kids to do that didn’t really require a parent and would then give the parent some time to do their own work while the child could do educational and fun activities.”

“The website consists of activities that don’t require parental guidance and are meant to boost children’s creativity. We also created some math worksheets with drawing components to help kids learn math in a more engaging way,” Yalli added.

“My favorite part about this experience was making some of the art and dance videos. I really enjoyed doing this because I feel like it’s a way to connect with the kids and make their quarantines a little more enjoyable and interesting!”



E-SERVICE LEARNING: Sophie Sloan '24 and Yalli Koren-Pinto '24 helped assemble a website to provide neighborhood students with additional educational experiences while learning from home.



QR CODE: Scan here to view the Enrichment at Home website

INTERNATIONAL AT HOME

Spring Guest Speakers Round Out Windward's Humanities Learning Series



Introduced in the Fall of 2019, Windward's Humanities Learning Series was created as a way to further diversify and enhance the voices and perspectives our students encounter across their educational careers.

Focusing specifically on three disciplines—English, History, and World Languages—the series played host to an array of dynamic, informed guest speakers working alongside Windward faculty members to supplement an advanced curriculum. Over the course of the 2019-20 School year, Windward hosted five guest speaker events, the last two of which were hosted virtually in the Spring to conclude the series.

On Monday, April 13, AP English Language students were treated to a diverse panel of representatives across faith traditions coordinated in partnership with The Guibord Center—Religion Inside Out, an organization dedicated to promoting and facilitating interfaith dialogue, fostering pluralism, and affirming the values held in common by many faiths. The panel focused on deepening students' study of Religion, Spirituality, and Philosophy.

The event was student-moderated and featured four panelists (pictured above):

- Dr. Lisa Patriquin, Program Director for Youth and Young Adults, *The Guibord Center*
- Tahil Sharma, Regional Director for North America, United Religion Initiative; *Guibord Center Advisor*
- Samia Bano, Operations Manager, Women's Mosque of America; *Guibord Center Advisor*
- Rabbi Neil Comess-Daniels, Temple Beth Shalom; *Guibord Center Advisor*

"We are grateful for the richness of the live session and the wondrous engagement of our students. The virtual panel proved to be a dynamic part of our study of religion, spirituality, and philosophy," said former Associate Prep Director Meghan Tally.

The student moderators, Cayla Kallman '21, Sarah Peykar '21, and Griffin Wolff '21, asked engaging and thoughtful questions during the hour-long Zoom session.

"The panel was genuinely so fascinating. I wish that it could have been triple the length honestly—feels like there's so much more to be asked and learned," said Cayla.

SPRINGTIME GUEST SPEAKERS: Dr. Lisa Patriquin, Tahil Sharma, Samia Bano, Rabbi Neil Comess-Daniels, and Professor Damola Osinulu joined Windward for the final two Humanities series events, offering their international and interfaith perspectives during the pandemic.

The speakers discussed how their beliefs and practices have grown throughout their lifetimes and how their faith has evolved over time. Some shared eternal truths from their faith traditions that they found relevant in their lives right now during the COVID-19 pandemic.

"I found the discussion to help me further understand different faith traditions other than my own and connect what I learned from the panel to the book we are reading as a class as well," said Sarah.

The panel concluded with a live Q&A from the audience, using the Chat feature in Zoom. "I was so glad to be a part of the panel. Hopefully the Junior class gained some important information about religion as it will be very useful in this unit. Awesome discussion!" said Griffin.

The series was completed on May 8 when NYU Liberal Studies professor Damola Osinulu joined Dr. Regan Buck Bardeen's Global Scholars and Global Studies class for a virtual lecture on the religious response to COVID-19 and other illnesses in Nigeria. Professor Osinulu, who investigates and teaches African cultural production and who is currently

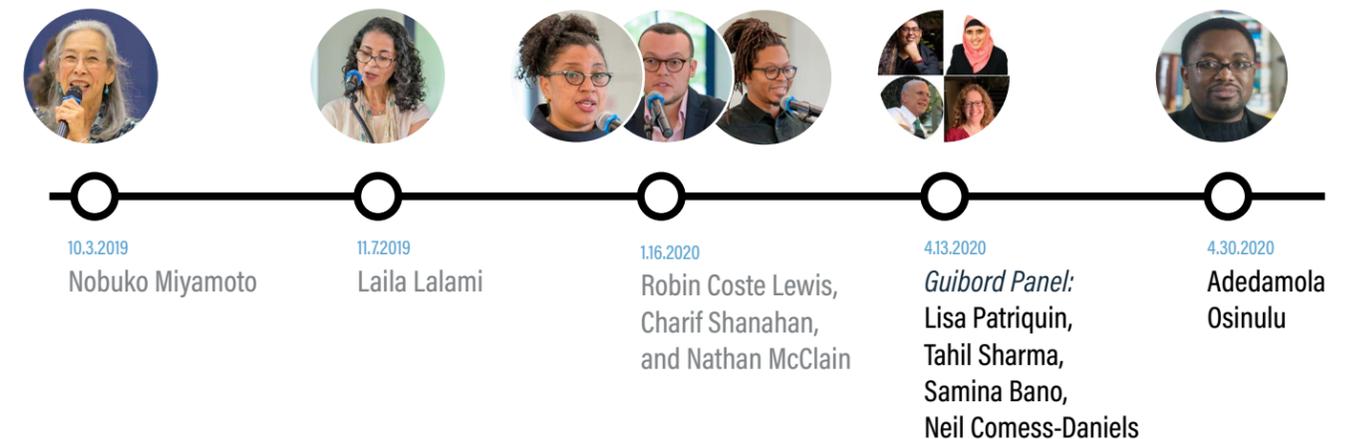
examining how Nigerian Pentecostals conceive of and make space on the outskirts of the Nigerian city of Lagos, shared his own research on Pentecostalism and related it to the final unit of study in Windward's Global Studies course, "Resilient Responses to Global Epidemics."

"The audience had great questions for Professor Osinulu, who showed the students how lessons in the classroom reflect events happening across the world right now," said Regan.

The virtual event was a great opportunity for our Global Scholars to hear directly from someone who works in the field of Global Studies. Throughout the year, the scholars met regularly to discuss current events, so it was fantastic to end the year with a talk that directly addressed the current pandemic.

"It was a real pleasure to engage with the Windward community during my guest lecture. I was really impressed with the quality of questions I received after the talk. It was clear the students and faculty who attended the talk were deeply attentive and interested in the subject matter," said Professor Osinulu regarding his virtual visit.

▶ 2019-20 HUMANITIES SPEAKERS TIMELINE





Together as One

Diversity, Equity, and Inclusion Initiative Pushes For Progress

Windward is determined to create a welcoming community that embraces diversity and encourages students to develop a deep understanding and appreciation of the diverse world around them. While this work is forever ongoing, in 2019-20 the School pushed its DEI initiative even further through events and workshops meant to observe, celebrate, and inform.

In October, the School continued its longstanding recognition of National Coming Out Day, a nationally observed day created as a way of promoting a safe world for LGBTQ+ individuals. Led by our two student groups—SAGA (Sexuality and Gender Alliance) and SPECTRUM—National Coming Out Day featured a community gathering complete with rainbow colored cookies, as well as an open forum board wherein students and faculty could proclaim their pride, allyship, and support.

Buoyed by our inaugural success of last year's Tales at the Table, the event returned with its largest turnout ever this past November. Featuring a multicultural meal and enlightening stories from our speakers on culture, identity, and perception, the night served as both a tribute to individuality and a reminder of shared responsibility, deepening the incredible sense of togetherness we feel on campus every day. "Each story challenged those of us in attendance to think about what we don't see and how that may impact an individual or family. Our community

showed how important the conversations around inclusion and diversity are by their attendance," said Tyrone Powell, Co-Director of Diversity and Inclusivity.

The following morning, faculty and staff gathered for an in-service focused on fostering a sense of belonging for all Windward community members. The In-Service Planning Committee led attendees through discussions on topics such as implicit bias, LGBTQ+ support, and how to create an inclusive community. Faculty and staff then broke into small groups to further discuss their role in creating an inclusive, welcoming space for all.

Additional speakers came in the form of Windward's newly launched Humanities Learning Series, which focused specifically on three disciplines—English, History, and World Languages. Created as a way to further diversify and enhance the voices and perspectives our students encounter across their educational careers, the Series brought five unique sets of dynamic, informed speakers from different backgrounds to campus, working alongside Windward faculty members to supplement an advanced curriculum.

That extended approach also applied to our popular Parent Coffee Talks, which took on new life in the wake of the COVID-19 pandemic. Following a series of well-attended on-campus meetings, the talks saw record membership upon the School's move to a virtual model, with

topics such as "Implicit Bias—Awareness and Navigating Inequality," "A Sense of Belonging, Empathy, and the Ways in Which We Can Connect During the Pandemic", and "Processing Trauma and How to Talk to Your Children About It" finding particular resonance given recent events.

Perhaps the most inspiring trend we saw in 2019-20 was that of the continued involvement and leadership of our students. For the third year in a row, Windward sent a group of representatives to the People of Color Conference (POCC) and the Student Diversity Leadership Conference (SDLC), both of which took place in December. Upon their return, students shared their experiences with administration, faculty, and staff, offering an invaluable perspective that will drive the School as it continues to move forward.

Additionally, students and other members of the Windward community virtually participated in the 25th anniversary of GLSEN's Day of Silence. Their silence highlighted the silencing and erasure of LGBTQ people in schools. The issue resonated with many allies, who responded with participation, respect, and support. Students also served as ambassadors for a delegation of Peruvian students invited to campus. Hosted

by Windward Global Scholars and Spanish Honors Society students, the invitees attended morning classes and Seminar along with their hosts, shared lunch with our students, and attended afternoon Advanced Spanish classes.

While the day certainly left an influence on our Peruvian guests, the impact was felt just as strongly by our students. Said Melanie Arias, Director of Global Programs: "The day was one of those rare moments in which you can feel the world growing so big, and yet so small, all at the same time."

The 2019-20 school year rounded out with many open space conversations for students, faculty, and parents as well as virtual Town Hall meetings for Middle School and Upper School students.

While we're encouraged by the strides our community has made in recent months, there's plenty more to come in 2020-21. Stay abreast of all our DEI work by visiting www.windwardschool.org/dei.



IN-SERVICE IN ACTION: In November, Sarah Clark and Emily Dawe helped lead an implicit bias training session for Faculty, Staff, and Coaches.

Values In Action

Education Today for a Better Tomorrow



By Ashley Goodman and Tyrone Powell
Co-Directors of Diversity, Equity, and Inclusion

MISSION STATEMENT

Windward School is a dynamic college-preparatory school that challenges each student to achieve excellence in a nurturing, inclusive community. Windward teachers, parents, and administrators work together to inspire our students to be responsible, caring, well informed, ethical, prepared, and well balanced young adults.

A commitment to a just society is ingrained in Windward's mission statement. Perhaps now more than ever before, we recognize the full breadth of such a promise, both in how far we've come and how far we still have to go. Our immediate goal for this past Summer was to broaden our understanding and depth of knowledge as Diversity, Equity, and Inclusion leaders. While undergoing this work, and through the feedback we received from students, parents, alumni, and faculty and staff, we realized the need for a shift in culture and systemic change at Windward, which begins in understanding the cycles of oppression, white supremacy, and an understanding of our own racial identity.

The ideal that everyone in our school community enjoys a place of community and inclusivity is an ambitious one. In order to make it a reality, we as an organization made up of different people must understand the importance of equity and social justice. Cultivating equitable, just, and sustainable living now is important so that our current and future generations may prosper later.

This Summer was one full of learning, self-discovery, reflection, and a deeper commitment to supporting diversity education. In order to identify the best practices available for educating and enlightening our faculty, staff, and

administration, we first underwent training of our own. We started by attending the National Diversity Practitioners Institute, a three-day professional development seminar hosted by the Glasgow Group, a diversity training, leadership coaching, and educational consulting firm. Focusing on the value of multicultural education, as well as the importance of being intentional in regards to thinking critically and placing value in other cultures, this training served as a springboard from which to focus our equity efforts.

Recognizing the impact of the ongoing coronavirus pandemic and its toll on students' mental health, we, along with other Windward faculty members, also attended Project Wayfinder, a digital conference hosted by Stanford University. The program reinforced the necessity of making meaningful and purposeful development a central focus of adolescent education, something of particular importance given the current climate. These workshops, in addition to the Gender Spectrum Professional Symposium, led by Gender Spectrum, and Anti-Racism Training, by the Diversity and Resiliency Institute of El Paso, all served to highlight potential areas for growth in regards to the School's diversity, equity, and inclusion focus.

“Through the feedback we received... we realized the need for a shift in culture and systemic change at Windward, which begins in understanding the cycles of oppression, white supremacy, and an understanding of our own racial identity.”

Working in concert with East Ed, an organization devoted to anti-racist training for schools, Windward's faculty, staff, and Administration took part in a series of instructive workshops throughout the Summer. Facilitated by Teaching While White co-founders Elizabeth Denevi and Jenna Chandler-Ward, as well as Senior Consultant Randolph Carter (who founded the People of Color Conference and Student Diversity Leadership Conference at NAIS), the workshops challenged participants to look outside of their own worldviews and acknowledge their own biases, with the end goal of creating an inclusive, nurturing environment for every member of the Windward community.

These workshops were effective in large part due to the School's continued focus on Open Space discussion. To aid in this endeavor, in June we again partnered with the Glasgow

Group to help develop a better model for open forum, “affinity space” discussion. Hosting community conversations with topics such as People of Color in Solidarity for Black Voices and Healing the Souls of Black Women, the Glasgow Group provided a safe space for open discourse free of scrutiny or judgement. As mentioned earlier this year, this Fall Windward will be offering opt-in affinity spaces once a month during seminar or community time. Affinity groups provide spaces where students and adults can explore issues of shared identity and experience and affirm their emotional and intellectual responses to being part of a distinct subset of the larger Windward community. These groups are an important tool for reducing the sense of isolation, discomfort, and marginalization many children can feel even in the most progressive school communities.

Providing yet another avenue for conversation, the School also launched its inaugural “Windward Reads” program this Summer. Partnering with the East Ed Resource Collaborative and Director Elizabeth Denevi, Windward Reads hosted a book club discussion of the novel “Why Are All Of The Black Kids Sitting Together In The Cafeteria and Other Conversations About Race.” Meeting each Tuesday over the Summer, the program featured over 50 participants ranging from Windward upperclassmen to parents and guardians. In order to further build off of the success of these discussions, the School will expand its current programming for families by way of additional speakers, book clubs, and other opportunities for stakeholders, making them more widely available by offering a variety of start times and remote access.

Finally, our Summer DEI work also saw a more direct involvement from our most important constituency—our students.

Windward's newly expanded Student Diversity Leadership Board played an integral role in advancing the knowledge and understanding of events such as Juneteenth and the Stonewall riots, providing the community with important cultural and historical information by way of digital communications and social media activism. Meeting with leadership several times over the course of the Summer, the SDLB is already well prepared to take on a more active role in Windward's approach to DEI this Fall. They will be joined by the

“We hope to create and inspire real changemakers both within our community and beyond and empower moment markers—disruptors in the work—in engaging in conversations about systemic racism”

first ever Middle School Diversity Board in helping to further develop an equitable school environment. The Middle School Admin Division and the co-directors of DEI offered three opt-in conversations to discuss race, terms, and walk students through scenarios to begin to help them build tools and strategies to learn to be allies in the work of anti-racism and anti-oppression. Our goal in adding affinity groups this Fall is for students to learn more about their own identity and background first, so that they can begin to have dialogue in cross-cultural communication. We must be committed to raising a generation of students who can tackle racial inequality through discussion and action. We are also dedicated to helping amplify student voices through various platforms. The following pages feature student-written perspectives from some of SDLB's 2020-21 leaders.

Our goal as a School has been and continues to be to provide a nurturing, inclusive environment for our community, and we understand that there is no finish line. Through our work this Summer, and more importantly the work we do in the days, weeks, and months ahead, we hope to create and inspire real changemakers both within our community and beyond and empower moment markers—disruptors in the work—in engaging in conversations about systemic racism and inequity.

Whether through updates to existing practices—such as increasing our admissions outreach in an effort to recruit and retain a more diverse pool of applicants—to creating new ones—such as formalizing a hiring process for new faculty and staff that include specific consideration of experience and competencies related to DEI work—by looking at the School through a DEI lens, we foster a community that intentionally works to be anti-racist, abolishes systemic inequities, and promotes a truly inclusive school environment. We look forward to continuing this work with our entire school community throughout the 2020-21 school year and holding ourselves accountable for living up to our mission and values.



THE GLASGOW GROUP LLC

ABOVE: After consulting with the Glasgow Group, Windward partnered with the East Ed and Teaching While White organizations for faculty and staff trainings to address pressing issues of Diversity, Equity, and Inclusivity this Summer.

Changemakers: STUDENT DIVERSITY LEADERSHIP BOARD EXPANDS ROLE

The Student Diversity Leadership Board (SDLB) is made up of a group of diverse Windward students that represent various identities. The group meets once or twice a month to consider and discuss matters concerning diversity and student life within the community—and the outside world. The board looks to engage in leadership opportunities to educate and discuss with the Windward community about diversity in order to enhance and foster an inclusive and welcoming campus environment. The members advocate and are allies for marginalized populations, and celebrate the differences in people.

2020-21 SDLB LEADERS:



Isis Ginyard '23



Cayla Kallman '21



Ava Gargiulo '21



Emma Gargiulo '21

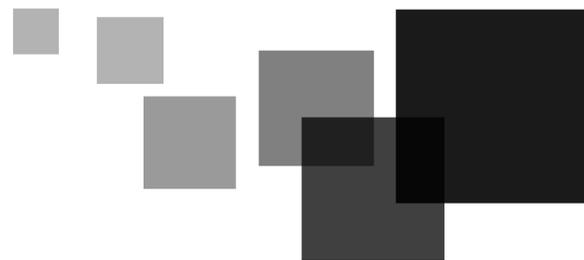


Riley Morris '22



Jazz Sudds '22

IT'S TIME TO LEAVE FAKE ACTIVISM



By Isis Ginyard '23
Student Diversity Leadership Board Member

On Black Out Tuesday, Instagram was covered with black squares in “support” of the Black Lives Matter movement. I noticed a lot of students from our School posting black squares in “support” of this movement, but I wasn’t sure if they really understood what they were doing, or if they were just posting it because it was trending. Senior directors of marketing at Atlantic Records, Brianna Agyemang and Jamila Thomas, organized Black Out Tuesday. On social

media, they posted their intentions for the movement. They said, “This is not just a 24-hour initiative. We are and will be in this fight for the long haul. A plan of action will be announced. We are tired and can’t change things alone. In the meantime, to our Black friends and family: please take the time for you and your mental health. To our allies, the time is now to have difficult conversations with family, friends and colleagues.”

