

WINDWARD

MAGAZINE

2020 WINTER/SPRING

A group of four diverse teenagers (two girls and two boys) are sitting together outdoors on a concrete ledge. They are all smiling and looking towards the camera. The girl on the far left has long blonde hair and is wearing a white hoodie with a 'W' logo and grey sweatpants. The girl next to her has long dark hair and is wearing a striped shirt. The boy in the middle has short brown hair and is wearing a grey t-shirt and red pants. The boy on the far right has short dark hair and is wearing a dark grey t-shirt and blue shorts. They are all wearing sneakers. The background shows a bright, sunny outdoor setting with trees and a building.

BETTER TOGETHER:
**THE GROWTH OF
OUR COMMUNITY**

TABLE OF CONTENTS

Virtual Learning

- I Student Perspectives
- IV Faculty Perspectives
- VII Parent Perspectives

From the Head of School

- 01 A Letter from Tom Gilder

Community

- 2 Tales at the Table: A Recipe for Community
- 4 Spirit Week 2019
- 6 Young at Heart: Grandparents & Special Friends Brunch
- 8 Founders' Day

Diversity and Inclusivity

- 10 Human Nature: Windward's Humanities Learning Series
- 12 Student Diversity Leadership Conference

Academics

- 14 Elevating the Bar: Dance 4 Honors
- 16 There's an Elephant in My Classroom!
- 18 Upper School Robotics
- 19 Built to Thrive: Middle School Robotics
- 20 Appreciating the Humanities in the 21st Century
- 21 Book Club Spotlight
- 22 Seizing the Summer
- 23 Windward Debate

Service Learning

- 24 A Community of Giving
- 26 The Gift of Giving
- 27 A Commitment to Caring

Performing Arts

- 28 Taking the Show on the Road
- 30 Evening of Dance
- 32 Windward Music Takes the Stage
- 34 Windward's Got Talent
- 35 Home Brewed Entertainment

Visual & Media Arts

- 36 They Speak to Us: Jori Finkel's Talk on the Art of Influence
- 38 Gold Key Winners

Athletics

- 40 Fall Sports Update
- 42 Varsity 8-Man Football Division 1 CIF-SS Champions
- 43 Committing to Academic Excellence
- 44 Winter Sports Update
- 46 Boys Basketball Wins CIF-SS Division 1 Championship

Parent Perspectives

- 48 There's a New Cheer Squad in Town
- 50 Parent Coffee Talk
- 51 Parents Show Their WIT

Windward Network

- 52 The Social Network
- 54 Windward Network Intern Profile: Dilan Bhala '17
- 56 Satellites 101: Boeing Interns Spotlight
- 58 Challenging the Impossible

Windward Fund

- 60 Windward Fund Donor Update

Windward Fund at Work

- 65 Equipped for the Future
- 66 CTL Remodel Update

Innovation Campaign

- 68 A Groundbreaking Occasion
- 70 Innovation Campaign Donor Roll
- 71 Donor Spotlight: Maria Mancuso Gersh

Alumni

- 72 Alumni Spotlight: Colin Rich '01
- 74 Alumni Spotlight: Nicole Holofcener '78
- 76 Alumni Spotlight: Tae León Butler '15
- 78 Young Alumni Luncheon
- 79 Alumni Care Package Parent Social

Advancement Office Contributions

Dawn Barrett
Director of Institutional Advancement

Michael Bognanno
Director of Advancement Services

Whitney Burke
Director of Communications and Public Relations

Jeff Gilder '08
Director of Alumni Engagement

Ashley Goodman
Director of Service Learning

Jeff Lake
Digital Communications Specialist

Jamey McElvain-Whitman
Graphic Designer

Lindsay Knaub
Director of Development and Special Events

Robin Pickett
Director of Windward Network

Jacqueline Varney
Director of Development and Major Gifts

Eric Weller
Associate Director of Windward Fund and Parent Relations

Parent Contributions

Matt Edelman
Brad Pomerance
Beth Ricanati
Sheila Weyland

Faculty Contributions

Simon Huss
Bruce Eskovitz
Julie Friedrich
Alesia Young

Student Contributions

Mirabelle Baer '20
Ella Diamond '20
Ben Knepper '20

Photography

Paul Antico/ Creative Antics
Kevin Chan
Brandon Kirk Photography

Design

Kevin Chan
Multimedia Specialist

Going Virtual

On Friday, March 13, in response to the COVID-19 pandemic, Windward opened its virtual school doors for the first time in history. The following pages reveal poignant, personal glimpses into student, faculty, and parent experiences as they transitioned to a whole new type of learning. The strength of a community is tested in times of uncertainty and unexpected change. I am so proud of the way our students, faculty, CTL and Tech teams, Administrative teams, parents, and Board of Trustees are pulling together during this unprecedented time. While the world is in turmoil, I am proud to say I am a member of the Windward community. By partnering together in support of our students, I am confident that we will come out of this experience *better together*.



Tom Gilder
Head of School

Tom Gilder

Center for Teaching and (Virtual) Learning Jumps into Action



Scan the QR code to read more.

Get a behind-the-scenes look at how Windward's CTL and Tech teams navigated the challenges of implementing a virtual learning model as events surrounding the COVID-19 pandemic evolved at a rapid pace in early March. From putting together an in-service focused on learning the essentials for Virtual School and identifying Windward's online learning platform (Zoom) to cultivating ongoing resources and online guides, the CTL quickly became the go-to resource for students, parents, faculty, and staff during this unprecedented time.

MISSED CONNECTION: Virtual Learning Spurs Camaraderie



By Sofia Pirri '20



If you had asked me one month ago how I envisioned the Spring semester of my Senior year, the answer would have been anything but this. The strange new reality for myself and my fellow students, both at Windward and across the globe, feels like something from a dystopian novel. I wake up anywhere from an hour to 10 minutes before school begins, open the computer to join my first class, and spend the rest of the day oscillating between Zoom classrooms, my phone, and, admittedly, the kitchen.

Windward's transition to Virtual School or "remote learning" has been shockingly smooth. With features like breakout rooms, in which students discuss in small groups, screen sharing, and the all-powerful mute button, Zoom makes it fairly easy to teach and learn in much the same manner as before school's closure. Lecturers can still lecture, and Harkness discussions can still take place. That is not to say that teachers haven't had to adapt, but the issues they grapple with stem from a larger shift in lifestyle rather than the limitations of the new teaching platform.

Many of my teachers take a few minutes in the beginning of class to check in with us. Addressing the anxiety, confusion, and uncertainty caused by the new learning situation has ironically increased my sense of connection to teachers.

Continued on page 11

MISSED CONNECTIONS, *continued from page 1*

Teachers have taken steps to mitigate the headaches and fatigue caused by digital overload. My AP Literature teacher, Maja Starcevic, has modified her beloved, daily Mindful Minutes practice to incorporate movement. One of her homework assignments was to take a walk around the neighborhood and journal about it. Juniors and Seniors report that many of their teachers choose to end class early and have students work individually on assignments in order to reduce screen time.

But more individual work means less time with classmates, a precious commodity now that our social lives no longer extend beyond the living room. Students from all grades miss the social activity. School counselors are very aware of this fact, and have made quite an effort to highlight their availability via email or private Zoom conference. My friends hold Zoom meetings during lunch and nutrition to simulate our usual table outside the Pavilion, and many students FaceTime regularly.

A friend of mine noted that the interactions she misses the most aren't those with best friends, but those with acquaintances, the people who merely give a friendly greeting during passing periods. It's easy to call up a close friend, but a little out of the ordinary to call someone you don't typically talk to outside of school. It's these other, less close relationships that are much harder to cultivate without the school environment.

Yet I would argue that online learning has blurred the lines of "closeness" for the better. For one thing, live videos allow us to get a glimpse of each other's homes and bedrooms. The intimate setting provides a certain sense of camaraderie, as well as the knowledge that we're all likely wearing pajamas under those sweatshirts. According to teachers, attendance has somewhat

shockingly improved. Who can say whether it is due to the new lack of excuse for missing class or the simple desire to see and hear our peers.

What has most impressed me is the remarkably good-humored way in which the Windward community has strived to preserve just that—community. Freshman Hudson Janow's English class "became a pet show and tell for a good 30 minutes," and Senior Berkeley Goldschmidt appreciated Math teacher Tessa's on-screen efforts to nurse her Windward plants back to health. I myself had a good laugh at senior Drake Wertlieb's video depicting himself with an iPad during "the slow song at Prom 2020."

As a Senior, I certainly worried how quarantine was going to affect Senior activities, the primary goal of which is to bond with classmates and get to really know the people with whom we've spent the last six years. And though it may not be in the way I anticipated, the recent weeks have taught me more about the thoughtfulness, sense of humor, and compassion of the students around me than I could have imagined.

One particularly sweet moment was when Senior Lev Ricanati posted a hilarious video to the Senior facebook advertising a fictional parkour master class taught by Kit Foster '20. The video and its encouraging responses reminded me of the wise words spoken—or sung—by another group of Wildcats: "we're all in this together." It really is during trying times like these when community becomes most important, and we are all so fortunate to have a community composed of the wonderfully supportive Windward teachers, counselors, staff, and families. It is perhaps also the time when my generation will finally appreciate what our elders have been telling us for ages—there is truly no substitute for human interaction.

Virtual Viewpoints



Three Windwardians—Yaya Toubassy '24 (Middle School Division), Judah Taub '23 (Prep Division), and Cayla Kallman '21 (Collegiate Division)—lend their unique perspectives on transitioning to Virtual School.

What has been your favorite aspect of Virtual School so far?

YAYA: I think my favorite thing about Virtual School is the similarities that it has to real school. I would take regular school over virtual any day, of course, but I have so much respect for all of the teachers that are working so hard to make classes feel normal. I've definitely met a lot of pets that my classmates have which is always fun! And, because of the breakout room function, I've become closer with classmates that I usually wouldn't spend much time with. Also, waking up later is always a good thing :)!

JUDAH: My favorite thing so far has been the deeper bond I've been able to establish with my classmates and teachers, as we are all dealing with similar issues and have concern for one another, and we have all learned to appreciate each and every second with one another.

CAYLA: I enjoy the fact that teachers can share screens when doing notes or examples. In real life, I know certain desks make it harder to see the board, but with the information right on the screen in front of me it makes it easier to get the information I need. I also like the breakout rooms because sometimes group work in a packed class can become a bit hectic, but having a private space to work with a group is super convenient. And the way that the teacher can pop into different breakout rooms whenever necessary is also helpful.

What's been your favorite class to take virtually?

YAYA: My favorite virtual class would be Theater class, I think, because our Theater community is so tight knit and strong. I love seeing all of my friends when I log into the Theater Zoom classroom.

JUDAH: I have two! My favorite classes to take virtually have been Brittany's 3rd period History and Austin's 7th period Geometry. Brittany does a phenomenal job in explaining our course plan for the day, and then sends us off to do our own work. Austin does something similar. He assesses where each individual student is in their work and assigns them groups of people they can work with that will allow them to efficiently work through the assignment/task they are on.

CAYLA: My favorite class to take virtually has been Chromatics, which is surprising because we have yet to be able to sing successfully as a choir. I have been enjoying it though because our teacher Daniel has been using this time to expand our music education. We are doing a variety of new things including music appreciation and music theory which are both interesting and new for me personally.

How are you adapting to being away from your friends? Are you finding new ways to connect virtually?

YAYA: Of course, I'm sad that I don't get to see my friends everyday, but who wouldn't be? The good thing is that technology is so advanced that I can be with friends without really being with them. I've been FaceTiming friends, Group FaceTiming with group chats, playing Minecraft on servers and realms, and my friends even found a way to connect everyone's Netflix accounts so that we could watch movies together.

JUDAH: I feel I am adapting better than others. A lot of people have taken this rather seriously. I am very close to my friends, however I have been able to find more ways to connect with them without 'being there with them'. I'll call, text, or find other ways to talk to them and enjoy this time.

CAYLA: It's been tough not seeing certain people that I am used to seeing everyday. Having this time away makes me realize the value of the physical presence of friends. Talking through a screen is definitely different than being physically around someone. However, that being said, I have been using FaceTiming and occasionally Zoom to connect with my friends pretty much daily and that's been a big part of staying social to the best of my ability.

How have teachers made lessons interesting and fun online for you?

YAYA: Teachers have been trying as hard as possible to help make classes interesting, but, of course, without any hands on elements it's difficult. Many teachers have been making their classes shorter, with less worksheets and desk work, and more class discussions. Some teachers have started class with online yoga sessions to get everyone more active, and make it easier for us to learn.

JUDAH: Teachers have made lessons very interesting by being sure to tend to each and every student's wants and needs. Many of my teachers asked students what they think would make virtual learning more efficient, and my teachers have based their course plans off of what the students have said.

CAYLA: Some teachers have made lessons interesting and fun online by varying what we do in class. In the most engaging classes, the teacher does a combination of lecturing, watching videos, breakout rooms, worksheets, and discussion. I think classes are fun when the

teachers switch up activities pretty frequently because it makes it easier to forget that you are just looking at the same laptop screen.

What are some of the ways you feel supported by Windward during this time?

YAYA: Windward is definitely handling this situation very well, trying to make all of the students feel supported and calm. I think that one great thing Windward is doing is trying to make the day feel normal. For Middle Schoolers, Monday Morning Meeting is still taking place, along with Seminar.

JUDAH: I feel extremely supported, as not only are my friends extremely supportive of me, but the staff has been extremely helpful and comforting to all students in this time of transition. They have offered help to everyone, and greatly emphasize how their doors, or screens, are always open for a chat if someone needs it.

CAYLA: So far, Virtual School honestly has proven to be better than I could have expected. I feel more on top of my work because I am able to study more throughout the day during breaks. It's nice to work in my own space and also have some free time to do at home workouts and pursue other interests that I normally cannot with a regular packed schedule. I also had a productive meeting with my college counselor Jill Gully via zoom and she was very helpful in sharing relevant information regarding college in the context of the current circumstances. Her and the collegiate team have done a good job passing along any new updates from people who work in college admissions.

Faculty Perspectives



Dr. Melanie Arias
History Teacher

For me, the transition to online education has been an opportunity to focus on what is most core in my classroom and as a member of the Windward community. In a sense, that is an extension of the school's ongoing work in developing core competencies, and also a mirror of what is happening in real life for many of us.

At the core of my classrooms is my connection to the students, the underlying sense that I care about their learning, but also that I care about them as people. Supporting that connection in a virtual environment looks different than it does in a classroom, but the principle is the same. I want to make sure that I hear the voice of each student every time we are together so that I can get a sense of how they are doing and what they need. In person, we get a lot more non-verbal clues about that than we do online, so I am making it a point check in often, whether with a one word "what color is your mood right now" response at the start of class, a conversation in a small group, or an email to a student who has missed class. Those small connections build together and, I believe, are helping to sustain and enrich our classroom and school community even though we are physically away from campus right now.

Another thing that feels very core to me is that my classes offer students a space to learn in the ways that we have all year because those ways of thinking and learning align with our values as a learning community. There are lots of things changing for all of us right now, and I want the classroom routines of generating

questions, seeking answers, and building connections to create a sense of continuity and normalcy for students, but also to have lasting meaning. I have always taught with a lot of Visible Thinking routines, and I am leaning into them heavily because they offer the comfort and security of an established routine while also helping us engage in deep thinking and meaningful learning. In class this week, my Honors Global Studies students, who have been studying how cultures interact, generated questions like "In what ways have past cultural exchanges affected the ways in which cultures interact with each other now?" that are meaningful both with and beyond our classroom context, especially today. Focusing on these core elements and using our established routines has enabled students to keep learning even in new circumstances, and I have been excited and pleased to see how engaged they have been.

The last element that I am really mindful of is community support. The CTL and the Divisional Teams have been incredibly supportive and allowed us to leverage technology effectively and focus our energy on maintaining connections and continuing to engage students in learning. My colleagues are sharing ideas and solutions to challenges, as we have long done and in new and creative ways. I have seen students and parents expressing their gratitude for the efforts of their teachers in some lovely emails. This support makes me feel a sense of shared purpose, as these concrete actions highlight how we are all working together to support our students and help them learn and grow. That core mission for our community has not really changed at all.



Austin Totty
Mathematics &
Computer Science Teacher

Long before I started my career as a teacher, educators began focusing on how to best prepare students for a rapidly changing world. Every day, Windward teachers design learning experiences to better our students' communication, problem-solving skills, and resilience. In the past few weeks, "rapidly changing world" has taken on an entirely new, unexpected meaning.

As we finished our first week of virtual classes, I found some things that had not changed. My colleagues were as committed to building meaningful classroom experiences for their students as they were before our daily lives so radically changed. The CTL and technology team have led multiple days of responsive training, and the resources they have provided in such limited time have made the transition to virtual classes manageable. Faculty collaboration has been frequent; every few days I receive an email from colleagues with new ideas for how to make our classes as effective as possible. Did you know Zoom polls can be prepared before class for faster formative assessment? Have you tried breakout rooms for small teams to work on a problem together? You can make a Google Doc for students to ask questions outside of class. A flipped classroom model has been working well in middle school science.

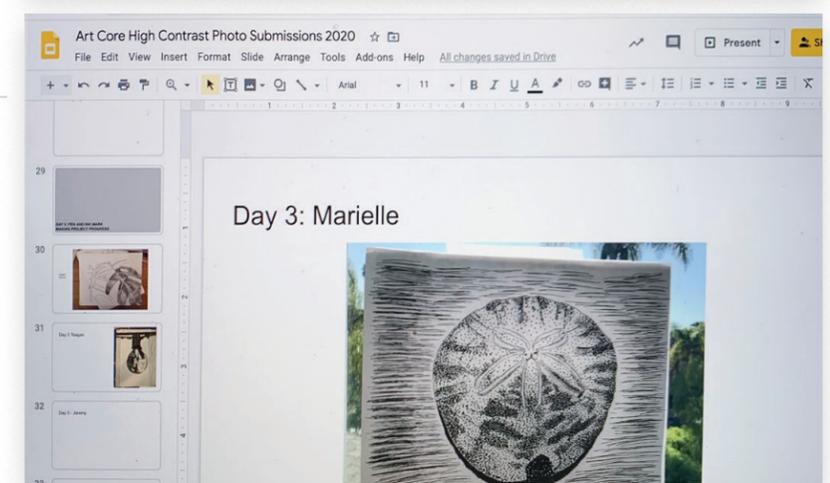
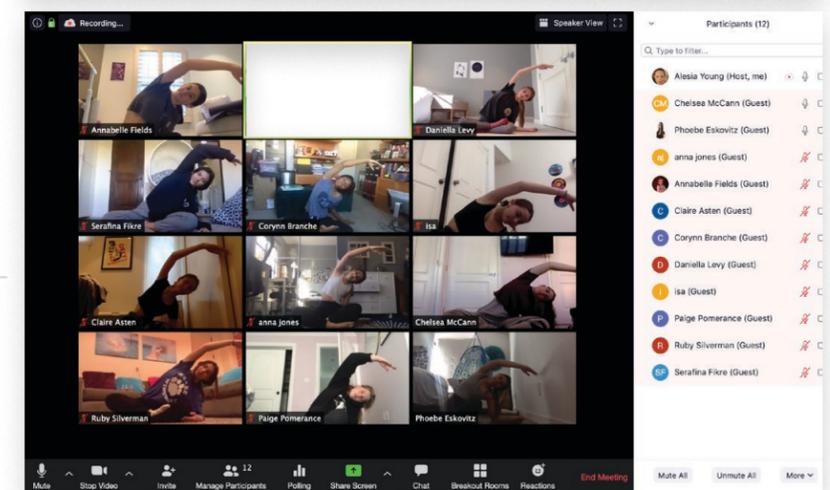
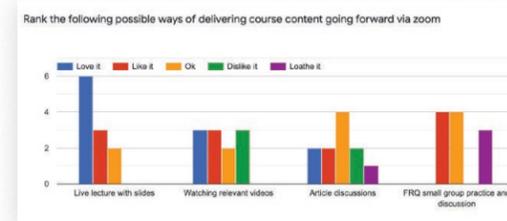
While teachers have been trying new ideas to make the most of our new environment, students have been flexible, understanding, and gracious. Despite the challenges of Virtual School—separation