Posting a black square in support of a movement isn’t enough. I understand that we are facing an epidemic, and there were riots in the streets, but protesting isn’t the only way to make a change within your community. At Windward, we have a club called the Student Diversity Leadership Board (SDLB) where we talk about issues in the outside world and within our community. This club is about being an ally to others and educating yourself and others about diversity and inclusion. Normalizing slurs is not acceptable because it is offensive. We discuss ways to fix these problems so that everyone at Windward feels safe. Anyone can join this club if they want to help out. We want women, the LGBTQ+ community, and people of color to feel like they have allies at this school. Being an ally means standing up for others even when they’re not around and putting in the work to make your community a better place for everyone. It means educating yourself instead of choosing to be ignorant. Most importantly, being an ally means getting involved with clubs and groups within your community that are already working on this positive change.

So if you really are an ally, then actually do something, but don’t pretend to care when you don’t, because that is even worse. Change has to start somewhere, so start making a difference in your community and join the Student Diversity Leadership Board today. For the 2020-21 school year, one of SDLB’s priorities is to create a platform to amplify student voice—a place where we can share stories and cover topics such as women, people of color, the LGBTQ+ community and their influence on the world. Now more than ever, at a time when we are literally farther apart than ever before, it is so important that we come together to talk about what really matters. I know that creating a platform for student voice will do just that.

Normalizing Sexuality in Society

By Alina Newman '23



It has never felt right. From my first minor crush on a girl, which I denied existed all through 5th Grade—it has never felt right. Different, yes, but never right. The need to share this part of me, who I am attracted to, or if I’m dating someone with the same body as my own, is something I never imagined I would be expected to do. I don’t want to speak with my family about who I want to hold. It makes me uncomfortable to tell people I barely know about my physical and emotional attraction.

If I could unapologetically look at both girls and boys, men and women, I would, but it brings up the topic every time I do. My bisexuality is a part of me, and yet it divides me. People have called me, and I am guilty of calling myself, “half straight,” or “half a lesbian,” as if the other part of me, the “gay side” is irrelevant. Either that or the “straight half” is the only one that is normal. It’s like the fact that I’m Bi is not half of my attraction, it’s not my sexuality, it’s a line that has been drawn down my middle without me knowing.

I’ve asked myself all the questions: “Is this a phase?” “Is it possible to like both men and women?” “Am I secretly straight? Secretly gay?” And every time I wish someone would just tell me the answer. They never do. It’s been years since I’ve started to question my sexuality, and it still feels new. Unfamiliar. Uncertain, and a taboo topic. I am not ashamed of my bisexuality. I am ashamed that I am somehow different, and I’m ashamed that my life has to be lived in a unique way because of who I’m attracted to.

As a society, we have to normalize all sexualities, and support those who struggle with who they are. It would have saved me so much self-hatred if being LGBTQ+ wasn’t seen as “different,” or “rare.”



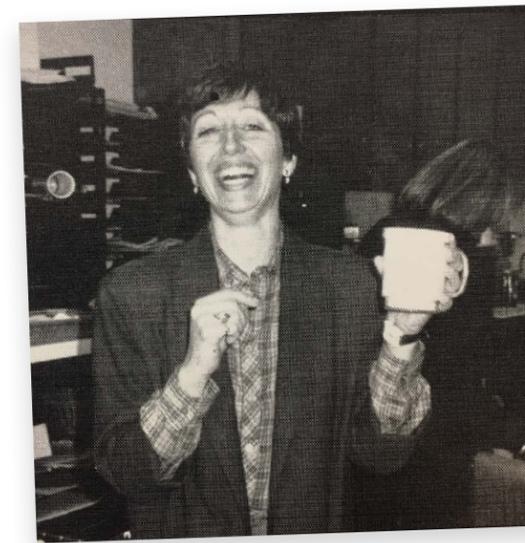
Paula Hirsch

39 Years of Service to Windward

Since 1981, Paula Hirsch served as one of Windward's World Language teachers in addition to her role as the School's Coordinator of Faculty Development. Throughout her 39-year career at Windward, Paula had an immense impact on the community teaching multiple levels of Spanish, Chairing the World Language

Department, leading Upper School Advisory and serving as Faculty Trustee on the Windward Board. A frequent guest at Windward alumni events, Paula stayed well connected with former students and left a lasting impression on everyone who came in contact with her effervescent spirit.

Beyond her work on campus, she quietly managed another set of responsibilities. Outside of Windward, Paula was very active in the language community. She served as President of the Southwest Conference on Language Teaching (SWCOLT), a regional foreign language teacher's organization encompassing nine Western



states and was also heavily involved in the California Language Teachers Association for decades.

Paula's career was recently capped off by winning the Hal Wingard **Lifetime Achievement Award**, the highest honor for teachers of world languages in Cali-

fornia and recognizes an individual's dedication and commitment to the language teaching profession over an extended period of time.

We thank Paula for her many years of service to Windward and wish very well in her retirement!

"Your heart, passion, and vitality have left a life-long impression on my heart."

-Jennifer Kartiganer '84

"Many many thanks for the banter and friendship. Wherever your next path leads to, I hope it is filled with peace, fun, and fulfillment."

-Jorge Flores '84

"Gracias por todo. Suerte y abrazos."

-Rob Pasnau '85

"Congratulations on a wonderful career at Windward. In 1995, I moved to Costa Rica. My ability to speak went from good to fluent very quickly because of the foundation in Spanish that you helped build. I truly appreciate your teaching and everything you've done for Windward over the years."

-Ken Salkin '86

"Congratulations on your retirement. To this day I think about literature and authors you shared with me my senior year."

-Kim Scott Baxter '87

"I was on scholarship and had a tough home life and you were one of the adults in my life who made me feel safe and special."

-Ben Austin '87

"You were the first teacher we had in 7th grade world language ('86)- we were a class of only four - how fabulous to start our Windward career and to be able to learn from such a caring teacher."

-Robyn Katz Young '92

"As a student, there are certain teachers you remember... their face, their energy, their enthusiasm. You are one of those teachers, and I am grateful to have been in your Spanish classes."

-Stefanie Gamber '92

"Paula is the most memorable of teachers—devoted, passionate, accessible and caring. Making paella in Paula's kitchen truly made the coursework come to life."

-Josh Lippman '95

"You inspired my interest in Spain. I ended up studying abroad in Sevilla and it changed my life. So, by definition, you changed my life."

-Lauren Newhouse '97

"Congratulations! Thank you for your guidance and influence on so many lives!"

-Monica Bodnar '99

"I will always be grateful to you for helping me reach fluency in Spanish. It has allowed me to experience so much of the world through a different lens and helped in my career."

-Laura Leavitt '01

"Congratulations on your retirement, Paula! I imagine it might feel like a strange trimester to retire amidst the pandemic, but I hope you know you've impacted SO many of us at Windward over the years."

-Leah Lucid '06

"You were one of the most inspiring individuals I met at Windward. You are an amazing teacher but a better person."

-Manuel Cuté Ramos '06

"I'll continue to think of you every time I complete a Spanish lesson on Duolingo or hear a buzzer sound during a basketball game."

-Lily Gordon '08

"I'm deeply grateful for the time and energy you invested in all your Spanish students, including me! Speaking Spanish has been a beautiful gift in my life, and I thank you for helping to make that possible."

-Alex Sarkissian '09

"¡Felicidades, Paula! Disfruta su jubilación :)"

-Hilary Bernstein '10

"Your class was such a joy, and your encouragement was and still is so important to me. You guided me in a direction that has had and continues to have such positive effects on my life, I am endlessly grateful."

-Alli Blythe '17

"I cannot express how much you have impacted my education in such a positive manner. You have been such an inspiration and role model to me."

-Stephanie Garcia '18

"Thank you for being the very best teacher, mentor, and the most special woman I know. Cheers to your many great years of success and enriching the lives of everyone around you."

-Nathalie Kinsdale '19

1980s

1990s

2000s

2010s

2020

Retirement after 39 years

Southeast Asian History Taught Online and Through a Global Lens



“When I was in college, I kind of discovered Indonesia for the first time and ended up studying abroad there. I hadn’t learned about it before college... it was pretty transformative.” Dr. Dahlia Setiyawan, currently the associate chair for the history department at Windward School, completed her Ph.D. in Southeast Asian history at UCLA in 2014. For the past few years, she has focused her energy on integrating Southeast Asian history into the curriculum at Windward, a college-preparatory school in Mar Vista. She speaks passionately about the topics that her students can engage with ranging from the intergenerational effects of genocide to Khmer classical dance. When she talks about the opportunities for students to learn directly from the Khmer Arts Academy in Long Beach and visit Little Saigon in Westminster, it is evident that she cares deeply about rooting her classes in the communities. “That just makes my heart sing,” she says.

SWITCHING TO REMOTE

With the global health concern surrounding COVID-19, Setiyawan has had to adjust to remote teaching and create new ways to approach the material. “I can’t be there with my students and so, I miss them,” she admits. “I have to be a little bit more able to reach out to people even if they’re not reaching out to me because I can’t look at the room and just see, ‘Oh he looks a little bit confused. I better go over there.’ So that’s hard.” Many events are being cancelled as well, such as the Little Saigon field trip and an international trip to Vietnam, which she had chaperoned the Summer before and was looking forward to speaking to students about participating. “The school year is coming to an end and there’s not going to be a graduation, right now at least. There won’t be a prom. There won’t be all these things, so really, I feel for the students. Especially the seniors.”

Nevertheless, the digital classroom has opened the door to more RAFT assignments, or what Setiyawan calls choose-your-own-adventure. Students can demonstrate their knowledge in one of four ways whether that be through a short film, infographic, or something different. “One of the things I like is that I can randomly put people into breakout rooms and you never know who is going to be assigned to what room,” she says, so students who typically might not pair with one another are now conversing and working together on tasks. It becomes an opportunity for growth and students can take greater responsibility in the process.

ENGAGING WITH SOUTHEAST ASIAN HISTORIES

In May, her Seniors presented their research in an online capstone colloquium. Students wrote about various Southeast Asian topics, including nationalism in the Philippines and concubinage in colonial Java. “I’m just so excited that every year, somehow, I get to shepherd students through this,” she says. “Being a teacher, I’m allowed to choose my own curriculum, so there’s always a way to bring in Southeast Asia.”

In a class titled, “The U.S. in the World,” which Setiyawan created with her colleague last school year, students complete a comparative analysis of U.S. foreign policy after the Cold War in the Congo, Guatemala, East Timor, and Indonesia. Setiyawan shares resources that she used during her own research, so she provides declassified government documents and other materials for the students to draw from.

A GLOBAL EDUCATION

She wants to incorporate a global perspective throughout the history curriculum. “Southeast Asia is this really important area of the world when you look at the dynamics there,” she says, citing examples such as the population size and diversity, geopolitical position, and engagement with the United States. “If you take that away... some people will overlook it or not even know that it exists.” She recalls how critical Southeast Asian Studies has been to her own understanding of the world and hopes that her students will realize the same or potentially pursue related courses in college. It has been important for her to “switch the focus to non-western history even when we’re looking at the United States.”

In the future, when she is back in the physical classroom, she plans to bring in mentor and UCLA history professor, Geoffrey Robinson, as a guest speaker for her students. Additionally, “every year, I take the [Senior Capstone] students to YRL and they get to really use the library space,” she says. “It’s really cool...to have this continued relationship with UCLA as an alumna.”

This article was originally published online on April 24, 2020 for the UCLA Center for Southeast Asian Studies. The article has been updated to reflect events that have occurred since it was originally published on April 24, 2020.



QR CODE: Scan here to view the original article



► Dr. Dahlia Setiyawan (center), the associate chair for the history department at Windward School, shares about her current experience transitioning to remote instruction and her approach to teaching high school history.

By Kitty Hu (UCLA, 2020)



MOUNTAIN MOVERS

In 2018, Windward History teacher JP deGuzman was invited to contribute to the anthology "Mountain Movers: Student Activism and the Emergence of Asian American Studies." The book covers the fight for Ethnic Studies and Asian American Studies in particular in the 1960s at UC Berkeley, UCLA, and San Francisco State College. JP's chapter focuses on the founding of UCLA's Asian American Studies Program and is based on several oral histories and never before seen university archives. Recently, the book received an Independent Publisher Book Award for "Best Regional Nonfiction" in the West-Pacific region. Over the Summer, we sat down with JP to learn more about his contribution to the book. We congratulate JP on this momentous achievement.

How did you hear about the opportunity to contribute to the book?

"Mountain Movers: Student Activism and the Emergence of Asian American Studies" is an anthology that compares the experiences of the Third World Movements and drive for Ethnic Studies in the 1960s and 1970s at UC Berkeley, San Francisco State College, and UCLA. In many ways, it was like coming full circle when Professor Karen Umemoto, one of the anthology's editors, invited me to write the history of the origins of Asian American Studies at UCLA. It was an honor for me because even though I have many connections to UCLA, the authors of the counterpart chapters for the Bay Area campuses actually participated in the student movements 50 years ago! I attended UCLA's master's program in Asian American Studies, which was founded as a result of the Third World Movement and was a student worker and teaching assistant in the Asian American Studies Center and Department. After I completed my Ph.D. and taught at UC Santa Barbara and CSU Long Beach, I returned to UCLA's Asian American Studies Depart-

ment as an adjunct professor. In fact, a student in one of my Asian American history classes was Corinne Leong '20, who audited the course in the Summer before her Junior year at Windward.

How did you conduct your research for the chapter?

Conducting the research for this chapter was genuinely a once-in-a-lifetime experience. In order to narrate a comprehensive story of the struggle for Asian American Studies that included historical figures—famous and infamous, well-known and unknown—I examined three major types of historical sources. To understand the institutional response (and oftentimes opposition) to student activism, I scoured the archives that UCLA's chancellors and high-level administrators left behind. I juxtaposed that history with the archives of the Asian American Studies Center, which have been closed to scholars and the public for decades. Because of the special nature of this project, I examined everything from meeting minutes typed on fragile onion skin paper to polaroid

photos yellowed by age, to the type-written syllabus for the very first Asian American Studies class. Lastly, a team of researchers from the Asian American Studies Center conducted scores of oral history interviews with veterans of the student movement, and I gained a first-hand account from their transcripts.

Why is it important to be a lifelong learner and continue to cultivate your passions outside the classroom?

It is important to me to be a lifelong learner because that's how I connect to my passion for research and writing. It's very gratifying to identify a topic that's personally meaningful, play amongst the bits and pieces of the past that've been left behind, listen to the voices of the people who were there, and then tell a story through writing and completing a finished product. Those feelings of wanting to learn more and then producing something out of newfound knowledge pushes me to think about ways to get students to develop their intellectual curiosities and capabilities to execute research.

One thing that I really appreciate about being at Windward is that teachers have the opportunity to cultivate our passions beyond the classroom, and I'd like to think this is an example of that. Conversely, I'm glad we have the opportunity to bring those passions to the classroom and many of the topics in my chapter I cover in my middle and upper school classes.

How does it feel to be able to share your passion with the young minds at Windward?

I often tell my students that history is more than memorizing dates for the sake of it or passing an AP exam. Nor, is history exclusively the story of kings, presidents, and generals. If you look at my research and publications, whether they're on how identities are made in boba cafes, the ways in which society remembers historic tragedies, or why the movement to split LA in half failed, one thing is consistent: everyday individuals possess the power to change history. To me, that's the importance of teaching history and something I am so grateful to be able to share in my classrooms. If students can begin to see themselves within history, they can perhaps begin to understand themselves as the makers of history. We need positive agents of change now more than ever.



QR CODE: Scan here to learn more about "Mountain Movers: Student Activism and the Emergence of Asian American Studies"



New Faculty Spotlights

Background Illustrations: [Eliana Szabo '19](#)

Windward believes that great work comes from people who are inspired to do their best. The School is committed to building a nurturing, inclusive culture and welcomes teachers who bring skills, qualities, and experiences that demonstrate an understanding of and ability to support our work surrounding fostering a diverse school community. This year, we are excited to welcome the following new faculty members to Windward!



Angelica Benavides

DEPARTMENT: [World Language](#)

Angelica joined Windward's World Language Department as a Spanish teacher in 2020. She is a foreign language educator with over 10 years of teaching experience in the US and abroad. As a bilingual fluent speaker of English and Spanish and native of Los Angeles, multilingualism and multiculturalism have always played a crucial role in her world view and in her career and has led her to learn further foreign languages. She learned and taught Italian while earning a B.A. (Anthropology and Italian) from University of Notre Dame and M.A. (Italian Literature and Language) from University of Pittsburgh and learned German while living and teaching in Germany for five years. She has taught Spanish, Italian and English as a Second Language and has worked with elemen-

tary, middle school, high school and college students in the United States, Mexico and Germany.

Angelica is always looking for new ways to encourage foreign language learning. Her enthusiasm for internationality has led to organizing and participating in various international trips and student exchanges in countries such as Spain, Italy, Mexico, Germany and China.

On a personal note, Angelica enjoys hiking, camping, traveling, as well as supporting social causes she believes in. Angelica looks forward to the new possibilities and opportunities for professional and personal growth at Windward!



Asha Francisco

DEPARTMENT: [World Language](#)

Windward's World Language Department welcomed Asha Francisco in 2020 after previously teaching Spanish in the School District of Philadelphia. Originally from the beautiful island of Maui, Hawaii, she attended Oregon State University and double majored in Spanish and Secondary Education. Her Junior year, she studied abroad in Santander, Spain. She loved it and knew she had to go back.

After graduating from OSU in 2013, she pursued a masters in Aprendizaje y Enseñanza del Español como Lengua Extranjera at la Universidad de Alcalá de

Henares in Madrid, Spain. For two years, she studied how to teach Spanish as a foreign language and taught English in Madrid's public schools.