from friends, headaches from too much screen time, the uncertainty of coming days—my students are still getting things done. They are demonstrating their understanding of logistic curves and building new applications from scratch. They are helping each other master the content of their classes. Student clubs continue to meet and tackle their responsibilities. They have shown persistence in the face of challenges and been excited to learn.

I don't know when we will return to campus. When we do, we will all bring new ideas to our classes from their virtual alter egos. Maybe a flipped classroom works as well on campus as it does virtually. I will likely develop more projects that encourage collaboration from a distance. In any case, I know my colleagues will support me and my students will be ready to make the most of it.

Keeping Connected

Windward faculty show us the various ways they continue to engage with their students. *Top to Bottom:* Brian Bernhards shares class with French students and their pets. Tiffany Hughes and Colin Pfaff meet with the Blue Crew. Alesia Young instructs Honors Dance Company over Zoom. Hannah Northenor shares student artwork through Google Slides. *Below:* Dr. Melanie Arias sent her class a survey to determine effective virtual learning strategies.



Parent PERSPECTIVES



Sheri Green
Parent Guild President
Parent of Ava '20 and Liam '24

In a blink of an eye, our students' daily routines came to an immediate halt and within 48 hours, life, as they knew it, changed drastically. Windward closed their campus to students on a Wednesday and by Friday their bedrooms, kitchen tables, and family rooms became personal classrooms, as Virtual School became a sudden reality. Seeing their teachers and peers on a laptop quickly replaced passing each other face-to-face between classes and eating lunch side-by-side in the cafeteria.

Watching Virtual School become a reality for my children in this unprecedented time has been an eye-opening experience—to say the very least. As a parent, I was cautiously optimistic about how this virtual plan would go. I knew that Windward had been preparing for this type of event, and I trusted that they had a solid plan in place. But an easy and seamless transition in such a short period of time just didn't seem possible. Some chaos and confusion seemed inevitable. I worried our students would completely lose the "personal touch" factor that they rely on to keep meaningful connections with their teachers and peers.

I am thrilled to say that the reality of the situation has been remarkable and beyond impressive. On day one of Virtual School, my 8th and 12th Graders opened their laptops, logged on to Zoom, and began their online

education as if they had done this before. Teachers and students greeted each other enthusiastically, and the school day began. There were meetings, schedules, plans and assignments in place. There was interaction, conversation, laughter, and most importantly there was personal connection. The very thing that I was so afraid our kids would be missing from their virtual experience was clearly still a priority for the teachers. As a parent watching quietly from the sidelines, I find myself even more appreciative and grateful for our outstanding teachers and for the unbelievably prepared, forward thinking and dedicated school leadership that we are so fortunate to have.

The transition to Virtual School at Windward has been extraordinary in every way. What has amazed me the most is how quickly this new way of "doing" school has become the new norm for our children and how the faculty and administration have not missed a beat. Walking by my kids' "classrooms" during school hours, I hear dedicated teachers doing what they do best. They are focusing on connecting with our students and providing them with the structure, guidance, and ongoing dynamic education that is crucial to keeping them engaged and on track during this difficult and uncertain time.

If you ask my kids, they would probably add that waking up five minutes before class, wearing pajamas all day long and playing video games during breaks isn't all that bad either. There is always a silver lining!

Evelyn and Manuel Weiskopf
Parent of Lauren '25

At the beginning of the year, during Eric's talk to parents of incoming 7th Graders, he let us know it was time to step aside and have our kids take the lead in their own education—politely, and with humor, he told us to back off.

My husband and I took his words to heart, leaving Lauren to manage her choices and workload. She has relished that feeling of independence and control—a sense of personal responsibility and agency that is one of the many gifts Windward gives our kids. We treasure it as well.

That has been preparation for this moment on so many levels. Windward's seamless segue into virtual learning was a multi-layered virtuoso performance. Exercising foresight beyond many others in leadership roles, Windward began laying the groundwork for virtual learning in the beginning of February: Our kids are now busy learning and meeting up with their committed and talented teachers, and with each other. All this began on the second day of the school's closing. What were the steps the school took early on and how did they prepare their students for this moment? I am sure many meetings and much research went into this, but one day many weeks ago, Zoom showed up on our daughter's iPad. Over weeks, discussions took place during Monday Morning Meetings. The seeds were being planted, life was not disrupted, but preparations were being made and kids were slowly being shown



Home School: Windward families show us scenes from their virtual Schooling experiences.

what might happen and how things would unfold—and how responsible thoughtful adults prepare.

Lauren said she found it "kind of scary." It turns out that little bit of fear was a wonderful thing. Being gently, and gradually, prepared for this crisis moment was the best thing that could happen. The school trusted that the students could confront this—no matter how terrifying—with the help of the school and with their community. They modeled a bravely proactive approach to leadership that my husband and I now place at the top of our list of things we love about Windward. Windward Administrators and Faculty empowered our daughter, and every student, to face what was happening. In doing this, they cultivated a sense of agency—rather than helplessness—a belief that this could be handled well, life could move forward, and that learning and community can continue. I guess Eric was right, it is time to start letting go, and when you are surrounded by such adults, letting go makes sense.

That agency comes out now in the virtual learning process. On that first Friday,

Lauren was getting up at (almost) her normal time, getting dressed, grabbing breakfast and ready to take on the day! We saw a young person who had a sense of belonging, responsibility, and continuity. I don't dare share with non-Windward friends how well things are going with our virtual learning for fear of making the struggles others are experiencing that much worse. So many were caught unprepared, and many students have essentially stopped moving forward in their curricula, with parents trying to create structure and homeschool, while handling work and the unknowns of this crisis. The clarity, sanity and integrity the Windward community—teachers, administrators, staff—have exhibited at this moment gives us incredible confidence in the vision of our school leadership and everyone who keeps Windward moving along. We feel so fortunate to have our child engaged, grounded, on a schedule, and believing in her present and future as all this happens around us.

As I walk down the hallway and hear a teacher or a student's voice, whether for a class or Matilda rehearsal, I honestly have

very little idea of what's taking place on the other side of that door, and that is perfectly fine. There are dance moves being taught, codes being created, debates taking place via Flipgrid, science, math, history—it is all moving forward. (I even heard that one teacher spent time on a Saturday virtually tutoring math to a child who has been out ill for months.) The commitment of the teachers to keeping the work engaging and on track is far beyond what anyone has a right to expect. But as important, they have allowed our child's world to continue, in the madness of the moment, keeping her on solid ground, feeling some normalcy, some control and connection in her world—and, in truth, we benefit from that as well.

We are more in love with Windward than ever, and are deeply moved by the way everyone has stepped up, from the administration, staff, and every teacher who has selflessly, and calmly, continued forward providing an excellent, even individualized education at this moment of crisis; and just as important, an example of forethought and fortitude. We will be forever grateful.

Continued on page VIII

Parent PERSPECTIVES

Continued

Colleen
Windward Parent

I've already lost count of how many days we've been hunkered down at home. The only one in our family who seems to be staying sane and sticking to a schedule is my 7th Grader. My 4th Grade son and I seem to be walking in circles in the kitchen, moving from the fridge to a computer to the pantry in a never-ending quest to satiate our boredom or for me to avoid another round of dishes. My daughter seems to be faring much better. Since day one of Windward's online school, she's been keeping to a strict schedule. Her alarm is set, and she's ready to go when the clock strikes 8:00 for her first class. She has set up shop at the desk in her room and visits us on her breaks for a quick hello or snack. Then she's back to work—a rotation of class, discussions, and studying. It has been a gift that her focus and excitement for learning has not changed, despite shifting from the hustle and bustle of a classroom to the solitude of her bedroom.

I give so much credit to Windward School. I am beyond impressed with

their ability to transition to an online program so quickly and seamlessly. The teachers have created a virtual platform where students are engaged and learning. The kids are held accountable without too much pressure. There is just the right balance between online hours and homework. I'm sure every teacher has had to put in countless hours to adjust their lesson plans and adapt to this new environment, but you wouldn't know it by how smooth the transition has been. It is all the more apparent when I hear from friends with kids at other schools who complain about how little their children are doing day-to-day.

I am so grateful for my daughter to have this experience. She's not bored or worried about what's to come, or even dwelling too much on what she's missing out on with volleyball and friends. She's able to move forward. And it eases my fears about filling the days for her or having her spend too much time staring at her phone.

We have more time together because we aren't racing off to sports practices, and it's amazing how much more she's willing to share about what she's working on and learning. She is more likely to discuss her strategy for studying for a test because we have the time to have these conversations. Another gift of our circumstances.

I've been wowed by Windward since the first Open House. The school year got off to a great start, and it's been so fun to watch my daughter grow and push herself as a student. Now more than ever, I am thankful for the incredible staff who are so connected with and excited to teach our kids. It really says a lot about the quality of teachers that the school hires. Sending infinite praise to the teachers for how hard they are working through this unimaginable time in our lives. I'm beyond grateful every day to be part of this community.

Thank you Windward staff!



Visit our Virtual School webpage at windwardschool.org/virtualschool to read more personal anecdotes from the Windward Community.



A Letter From

Tom Gilder

From our founding days in a converted Santa Monica motel, to our expanding campus on Palms Blvd, Windward's central focus has been to ensure that our students receive a dynamic, engaging education in a nurturing, inclusive environment that will prepare them for college and beyond.

This mission dictates how we organize our curriculum, the way we teach, and guides the deep research in which we invest our time.

What you may not know is that it also informs the decisions we make in times of uncertainty, as was the case this past March when we shifted to a virtual learning model for the first time in our School's history.

Our strength as a community may have been tested that rainy Friday as classrooms went dark and our virtual school came to life. I am filled with pride as I reflect upon the ways our faculty, students, parents and administrative team members partnered together and adapted in the face of change.

Wherever classes may take place, Windward remains steadfast in its commitment to offer students the highest level of engaging curriculum and administrative support. Our School's Strategic Plan lays the groundwork for us to fulfill these education goals with optimal impact.

In the pages that follow, you will see that our current Strategic Plan—now in its fourth year—is reaching its true potential.

Goal 1 of our Strategic Plan outlines how Windward prepares graduates to be critical thinkers, effective communicators, resilient problem-solvers, and ethical citizens through a captivating curriculum. We have spent the last few years identifying and drafting these core competencies, which have close alignments to our School's values.

This year, these core competencies, in tandem with Goal 7—Diversity and Inclusivity—are being actualized in our new Humanities Learning Series (page 10), which builds knowledgeable, compassionate, global citizens by encouraging rich learning across disciplines such as History, English, and World Language.

This past Fall and Winter, our programs saw unparalleled success as well. Robotics qualified for both State and Nationals and won Sportsmanship and Safety Awards (page 18). Athletics brought

home two CIF Southern Section titles and numerous Middle School championships (page 45 & 46), and our burgeoning Speech & Debate program hit its mark by reaching State Quals (page 23). Performing Arts showcased at some of the top venues in Los Angeles (page 28), and Visual & Media Arts received an impressive eight Gold Key Awards (page 38).

To foster these amazing programs, we must provide innovative, state-of-the-art facilities, which leads us to Goal 8 of our Strategic Plan: how we best execute our Master Plan in support of our programmatic goals and the aspirations of our students.

Eight years ago, we looked at ways to improve the campus, researched best practices and emerging trends in schools, and discussed as a group how we could elevate every program and every department at Windward.

What has evolved from these conversations is our current Innovation Campaign. Part I of our Campus Master Plan—our Academic Hub—is designed to promote student and faculty interaction and will not only serve as a hub for academic learning, but as a support center for our student activities as well. The building's 11 active learning classrooms—dramatically larger than our current spaces—are designed for problem solving and group work, which will transform the way we engage in instruction at the School.

I'd like to extend my deepest gratitude for the generous families who have helped shape Windward's current campus into a premier education institution and to our Steering Committee who is leading the effort of our Innovation Campaign (page 70). Were it not for the continued support of the entire community, these advancements would not be possible.

A new chapter is on the horizon for Windward. And if this year taught us anything, it's that we as a community can rise up to meet any change that comes our way. I have never been more confident in the direction we're headed as a School, and I am proud to lead such a resilient, uplifting, and caring community.

Tom Gilder
HEAD OF SCHOOL

A Recipe for Community



On November 14, Windward's campus was home to a heartwarming display of fellowship and community at the School's annual Tales at the Table. Featuring amazing personal stories from students, parents, alumni, and faculty, the evening shone a light on our ongoing work in building our Diversity and Inclusivity initiative.

Following a delicious meal of assorted multicultural dishes courtesy of our CulinArt team, our speakers spoke freely of their own personal experiences with culture, identity, perception, and their place in the Windward community.

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.

"Tales At The Table was an outstanding event. 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, and we look forward to the event continuing to grow," said Tyrone Powell, Co-Director of Diversity and Inclusivity.



Diversity and Inclusivity Parent Guild Committee

As always, an event like this wouldn't be possible without the amazing Windward community. A special thanks to the following groups and individuals for helping to make this year's event the best yet.

- Dr. Melanie Arias
- Mayr Balasa
- Corrie Branche, Class of '21
- Alondra Cardenas, Class of '22, and Family CulinArt Team
- The Edelman Family—Matt, Jen, and Maddox, Class of '24
- Darius Gangei
- Elliot Gordon, Alumni Class of '74
- Tom Gilder
- Eveneshia Hedgeman
- Lauren Hoffman, Alumni Class of '05
- Tricia Matuszak
- Jennifer McPherson
- Drue Metz
- Cheryl Wallach-Nelson
- Ella Nelson, Class of '22
- Windward Communications
- Windward Events
- Windward Facilities



Windward pride was on the loose in October as the Wildcats celebrated Spirit Week and Homecoming. From class colors to doppelgängers to preppy plaid, each day was filled with smiling faces and laughter as students showed their incredible Wildcat spirit. The week culminated in a Homecoming Football matchup against Thacher, which included the debut of Windward's brand new Windward Cheer Squad, followed by an exhilarating 38-12 win in front of a spirited home crowd.

The week could not have been made possible without the dedication of parents, students, faculty, and staff volunteers. A special thanks goes out to the Spirit Week Parent Guild Committee for making it such an amazing week full of fun activities and delicious treats.



Special Thanks to the Following:

Marnie Altman, Janel Ablon, Jamie Angus, Angela Armitage, Michelle Asten, Lorena Barrientos, Grant Bishop, Ursula Brooks, Mary Beth Broumand, Carol Cheng-Mayer, Roya Cohen, Tamy Cohen, Alex Conrad, Kate Coppola, CREATE Studio, Jasmin Danesch, Tali Diamond, Emily Doyle, Kori Dworkin, Bruce Eskovitz, Lani Farar, Denise Faye, Jim Fields, Darius Gangei, Evanne Gargiulo, Sheri Green, Joyce Goldstein, Jenny Gordon, Laura Gottlieb, Amy Gross, Samantha Hannan, Cathy He, Jennifer Herschman, Susan Hertz, Jennifer Howard, Tiffaney Hughes, Christine Kaplan, Lynn Iezman, Monica Isaacs, Kris James, Frances Jones, Blaire Kaplan, Schuyler Kent, Kevin Kloeker, Caitlin Knopp, Daniel Koh, Luciana Kusserow, Jennifer Leitzes,

Serena Levy, Heidi Lindelof, Laura Luna, Sondra Marcus, Dorrie Markovits, Joyce Mickelson, Cori Morris, Rande Motzkin, Andrea Nales-Del Rio, Max Nishimura, Dana Pachulski, Chelsea Patterson, Colin Pfaff, Kate Robin, Amy Romine, Aimee Rosenbaum, Raina Rosenblum, Amy Russo, Karinn Sammann, Jaime Schwartzberg, Dessie Senegal-Jeffries, Kate Seton, Teri Shoustal, Robyn Sidoti, Kelly Sloan, Taylor Stein, Robin Strug, Cara Swartz, Wendi Trilling, Jennifer Van Hook, Evelyn Weiskopf, La Donna Wertlieb, Amanda Westrick, Windward Blue Crew, Cheer Squad, Jazz Ensemble, the Chromatics, Operations, Facilities, and Security teams, Girls Volleyball, Flag Football, Girls Tennis, Varsity Football, Leslie Wimmer, Cristina Wong, Amy Xiong, and Julian Zolkin.



Go 'Cats!

Windward Celebrates Spirit Week 2019



Young at Heart

Windward Celebrates Grandparents and Special Friends Brunch



This year's Grandparents and Special Friends Brunch, held on Saturday, Oct. 26, was a beautiful occasion! Guests traveled from as far as Florida, Pennsylvania, Illinois, and Iran for the chance to visit Windward and join their grandchildren for breakfast. They heard from Seniors Berkeley Goldschmidt and Tess Levy, who shared their Windward experiences, and were treated to spectacular music performances by The Chromatics and the Advanced Jazz Ensemble.

Following the brunch, Grandparents and Special Friends enjoyed touring the Windward campus with their grandchildren. It was delightful to see the two generations enjoying spending time together!





SHAKE THE WORLD

The Windward Community Gets Back to its Roots with Founders' Day 2020



On January 30, Windward shook with the combined spirit and fellowship of Windwardians past and present as the community came together to celebrate Founders' Day, an event created as a way of honoring the enduring legacy of co-founder Shirley Windward. From talented student and faculty performances to an amazing display of community created by the Parent Guild, this year's celebration felt particularly special. The event was topped off with a birthday celebration for Shirley on the Bridge.