She moved back to Hawaii for a couple of years and taught students Spanish at an independent school on Maui. From there, she moved to Philadelphia to teach at a project-based high school. After three wonderful years, she's ready to start her next adventure at Windward! Outside of work, Asha plays ukulele, travels to different countries, runs long distance races, and plays tennis!



Stephanie Grissom

DEPARTMENT: [Mathematics](#)

Stephanie is a self-proclaimed math enthusiast, whose obsession for math stemmed from her formative years of watching Square One TV. Originally from Kansas, Stephanie migrated to Los Angeles in 2006 after graduating from the University of Kansas with a B.A. in mathematics and teaching English in Santa Marta, Colombia. She began teaching since 2007 and has taught high school and middle school math for

LAUSD, Green Dot Charter Schools, and most recently Turning Point School. She is excited to join the Windward team as an Algebra I, Algebra II, and Calculus teacher.

In her spare time, Stephanie enjoys watching and keeping stats on baseball and college basketball (Rock Chalk, Jayhawk) or practicing classical guitar.

New Faculty Spotlights CONTINUED



Colleen Hargaden

DEPARTMENT: **Visual and Media Arts**

Colleen Hargaden is an independent curator, teacher, and artist working in the medium of film/video, installation, and digital animation. She is a passionate educator who values working individually with her students and guiding young artists in developing their voice, craft, and critical thinking.

Originally from south Florida, Colleen moved to Los Angeles to attend Art Center College of Design in Pasadena, California, where she graduated with a BFA with Distinction in Fine Arts. She began her teaching career at Westridge School for Girls, where she developed 3D tinkering courses and interdisciplinary programming for their new STEAMWork Design Studio. At Westridge, she also led

a Middle School Rocketry program, and prides herself as an amateur rocketeer. She co-runs the curatorial project “Roger’s Office,” named after her poodle Roger, and has curated 16 exhibitions, performances, and screenings in and around Los Angeles. She recently has exhibited her own work at artist-run spaces NAVEL and Elephant, and has a forthcoming solo exhibition at Hunter Shaw Fine Art.

Colleen attended the MFA program at Milton Avery School of the Arts, Bard College in upstate New York, majoring in film and video. She is passionate about film, animation, and time-based arts and is excited to join the Visual and Media Arts department.



Karan Lodha

DEPARTMENT: **History**

Karan Lodha joins the Windward faculty for the 2020-21 School year. He teaches courses in United States history and Global Studies.

Prior to coming to Windward, Karan taught history and math and coached cross country and basketball at his alma mater, The Harker School in San Jose, CA. In addition to his work in education,

Karan has been a professional writer and journalist and worked as a media and technology executive at companies including Google and NBC Universal.

Karan received a Bachelor’s degree from Harvard College and a Master’s in Education from the Harvard Graduate School of Education.



Regina Hoffman

DEPARTMENT: **Visual and Media Arts**

Regina Hoffman graduated with honors from New York University, Tisch School of the Arts, with a BFA in TV/Film Production and a minor in Communications. Prior to joining Windward, Regina taught film history, film production, photography and an entrepreneurship class at Pacifica Christian High School where she received the Teacher of the Year Award in 2019. Regina worked in television production for over 10 years in New York, Pittsburgh and Boston at Viacom, PBS, Fox, The Learning Channel, Jim Henson Productions, Comedy Central and many more. She enjoys teaching

the craft of storytelling and filmmaking to her students and encourages them to compete in film festivals.

Regina has always had a passion for music and started the nonprofit Hermosa Beach Youth Music in 2012 to support music programs in the public schools. She is currently the President of HBYM. She also created the brand I like MY Life (www.ilikemylifehb.com) with her son Calvin and enjoys working on designs with him for the company.

Regina and her husband Ed are raising their three teenagers in Hermosa Beach.



Corey Marquetti

DEPARTMENT: **College Counseling**

Corey Marquetti joined the Windward community in 2020 as Dean of College Counseling, bringing over 10 years of college admission counseling experience. Like many in the field of college admission counseling, Corey began his career in undergraduate admission. As a Senior Assistant Director at the University of Southern California, he recruited primarily in Southern California and in the state of Florida. After relocating to the San Francisco Bay Area with his wife, Courtney, Corey held admission positions at UC Berkeley, UC Santa Cruz, and UC San Diego. In 2016, Corey moved to the other side of the desk, so to speak, and joined Bentley School as the Associate Director of College Counseling.

Corey grew up in South East LA and attended a large public high school before attending college back East—at UC Riverside. While at UCR, Corey studied Psychology, worked in retail banking, and developed a passion for photojournalism as a school newspaper photographer. During his time at USC, Corey earned a Master of Public Administration degree and photographed many Trojan sporting events.

On a personal note, Corey is a professional photographer and an avid golfer (he made his first hole-in-one in 2020!). He is obsessed with Raspberry Guayaki Yerba Mate, In-N-Out, and Jamba Juice acai smoothies.



Board of Trustees

We are deeply grateful to all who have served as Trustees since the School was founded in 1971, and we salute the following Trustees, who are leaving the Board this year, for their commitment to Windward. As you join the special group of former Trustees, please know that you are always a member of the Windward community, and we look forward to your continued involvement in the life of the School.

DEPARTING TRUSTEE



► Sheri Green

While she departs the Board of Trustees at the close of her service as the 2019-20 Parent Guild President, Sheri will continue her engagement with Windward in many ways. A highlight of Sheri's Presidency was the creation of many new virtual Parent Guild events in the Spring and Summer of 2020, which helped maintain a sense of connection within the community during a particularly tough time. She also hosted the most well-attended Parent Guild meeting in history with over 300 attendees via Zoom in Spring 2020, a truly impressive turnout. Sheri did a fantastic job encouraging each member of the community to get involved in committees and to do their very best to create greater opportunities for Parent Guild volunteers. We thank Sheri for her enthusiastic efforts to create an inclusive community and to help parents make meaningful connections on campus and in the virtual space. With her son Liam in the Class of 2024, we look forward to collaborating with Sheri for many years to come.

NEW TRUSTEES



► Gareth Asten

Gareth is a Co-Founder and Managing Partner of Acre Venture Partners. Prior to founding Acre, Gareth was a key executive team member in multiple leveraged buyouts, including Bolt-house Farms. Early in his career Gareth worked in private equity and investment banking at Willis Stein & Partners and Lazard, respectively.

Gareth holds a BS from DePaul University and an MBA from Harvard Business School. He recently finished six years of service as a Trustee at PS1 Pluralistic School in Santa Monica. He is also a Board Member of Kiss The Ground, a nonprofit focused on educating various stakeholders on the benefits of regenerative farming practices. Gareth is the proud parent of two Windward students—Claire '23 and Gavin '26.

► Evanne Gargiulo

Evanne Gargiulo has dedicated her time to volunteering at her children's schools. She received a BA in Political Science from Brown University. After graduating from college, she moved to New York City where she spent the next decade as a fine art photography specialist at the Museum of Modern Art, Christie's

and the photography galleries Pace MacGill and Howard Greenberg. Evanne served on the Windward Parent Guild Executive Committee for two years prior to her role as Parent Guild President for 2020-21. Evanne and her husband, Edward, are the proud parents of three Windward students—Ava '21, Emma '21, and Jack '24.



► Steve Trilling

Steve Trilling has had a long technology career in the internet security space, serving most recently as Chief Technology Officer, and then as General Manager of Security Analytics and Research, at Symantec the global leader in cyber security. Steve's organizations have developed Symantec's industry-leading threat protection technologies, delivered advanced security analytics, uncovered numerous targeted cyberattacks, and built new innovations in machine learning and artificial intelligence.

Steve received his BS degree from Yale University and his MS from the Massachusetts Institute of Technology. He serves on the Dean's Corporate Advisory Board for the UCLA School of Engineering and Applied Science and also serves on the Board of Trustees at PS1 Pluralistic School and at Westmark School. Steve and his wife Wendi are the proud parents of Windward student Max '24 and his brother Joe.



► Erica Tukiainen '06, MD, MPH

Erica attended Windward from 2002-2006 where she played on the girls' basketball team and served on the strategic planning committee. She received a full athletic scholarship to play for the UCLA women's basketball team where she was a four-year starter and team captain while completing her undergraduate studies in French and premedical studies. She pursued her medical degree at David Geffen School of Medicine at UCLA and completed her master's in public health at Harvard T.H. Chan School of Public Health.

In July 2020, Erica completed her family medicine residency at Kaiser Los Angeles Medical Center where she currently serves as junior faculty with a focus on resident wellness, research and curriculum development. Erica is also one of the co-founders of Iron Lake Global Partners Inc. where she specializes in medical consultation in digital applications for healthcare as the Chief Medical Officer.

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Campus Updates

for 2020-21



As we chart a path toward reopening campus, we remain committed to providing our community an environment where dynamic, engaging learning thrives and health, wellness, and safety are a priority. Our Task Force has relied on guidelines from state and local public health officials, CDC recommendations, and medical experts to implement several modifications to support a safe on-campus environment relating to classroom spaces, cleaning and disinfection, ventilation, and food services.

PHYSICAL DISTANCING

Indoor classrooms, office spaces, and outdoor spaces have been reconfigured to accommodate the 6' social distancing guidelines and support all learning models. Some of the steps we've taken include:

- Adding eight large Modular Classrooms and outdoor tents conveniently located on the athletic field and behind the Gym;
- Adding webcams to all classrooms to support remote learning;
- Converting several campus spaces into larger classrooms (CTL and Pavilion);
- Removal of some non-structural walls to increase classroom sizes; and
- Conversion of smaller classrooms into office spaces.

A one-way flow of traffic has been designed to support physical distancing as students, faculty and staff navigate campus. All walkways are clearly marked with arrows and stations where needed. This design will allow the community to navigate campus while following recommended physical distancing. Upon arrival to campus all students will go directly to their assigned class. Clear direction will be provided for future locations (nutrition, lunch, etc.) throughout the day.

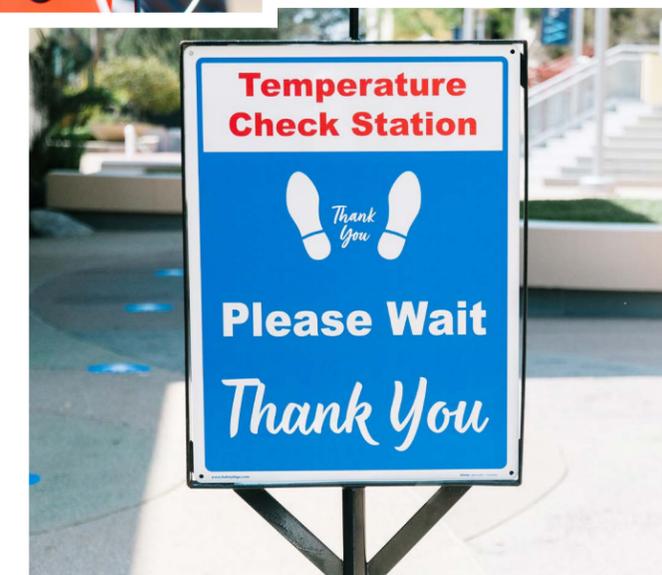
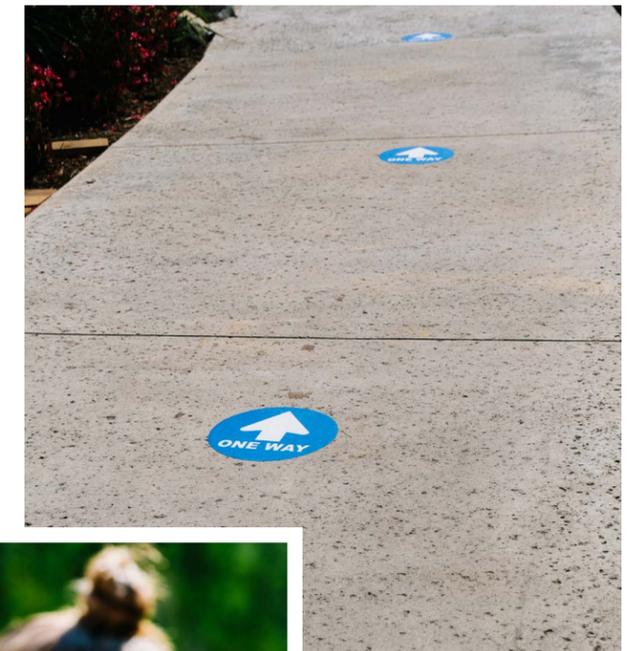
To promote social distancing and the continuous flow of one-way traffic throughout campus, lockers will not be assigned to students. The use of e-books and the new schedule (which reduces the number of classes per day) are designed to reduce the number of educational materials students need while on campus.

COMMUNITY HEALTH AND SAFETY PRECAUTIONS

Hand washing and sanitizing is a cornerstone of infection prevention, and all community members will be encouraged to practice widely while on campus. Students will be regularly encouraged to wash their hands (upon entering campus, before they enter classrooms, after using the restrooms, and before they eat). Signage will be prominently displayed on how to do so properly. Hand sanitizer and/or soap will be available throughout campus in the following locations:

- Restrooms
- Classrooms
- Freestanding no-touch hand sanitizer stations throughout campus

Temperature check stations have been installed to conduct temperature checks throughout the day using no-touch thermometers. Any person with a temperature over the designated threshold (100.4) will not be permitted on campus or will be held in a designated room until a parent/guardian can pick up their child. Additionally, all community members will be visually screened and asked whether they are experiencing any COVID-19 symptoms.



Additional layers of protection have been added with individual clear plexiglass desk dividers (where applicable), clear plexiglass panels for faculty leading classroom activities, and clear plexiglass panels for protection of high traffic areas (e.g. Pavilion).

We've increased the frequency of air filter replacement and servicing of our HVAC systems. Where possible, we've installed Merv 13 filters or other systems to support improved air filtration.

Windward's top priority is the health and safety of all students, faculty, staff, and community members. In this ever-changing landscape, the School will be proactive in monitoring and complying with local public health rules and guidelines.



DONOR 2019-20 IMPACT REPORT

WINDWARD FUND & INNOVATION CAMPAIGN

WINDWARD Fund

2019-20 Volunteers

Thank you to our amazing 2019-20 Windward Fund volunteers! The collective effort put forth by this group allows Windward the opportunity to improve our academic programs, provide financial aid to those who need it, and gives the School flexibility to adapt to unforeseen circumstances.

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Moira Shourie

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WINDWARD FUND BY THE NUMBERS

\$2,150,000
 2019-20 WINDWARD FUND GOAL

+29.2%

\$2,779,156

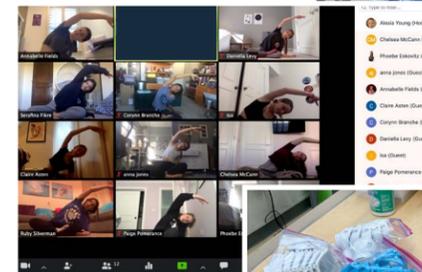
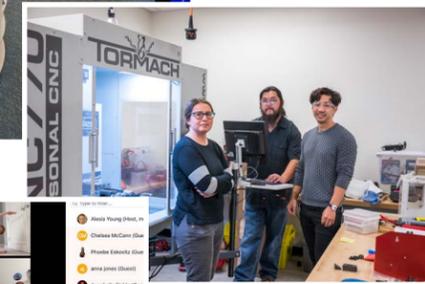
2019-20 WINDWARD FUND TOTAL

THANK YOU to our amazing parents, parents of alumni, alumni, grandparents, trustees, faculty and staff, and foundations and corporations, for helping us to *not only reach but well exceed our Windward Fund goal* for 2019-20. Without your contributions, exceeding our goal would not have been possible!

WINDWARD FUND AT WORK:

Below are just a few things that the Windward Fund supported during the 2019-20 school year:

- The complete remodel of the Center for Teaching and Learning;
- Provided tools and technology training to faculty for the Design and Engineering Workshop;
- Guaranteed our faculty had the training and tools required to continue educating our students through a virtual learning; and
- Supported Windward Faculty members working to build safety masks and face shields for local hospitals and care centers in need.



2019-20
WINDWARD *Fund*
DONOR ROLL

*🐾 Denotes five or more years of consecutive giving
FA Deontes a donation to Financial Aid*

Windward gratefully acknowledges the following donors for their incredible support of the 2019-20 Windward Fund. Because of the collective generosity of the names listed below, we raised over 2.7 million dollars, greatly surpassing our modest 2.15 million dollar goal, providing the School an opportunity to put the extra funds immediately to good use. The Windward Fund is the cornerstone of the School's fundraising efforts and provides critical support to Program Enhancements, Research and Development, and Financial Aid.

Donations for the 2019-20 year additionally guaranteed our faculty had the training and tools required to continue educating our students following the introduction of remote learning. The Windward Fund not only provides support for essential programs and campus enhancements, but it also allows Windward to provide stability while adapting to dramatic and unforeseen circumstances.

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Parents of Alumni will always be part of the Windward community. We are grateful for your continued support and generosity and are thrilled to connect with you on campus or virtually in the year ahead!

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GRANDPARENT DONOR ROLL

Windward School extends gratitude and appreciation to all proud Grandparents of Windward students. We are thankful for their support and active participation in our community.

- | | | | |
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| Marty Behrendt
Jessica Behrendt '22 | Alice & Phillip Eng
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| | | Barbara & Herb Siderman
Aaron Goldstein '21 | Mia Ricanati '22 |

WINDWARD ALUMNI DONOR ROLL



Thank you to all alumni who made a gift to the Windward Fund in our 2019-20 Fiscal Year! Your generosity supports Research and Development, Program Enhancements, and Financial Aid on campus. Your contributions truly make a difference in the lives of our students, and we appreciate you supporting your alma mater.

Denotes five or more years of consecutive giving
FA Indicates donation for Financial Aid

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| | Hannah Freed Northenor '99 |
| | Mark Polland '81 FA |
| | Sibylle & Howard Postley '82 |
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| | Max Rappaport '09 |
| | Heather Regnier '04 |
| | Jennifer Regnier '02 |
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| | Ani Rosen '19 |
| | Sydney Rosen '16 |
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ALUMNI

- | | |
|--------------------------------------|---------------------------------|
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100% PARTICIPATION

FACULTY AND STAFF DONOR ROLL

During the 2019-20 School Year, 100% of Faculty and Staff donated to the Windward Fund

In 2019-20, Windward's Faculty and Staff achieved 100 percent participation for the sixth year running. Your gifts, in addition to your dedication to the community, send a strong signal of your belief in the power of a Windward education. We couldn't be more grateful to count you as supporters of the Windward Fund.

Denotes five or more years of consecutive giving

- | | | | |
|------------------------|----------------------|------------------------|--------------------|
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| Tony de los Reyes | Kevin Kloeker | Lauren Rice | |

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We are grateful for the partnership and support of these foundations and corporations, which are vital to the growth and success of Windward School.

MG Indicates Matching Gifts

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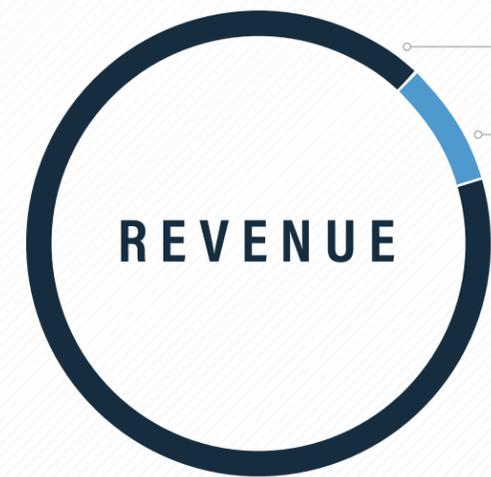
Thank you to the Florida Bailey Fund for supporting our mission towards a diverse and inclusive community.

2019-20 WINDWARD *Fund* REVENUE AND OPERATING EXPENSES

THANK YOU *to* OUR TRUSTEES

Thank you to our 2019-20 and 2020-21 Trustees who have generously provided Windward with additional support for the 2020-21 school year. With their continued leadership, Windward will be readily prepared to meet the changing needs during an ever-evolving time.

- Gareth Asten
- Ted Fikre
- Ed Gargiulo
- Maria Mancuso Gersh
- Ann Gianopulos
- Elliot Gordon '74
- Jordan Kaplan
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- Pamela Mass
- Emily Kovner Moss '91
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- Maxine Stratton
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INNOVATION CAMPAIGN

\$20,161,456
RAISED TO DATE



Thank You to Our Donors

We thank the following families for their commitment to progress and their investment in the Innovation Campaign and the future of all Windward students.

2019-20
INNOVATION CAMPAIGN
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Jordan Kaplan, Alex Kwit, & Richard Pachulski

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\$2MM

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up to \$49,999

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Gina Deutsch-Zakarin & Mark Zakarin

Construction on Windward's Academic Hub is going strong! The 100 Building was decommissioned during Spring Break, and the move from the 100 Building to the Apartment Building and Modular Classrooms was completed shortly after. The soft demolition of the 100 Building, which included the removal of HVAC units and electrical items, rerouting of utilities, and the separation of the theater from the rest of the building, began in April and the hard demolition was completed in Mid-May. As construction continues throughout the year, we will share updates and images of the progress on our website.

We are thankful for everyone who contributed to Part I of the Innovation Campaign and who helped us bring the Academic Hub to fruition. As we look to the future of Windward, and possibilities ahead of us, we are very excited for the completion of the Academic Hub in Summer 2021!



ABOVE: With the demolition of the 100 building complete, construction began on the two-story Academic Hub.

► INNOVATION CAMPAIGN
DONOR SPOTLIGHT

**Kamila & Dilip
Bhavnani**

Parents of Jai '20



There is nothing more important to us than our children. They represent our future, our legacy and define who we are. We want them to be able to have the ability to know who they are, what they enjoy and what they are good at while giving them the self confidence to do anything that they set their minds to. Windward School has done this and more for our son Jai, and we are so happy to invest in this amazing institution that has allowed our son to flourish and become an incredible young man with such a bright future.

Our son Jai is a “disruptor,” a very creative and innovative young man. He thrived at Windward because of the amazing programs and dedicated teachers that he had. We believe that the Innovation Campaign is a perfect way for our family to thank Windward for everything that they have done to help mold Jai today and in the future.



► INNOVATION CAMPAIGN
DONOR SPOTLIGHT

Phyllis & Kevin Crotty

Parents of Elle '24 and Luke '26

Our charitable giving begins with contributing to organizations that directly touch our family—and it doesn't get any closer to home than supporting our children's education. As a family at the beginning of our Windward journey, we are thrilled to support the School's mission of “achieving excellence in a nurturing and inclusive community.” This ideal reflects our values as parents and sets all of our children up for lifelong academic, social, and professional success.

With the spotlight on the Innovation Campaign, we feel now is the time to support Windward and its promise of excellence long into the future. This commitment to educational innovations in STEAM, Visual and Media Arts, and Entrepreneurship is critical in preparing the next generation of job creators and leaders, and its integration of the arts and technology into more traditional education is on the forefront of creative thinking in today's classrooms. We are so fortunate to join the Windward community in supporting our wonderful School.



► INNOVATION CAMPAIGN
DONOR SPOTLIGHT

Wendi & Steve Trilling

Parents of Max '24

Our family joined the Windward community last Fall, and when we say “our family,” we definitely mean all of us. Max ('24) has grown as a student, built many close friendships, and the thing he’s most proud of in his athletics is that his jersey says “Windward.” And it’s not just Max whose life has been shaped by the School. We’ve developed terrific new friendships with other parents, built our own warm connections with Windward staff and faculty, and Max’s grandfather has loved coming to sporting events and the Grandparents Brunch.

There is an old cliché about middle school being the hardest years of a child’s life. Thanks to Windward, middle school was a time of joy and pride for Max, and we look forward to many happy adventures ahead as he starts next year in high school. We feel extremely fortunate to be able to support the Innovation Campaign, which will help create a great future for today’s Windward students and for generations of students and families who will experience their own joy and pride at joining this one-of-a-kind community.

► INNOVATION CAMPAIGN
DONOR SPOTLIGHT

Shannon & Dean Factor

Parents of Claire '22

Our family has chosen to invest in Windward because it is likewise an investment in our family. The relationship we are building with the School by donating towards its future is a legacy we hope to foster in many generations to come. There is no finer educational institute than Windward, so it is our honor to be a part of its continued growth, expansion, and success. We are inspired by and passionate about the Innovation Campaign that will allow Windward to provide many new modern and exciting curriculums, projects, and facilities that will incubate, nurture and launch students' creativity, performance and ideas. Thank you Windward!



WINDWARDNetwork

SENIOR CLASS GIFT

Thank you to all of the Senior families who generously donated over \$30,000 to the Class of 2020 Senior Class Gift, a tradition to honor graduates and provide a lasting legacy at the School. These gifts will be put towards the Windward Network, offering support to all of our students and alumni through internships, opportunities to network and explore mentorship and job opportunities through Windward at Work, invitations to upcoming industry networking events, and more. The Class of 2020 will have a commemorative paver on campus to acknowledge their support of the Windward Network.



Windward at Work

by the Numbers

Our online networking platform, Windward at Work, now has over 875 users, including:

450
STUDENTS

266
ALUMNI

160
PARENTS & FRIENDS
of WINDWARD

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- Dana & Tracy Baer**
Mirabelle Baer '20
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Ian Farish '20
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Courtney Farkas '20
- Angela Asher & Ted Fikre**
Serafina Fikre '20
- Lara & David Fishman**
Olivia Fishman '20
- Cydney Bernard & Jodie Foster**
Kit Foster '20
- Karen Silagi & Jeffrey Freedman**
Aidan Freedman '20
Ethan Freedman '20

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James Gersh '20
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Max Lewis '20
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Daniella Levy '20
- Saheli Datta & Thomas Mackey**
Collin Mackey '20
- Jennifer Maisel & Michael Berick**
Julia Maisel-Berick '20
- Vicky & Rich Miller**
Samuel Miller '20
- Angela & Mark Milstein**
Grace Milstein '20
- Barb & Dan Molloy**
William Whelan '20
- I-Shyh & Paul Ortiz**
Ethan Chung-Ortiz '20
- Kerry & Howard Perlow**
Evan Perlow '20
- Carrie & Russ Pillar**
Levi Pillar '20
- Jim Pirri**
Sofia Pirri '20
- Tina & Bradley Pomerance**
Ivy Pomerance '20
- Elizabeth & David Ricanati**
Lev Ricanati '20
- Karen & Steven Rindner**
Erin Rindner '20
- Laura & Kenny Rogers**
Charles Rogers '20
- Bitu Rahbar & Lawrence Rosenblum**
Mateen Rosenblum '20
- Jennifer Rush**
Billie Morton '20

- Diana & Andrew Sachs**
Chloe Sachs '20
- Karen & Scott Silver**
Lauren Silver '20
- Andrea & Richard Silvera**
Jack Silvera '20
- Toni & Greg Simon**
Adam Simon '20
- Lesley & Thomas Slatkin**
Phillip Slatkin '20
- Chris & Stephen Smale**
Kara Smale '20
- Diane Rose-Solomon & Andy Solomon**
Zander Solomon '20
- Amanda Dumas-Stein & Mark Stein**
Cate Stein '20
- Rita Tuzon & Rick Stone**
Sophia Stone '20
- Michelle & David Taub**
Hannah Taub '20
- Darcie & Robert Tillis**
Devin Tillis '20
- Trina & Adam Venit**
Olivia Venit '20
- Stacey & Keith Webster**
Brett Webster '20
- Lisa & Bradley Weinstock**
Julian Weinstock '20
- La Donna & Neil Wertlieb**
Drake Wertlieb '20
Ian Wertlieb '20





2019-20
Parent Guild

All Windward parents are members of the Parent Guild. The Parent Guild's volunteer programs strengthen the Windward community, enriching the social, cultural, educational, and fundraising activities of the School. Every volunteer's time is appreciated and meaningful; special thanks goes out to those who led the Parent Guild in 2019-20.



2019-20
EXECUTIVE COMMITTEE

- President** Sheri Green
- Vice President** Evanne Gargiulo
Cara Swartz (7th/8th)
Marnie Altman (9th/10th)
Alexis Fingold (11th/12th)
- Social Inclusivity** Ing Lee
- Treasurer** Christie Carney/Tricia Matuszak
- Member at Large** Julie Sandor
Lorena Barrientos

2020-21
EXECUTIVE COMMITTEE

- President** Evanne Gargiulo
- Vice President** Marnie Altman
Chelsea Patterson (7th/8th)
Kimberly Perttula (9th/10th)
Alexis Fingold (11th/12th)
- Social Inclusivity** Ing Lee
- Treasurer** Tricia Matuszak
- Member at Large** Elise Beane
Cara Swartz



Windward Party Book provides a variety of exciting parties for parents and guardians that instill a sense of community, fun, and friendship. Whether spending time with old friends or making new ones, there is no better reason to “party” than to support the Windward community.

► *Proceeds from the Party Book benefit Windward's Research and Development and Financial Aid Programs.*

Thank you to our Co-Chairs Sue O'Connor and Natasha Kouksi and our party hosts.

- Michelle & Gareth Asten
- Jennifer & Michael Beerman
- Mary Beth & Cameron Broumand
- Kate & Arthur Coppola
- Ilana & Justin Farar
- Alexis & Craig Fingold
- Samantha & Jonathan Firestone
- Evanne & Edward Gargiulo
- Ryan & Tucker Gates
- Carol & Kevin Gelbard
- Risa Gertner
- Melissa Papp Green & Jeff Green
- Sheri & Michael Green
- Leah & John Ketcham
- Natasha & John Kouksi
- Maya Burrell Marrero
- Jennifer Chasalow-Neiman & David Neiman
- Kelly & Darren Peers
- Aimee & Mark Rosenbaum
- Jennifer Rush
- Jaime & Andrew Schwartzberg
- Jennifer Howard & Robert Schwentke
- Cara & Daniel Swartz
- La Donna & Neil Wertlieb

- Michelle & Jack Giarraputo
- Whitney & Bill Glass
- Allison Diftler & William Goldenberg
- Cathy & Josh Goldsmith
- Adi & Jerry Greenberg
- Christine & Jordan Kaplan
- Caitlin & Greg Knopp
- Kendra & Michael LaSalle
- Heidi & Damon Lindelof
- Angela & Mark Milstein
- Susan & Matthew O'Connor
- Joanne & Matt Pauley

- Jennifer & Adam Herschman
- Jennifer Leitzes & Jon Hoerber
- Lynn & Alan Iezman
- Ing Lee & Todd Jerry
- Dana & Adam Kaller
- Christine & Jordan Kaplan
- Lindsey & Matthew Karatz
- Nancy Corshen & Richard Klubeck
- Caitlin & Greg Knopp
- Natasha & John Kouksi
- Kendra & Michael LaSalle
- Heidi & Damon Lindelof
- Diana & Jerry Longarzo
- Julie Sandor & Jack Ludden
- Jeannie Lurie
- Erin & Mike Mand
- Brooke & Dave Marrujo
- Pamela & Ron Mass
- Christopher Matthews
- Jennifer LaCorte McPherson & Stephen McPherson
- Laura & Chris Miller
- Vicky & Rich Miller
- Danielle & Kevin Misher
- Jennifer Chasalow-Neiman & David Neiman
- Cheryl & David Nelson
- Susan & Matthew O'Connor
- Joanne & Matt Pauley
- Melissa Karz & Thomas Rubinson
- Jennifer Rush
- Amy & Patrick Russo
- Jaime & Andrew Schwartzberg
- Robin Jacobson Sipkins
- Marin Hinkle & Randall Sommer
- Taylor Stein
- Danielle Laff Sterling '89 & Bradford Sterling
- Cara & Daniel Swartz
- Michelle & David Taub
- Wendi & Stephen Trilling
- Denise Contis-Walter & Christopher Walter
- Liz & Andy Waters
- Patricia & Harrison Zanuck

While unable to gather together in person, we are grateful to all those who donated the cost of their tickets to support Windward's Research and Development and Financial Aid programs.

- Marnie & Paul Altman
- Michelle & Gareth Asten
- Ana & Trevor Belden
- Jennifer Maisel & Michael Berick
- Nicole & Brad Brooks
- Erika Johnson-Brooks & William Brooks
- Jo Champa
- Emily & Kevin Doyle
- Julia & Jonathan Eng
- Adam Finkel
- Samantha & Jonathan Firestone
- Janette & Gerald Flintoft
- Dawn & Brent Forrester
- Yasmin Cader & Kevin Frazier
- Portia & Sean Furst '88
- Evanne & Edward Gargiulo
- Cami & Howard Gordon
- Laura & David Gottlieb
- Chelsea Grayson
- Sheri & Michael Green
- Amy & Michael Gross
- Hillary & Steve Hartman

Thank you to all the families who were scheduled to host parties between mid-March and May. We appreciate all your efforts in planning these parties and hope that you consider hosting in the future when it is safe to gather again in person.

- Jennifer & Chris Andrews
- Kristin & Aaron Bendikson
- Lorraine & Joe Berchtold
- Teresa & Paul Bridwell
- Ann & Jim Gianopulos



C·O·N·N·E·C·T·I·N·G
Through Art

AP ART AND DESIGN SHOW GOES ONLINE,
BRINGING THE GALLERY EXPERIENCE HOME

► Daniella Levy '20
Uniform is the New Fashion

While the AP Art and Design Show 2020 may not have taken place on campus this year, the pandemic didn't stop the class from showing off its amazing pieces of artwork. During the Spring, the AP Art and Design Show 2020 was presented as a website, with student examples and artist statements representing their portfolios. An online opening occurred where each student presented and talked about their work.



► Ella Diamond '20
A Simplified Uncertainty



► İpek Gökten '20
Belki Üstümüzden Bir Kuş Geçer / Maybe a Bird Will Fly Over

Spring Soirée

While this year's community Spring Soirée was postponed due to COVID-19, we want to acknowledge the hard work and dedication of our amazing Spring Soirée Co-Chairs Elise Beane, Linda Solomon, and Karyn Weber and our Parent Guild leadership of Evanne Gargiulo and Sheri Green in planning the event.

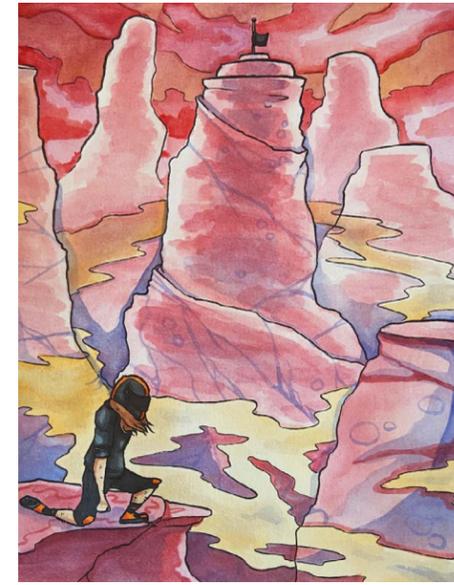
A special thanks to everyone who donated the cost of their tickets to support Windward's Research and Development and Financial Aid programs.