We would also like to extend our appreciation to the Founders' Day parent volunteers, led by Committee Chairs Mikki Kane, Liz Waters, Jennifer Winer Gordon, and Marnie Altman.

Sue Antoni, Alison Brown, Georgeann Carras, Tamy Cohen, Lynn Iezman, Kendra LaSalle, Jen Leitzes, Jana Luirette, Julie Pan, Chelsea Patterson, Amy Romine, Raina Rosenblum, Linda Solomon, and Julian Zolkin.

A big round of applause for all of this year's performers:

- The Chromatics
- Girls Basketball Team
- Phoebe Eskovitz '21 & Ally Reynolds '21
- Wyatt Peers '23
- Naomi Daneshgar '23 & Ashley Renselear '23
- Abby Ribakoff '25
- Ben Knepper '20
- Raphael Daneshgar '24
- Nina Antoni '25
- Brian Bernhards & Stephanie Barnes
- Noa Yamashiro '20 & Drew Mickelson '21
- Vanessa Nygaard & Zakaria Solotoff



Human Nature:

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.

In October, the School welcomed Nobuko Miyamoto and her colleague Xochi Flores to campus as part of the 8th Grade History "LA Roots" interdisciplinary project. Nobuko, actress and Artistic Director for Great Leap, a Los Angeles-based, multicultural arts organization rooted in the Asian American community, spoke to students on how diversity enriches and shapes the city in which they live. The visit

also included participatory experiences in Japanese and Mexican dance styles, adding engagement and depth to students' recognition of their own local history. Said Dr. Melanie Arias, History Department Chair, on the visit "For these students, the chance to literally move into the spaces of cultural interaction and synergy that make our city so vibrant was a singular opportunity. Nobuko and Xochi shared new ways of thinking and learning about LA's communities and history that expanded student understandings of what it means to study history."

Next in the series was Moroccan-British-American novelist and essayist Laila Lalami. Working closely with our Upper School AP Language & Composition classes, as well as the School's Upper School Spanish courses, the writer shared a unique perspective on immigration, language, and culture. She also took part in

a lunch discussion with interested students and faculty, culminating in a spirited Q&A session. After closely reading and analyzing a series of Lalami's essays, students were eager to ask about her experiences writing both fiction and non-fiction, as well as how her relationship to language has shaped her work.

At the beginning of the new year, the School hosted a two-part event featuring acclaimed poets Robin Coste Lewis, Charif Shanahan, and Nathan McClain. First speaking to a panel of 7th Grade students, who in advance of the visit had read, analyzed, and in some cases modeled their own original poems after a selection of each of the visiting poets' works, each poet shared stories of how they came to poetry. Noting the transformative place in life that students currently found themselves in, the trio shared some notable moments from their own Middle School experience,

explaining how important poetry became as a way to speak up about what mattered most to them. Following a live poetry reading, the panelists then took questions from students regarding everything from process and structure to forging an emotional connection. For students, the visit further cemented the idea that poetry can be both a topic of scholarly study and a meaningful mode of personal expression.

With eight guests scheduled to speak over the course of the 2019-20 school year, the Humanities Learning Series is already paying early dividends. By encouraging rich, dynamic thinking and learning across disciplines such as English, History, and World Language, the series complements the School in its goal to mold knowledgeable, compassionate, and prepared citizens of the world.



A Larger Community

Students and Faculty Explore Inclusivity at Leadership Conference



Above: Jazz Sudds '22 discusses her experiences attending the conferences in Seattle.

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 from December 4-7 in Seattle, Washington.

The mission of POCC is to provide a safe space for leadership professionals, development and networking for people of color and allies of all backgrounds in independent schools. The SDLC is a multiracial, multicultural gathering of every school student leaders from across the U.S. The SDLC focuses on self-reflecting, forming allies, and building community.

This year's Conference was themed *1954. 2019. With All Deliberate Speed. Integrating Schools, Minds, and Hearts With the Fierce Urgency of Now*. Attendees included Windward students Jaden Anselmo '23, Isis Ginyard '23, Hailey Reyna '22, and Jazz Sudds '22, as well as Windward Faculty members Tammy Clem, Kevin Kloeker, Tyrone Powell, and Garret Tyau.

The students had the opportunity to meet and work alongside thousands of other teens from across the country, who shared a similar passion of fighting for justice and social equity.

"I really enjoyed it," said Jaden. "I went in with very little expectations of what it was going to be like. Coming out of it, I gained a lot of different perspectives and kept in touch with a lot of the people that I met there. So overall, I think it was a very, very positive experience."

Isis was thrilled at the prospect of going to Seattle and having the opportunity to explore the themes of the conference. "I was so excited to go to the conference. I

had really high expectations and honestly it was way better than I imagined. Some diversity conferences can be really boring, but this one was just so fun. Everyone spoke from the heart, and I think that was the most important thing. I got to meet so many different people, it was really unforgettable."

For Garret, Dean of Students for the Prep Division, "It was a very satisfying experience, and an important experience on a personal level. And every time I've gone, I think I get more out of it personally than professionally, especially seeing the students interacting and making friends. It's very satisfying."

Science Teacher and first time attendee Kevin Kloeker also came out of the conference with a fresh perspective. "I went to a people of color conference and I am not a person of color. And honestly, the very first experience I had was very much about that. It was very much about this idea that this conference, even as an ally, was not created for me. It was created for people of color in independent schools. And I tell you what, just having these conversations consistently over the course of the days that we were there, I felt like every 10 minutes it was a new eye-opening conversation."

For Tammy Clem, Associate Director of Diversity and Inclusivity, the conference offered "an opportunity to feel renewed. You're in the presence of so many people from across the country who are ready to lean in and have uncomfortable conversations with regard to diversity and race relations. All the social identifiers that are very real and powerful for each of us individually, that affect us and shape us and define us, and just being able to be in the presence of individuals who want



to have these conversations. You have professionals and colleagues who are now in places where they witness their students challenged with the same things that they are witnessing on a professional level. But to be in a place to finally talk about it openly all the time is so refreshing and so powerful on so many levels. And then to also come out of this conference feeling healed and rejuvenated and refreshed, to be able to come back to your space and impart education and wisdom and have some comfortable conversations with charges. The joy in celebrating color and diversity is dope. Everything is just joyful." The conference also allowed all involved to take part in exercises that challenged them in ways they may not have otherwise considered. One such exercise had students separating into different affinity groups, wherein they joined groups of

students who identified by similar racial markers. Per Jaden, "Hailey and I went in the mixed group together, and the most amazing, eye-opening thing that we did was we went around in a circle saying what ethnicities or cultures that you're a part of. And the people who shared those different ethnicities with you would then hold your hand. And eventually, it was all connected and there was one huge circle. It was then that we all realized that we were all connected in one way or another. The affinity groups were really amazing and definitely something to think about bringing to Windward."

Kevin came away proud of Windward's approach to Diversity and Inclusivity, while also noting that the work is still very much an ongoing endeavor. "We are doing a lot of things really well. When I talk to

my colleagues on this campus, and I talk to them about their passions and what's good for them and most importantly for our students, it's very heartening. But on the other side of that coin, there are a lot of things that we need to be conscious of. There are a lot of things that we need to be aware of, not just as faculty to our students, but also as faculty to our colleagues."

Added Tammy, "I love that we are continuing to push ourselves with a lot of uncomfortable issues that arise. I'm feeling very good about our core values and our mission and the fact that if we stumble, we have these conversations about how to move forward. I feel extremely hopeful in the work we're doing."

Elevating the Bar

It's 8 a.m. on Monday morning. Most students are just settling into their 1st Period classes, but for a group of 12 Windwardians, their day starts off much differently. The music turns up in the Dance Studio, and the sleepy-eyed teenagers are suddenly transformed into contemporary dancers. Their energy is palpable. Every synchronized move looks effortless. And it's all led by Windward's talented set of guest artists, an integral part of Windward's Dance Program for the last seven years.

This particular morning class is led by guest artist Yusha Marie Sorzano, an award-winning choreographer who is deeply passionate about the powerful role that educators play in the lives of young artists.

Yusha has been a guest artist mainstay at Windward for several years. Some students, such as Seniors Taylor Hannan and Ava Green, have worked with Yusha for their entire Windward careers, starting in the Middle School company. As such, it's a true full-circle moment for the Seniors, working with Yusha on what will be their final work at Windward. To say Yusha's built up quite a rapport with the group over the years would be an understatement. The group is familiar with her technique, the intricacies surrounding her movements, even her breathing patterns.

"What I emphasize to the dancers is coordination and integration. You have to coordinate all of the pieces. They all have to move with the exact same point in order for them to fulfill a movement. And that's also applicable in life. Everything has to come together in order for things to come to fruition," said Yusha.

In Windward Dance, faculty maintain the vision of the program, take responsibility for daily instruction, and guide the overall development of the program's student-dancers.

"As a college-preparatory program, we are constantly looking to universities and professional arts institutions to inform the ways in which we prepare our students in their technical execution, artistic expression, and cultural understanding of the important role dance plays in community," said Performing Arts Chair Alesia Young.

What the inclusion of guest artists has allowed Windward Dance to do is expose students to the wider world of genres, aesthetics, creative processes, and voices and build a bridge for student-dancers to the professional world.

"Windward is so purposeful in terms of who they bring in as guest artists into this space. That's so important because it speaks to the dynamism that the kids are getting. They're always changing gears. It really does help them to become well-rounded dancers," said Yusha.

The students are equally appreciative of the relationship they form with the choreographers. Sophia Brooks '22 was initially drawn to Windward's strong Dance program as an 8th Grader when she met Alesia during the admissions process.