SPRING SOIRÉE SPONSORS

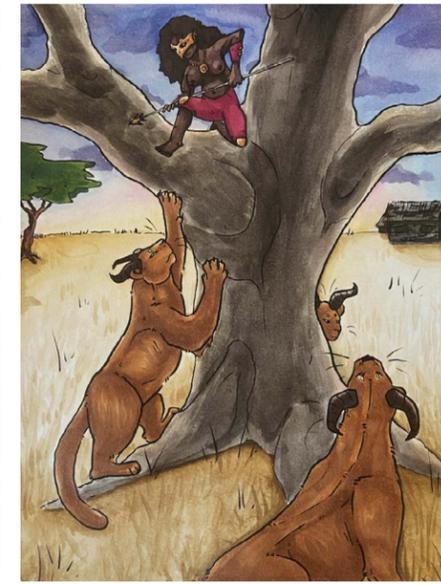
- Meghan & Randall Bishop
- The Farar Family
- Schuyler Kent & Keith Feldman
- Evanne & Edward Gargiulo
- Cami & Howard Gordon
- Amy & Michael Gross
- Lizette Sanchez-Hayutin & Matthew Hayutin
- Jennifer & Adam Herschman
- Lindsey & Matthew Karatz
- The Koudsi Family
- Kendra & Michael LaSalle
- Jennifer & Fred Savage
- The Shourie Family
- The Trilling Family
- Michelle & Robert Watkins
- Amy & Brian Weitman
- La Donna & Neil Wertlieb



► **Catie Stein '20**
Dissemblance

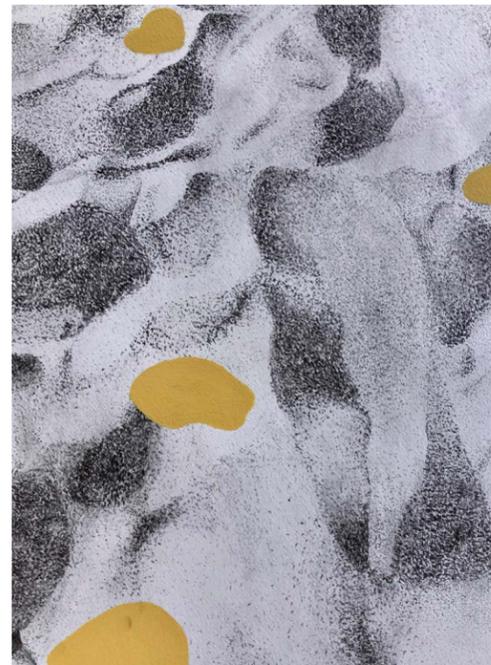


► **Charlie Shaw '20**
All Over Again



► **Ava Baron '20**

► **Charlie Rogers '20**
SoCal Nature



► **Isabella Garcia '20**
Express Garments



► **Aidan Gerst '20**
Brigade Novels



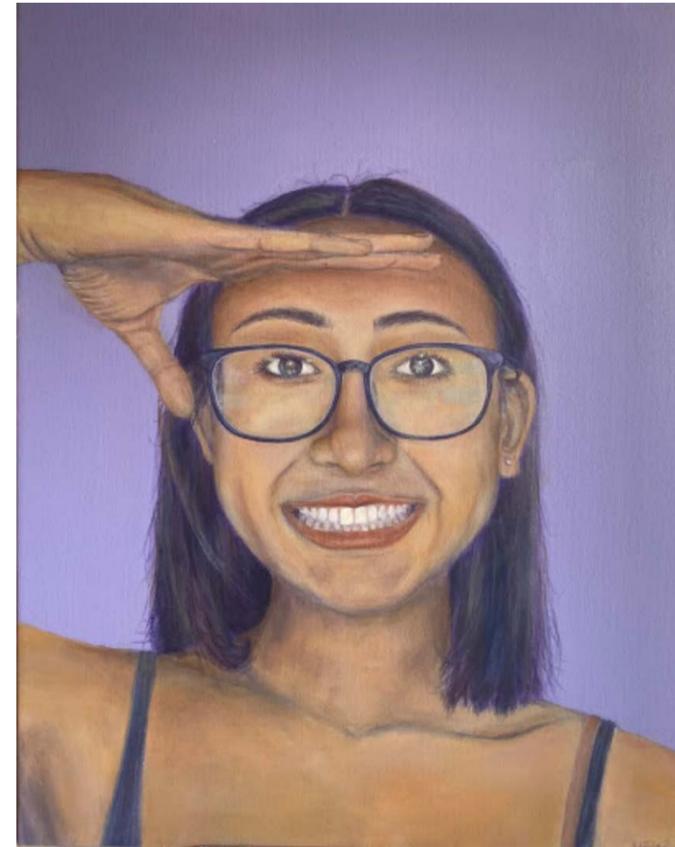
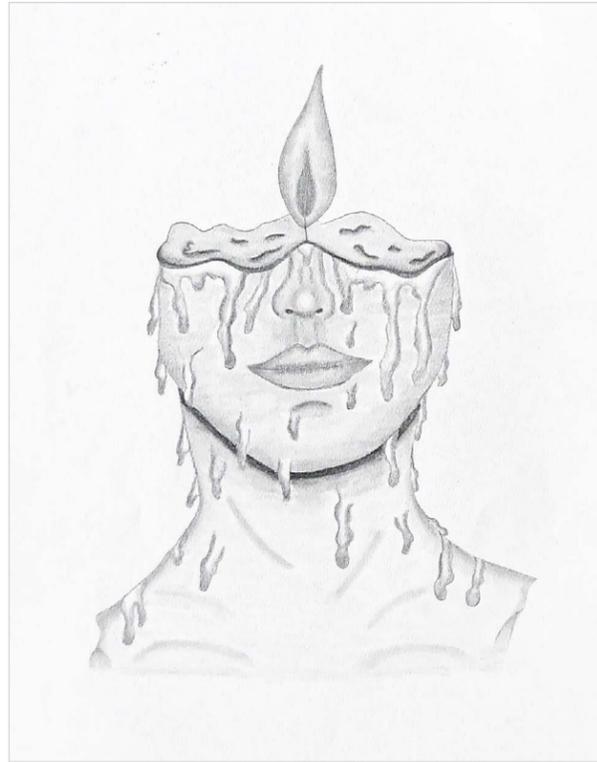
QR CODE: Scan here to view all student work on the AP Art and Design 2020 website

Getting Creative

WHILE IN QUARANTINE

STUDIO 2 STUDENT SPOTLIGHTS

This past Spring, students from the Class of 2022 in Christina Henderdaw's Studio 2 course were highlighted for work made during quarantine in the student spotlight for Monday Morning Meeting. Students created a diverse range of images using oil, watercolor, acrylic, pencil, and the iPad.



► Student Artists:

- Riley Morris '22 (Top Right)
- Sophie Soller '22 (Middle Row)
- Nicola Pachulski '22 (Bottom Row)



► Student Artists:

- Melise Bricault '22 (Top Left)
- Izzy Provisor '22 (Top Right)
- Shaelee DeCarolis '22 (Bottom Left)
- Parker Leaf '22 (Bottom Right)

SHAWN LEVY:



PRODUCER, DIRECTOR, AND WINDWARD PARENT SHARES HOLLYWOOD INSIGHTS

Shawn Levy has many titles to his name—director, producer, actor—but this Spring, it was his role as a Windward parent that brought him to students' virtual screens. On April 29, Shawn joined Jordan Fox's Honors Advanced Theater Ensemble for a special Zoom class where he engaged in a great conversation with students about his background, process, and career.

Shawn is most known for directing and producing the hit Netflix series *Stranger Things*, as well as the *Night at the Museum* franchise, *Real Steel*, *Date Night*, *Cheaper By The Dozen* and *Big Fat Liar*. He also produced the multi-Oscar-nominated film *Arrival*. Growing up, Shawn was passionate about acting and theater.

"I remember loving it. I don't remember what I was seeking or what I was learning, but I just remember loving it. I

decided at the age of 10 that I had to go to Yale," said Shawn.

Ever since, he's been involved in dramatic storytelling for 40 years. Through middle and high school, he was heavily involved in his school's theater program. He achieved his dream and continued his love for the stage and screen by studying acting at Yale as an undergrad. But it was also at Yale that he was bit by the directing bug.

"I was all in on acting. I loved it. I wanted to be an actor. I felt good about my abilities as an actor, but an eye-opening, pivoting moment in my life came at Yale, where I saw pockets of every passion—artists, scientists, engineers, actors, etc. That was a big, nice surprise. I also directed two one-act plays as a Freshman, and this is when I got my first glimpse into directing."

His major lightbulb moment came during his Senior year at Yale when he directed fellow classmate, actor Paul Giamatti, in *"Who's Afraid of Virginia Woolf."* He realized then that directing was what he was meant to pursue.

"As a director, you see what is needed and required of the performance."

But the switch to directing and producing didn't happen right away. Shawn moved to Los Angeles the day after he graduated from Yale where he continued to pursue acting for a year and a half. He later enrolled in USC's Masters Directing Program, where he learned all of the technical skills associated with directing and producing. Shawn credits learning different skills at both Yale and USC, which have had profound impacts on his career.



FROM THE BIG SCREEN TO THE CLASSROOM: Windward Parent Shawn Levy shares his experiences in the industry with students in Jordan Fox's Honors Advanced Theater Ensemble.

"I like doing a lot of different things—comedy, genre, sci fi. The number one thing I learned at Yale was that the way you talk to each actor shouldn't be the same. I need to feel the vibe and get to know the way your brain works. The way I direct Adam Driver is night and day to how I direct Tina Fey. Always bring the notes to the actor's ear. That's proper respect and bonding with your actor. Creating intimate connections with your actors. One job no one is allowed to help you with is the actors—no one talks to your actors—that is set etiquette," said Shawn.

"One thing about USC that is really good is they get you making movies the first week, and you have to come up with an idea that you can tell without words and show it to classmates three weeks later. When you screen a movie and it's bad, that's a real learning experience. For me, learning from my own mistakes is what taught me the most—more than anything I learned in a lecture hall.

The hands-on approach worked very well for me."

Shawn also discussed with students his leap from formal education—his time at Yale and USC—to then actually working in the entertainment industry as well as his process working on a new film. Shawn spoke of that process in regards to his upcoming movie, *Free Guy*, an American science fiction action comedy starring Ryan Reynolds. "I spend months

working with the writer before I shoot any scenes, at least three and sometimes 6-8 months. By the time I shoot, I can almost recite every scene," said Shawn. Things really took a turn in Shawn's career after he directed and produced *Night at the Museum*, a film that became a global blockbuster and launched a film franchise. From there, he started his production company, 21 Laps Entertainment. Towards the end of the class, Jordan opened up the Zoom to questions. Shawn answered how he chooses scripts to work on and the importance of being able to see through the dialogue to the idea of the film. "The idea of a museum coming to life at night is a huge idea. You have to recognize the difference between the dialogue and an idea. You can change dialogue but you can't invent a huge original idea. So when you see it, you grab it."

He ended by reiterating that as a director and producer, leadership is key and offered words of advice for the students in following their dreams and passions. "A life in a creative field is as amazing as you think it is in your teenage years. It is very hard to make it, but if you have it burning inside you, you absolutely must try. Whatever form it is, you know how it feeds you now, and it will always feed you that way. It is a worthy dream and it is a worthy love," said Shawn.

"Shawn was so generous with his time, tips, and information. We thank him so much for his insights! What a special experience for our students to be a part of while learning remotely" said Jordan.

That STUDIO SOUND

INSTRUMENTAL MUSIC DEPARTMENT GOES DIGITAL

As Windward returned from Spring Break with the knowledge that the School would be conducting classes remotely, the Instrumental Music Department went into high gear to produce an online recording project.

With the help of our Performing Arts team, the Music Department proceeded with this challenging task. One of the amazing benefits of the current tech age is a laptop or iPad computer, with the GarageBand app, becomes a “recording studio!” The next step involved Lisa Weinstein, Ian Sloane, Terry Harrison, and Bruce Eskovitz working on a clear guide on “how to use an iPad/Laptop as a recording studio.” Everyone worked together on creating this guide, and Ian created a PowerPoint presentation that clearly addressed all of the steps that the students would have to follow to submit their recordings.

The first step was to generate a “guide track” with a click track (metronome) and the important melody parts so that the students had an idea of the form of the tune. The guide tracks were then sent to the students, and with some amazing coaching from our stellar Music Mentors, they recorded their tracks/parts. With the aid of our Music

Tech Team, Music Mentors, parents and dedicated students, the result was a twelve tune album.

“When we first started this project, I had very little expectations as to the quality of the album considering that the students were using only their iPads to record. Boy, was I pleasantly surprised and amazed at the outcome. I am so proud of all the hard work the students, our technical team, and Music Mentors put into this, and I think the album really speaks for itself!” said Lisa.

Recording in the best of scenarios is challenging even for seasoned professionals, and those challenges are exponentially higher when working with students remotely. Students had to be concerned with many more tasks than a regular recording session, now charged with becoming recording engineers, editors, and producers as well.

“I am so proud of our students, Music Mentors, parents, and the instrumental music team for pulling off a near impossible project and with stunning results! I applaud this amazing effort, and I hope that you enjoy the result of our efforts and appreciate this unprecedented accomplishment,” said Bruce.

Honors Advanced Jazz Ensemble “A”

Sunny – Bobby Hebb
Arr by Dr. Bruce | Dr. Bruce – Alto Saxophone, Riley Tanner – Guitar, Sammy Miller – Keyboard

On the Sunny Side of the Street – Jimmy McHugh
Arr by Dizzy Gillespie | Kyra Bishop – Tenor Saxophone, Anton Shelton – Trombone & Sami Merati – Vocal

Mood Indigo – Duke Ellington
Arr by Roger Holmes | Sami Merati – Alto Saxophone, Ben Sommer – Piano

Teen Town – Jaco Pastorius
Arr by Dr. Bruce | Grace Milstein – Bass, Riley Tanner – Guitar, Elijah Green – Drums

BAND PERSONNEL:
Grant Bishop – Trumpet, Kyra Bishop – Tenor Saxophone, Sami Merati – Alto Saxophone/Vocal, Anton Shelton – Trombone, Riley Tanner – Guitar, Ben Sommer – Piano, Sammy Miller – Piano, Grace Milstein – Bass, Elijah Green – Drums

Honors Advanced Jazz Ensemble “B”

Autumn Leaves – Joseph Kosma
Arr by Dr. Bruce | Oliver Grynberg – Violin, Malcolm Huss – Guitar, Jaden Anselmo – Piano, Wyatt Peers – Bass, Noah Cohen – Drums

This Masquerade – Leon Russell
Arr by Dr. Bruce | Oliver Grynberg – Vocal & Malcolm Huss – Guitar

BAND PERSONNEL:
Oliver Grynberg – Violin/Vocal, Malcolm Huss – Guitar, Jaden Anselmo – Piano, Wyatt Peers – Bass, Noah Cohen – Drums

Jazz Ensemble

Birdland – Joe Zawinul
Arr by John Berry

Oye Como Va – Tito Puente
Arr by Dr. Bruce | Will Krauss – Baritone Saxophone, Henry Nieves – Guitar, Diego Grieff – Tenor Saxophone, Dylan Reid – Guitar, Michael Spector – Organ, Ella Richman – Bass, Evan Farar – Drums

BAND PERSONNEL:
Diego Grieff – Tenor Saxophone, Will Krauss – Baritone Saxophone, Max Cohen – Trumpet, Henry Nieves – Guitar, Dylan Reid – Guitar, Michael Spector – Keyboards, Ella Richman – Bass, Evan Farar – Drums, Paul Kreibich (Music Mentor) Latin Percussion & Vibraphone

PRODUCTION CREDITS:
Lisa Weinstein – Performing Arts Coordinator, Adam Cohen – Associate Producer (Noah’s Dad), Justin Farar – Associate Producer (Evan’s Dad), Micah Green – Associate Producer (Elijah’s Dad), Paul Kreibich – Music Mentor, Bill Churchville – Music Mentor, Sara Leib – Music Mentor, Brian Swartz – Music Mentor, Mark Balling – Music Mentor, Shea Welsh – Music Mentor, Colin Cook – Music Mentor, Erik Hughes – Music Mentor, Sean Rzewnicki – Music Mentor, Zakaria Solotoff – Music Mentor, Ian Sloane – Assistant Producer, Terry Harrison – Mixing & Mastering Engineer, Dr. Bruce Eskovitz – Executive Producer



QR CODE: Scan here to listen to the album!



Alive in the Virtual Creative Space

As one can imagine, with Dance - at its core requiring equal parts physical, intellectual, and emotional engagement, this time has forced us to lean into our creative resources even more to be able to supply students with a meaningful experience that would not only sustain, but advance their training and their thinking as artists. With the cancellation of Spring Dance Concert as an additional motivator, it also became vitally important to expand our students’ creative and compositional skills, offer them a new way to envision collaboration, and challenge their ideas about where and how performance can exist. To this end, students had the opportunity to explore a variety of pursuits for their final projects, including podcasts, research papers, anatomy and kinesiology lesson plans, visual journals, artist

comparatives, original compositions, and more. A podcast created by Phoebe Eskovitz featured an interview with Windward alumna Elizabeth Donzis and site-specific choreographic projects were completed by Grant Bishop, Naomi Daneshgar, Juliet Garel-Jones, Paige Pomerance and Chloe Stephan.

A Video Tribute to Windward Dance Seniors: Serafina Fikre, Isabella Garcia, Ava Green, Taylor Hannan (not pictured), Ana Kramer, Daniella Levy, Chloe Sachs, Leila Williams (not pictured)

A short form version of this video (see QR code) was originally produced and intended to accompany the Senior piece to be performed at our March Spring Dance Concert and has now been extended to include footage from spotlight videos, along with performance footage, and most adorably, the images

and videos parents have shared of the students when they were just beginning their journey in dance. Crucial to this process was Drue Metz from Windward Media Arts & Film Lab who was instrumental in the creation of the spotlight videos and longtime Windward Dance collaborator Guzman Rosado Nosti who shot a portion of the in-studio footage and created the final edit. All involved happily contributed to this visual celebration and keepsake for the Class of 2020.



QR CODE: Scan here to view the touching video tribute

2019-20 Athletic Awards

Congratulations to Windward's Middle and Upper School scholar-athletes who received athletic awards for the 2019-20 school year! Your display of hard work, dedication, and leadership in the sports arena, on the field, and in the classroom is greatly recognized. Go 'Cats!

2020 ATHLETE OF THE YEAR AWARD



McKayla Williams '20

Juju Watkins '23

Brett Webster '20

Marcus Joseph '20

2020 ATHLETIC LEADERSHIP AWARD



Devin Tillis '20

Adam Simon '20

Courtney Farkas '20

Rachel Umland '21

2020 MATT SCHRECK LEADERSHIP AWARD



Sophia Stone '20

Ally Lopez '20

Quinn Kreller '20

Levi Pillar '20

2020 SCHOLAR ATHLETE OF THE YEAR AWARD



Kira Gopinath '20

Charlie Rogers '20

2020 MIDDLE SCHOOL MATT SCHRECK AWARD



Sydney Ginestro '24

Max Trilling '24

2020 MIDDLE SCHOOL ATHLETE OF THE YEAR



Sadie Cohen '24

Nasir Luna '24

2020 MIDDLE SCHOOL SCHOLAR ATHLETE OF THE YEAR AWARD



Charlotte Cope '25

Marco Reis '24

SPRING SPORTS

Despite having to end the 2019-20 Athletics season early, the Athletic Department was busy working virtually with scholar-athletes, debuting new content, celebrating Senior scholar-athletes during Senior Week, and awarding Middle School and Upper School Athletic Awards. The department also rolled out its first-ever "Year in Review," which highlighted all teams and accomplishments from the year on the School's official Athletics Twitter and Instagram page. Go 'Cats!