"Prior to coming to Windward, I'd never danced at school before in my life, so I had to get into a different mindset. I really feel like this year it clicked for me. And when it

did, it was such a good feeling," said Sophia. "Since the guest artists are here for at least four weeks at a time, you get to experience them in their entirety. The best way to improve is just getting a lot of exposure to various dancing styles. No one our age gets these opportunities. We're incredibly lucky."

In fact, Windward boasts one of the most impressive and extensive guest artist rosters at the secondary school level in the country.

"We are grateful for the opportunity our school community has to collaborate with

such skilled, caring, and passionate artists," said Alesia.

Hugo Miller '23 is just one of the students in Dance Company who has been dancing at Windward and working with its guest artists since 7th Grade. Transitioning from Middle School to Upper School dance was a major step forward in Hugo's dancing career.

"It was a big, but really important, learning curve coming in to a group with incredible dancers who are all older than me," said Hugo.

Only a Freshman, Hugo looks forward to enhancing his skills as Windward continues to push the envelope of dance with its robust guest artist lineup for the 2020-21 season.

"Dance Company is so rewarding because not only do I get to learn from an amazing set of choreographers, but also from my peers. It's very inspiring as a dancer to get to work with people who really impress me. It motivates me to be a better dancer. Working with such a variety of guest artists allows us to truly find our niche. You can take pieces of their style and add it to your own repertoire. And to be able to move in that new way is the ultimate reward."

Honors Dance 4, also known as Dance Company, is a rep performance class for Windward's most advanced and dedicated dancers, selected by audition or by invitation. Through a series of short-term residencies with some of the most accomplished artists in the business today, students maintain a rigorous technical foundation and create and perform commissioned choreographic works. The challenging nature of the course prepares students for college-level dance programs and careers in the arts.



There's an Elephant in My Classroom!

The Power of Community-based Educational Partnerships

BY GRAEME GISSING

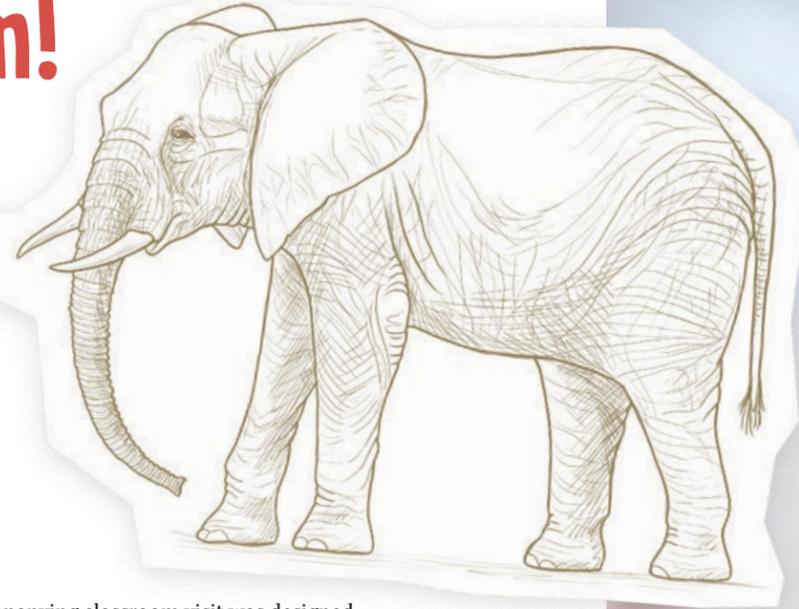
In May 2019, Windward's 7th Grade science class invited guest lecturer Graeme Gissing, Director of Education for Stop Poaching Now!, to co-develop a class project. His thoughts on the collaboration can be found below.

The environmental challenges faced by today's youth make it imperative that we provide them with the scientific knowledge and inspiration required to facilitate more sustainable ways of living, and empower the next generation to embrace a life-long sense of environmental stewardship.

The incorporation of a strong environmental and conservation message directly into STEAM classrooms provides a wonderful, yet underutilized, opportunity to provide such knowledge while fostering a sense of both scientific and environmental empowerment in students. I was fortunate to be afforded such an opportunity when invited to partner with two of Windward's teachers, Geraldine Loveless and Kevin Koekler, to co-develop and implement a "Conservation and Endangered Species" project for their 7th Grade Environmental Science classrooms.

The goal of this educational partnership was to develop an engaging classroom experience that also allowed the students themselves to drive outcomes. Students became active participants in the learning process by carrying out their own guided, but independent, research projects. Adding a scientific expert to the classroom experience certainly served to inspire and engage students academically. By using a case study of elephant conservation in Africa, students became emotionally invested and were exposed to the real-world challenges and complexities associated with the conservation of threatened and endangered wildlife species.

The result was a meaningful and dynamic lesson centered around each student conducting effective scientific research to determine the key causes of decline for a specific endangered species.



The accompanying classroom visit was designed to set the stage by providing direct connections between existing components of the curriculum (such as evolution and speciation, biodiversity, and biological form and function) and more overarching themes regarding environmental problems and conservation. Students used science-based resources and investigative research to propose their own conservation solutions for an endangered species.

"My students were deeply engaged during the lessons and throughout the development of their own conservation action plan. To hear directly from an expert working on tackling regional and specific problems inspired my kids to delve into the complex issues that led to species endangerment and extinction," said Geraldine.

This type of community partnership and student-driven learning experience provides the opportunity to "bring science to life" in the classroom and convey a clear message that youth can play an active and important role in both local and global conservation activities. Moreover, one of the key objectives of bringing a career professional into the classroom was to encourage students to pursue science as both a personal passion and as a rewarding and exciting potential career path. It was truly an honor to work with the dedicated teachers and outstanding students at Windward to make this vision become a reality.



Graeme Gissing spent over 20 years of his career as a research scientist, studying a range of wildlife species from the Canadian Arctic to the wind-swept shrublands of Patagonia. In his current role as Director of Education for Stop Poaching Now!, he devotes his time exclusively to conservation education with emphasis on preserving some of the world's most iconic wildlife species, including elephants, rhinos, and tigers.

UPPER SCHOOL ROBOTICS

This year's Upper School Omnicats had a busy Fall season. This year's VEX game is a complex contest involving stacking and placing of cubes. Comprising five separate VEX Robotics teams, the Omnicats spent the early weeks planning and revising designs and strategies. After one scrimmage and three placement tournaments, we had two teams ranked in the top five positions in the High Desert Robotics League in Hesperia, CA. The League Championship was held December 14. After alliance selection, Windward's five teams entered into a single elimination championship bracket. Although every team performed extremely well, three teams made it to the semi-finals. In a bittersweet semi-finals contest, one of our teams, Procatstination, was pitted against another Windward team and lost. Two Windward teams, Baruch-a-PawAdonai and Nekomancers, advanced to the finals.

After the dust settled, Windward took 1st and 2nd Place for the tournament overall. The team also won the Outstanding Sportsmanship award and the Build Award. The team qualified for both State and Nationals. Great job, Omnicats!



BUILT TO THRIVE

New Middle School Robotics Structure Allows Students to Move Through the Program at Their Own Pace

For the past seven years, Windward's Middle School Robotics team and Windward's Middle School Robotics elective have been one and the same. But as more and more students enrolled, and the program expanded, administrators began to see a bigger divide unfolding. It became apparent that some students wanted exposure to robotics but didn't necessarily feel comfortable participating in competitions right out of the gate.

"We were not serving both ends of the spectrum," said Middle School Robotics teacher Becky Carter. "We weren't serving the students who didn't want to do the competition. And those who wanted to compete were not able to progress as they'd like to because some of their teammates were not at that competitive level quite yet."

Knowing that the program had to change, Becky approached Director of Middle School Eric Mandel for suggestions on how to improve its structure. Eric suggested the Middle School team shift to being an afterschool activity, much like how Middle School students participate in the Windward Musical.

This school year, the change was put into action, resulting in the separation of the team from the elective. The change has been remarkable for the program.

"The class is just a thousand times better—it's a lot easier to manage. I'm able to teach the students from the ground up what I want them to know. It has also benefited the team because the students on the team are now really able to focus," said Becky.

Now that the team meets after school, students who couldn't fit the class into their schedules before for whatever reason are still able to participate on the team.

Another positive change is that the team is now open to both 7th and 8th Grade students. Becky hopes that next year's team will comprise of students from both grades.

"It's great because they will have a whole year of intense coding and building before they become part of the team. It takes a lot of stress off of them as well."

With the change, Becky notes she has also seen a rise in female students. The challenge now for Becky is to keep them interested in pursuing Robotics in the 8th Grade. The Lego competitions are the first point of competition for the 7th Grade team.

"One of the reasons I really like the competition for 7th Grade is how much they learn. We talk a lot about grit, which they learn through hands-on experiences. For instance, there was a rule change that

we didn't know about this year. We were informed of the change on the very first round. The students freaked out a little bit, and I brought them back. I told them, this is where you show your character—more or less. You can either give up and say, forget it, or you can buckle down and change your programs to accommodate this new rule. So they changed all their programs, and in the end, we had great rounds," said Becky.

"There's a lot of teamwork involved, which is so applicable to the real world. It's something we talk about in science all the time. We come together. We vote on things. We discuss options before making decisions. These are real-world skills they need to know. The biggest challenge is getting them to realize that all of their hard work really can pay off in the end."

CURRICULUM

The Middle School Robotics course introduces students to basic programming, as well as problem solving strategies, while involving students in the development, building, and programming of a EV3 LEGO Mindstorm robot. Students work hands-on in teams to design, build, program and document their progress. Throughout the year, students create and use engineering notebooks, learn the engineering design process, and hone sketching and dimensioning skills to build VEX robots and program the robots using RobotC.

The Robotics Competition is seen as an additional opportunity for Middle School students. Enrollment in the Robotics elective is welcomed but not required. The competition is open to 7th and 8th Grade students wishing to participate in the FLL Challenge. Teams meet after school for approximately two days per week and occasional Saturdays during the Fall.



Appreciating the Humanities in the 21st Century

CORINNE LEONG '20 INVITED TO ATTEND PRINCETON UNIVERSITY'S 20TH ANNUAL CREATIVE ARTS AND HUMANITIES SYMPOSIUM

Each year, approximately 100 high school Seniors gather on Princeton's campus for the Creative Arts and Humanities Symposium, a weekend of workshops, seminars, and engagement with Princeton students and faculty that encourages attendees to consider studying the arts, language, literature, history, and other humanistic fields in college.

Windward Senior and published creative writer Corinne Leong was one of the students nominated for and invited to attend as a member of this highly selective group of high school students.

Corinne was nominated by Windward College Counselor Molly Branch.

"Given Corinne's passion for both Asian American Studies and poetry and creative writing, Corinne was a natural choice for the symposium. She has won several awards for her poetry and prose and has been published in both a university journal and a poetry anthology. Her deep curiosity and interest in the humanities align perfectly with the focus of the Princeton symposium," said Molly.

Throughout the weekend, Corinne attended "precepts," which are small, seminar-style classes exploring various topics in the arts and humanities.

Corinne was matched with a current student host who housed her on campus for the weekend. She noted her

interaction with undergraduates as her favorite part of the experience.

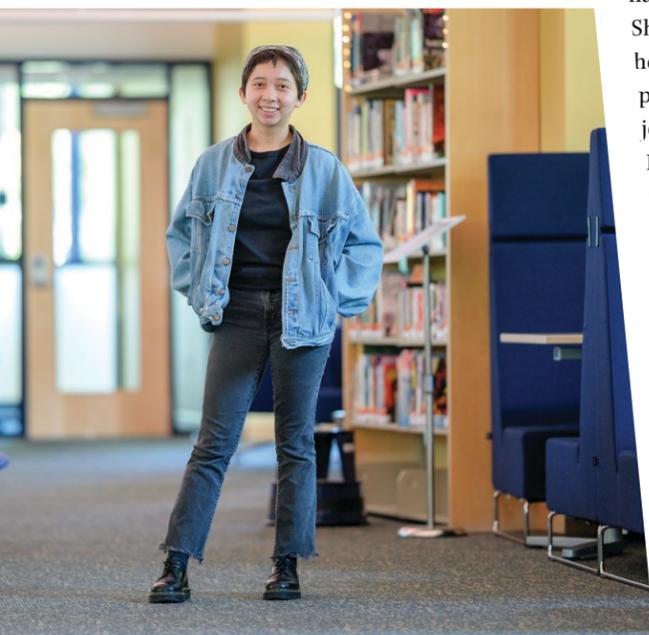
"I met a lot of students with STEM majors and humanities interests—one girl was a Physics major but was doing slam poetry. Another was a Math major but was about to go on tour with her chamber music group. It was so cool. Everyone seemed passionate about something that they were studying or if they didn't know what they wanted to study, they were passionate about finding it."

Princeton faculty members ran workshops and seminars that explored the practical challenges and responsibilities of responding to art as a poet, painter, or performer. The symposium also explored the relevance of the Humanities in the 21st century. There were several opportunities for conversation and close interaction with professors from across the University.

Corinne noted that hosting the event each year is evidence to Princeton's dedication to the arts and humanities. While at the symposium, Corinne studied specific forms of poetry including aphorisms and haikus.

Attending the symposium also allowed Corinne to see what type of college environment she might best thrive in next Fall.

"The entire weekend was just so eye-opening. To see all these people doing these incredible, amazing things that they're super skilled in and dedicated to—it really lit a fire under me. I want to be a part of something like that. It's this sort of unprecedented excellence and achievement I hadn't really ever thought of before."



WINDWARD CLUB SPOTLIGHT: Book Club

Presidents: Gia Kokotakis '20, Bella Downey '21, and Erin Goldenberg '22

Club Advisors: Alia Faubert, CTL Library Assistant and Cielo Botello-Williams, Research Librarian

Treasurer: Maddie Rogers '23

Graphic Designer: Charlotte Siegel '22

Speakers of the House: Sarah Morrison '23, Ashley Renselaer '23, and Abe Ezra '24



In the fast paced digital age of the 21st century, it may seem like books have lost their place in this world. But at Windward, the School's most popular club is actually rooted in paperback.

Every month, a group of students gathers on the top floor of the CTL for Windward's Book Club. Founded two years ago by Gia Kokotakis '20, Bella Downey '21, and Erin Goldenberg '22, the group has grown to an impressive size of more than 30 students.

The students pick three books per month but are only asked to read one of the three. They of course can read all three if they like.

At the end of each meeting, the students vote and choose the next three books based upon a pre-selected genre. Past genres include Mystery, Classics, Romance, Dystopian, and LGBTQ+.

Book clubs are a simple way to encourage reading and promote it as a fun activity outside the confines of the classroom.

Reading for pleasure also has a myriad of other benefits:

- Positive reading attitudes
- Self-confidence as a reader
- Greater understanding of cultures

- Empathy and insight into human nature
- Increased decision-making skills
- Increased vocabulary
- Improved writing ability, text comprehension, and grammar

The club kicked off the 2019-20 school year with the following Fantasy books: "To Best the Boys," "Six of Crows," and "Sorcery of Thorns." Favorite books among the students this year have been Scythe, Educated, and The Hate U Give.

With so many students interested in leadership roles this year, club advisors Alia Faubert and Cielo Botello-Williams decided to create more positions within the club. Book Club now has a Speaker of the House—who handles division announcements—a Treasurer, and a Graphic Designer.

"The success of this group is all due to the leadership of the students and their passion for reading. It has been such a pleasure to be a part of the culture they have created, which has made discussing books so exciting," said Alia.

Justine Ludden '23 has been voted to take the place of Gia as President next year.

If you long to discuss books you love—in real life—contact any of the presidents or find Alia in the CTL to join Book Club today!



Seizing the Summer

WINDWARD STUDENTS AWARDED CLTA-CIEE SCHOLARSHIPS

This year, the California Language Teachers Association teamed with the Council on International Educational Exchange to offer a series of scholarships for students looking to study abroad. With over 170 nominees, competition was fierce, yet three Windward language students placed in the top 10 finalists and were awarded scholarships by the program. Windward was the only school in California to have multiple top 10 finishers.

Nominees from Windward included Kenna Blume '21, Ava Weyland '21, Theo Mass '22, Sophie Brooks '22, Kyra Bishop '22, Sophia Malaret '21 for French), as well as Meiyi Wang '23, Phoebe Fingold '21, Nicholas Cohen '21, Sammy Motzkin '22, Oliver Grynberg '21 and Cate Schaberg '22 (for Spanish). In total, Windward nominees were awarded \$21,060 in scholarships.

Nicholas, Oliver, and Cate received merit-based scholarships for placing in the top 10 and were accepted to study abroad this Summer on one of CIEE's Global Navigator Study Abroad programs. Oliver was also selected as a runner-up for the CLTA-CIEE World Language Student of the Year Award in California.

Past Windward recipients have traveled to Paris and Toulouse, France. Sofia Pirri '20 won the Student of the Year Runner-Up award in 2018 and Bella Downey '21, Gia Kokotakis '20, and Emma Gargiulo '21 won merit-based scholarships in 2019.

"The study abroad experience, especially immersing oneself with a host family in a new culture, directly aligns with several of Windward's Core Competencies. For one of my students last year, it was her very first time outside of the country. What a way to do it—new country, new city, new language, new customs and culture...These students have lived and breathed what it means to be French," said French teacher Brian Bernhards.

According to CIEE, "With a CIEE program, you're completely immersed in your host country culture—not a tourist on the sidelines. Concepts you've covered in school come to life when you apply them to real places you can experience with all five senses. You'll return home more independent, more confident, and even more curious."

Congratulations to our fantastic language students!



History in the Making: Windward Speech & Debate

The occasion to begin class with the announcement "for the first time in the history of Windward," undoubtedly marks a successful year. With a season filled with so many accomplishments, the announcement could easily become a catchphrase. It has been an epic year for Windward's Speech and Debate team.

At the WBFL State Qualifying tournament, the Wildcats competed for the first time in the Speech events of Original Oratory and Dramatic Interpretation. A powerful performance of Every Falling Star by Sungju Lee earned Meiyi Wang '23 4th Place and

a bid to State. After blazing through three preliminary rounds and a strong showing in final rounds, the Wildcats qualified another three competitors. Winning 1st Place in Impromptu Speaking, Emma Green '21 delivered a quick-witted speech combining insight and revelry in response to the prompt "put another dime in the jukebox, baby." In the category of Extemporaneous Speaking, finalists fielded questions on international relations testing their analytic abilities, breadth of global knowledge, and creative problem-solving. Earning bids to State, Luke Gialanella '23 placed fourth and Sam Siminou '21 placed 2nd.

The Middle School team achieved their own historic first with their unprecedented sweep at the Westside Neighborhood school tournament, where the Wildcats won 1st Place team, Top Speaker, and both of the school awards for overall and percentage of wins.