> SOFTBALL

Our community was excited to add Program Lead Tori Franks to our Softball program. During the hiring process, we could see her potential to connect and build on the culture within our Softball program. At the moment we decided to pivot to remote instruction, we saw Tori's ability to lead and connect amid adversity. Congratulations to our 2020 scholar-athletes: Ava Baron, Courtney Farkas, and Hannah Mearns.

> TRACK & FIELD

Track & Field showed significant commitment to the program and each other by continuing to participate in remote workouts. Program Lead and Senior Associate Athletic Director Frances Jones created a culture that was as clear remotely as it was in person. While remote, the coaching staff created event-specific workouts, held group trainings, and allowed for scholar-athletes to continue to grow and connect. Congratulations to our 2020 scholar-athletes: Derek Baba, Jai Bhavnani, Alegria Lopez, Sophie Stone, and McKayla Williams.

> SWIMMING

Program Lead Emily Fuller challenged the Swim scholar-athletes to grow individually and come together as a unit, which can be challenging sometimes when leading a sport composed of individual events. Congratulations to our 2020 scholar-athletes: Jordan Leaf and Jessica Lewin.



ACADEMIC RECOGNITION

Scholar-Athletes Finish In CIF-SS Team GPA Top 5

Congratulations to the following athletic teams, who finished in the top 5 for Team GPA in the CIF Southern Section, for schools with fewer than 1500 students. Entries were received from 1,788 teams, among all schools.

- Baseball - 2nd Place
- Swimming, Girls - 2nd Place
- Soccer, Boys - 3rd Place
- Soccer, Girls - 4th Place
- Cross Country, Boys - 5th Place
- Track & Field, Boys - 5th Place

What an incredible achievement!

Go 'Cats!

> BASEBALL

Windward Baseball embraced going remote by adding workouts, game nights, and conscious culture creation to practice schedules as they rounded out the Spring. Program Lead Nolan Flashman and his staff should be proud of the connections maintained and the efforts put forward during our time away from campus. Congratulations to our 2020 scholar-athletes: Collin Mackey, Jack Silvera, Drake Wertlieb, and Ian Wertlieb.



> BOYS GOLF

Windward is very proud of the way that our Golf program, under the direction of Brenton Chan's leadership, has developed and the connection they maintained during remote instruction. Our Golf scholar-athletes have shown growth as individuals and they have come together to create a culture that aligns with the values of Windward Athletics. Congratulations to our 2020 scholar-athletes: Ethan Chung-Ortiz, Jonathan Green, Jeremy Markovits, and Sami Merati.



> BOYS TENNIS

Boys Tennis had tremendous promise until the season was shortened as the School moved to remote instruction. Over the last few months of school, they participated in remote practices, showed up for each other, and left a mark for the underclassmen to model as they prepared to take over the leadership of the program. Program Lead Ryan Shelven did a fantastic job of creating a culture within that program that aligns with the values of our community. Congratulations to our 2020 scholar-athletes: Benjamin Brittan, Matthew Kessler, Samuel Miller, Levi Pillar, Mateen Rosenblum, and Adam Simon.



> BOYS VOLLEYBALL

Our Boys Volleyball program placed its culture and dedication on display by holding remote workouts, diving into depth during conversations about core values and team culture and breaking down film. Program Lead Alexa Micek and her coaching staff should be incredibly proud of the work that our Volleyball scholar-athletes put in. Congratulations to our 2020 scholar-athletes: Ben Junger, Evan Perlow, Charlie Rogers, Zander Solomon, and Devin Tillis.



WINDWARDNetwork 2020 Summer Internships

This Summer, in light of the challenges presented in the wake of COVID-19, the Windward Network* was successful in transitioning the majority of our internships into virtual experiences. Through the generosity of parents, alumni, and Friends of Windward, we provided over 50 students and alumni opportunities to partner with 24 organizations in a

variety of fields including engineering, publishing, finance, and medicine. We would like to acknowledge these organizations and mentors and thank them for supporting our interns and giving them the opportunity for real-world work experience in such unusual times. Additionally, we applaud our interns for a successful Summer!

To learn more about the Windward Network and our Summer Internship program, please visit our website www.windwardschool.org/student-life/windward-network or scan the QR code here.



Windward Network initiatives are sponsored in part by the Senior Class Gift. By supporting the Class Gift, parents of Seniors will leave a legacy at the School, in honor of their child, that help support students and alumni for years to come.

☞ Indicates the Windward Connection to the Internship, () indicates Parent of a Windward Student

■ SOUTH BAY

Boeing

Phoebe Fingold '21, Casey Hartman '21, Jeremy Merritt '21, Alexander Solomon '21, Leyth Toubassy '21
☞ Charles Bogart

■ SANTA MONICA

Shamsah Amersi, MD

Sarah Peykar '21, Jazz Sudds '22
☞ Dr. Shamsah Amersi (Jaden '23)

Taste of Nature

Izzy Provisor '22
☞ Scott Samet (Jack '23 & Spencer '26)

Climate Action Santa Monica

Kenna Blume '21
☞ Cris Gutierrez

Gideon Strategic Partners

Christopher Brent '22, Noah Cosgrove '21, Kelise Jackson '22, Dillon Malaret '18, Oliver Mass '19, Cole Wertlieb '17
☞ Corinne Weisler

■ WEST LA

NortonLifeLock

Brendan Lamishaw '17, Lucas Schaberg '19
☞ Steve Trilling (Max '24)

DeNovo

Ethan Tsai '19
☞ Carly Steinbaum Savar

■ WEINSTOCK COMPANIES

Elan Molko '19
☞ Brad Weinstock (Julian '20 & Eden '25)

Make-Up Therapy

Rachel Lewis '22
☞ Tara Dowburd

■ MARINA DEL REY

Watkins Spine

Jessica Behrendt '22, Gemma DeCarolis '22, Maddie Doi '22, Shane Grayson '22, Chandler Herring '22, Sarah Peykar '21, Jack Silvera '20, Max Wimmer '22, Justin Yu '21
☞ Dr. Robert Watkins IV (Bobby '24 & Tommy '26)

■ WESTWOOD

UCLA Department of Head and Neck Surgery

Nicholas Cohen '21, Claire Factor '22
☞ Maie St. John (Zane '22 & Jude '24)

Klevan Longarzo Vance Blumensaadt LLP

Daniel Kleckner '19
☞ Diana Longarzo (Luke '21 & Dante '24)

■ MAR VISTA

Windward Communications

Henry Diamond '22

■ CENTURY CITY

Thumbroll

Cayla Kallman '21
☞ Ariella Salimpour '13

■ BEVERLY HILLS

Roxbury Consultants

Campbell Iezman '21, Zoe Kreller '22
☞ Scott Diamond (Olivia '17, Jack '19, & Henry '22)

■ WEHO/HOLLYWOOD

Gotham Group

Riley Madden '22
☞ Ellen Goldsmith-Vein

PrideBites

Nicholas Kallman '22, Rebecca Nolan '22
☞ Sean Knecht

■ LA BREA

ReFrame

Allison Blythe '17, Erin Goldenberg '22
☞ Alison Emilio Kleckner (Daniel '19)

JVS SoCal

Evan Eshel '20
☞ Neal Mendelsohn

Craft Contemporary

Julia Masiel-Berick '20, Chloe Weitman '17
☞ Suzanne Isken

■ LAW OFFICES OF BRIAN BREITER

Noah Breiter '22, Max Shoustal '22
☞ Brian Breiter (Noah '22 & Nika '23)

■ DOWNTOWN LA

Children's Hospital Los Angeles

Gemma DeCarolis '22, Riley Morris '22, Alexis Silvera '18, Jack Silvera '20, Justin Yu '21
☞ Dean Anselmo (Jaden '23)

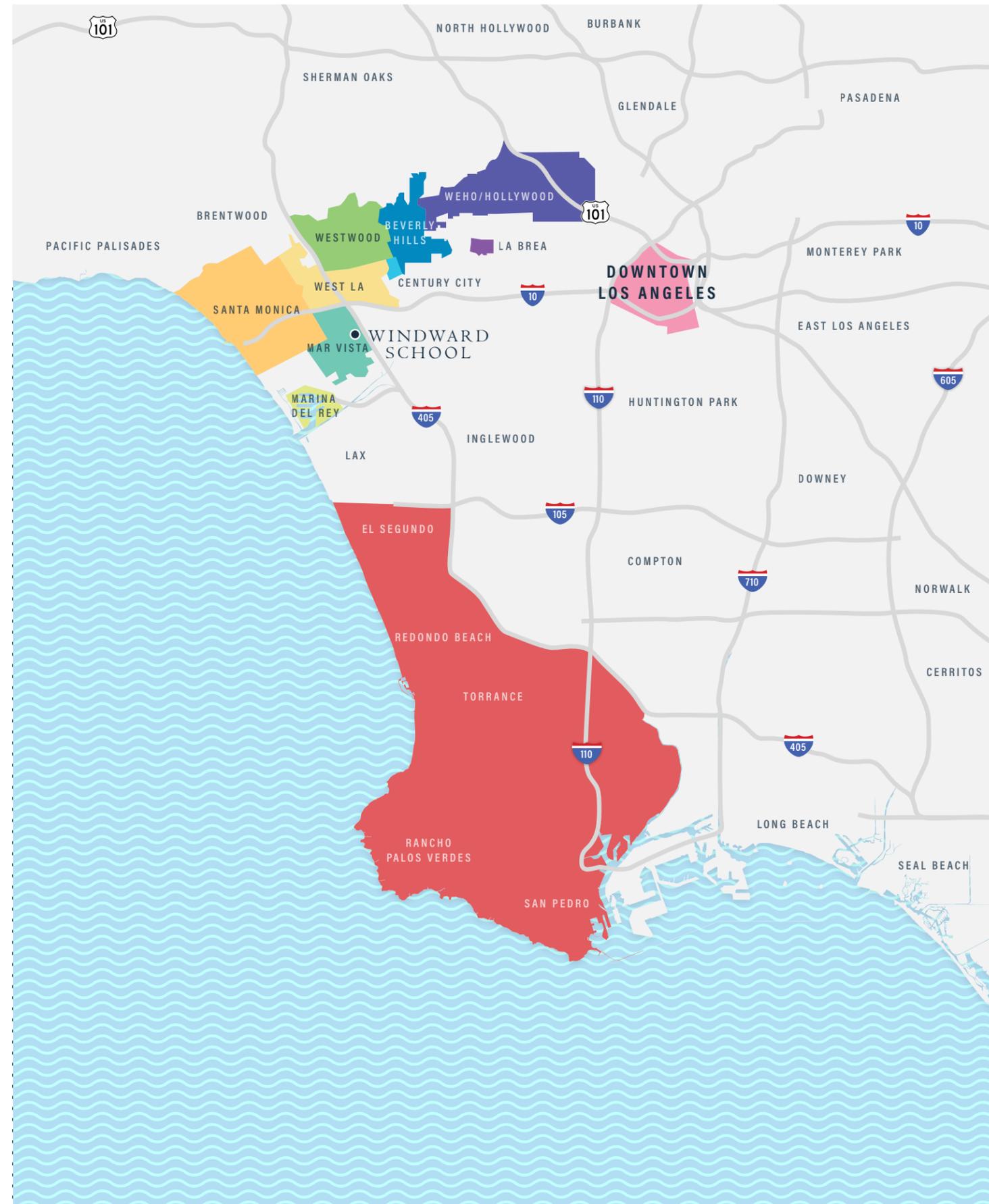
Viva USA

Tyler Brent '19, Sophia Cohen '21, Isabella Garcia '20
☞ Mollie Meyer

■ OUT-OF-STATE

Sports Innovation Lab (Boston, MA)

Joseph Poole '22





▶ *INTERN SPOTLIGHT*
Phoebe Fingold '21
 COMPANY: Boeing | El Segundo
Recipient of Boeing's Outstanding Performer Award

▶ **Why did you decide to apply for an internship at Boeing?**

I am very passionate about STEM, and working at Boeing would allow me to apply the skills that I have learned in all my different STEM-related classes at Windward as well as provide new learning opportunities. I knew that a portion of the internship involved attending different workshops that cover a wide variety of topics, and these workshops would be the perfect place to extend my knowledge about satellites and the other space-related projects at Boeing.

Additionally, I applied for an internship at Boeing because I know that I want to be in some sort of engineering or mathematics-related field in the future. I thought that working at Boeing and having hands-on experience at the world's largest aerospace

company would help me figure out what STEM-related field I would like to pursue in the future.

Could you share what you've learned this Summer through your Windward Network internship?

One major piece of information that I learned this Summer through my Windward Network internship was that there is much more to Boeing than just their airplanes. My internship was through their El Segundo site, which mainly focuses on satellites. However, I learned about so much more than satellites. The development and technical sessions I attended focused on subject matters relating to aerospace, which allowed me to gain information on topics such as satellite operations, systems engineering, flight and controls, and the space environment.

I also learned about how to act in a professional environment through my Windward Network internship. In this internship program, I was placed in groups with people I had never met before. This experience taught me how to communicate and collaborate in an effective manner. Additionally, it allowed me to expand my networking skills. I learned how to behave professionally in front of my mentors, fellow interns, and other peers at Boeing.

How might your experience interning with Boeing impact you in the future?

Through the various meetings with my project mentor and my networking mentor along with the development and technical sessions, I have taken away so much from my experience at Boeing. One piece of information that will definitely impact my future is the fact that there is a spectrum of career paths from

A Week in the Life of a Boeing Intern

MONDAY:

9:30 AM: Attended a Q&A with Ted Colbert (CEO of Boeing Global Services)
10:00 AM: Women in Engineering Panel (It was really interesting to learn about what it is like to be a female in STEM at college and in the workplace)
11:30 AM: Follow up meeting with the representative from Spectrolab (Figured out how to solve the problem I came across with my project and how to get back on track.)
1:00 PM: Project Mentor Meeting (Updated my mentor on the progress that my partner and I had made since our previous meeting)
2:00 PM: Meeting with project partner to prepare our midpoint presentation

TUESDAY:

10:15 AM: Networking Meeting
12:00 PM: Magnetism and Lorenz Force Presentation
1:30 PM: Procurement Presentation (Learned about career opportunities at Boeing)

WEDNESDAY:

12:00 PM: Systems Engineering Presentation
1:30 PM: Networking Mentor Meeting (Our mentor gave us a presentation with a theme of college applications.)
2:30 PM: Project Mentor Meeting (Ran through our midpoint presentation for feedback)
3:00 PM: Meeting with project partner to update presentation based on our Mentor's advice

THURSDAY:

9:00 AM: Project Mentor Meeting (Gave our updated presentation to our mentor)
10:00 AM: Midpoint Presentations (We gave our presentations to a panel of judges for feedback before our final presentations at the end of the summer. It was fascinating to see projects that other interns have been working on.)

FRIDAY:

10:00 AM: Attended a Q&A with Dr. Greg Hyslop (Boeing's chief engineer and senior Vice President of Engineering, Test, and Technology)
12:00 PM: Independent Research for Project

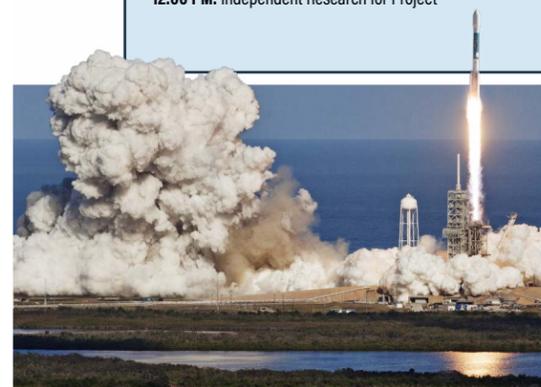


Image Composite: NASA/Adobe Stock

the technical side to the business side of engineering. Prior to this internship, I had rarely thought of my career path; all I knew was that I wanted to do something STEM-related. I learned that a STEM-related career doesn't have to be an engineering career, and there are careers that allow me to combine my interests; I don't have to choose.

What have you learned from your mentor?

I have learned so much from my mentor about satellites, professionalism in the workplace, history, and just life in general. One important piece of advice he told me that I will never forget is that I should not worry about the specific career I would like to pursue. When my mentor was in school, the job that he has had for the past 30 years did not exist. The world is constantly changing as technology is becoming more and more advanced, so it is possible that my future career doesn't exist yet.

Do you have a favorite Windward memory?

My favorite Windward memory is working on the Paper Car Crash Challenge from Karalyn's 9th grade Physics Honors class. The purpose of this project was to create a fast and heavy race car to carry an egg down a race track and protect it against a crash into a cinder block. Our only materials were two sheets of paper and an unlimited amount of glue. Although it was challenging, I really enjoyed this project because it allowed me to combine my interests in design and engineering. It was very rewarding to see the paper car that I had created go down the race track on test day as it proved that I was capable of turning my

ideas into a reality. This deepened my desire to pursue STEM in the future.

Why would you recommend fellow Windward alumni and students utilize the Windward Network?

The opportunities that the Windward Network offers are very difficult to come across. It is not often that high school students are able to work professionally at companies such as Boeing. Through the Windward Network, students can not only prepare themselves for the professional world but also have experiences that will set themselves apart from other applicants for jobs in the future.

Additionally, the Windward Network removes the difficulties associated with searching for internship and job opportunities. Whether you're a student interested in the humanities, the arts, or STEM like myself, the Windward Network will help you find an opportunity.

Do you participate in any extracurriculars, and is there one that you enjoy the most?

Tennis is the most exciting activity I participate in outside of school. I started playing when I was five. I play both outside of school and on Windward's Varsity team, of which I will be captain next year. Playing tennis on a team has taught me how to be a team player and collaborate with others. Also, playing tennis has taught me how to handle myself under pressure and keep moving forward. No matter how far behind or ahead I am in a match, I always continue to work hard and keep playing. These skills will help me in function in a work environment.



INTERN SPOTLIGHT
Cayla Kallman '21

COMPANY: thumbroll/Bluestone | Century City



INTERNS _



@ HOME

INTERN SPOTLIGHT
Nicky Kallman '22

COMPANY: Pridebites | West Hollywood



The COVID-19 pandemic has fundamentally changed the way we work. Bluestone Safe™ helps organizations (casinos, sports teams, factories, schools, and others) protect their workers & resume work during COVID-19. Bluestone helps organizations stay safe through its pain-free COVID-19 saliva testing (with results returned in 24 hours), it's proprietary technology platform to assess symptoms, and by providing immediate medical intervention as needed. Bluestone Safe™ allows your team to get back to work and thrive during the COVID-19 pandemic.

► What made you decide to apply for an internship at thumbroll?

I decided to apply for an internship at thumbroll because I love taking photos, and they were looking for a photographer. Additionally, I was interested in the medical aspect of the app and curious to learn more about the work they were doing to help med students and doctors.

This year's internships are unique in that they are all remote. Is it possible to have just as meaningful of an experience as a virtual intern as an in-person intern?

A definite benefit of a virtual internship is the time efficiency. The elimination of commute time allows me to be more productive and accomplish more in a shorter amount of time. Although I wish I could have an in-person experience, I think it is definitely possible to have a meaningful experience at home.

Can you walk us through a typical work day with your internship?

Every day the Bluestone/thumbroll team meets at 10 a.m. to discuss daily priorities as well as new updates and developments. Either before or after that daily call, I usually have a meeting with one member of the team individually to learn about and help with a specific task. I was recently assigned a smaller research project, so I work on that on my own time. I also help Ariella's sister, Gabriella, work on spreadsheets meant to cross reference certain data for Bluestone.

What did you take away from this experience, and how might it impact you in the future?

First, I've learned that it's really beneficial to ask questions even when I feel like I should already know the answer. It can be intimidating to speak up in certain environments, but asking clarifying questions or voicing your uncertainty not only helps you engage more, but sometimes someone else gains clarification from the explanation given as well. Second, I've learned that my opinions and perspective have value. Initially I felt hesitant to speak or share what I was thinking, but I am really lucky that Ariella and the other members of the team truly make me feel like what I have to say adds value to the conversations. In the future, I will try to remember that my

own perspective is different than those around me, and that sharing it can lead to meaningful work.

What have you learned from your mentor?

It has been extremely interesting to learn from Ariella. I have learned about how to be a respected, but also friendly leader in a professional environment. Ariella is down to earth and kind to the whole team in a genuine way, but she also knows how to command the room without being harsh or unnecessarily strict. Also I've learned the value of giving everyone a voice or chance to share. Ariella frequently checks in with each person and I feel like this helps build a collaborative and non-judgemental environment that would be impossible to attain if one person did the majority of the talking.

What else have you been up to this Summer?

I am doing a research program called Pioneer Academics and am in the learning phase right now so I have class every week. I am taking a Culture Studies course in the program and soon will begin writing a research paper on my own topic of interest. I also decided to start a sticker shop and have been drawing and selling stickers. I am trying to raise money for the TGI Justice Project, which is an organization that helps members of the LGBTQ+

community who are wrongfully put in prison and also helps them become acclimated after they are released. I have been preparing for the SAT as well, in hopes of being able to take it soon. Aside from those things, I am also in the Windward book club, which is great.

Why would you recommend fellow Windward alumni and students utilize the Windward Network?

I would recommend that fellow Windward alumni and students utilize the Windward Network because of the relationships and new personal connections I am beginning to make. Although I am learning so much about the logistical and backend aspects of creating a webapp, I am also learning how to connect with others in a new setting, which has been a great experience.

"The beauty of Cayla is that she takes a step back and thinks through a situation. She asks questions to get to the root of the issue and by giving herself the room to think, she comes to our team meetings with insightful feedback every day."

-Ariella Salimpour '13

► What made you decide to apply for an internship at PrideBites?

I wanted to apply for an internship at PrideBites because it seemed like a very interesting company. It had only started up a couple of years ago and it already had two Shark Tank investors invest in them and had one of the owners win the Fortune 40 under 40 award. I also found it very interesting to work for a company that helped dogs because I have always wanted to have a dog, but my older brother is allergic.

This year's internships are unique in that they are all remote. Is it possible to have just as meaningful of an experience as a virtual intern as an in-person intern?

I found it very beneficial to have a virtual internship because I was able to have a very flexible schedule while also being able to help in every way that I can. I think that it is possible to have just as meaningful an experience working from home because even though you might not be working in person, the experience is what you make of it, so I just gave my all to every assignment that I got.

Can you walk us through a typical work day with your internship?

Every morning I would check my email to look at the task that my mentor had for me. It would usually then take me

around 30-60 minutes to research and create a caption for the photos that my mentor sent me. After, I would take a break while waiting for comments on how to improve my caption.

What did you take away from this experience, and how might it impact you in the future?

One thing that I took away from this experience is that I became much better at researching. First, I had to research PrideBites before my interview so that I could have good questions to ask. Also, I had to search Instagram to see how other dog companies caption their photos and then try to mimic the same feeling for the caption.

What have you learned from your mentor?

My mentor taught me how to create a caption in a way that I have never done before. Although I use Instagram a lot, I rarely ever caption my photos in this way, so this was interesting to learn more about.

Why would you recommend fellow Windward alumni and students utilize the Windward Network?

I would recommend it because I would have never been able to find this internship by myself. The Windward Network has a variety of internships that are mostly targeted to fit what you are interested in.



WINDWARDNetwork

MENTOR SPOTLIGHT

Dr. Robert G. Watkins IV

PRACTICE: Marina Spine Center | Marina Del Rey



By Shane Grayson '22
Watkins Spine Intern
& Henry Diamond '22
Windward Communications Intern

We would like to thank Dr. Watkins for partnering with the Windward Network and providing opportunities for our students and alumni. If you are interested in learning more about our program and/or offering experiential learning opportunities, please contact Robin Pickett, Director of Windward Network, at rpickett@windwardschool.org.

Robert Watkins IV, M.D., is co-director of the Marina Spine Center, as well as Vice Chief of Staff and past Chairman of Surgery at Cedars-Sinai Marina del Rey Hospital. Dr. Watkins is a board-certified orthopedic spine surgeon, specializing in minimally invasive spine surgery, computer-assisted surgery, and artificial disc replacement. His goal with surgery is to provide the safest and least invasive procedure that has the best and longest lasting success.

Dr. Watkins is the spine surgeon for the Los Angeles Dodgers, Los Angeles Rams, and Los Angeles Clippers. He and his father together take care of the Los Angeles Kings, University of Southern California Athletic Department, and all of the other Los Angeles sports teams. They are the preeminent spine surgeons for athletes in America.

When and why did you become interested in medicine?

My father is a spine surgeon, and we work together. But it's funny, growing up, I was not interested in medicine at all—probably because I really felt I needed to do my own thing and find my own path outside of my dad. I majored in philosophy in college. I went to Vanderbilt, and I loved philosophy. I loved the discussions. But halfway through, I realized that I was tired of just talking about things and thinking about them. I was ready to get back into action.

Getting into medical school and wanting to become a doctor—a lot of it was

the physical and mental challenge of trying to take it on. I realized that being a doctor, you really get to do things where you directly intervene in people's lives and you get to help people. Going through philosophy and seeing my dad's job helped me realize the benefits of being a doctor and what an immensely rewarding profession it is.

The first step was getting into medical school and deciding this was something I was going to take on.

“Work hard, do the best you can, do the right thing, and don't worry about everything else.”

It was in organic chemistry where I realized I didn't do well on my first test. I think I made a C or something. I said, “Look, I need to study harder, I need to do more practice questions if I want to make medical school work.” And that's what I did. I cut myself off from all of my friends. I went down in the basement of our house and I just studied all the time. And I ended up making an A and saved my potential medical career. It was really just a matter of focus and being driven. It takes a lot of persistence and work. Your friends will be out having a good time on the weekends, and if you want to do it sometimes you just have to shut it all off and get the work in.

Who has been your greatest mentor, and how did they encourage you the most?

I've had so many people that I've been blessed to come in contact with—mentors, doctors, professors, teachers—that have inspired me in so many different ways, but I'd have to say my father. I still work with my dad. And my dad is such a beautiful man. He's extremely generous, extremely hard working. He's driven. And he's also always in the moment. He really takes care of people. He puts his patients first. He focuses on them and does what's best for them every time. And that's what continues to be an example for me now, doing the right thing, doing what's right for each individual person, and everything else kind of takes care of itself. So it's still my dad to this day.



Did you ever think about doing anything else? Why did becoming a doctor win out?

I didn't think a whole lot about what I wanted to be growing up. I wanted to keep my options open, and I never wanted to close any doors. That was always really important to me, and still is. Who knows where your life may go or what you may want to end up doing?

Ultimately, I decided on medicine because I realized you get to challenge yourself every day to get better—to learn new skills, learn new technology, and always improve. It's a constant challenge

as an individual. At the same time, at the end of the day, you're helping people. I just knew that that would never get boring, and I never get tired of that.

What's your favorite part of your job?

My favorite part of my job is that it gives me a reason to get up every day—to deal with people undergoing difficult situations and to sort out what their problem is and how I can help them. I enjoy the challenge and the responsibility that to some degree I'm on call 24 hours a day, seven days a week, and you've got to be ready. And when somebody needs you, you have to drop everything and go to work and take care of it. There's something very freeing in that that gives you great purpose. And I enjoy that, I enjoy the challenge of it. That, and the appreciation that I feel from patients, is one of the most satisfying things about being a surgeon. A lot of times they're grateful and really appreciative to you for the rest of their life and that, to me, is amazingly rewarding.

Have you made any mistakes in your career? If so, how did you come back from them and what did you learn?

Mistakes are a very interesting part of life and being a doctor. We don't always get 100 percent successful outcomes. If we get 85 percent successful outcomes, that still means 15 percent of people are still suffering. So then you always ask yourself, “Could I have done something different?” And a lot of times the answer is no. You did everything you could, but you don't always know. Sometimes you'll lose sleep at night, and that's something that you take on. You get great satisfaction and reward by taking care of people, but the burden that goes with that is sometimes they're still suffering. It's about figuring out how you can come

to terms with that so that you can go to sleep at night. Being able to go home and be a dad, and be a friend, and be a spouse, and be a normal person without carrying this burden all the time, is really important. It's something you live with all the time, knowing that you wake up each day doing the best you can. That's pretty much as good as it gets.

Do you do anything with your medical degree to help the community?

I'm doing a lot more these days, I think. I started a mentorship for a local school, I'm the chief of staff of our hospital, and I'm a Mar Vista Community Council member. My dad and I also developed an app called The Back Doctor. We give it away for free, and it has a whole back exercise program of how to prevent back pain. We've had one hundred thousand downloads in probably three years.

What is the one piece of advice your younger self would have benefitted from hearing from your older self?

I look back at some of the stress I've had throughout my life and the best way to dissipate that would be to say to myself, work hard, do the best you can, do the right thing, and don't worry about everything else. You can't always control what you can't control, how other people think about you, what they're going to say about you. Because usually you're never even going to know. Just work hard, do the right thing and then ultimately try and give more than you take. If you see opportunities to help other people and make your community better, take advantage of it, because ultimately, it'll give you great meaning and value in your life.

► After graduating Windward, earning a degree from Wharton, and leading sales and marketing initiatives at Disney and MTV, you made career adjustments to focus on urban health & wellness and community development for marginalized communities. What led to this career change?

Between God's amazing grace, rich family and community support, and the high-quality education and experiences from Windward, I was always groomed to be a strategic thinker with a heart for others. While studying at the Wharton School, I was often pointed out as "not the typical Wharton student." I knew this to mean that my mind for business, planning, and process was also consumed with matters involving care, justice, and fairness. My medium-term plans upon leaving the Wharton School included joining the Foreign Service or the Peace Corp and ultimately working for the World Bank or the IMF.

My career in the corporate sector was full of excitement, challenges, and fuel for the geek in me, but rarely satisfied my heart and soul. I used to be a "check writer" (meaning a donor to causes that mattered and needed my support), because I rarely had "time" for service. I thoroughly enjoyed my work with Disney and MTV because I am an analyst and a strategic planner who relishes in the business sectors effort to operate with a blend of relatively unmatched precision and excellence. Nevertheless, the work never touched my heart. My work with these companies afforded me great opportunities for learning in business and a personal lifestyle that included global travel, but almost no opportunity for service.

It took three years of deep soul searching to determine that I never wanted to do another "job" that did not serve my heart and allow me to be of service to the communities that honed my spirit of care and commitment to others. Ultimately, I found myself working in the nonprofit sector in South Los Angeles where I was so blessed to find a place to bridge my passion for service and vocational training in strategy and planning.

You recently became involved with Reimagine Lab to develop innovative ways of breaking the cycle of domestic violence. What have been the key takeaways from the partnership?

In early 2018, Blue Shield of CA Foundation launched a Reimagine Lab to develop new solutions for preventing domestic violence. Reimagine Lab, led by the Gobe Group, began as an experiment to bring together leaders from within and outside of the domestic violence field to consider the complex issues surrounding domestic violence and engage in a generative process to co-design dynamic solutions with a prevention mindset.

There are three specific transformative domestic violence issues that I was compelled to explore deeply as part of my position as a Reimagine Lab Fellow. The first relates to significantly elevating the role and involvement of men in conversations, prevention, and intervention strategies. Domestic violence is not a "women's issue," yet I have watched the movement treat it as such for more than 40 years. The second potentially transformative issue includes intentionally adding intersectionality to all intervention strategies in an effort to ensure more comprehensive and effective outcomes. Third, is the urgent need to explore alternatives to utilizing law enforcement as a first line of defense in active cases of violence in Black relationships and homes. The California Black Women's Health Project has been closely focused on these issues for the past two years, and I devoted a share of my time to work closely with a team to co-develop an innovative violence pre-

vention project during my experience in the Reimagine Lab called Anti-Violence Ventures.

My experience with the Blue Shield Foundation, Gobe Group, and the 15 co-Fellows in the Reimagine Lab has been transforming and challenging. Disrupting age old approaches and narratives around violence in Black communities, where I am committed to serving, is consistently met with resistance, questioning, stop, starts, and pitfalls. I'm committed to expanding voices in the movement beyond the traditional interventionists, beyond the traditional narratives, and beyond interventions that have long since proven ineffective, leaving Black women, children and families to perpetual cycles of violence. The work with the Foundation and Gobe has resulted in a trusted partnership to explore innovative approaches aimed to find solutions to violence in Black relationships, homes, and communities.

How did your Windward experience shape the person you are today?

I have said this now for more than 35 years, my experience at Windward School is the most bitter-sweet of my life. BITTER because my removal from a community in South Los Angeles that I love (but was under-resourced to provide me with a quality education) necessitated my commuting nearly four hours daily to attend a school that provided one of highest-quality learning experiences in the nation. SWEET because the level of learn-

ing, growth, exploration, and excitement of my Windward experience changed the entire trajectory of my life and that of my family. Not only did I learn to become a strong writer (thanks to Shirley and Daniel), a strategic thinker, and an ardent fighter against injustice and inequity, I also gained some of the best friendships of my life. I bring all that I am to all that I do, and my Windward experience has a defining impact on who I am, what I do, and what I bring.

What advice would you give to students interested in pursuing a similar career to yours?

Working in communities that have long been left behind in all the ways that matters is not for the faint of heart. Nonprofit service gives you the opportunity to truly make a difference in the lives of others. While it is often thankless, there is great satisfaction in knowing that your work is impactful. Expectations in the nonprofit sector must be managed. Burnout is easy, and in nonprofit organizations run by Black women in the greater Los Angeles area, there is a growing number of leaders that have died "in the line of duty." I have been advised that there is generally NO retirement plan, no path "out" once you reach the age of 50, and boundaries are difficult to maintain. Nevertheless, if you are committed to care for others, a considerably more flexible career with the benefits of cross learning, working with teams that more likely share your values, and relishing in the notion that what you do on a daily basis actually matters, then work in the nonprofit sector can provide long-term career & personal satisfaction.



► ALUMNI SPOTLIGHT
Sonya Young
Aadam '84
 INDUSTRY: Nonprofit Sector, Urban Health & Wellness
 JOB TITLE: CEO of California Black Women's Health Project





ALUMNI SPOTLIGHT

Jesse Israel '03 MIND OVER MATTERS

The path to enlightenment is never a straight one. Just ask Jesse Israel. Already a successful music producer and label founder by the time he was a Sophomore at NYU, Jesse's time in the sound and volume driven music industry led to a deeper appreciation of a quieter medium—guided meditation. Now the founder of mass meditation movement The Big Quiet, Jesse has traded intimate recording studios for sold-out amphitheatres, sharing his passion and encouragement with audiences the world over.

As Jesse puts it, this change was one of necessity. Despite his early success as the founder of label Cantora, Jesse soon realized that that same success was also creating disharmony within his own life.



"I started my label and signed MGMT when I was 20. By the time I graduated at 23, I had been running the label for three years and was also a full-time student. I was already feeling burnt out. I was experiencing a lot of debilitating anxiety, starting to have panic attacks, really uncomfortable stuff. A lot of it came from feeling like I needed to always be working harder, and that the top priorities were about growing my business. There wasn't much conversation around how to also take care of myself and people that I care about along the way. And it wasn't working for me. It wasn't sustainable. I was sick.

I was unable to speak in front of groups of more than about 10 people because of how bad my anxiety was. It just felt like I was tremendously blocked from myself, which made it challenging to connect with other people and my work. It greatly limited the impact I was able to make in the world, and I didn't feel like I could talk about this stuff with other people. It wasn't really a conversation within the music industry at that time. Mental health wasn't something that there was acceptance in communicating about."

Looking to clips and books shared by his father for guidance, Jesse began researching the world of meditation. This exploration led him to Light Watkins and Vedic Meditation, which gave Jesse a daily practice to work out the discomforts and challenges that he was experiencing. Over the course of the next several years, Jesse continued practicing meditation while also running his label. He soon found that he wasn't alone in needing a space to work through everyday challenges.

"It felt great to have space where I could get quiet with my peers within the music industry. When I had space to meditate and get quiet, there was usually space to talk about some of what we were really experiencing. I started to realize that other people were going through many of the same challenges I was experiencing. We just weren't talking about it. And I felt

having space to slow down, to get quiet with ourselves, and to then open up and talk with each other about what's happening in our lives felt really important and needed."

From there, The Big Quiet was born. Leaving the music industry to focus on his meditation work full time, Jesse went from hosting guided meditations for 20 people at his friend's apartment in New York, to hundreds of audience members at SummerStage in Central Park, to thousands of eager participants as part of his partnership with Oprah Winfrey and WW's 2020 Vision Tour. That shift in purpose gave Jesse the ability to serve those with a specific need, which in turn helped him to overcome his own hurdles.

"Meditation isn't just about reducing stress and anxiety. It's really allowed me to lean into fears in ways that I would have solely avoided before. It's not that public speaking suddenly became totally comfortable—I still feel some of those nerves. But I've been able to lean into some of those discomforts. And on the other side of those fears, there's oftentimes great growth. Once we're able to increase our self-awareness and have that deeper connection with the self, experiencing less of those blocks, I see people really move more into their whole expression. That's a really cool, gratifying, and oftentimes scary and uncomfortable thing to be able to experience in your life."

As Jesse looks to the future of The Big Quiet, he can't help but look back at how his time at Windward impacted his overall journey. "Windward has been incredibly influential to the path that I've been on the whole way through, but especially with the work that I do now. So much of my work is centered around community building. I first learned about the power of communities through Windward because Windward really places community first. There's such a strong focus on creating a sense of intimacy and support and collaboration among students and faculty. It's just built

into the DNA of Windward. I've been able to hold that and a lot of what I learned in regards to my own leadership.

There's also a creative spirit that I found at Windward that was also held with a professional spirit. There's a groundedness at Windward, but also an encouragement from faculty to do things differently, to think outside of the box to solve the great problems of our time. A lot of what I've been able to accomplish on my journey stems from the willingness to always push back on doing it the way that everybody else does it and infuse creativity and expansive thinking into my path as a business person and as a teacher."



As Jesse continues to lead in a world shaped by the ongoing pandemic, he has some advice for students looking for help in adapting to their new-normal. "If there's one thing I would have changed when I was younger in my life, it would have been to start meditating earlier because it has helped me so much with stress and anxiety. I really recommend students to explore this stuff more. There is this misconception that meditating means that the mind is totally still, that you're not thinking. That's unrealistic for most people, especially when we first start practicing. Thoughts in meditation are fine. You still get the great benefit of meditation when that's happening. Finally, have some form of guidance or training, or something that will give a person some support. Allow yourself to have the experience that your body and mind need, and then notice how your life starts to change. Once you begin practicing, it can be pretty powerful."

► What was your career path after Windward that led you to your current position as CMO at Hershey?

From Windward, I attended Pitzer College. My Windward experience prepared me for the expectation of self-directed learning at Pitzer. Both Windward and Pitzer have become more traditional since I attended but at the time, they were a bit revolutionary in their approach to education. After graduating I landed at Leo Burnett Advertising in Chicago. It was known as a great training ground and one of the top agencies in the world. I stayed 20 years soaking up all that I could. The company went public, which allowed me to take time off to enjoy my family. That proved short-lived as my former clients began asking me to do projects for them. This led to a small consulting business that gave me more flexibility than I had at the advertising agency. After a few years I missed leading a team. I looked for a “real” job and was hired by Kraft Foods. It is a big jump when an ad person moves to the “client side” and I took to it immediately. Kraft split into two separate companies: Kraft and Mondelez. Most of my mentors went to Mondelez, and I followed. A few years later, Hershey came calling, and that is where I am today.

How do you see the marketing landscape changing in the coming years, and how does Hershey adapt to these changes?

The best thing about a career in marketing is that it is always changing. It is impossible to be bored! Right now, I am building out an internal agency. The time and cost of using outside agencies for all our content needs is prohibitive. Finding a way to do that internally is a must. It is also fun! Having creative people internally has lit the marketing department on fire. They are now finding all sorts of ways to use our new capabilities.

The role of brands is another area that I see changing quickly. As I write this, we are joining the Facebook boycott. We have been working with Facebook to ensure the safety of our brand messages for the last two years...since Cambridge Analytica. I have worried for some time that consumers will migrate away from their platforms due to divisive content. These are very effective vehicles for reaching our consumers, so we need to have back-up options should they become toxic. That one keeps me up at night.

What do you believe makes a great leader, and more specifically, an effective CMO?



I think to be a good leader you need to have humility, compassion, and a realistic view of yourself. If you have these qualities, you are equipped to put together a high performing team.

An effective CMO needs to have a certain taste level, which I know is not a satisfying answer. It is not quantifiable. That needs to be paired with a high tolerance for ambiguity and change. Most CMO's are continuous learners. The landscape is always changing, requiring new knowledge and skills.

How did Windward faculty, students, and your experience as a whole affect you as an individual and your career trajectory?

I have one Windward experience that I believe is responsible for my career and where I am today. Windward decided to start a debate team. The school was very small then, about 10 students per grade. We would be the underdog in any competition. Carl Parsons was the faculty leader of our small team. The topic for the year was, “Would educational funding be more equitable if California was divided into two states?” There were many arguments both for and against. For example, Northern California had different resources than Southern California, they also had fewer residents. Carl brought us a completely novel idea. What if we proposed that California be split east and west?! Of course, no one would be prepared for that solution. When we went to the debate, we won every contest. It was thrilling to see the looks on the opponents' faces each time we introduced the east/west solution. By mid-day everyone at the competition was talking about us, some even protesting our arguments. I believe that was my first lesson in repositioning a product. It taught me to always look for the unexpected solution.

What advice would you give to students or alumni interested in pursuing a career in marketing?

I was a philosophy major in college, and I took art classes every semester. I think this prepared me well to analyze problems and to make a cogent argument orally and in writing. Making art is a way to activate a different part of your brain when solving problems, which I think is helpful. It teaches you about composition, color and more. Marketing requires a broad set of skills, so constantly acquiring new skills makes you useful across a broad spectrum of jobs and companies.



► ALUMNI SPOTLIGHT

Jill Baskin '73

INDUSTRY: Marketing
JOB TITLE: Chief Marketing Officer at The Hershey Company

IN MEMORIAM

In Loving Memory of Toni Barron Stein, A Founding Windward Faculty Member

The inimitable, adventurous, joyful, and whimsical Toni Barron Stein passed away peacefully on March 31, 2020 at age 89. An artist, world traveler, teacher, indigenous art collector, caterer, and adored mother and grandmother, Toni inspired everyone she met with her creativity and zest for life. Although her mobility declined as she aged, she still belted out show tunes with gusto and could touch her toes till the end.

A founding and beloved faculty member at Windward, she encouraged and nurtured hundreds of students in the school's earliest years. In addition to teaching art, yoga, and cooking, she served as chief morale booster and surrogate mom to many. Toni could name every plant by its botanical name and was quite the grammar maven. She delighted in dressing in costumes and throwing themed birthday parties for her kids when they were young (and occasionally showed up at Windward dressed as "Bubbles," to everyone's delight).

A celebration of Toni's life will be scheduled once the world resumes some degree of normalcy and family members can travel again. Included below are stories and memories of Toni from Windward faculty and alumni.

"Deepest condolences go out to David, Deborah and Ira. Toni was one of the best art teachers I ever had. I will always remember her saying..."Art is something you do to explore your heart and soul, to develop yourself, not to impress other people or the world." She will be greatly missed."

-Barry Landau '77

"Shirley Windward and Carl Parsons were co-founders of the school, but Toni and several others including her husband provided funds and support when it mattered in the early days. Sweet dreams believe."

-Rolfe Windward

"Such a lovable, gifted, caring, and unique person will live in our individual and collective Windward hearts forever. Peace, affection, and blessings to Deborah, David, and Ira at this time of intense sense of loss..."

-Daniel Gavaldon

"She has always been one of my favorite people from Windward, a true force of nature. Generous, positive, creative, loving, beloved, patient, kind."

-Natalie Plachte White

"Toni was dedicated to generosity, laughter, social justice, creativity, friendship, family, explorations, and truth-telling. She said what she meant and meant what she said. She was a friend, an inspiration, a force. The world will miss her spirit. All of us who were lucky enough to know her will miss her presence."

-Ethel Gulette

"Toni was one of the great forces at Windward. She made me believe I could do art—I remember working on a painting of a begonia with her help. She was so kind, so positive, so giving. She was a treasure. She was one of the people who made Windward so special. My heart goes out to Deborah, David, and Ira."

-Nina Friend '76

"Small in stature but giant in spirit, Toni never let me get away with the excuse that I couldn't "do" art. She was there from the beginning days of Windward School and her vivacious presence can still be felt today."

-Elliot Gordon '74

IN MEMORIAM

Remembering Tony Potter, Former Windward Faculty Member

The jubilant, passionate, and nurturing Tony Potter passed away on June 21 at the age of 59. For more than a decade, Tony shaped the lives of Windward performing arts students. As the School's Tech Theater teacher, Tony's presence in the Irene Kleinberg Theater was all-encompassing, passing on his

knowledge and sharing his lively spirit with students of all ages. Tony stayed well connected with alumni throughout the years and was very well respected and loved within the Windward community. Included below are some touching stories and memories of Tony from Windward faculty.



"Tony was a director's dream. With a "we can do that" attitude and a bigger than life laugh, he inspired Windward students to build, to create, to lead. More than that, he was a reliable and trustworthy friend who could always pick you up if you were down. I was fortunate to work with him and I'm grateful for his visit to Hawaii in 2017"

-Rob Duval

"Watching the students work with Tony was an enlightening and engaging experience. They were eager to please him, soaked up his wisdom and enjoyed his stories. He approached life with positivity, creativity and joyful exuberance. It has been an honor to know him and work with him. He was a true and honest friend."

-Lyn Hoge

"I didn't have any words, everybody has said them. But then I found a few; Tony was a friend, I loved him. I knew he would make a great teacher. The world is worse because he is gone, better because he was here. "When they built you brother, they broke the mold."

-Kiloh Fairchild

"Tony Potter was filled to the brim with joy and care for his students. There was always an ease and comfort to his interactions, even when he would toss a look towards one of his tech students that might be trying to put something past him. His boisterous laugh could be heard from across campus and for me was a welcome part of every day. And he was a generous and talented collaborator. The happy days (and nights) we spent in the theater will forever be etched in my memory and always bring a smile to my face."

-John Higgins

"Tony had a smile and a laugh that filled all the space beyond an entire room while also filling our souls. He vibrated buildings over. Pouring joy and compassion into every interaction. Tony was the kind of teacher and friend who was unconditional. He took time to learn exactly who each of us was, and then how to connect to each person so they were better after that interaction. He was pure kindness and love. He was art displayed. Working with Tony was like being with family. All the joy, the over chatty moments, and the endless laughter. He made work, home. The loss of such a true artist and friend has been devastating. I am sure everyone who knew him would also say that "I am forever changed by his presence."

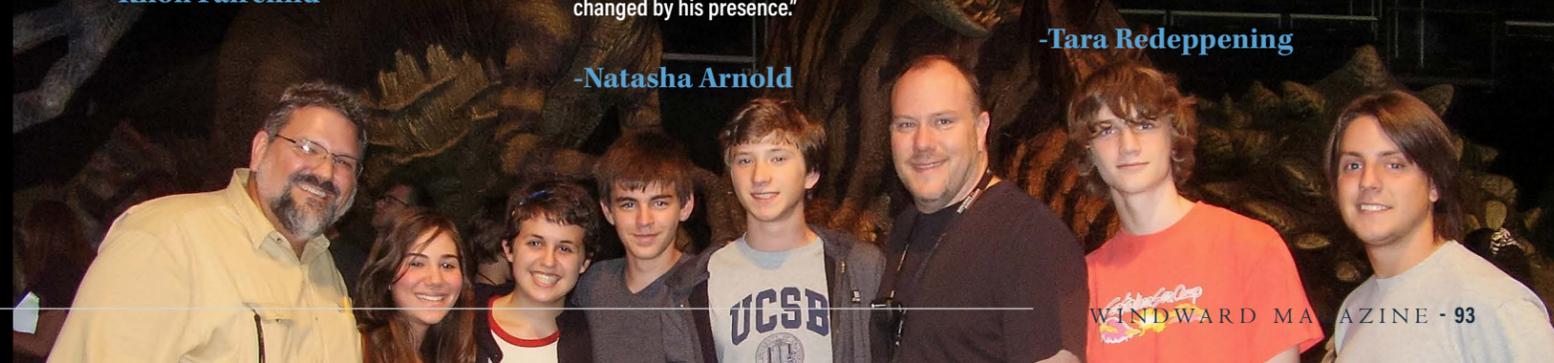
-Natasha Arnold

"I had the privilege of working with Tony at Windward as I was beginning my career as an acting teacher. During that time, I was able to witness Tony's passion and love for theater. Tony was a great collaborator, sweet presence, and so hard working. The tech students absolutely loved him, hanging on his every word and wonderful stories. He cared about them so much. I feel lucky to have been part of his orbit. What I will remember about him most was his amazing laugh that would fill up our office, which always made work even more special. His positivity radiated around him. He never complained, was always the last to leave, and always had time for his students and colleagues. I learned from Tony about how theater is about people and sharing the bond of love and creativity with the people around you, and I take that with me in my teaching today."

-Jordan Fox

"He was so joyful and kind. But he was also the real deal as an artist and designer. He could dream big and he could execute those ideas. He liked the process, he knew how to play and collaborate, but he also got it done (often with some nudging from Kiloh, but hey, we all needed nudging from Kiloh to get those shows done)."

-Tara Redeppening



IN MEMORIAM Remembering Ernest Lee Levroney III



Beloved former Windward faculty member, Ernie Levroney, passed away suddenly on July 20, 2020.

Passionate about education and always striving to make the world a better place, Ernie was a special human being who will be missed dearly.

Ernie joined Windward at the start of the 2012-13 school year. During his five years at the School, he played a large role in the community serving in various roles including Science teacher, Upper School Dean of Students, Co-Director of the Windward Institute, and Director of the Entrepreneurial Program.

At the end of the 2016-17 school year, Ernie went on to found the Prime School in South Los Angeles. Since June 2019, he had served as Head of School for the Wesley School in North Hollywood.

Ernie's warm energy and intellectual spirit touched everyone whom he met. May we forever find ways to keep close the memories of him that we hold so dear.

Included are some touching stories and memories of Ernie from Windward faculty and alumni.



"Ernie was the type of person that made you want to do your best work and be your best self without even asking for it. His charming personality and contagious laugh made any interaction with him truly memorable."

-Elan Molko '19

"Having Ernie as both a teacher and a Dean, I benefited from the immense privilege of experiencing high school under his mentorship. Whether it be Monday Morning Meeting or a Chemistry class discussion, Ernie spoke to his students with nothing but authenticity, kindness, and eagerness to teach."

-Gillian Ondaatje '15

"He was one of the most impactful faculty during my high school years. In every conversation I had with him, he listened, understood, and supported me. Even when he was busy, he always made time for me. Ernie helped me come to terms with my own narrative. Ernie encouraged me to be empowered and confident in every endeavor."

-Young Jae Ryu '16

"Ernie always stood out as a genuinely sweet guy. Despite being put in the unenviable position of high school disciplinarian, Ernie clearly cared for the students and did his job with class. I'll always have respect for Ernie."

-Brendan Baer '17

"I had Ernie as a teacher for Global Studies my sophomore year of high school. I had a great time learning from him in the class and he made it one of my favorite classes throughout my time at Windward. My thoughts and prayers are with his family."

-Nolan Greenspan '19

"Ernie's bright personality, intelligence, and unique ability to connect deeply with everyone he encountered were traits that stood out not only to his students, but also to his family, friends, and coworkers. Not everyone can be so genuinely themselves that people from all aspects of their lives appreciate them for being an all-around wonderful person."

-Liana Smale '16

"I always enjoyed spending time with Ernie. His kindness, love for his husband and their life together, and his desire to make the world better by listening, really listening to each adult and child that came his way, will be deeply missed. Ernie made the world better."

-Emily Dawe

"Ernie's smile and laugh are what I see first whenever I think of him. His drive, his good cheer, his support and belief in others, and his passion for education, all made Ernie a bright and shining light at our school. I wish he were still with us, still alive, still warming the world with his inner light."

-Dahlia Setiyawan



"Ernie's warmth and energy would embrace you the moment he entered a room. Like when you step outside and feel the sun directly fall upon your face. He exuded love and empathy and authenticity in every action that he took."

-Hannah Northenor

"Ernie was incredibly kind, generous, and thoughtful. We spent countless hours planning science lessons together, and laughing and catching up. Whether we were designing an activity about blood types or planning a student leadership event, Ernie brought his intelligence, expertise, and genuine desire to make the world better."

-Gage Loveless



ALL PARENT GUILD MEETINGS WILL BE VIA ZOOM FOR THE 2020-21 SCHOOL YEAR AND WILL ALTERNATE BETWEEN MORNING AND EVENING MEETINGS.

WE CAN'T WAIT TO CONNECT VIRTUALLY!

SEPTEMBER	NOVEMBER	JANUARY	MARCH	APRIL
10 9:30 AM	5 6:30 PM	21 9:30 AM	4 6:30 PM	29 9:30 AM

WINDWARD Fund

HELP US MEET THE MOMENT.

THE WINDWARD FUND KICKS OFF SEPTEMBER 10

Fall 2020

Virtual Student-Led Service Programs



Girls in STEM

An eight-week STEM program for girls in grades 3-5. Our program, Girls in STEM, will empower girls to foster their passion and self-confidence in STEM fields. We are looking to inspire young girls to be excited about careers in STEM because many don't see these careers as a possibility. They need exposure, mentorship, and the encouragement that they can pursue their interests, especially as a female.

Space Kids

A five-week program designed to focus on the solar system for students in grades 3-5. The purpose of this course is to teach students about where we live and our place in the universe. Each week in connection with the lesson plans, students will create a specific component of the solar system, and by the end of the class they will have created their very own model of the solar system.

Math Adventures

Math Adventures is a six-week, hourlong after school program for 4th-5th graders that focuses on math enrichment topics that are not normally covered in the school curriculum. The goal of the program is to inspire kids to realize that math is fun and interesting and has uses beyond the mechanics of addition, subtraction, multiplication, and division.

For more information, email Ashley Goodman at agoodman@windwardschool.org or Robin Pickett at rpickett@windwardschool.org.

Your support provides the School with the flexibility to meet the needs of each student in an ever-changing environment, every day.

Due to the unique circumstances of this school year, we are more motivated than ever to exceed our \$2.25 million goal. Achieving this goal is vital in order to provide essential equipment for the safety and well-being of our students, faculty, and staff, as well as support for Program Enhancements, Research & Development, and Financial Aid.



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