This year marked a huge step forward for our Speech & Debate program, as well as our talented Middle School and Upper School speakers. And while the cancellation of competitions and move to a virtual learning model brought the 2019-20 season to a close, we are so proud of our students and the history they brought to Windward!



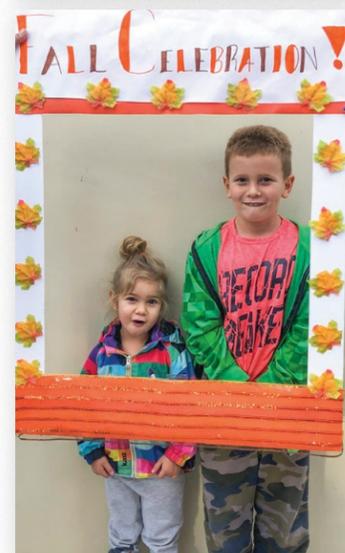
A Community of Giving

On November 20, students and parents came together to continue the School's long-standing partnership with Allies for Every Child, teaming up to host their annual Thanksgiving dinner. This year's volunteers donated and prepared the ingredients to make a full turkey dinner for over 200 people on site at AEC. Parents and volunteers prepared and cooked, while students served, decorated, and entertained AEC families with an arts and crafts fair and photo booth. A joyous celebration of the holiday spirit, the day was a great example of the bond we share with all generations of our Windward community.

Thank you to everyone who made this event such a success:

Doron Atzman, Alex Brent, Alexis Fingold, Linda Goldsmith, Sheri Green, Leah Ketcham, Carrie Pillar, Jenny Rush

Windward Hosts Thanksgiving Dinner at Allies for Every Child





THE GIFT *of* GIVING

During the month of December, Windward donated over 300 toys and more than 30 gift cards to Allies for Every Child and People Assisting the Homeless. During the week of Giving Tuesday, students made heartfelt holiday decorations to brighten the annual Holiday Party at AEC. The selfless contributions of the community have made this year's Month of Giving one to remember. A huge thank you to all Windward students and parents who took the time to participate in these special events. At Allies for Every Child's Holiday Party, Windward students were able to drop off the last of the

presents and hosted an activity table for families to take polaroid holiday pictures, make snowflakes, and festive snowmen.

Uyen Do from Allies for Every Child has expressed endless appreciation for the incredible impact the Windward community has made. Uyen said, "Through festive Fall dinners, family portrait days, holiday drives, and countless hours of service in our garden, classrooms, and at family events, our partnership with Windward School is truly invaluable. Windward students and community members have always demonstrated

overwhelming generosity, enthusiasm, and passion, and have helped us make so much possible for the children and families we serve. Allies for Every Child is very grateful and proud to have Windward School as our longtime partner."

Windward's contributions to Service Learning are just getting started and the Spring semester will have plenty of opportunities to volunteer. If you are looking for more opportunities in Service Learning, please check out the monthly Service Learning Newsletter for more information.

A COMMITMENT TO *Caring*

This year, Windward has 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. The goal of the program in Middle School is to foster students in this area as they continue to develop.

For the program's second event, 40 Middle School students and parents came together to spread holiday cheer, wrapping over 100 presents donated during the Month of Giving on December 11. Brightening the spirit of families assisted by PATH (People Assisting the Homeless), volunteers also created "Jingle Bags" as holiday gifts for recently housed PATH families.

Robin Pickett, who is running the program with Director of Service Learning Ashley Goodman, said, "You could feel the joy throughout the room as parents and students worked alongside each other, knowing their contributions were going to make a real difference. I was also happy that Seniors Emma Green and Ava Weyland, who run the Girls in STEM program this year, kicked off the event by speaking about their service learning experiences at Windward. They helped educate both Middle School students and parents about different ways that they can be involved either by joining an existing club or creating one of their own."

Sue Antoni, Middle School Service Learning Parent Committee member, commented, "It was great to see the smiles and laughter as our kids wrapped presents and wrote thoughtful notes to children who would be on the receiving end of those gifts. It just reinforced for all of us the joy of giving!"



TAKING THE SHOW ON THE ROAD!

For the first time in Windward Theater's history, the department took its Fall Play production to the beautiful, historic 360-seat El Portal Theater, located in the heart of the NoHo arts district. The cast had five full days before the show to get in touch with the space and readjust from their previous rehearsals in the Irene Kleinberg Theater before performing to over 300 people November 16 and 17.

The El Portal is a physically much larger space than the School's theater. The vast size of the theater was a completely new experience for all actors involved.

"We went BIG. We essentially built an entire home in a theater. It complimented the grandness and the richness of the people we created as characters, and we matched the space in which those people would live in,"

said Jordan Fox, Theater Program Lead. Tess Levy '20, who played Penny Sycamore, remarked, "It was incredible. The stakes felt so much higher. There was a little more pressure to fill seats and to also project your voice to fill the space. You had to give more energy and electricity so that the audience never felt like they were sitting in silence." Everything from what was hung on the walls to the time period costumes and over-the-top hair and makeup, was methodically thought out by Jordan and the tech crew, led by Veronica Mullins, to match the setting. Jordan and her team went as far as to bring a makeup artist to teach the students how to contour for the new lighting.

"If one thing felt too small, that's immediately where your attention goes. We were so lucky to have those opportunities and resources to pull everything to that higher level," said Jordan.

The historic venue literally took Windward Theater's programming to another level.

"Something that's amazing about going into a venue like the El Portal is to see our students hold themselves differently the moment they walk into the space. It's a

privilege to be in a space with such great history. There were so many performances that occurred before us, and it inspired the students to take their work seriously," said Jordan.

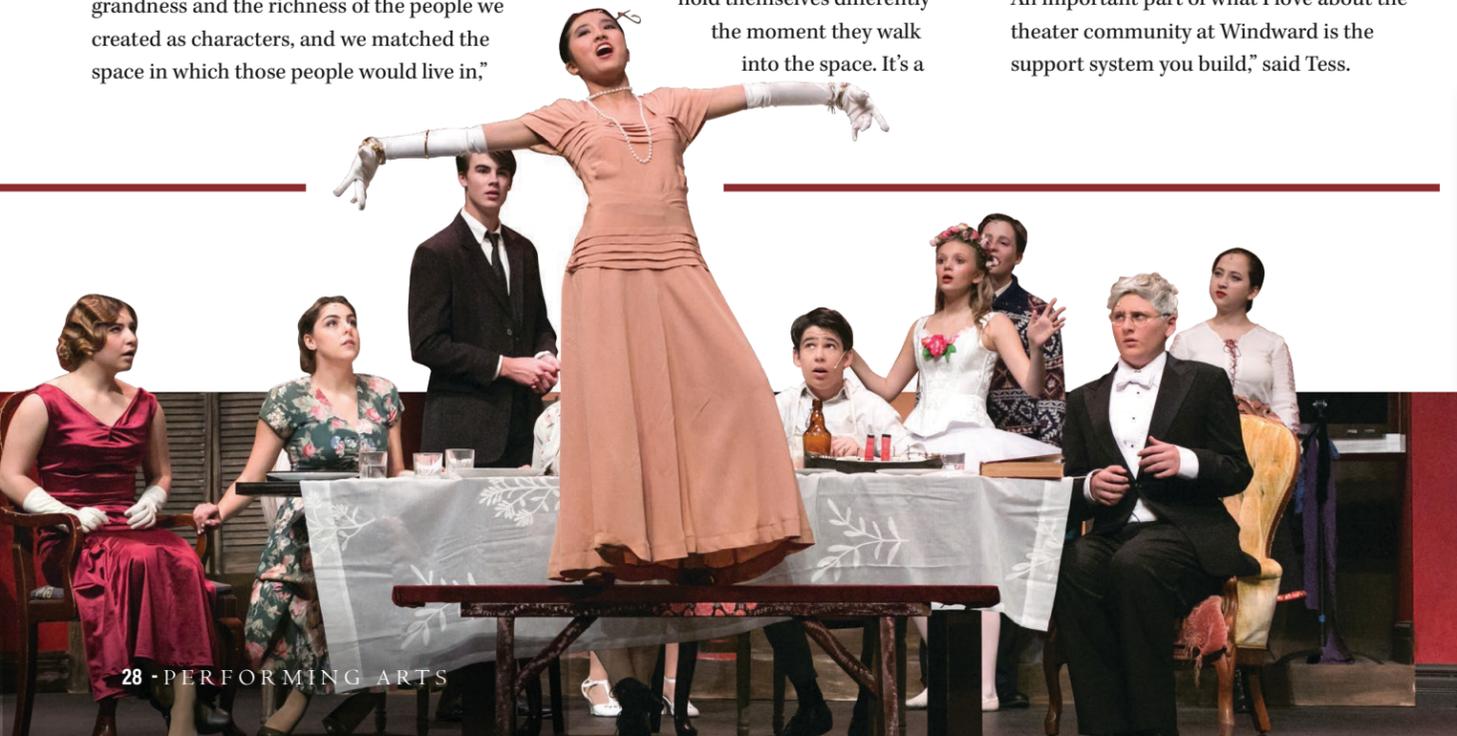
"Jordan always encourages us to do the hard work in rehearsals so by the time we are performing we can let go and it looks and it feels like no work at all. We want it to seem effortless," said Tess.

But putting on a play is immense work, and in the Fall, Tess found herself extremely busy with play rehearsals and college applications. While it may sound like those two undertakings would be overwhelming, she credits the play for giving her balance during a stressful Senior year.

"There is so little creativity going into college apps, and it felt monotonous, and the passion was lost in the writing—whereas my acting is pure creativity and pure passion. I can't be stiff or feel suffocated because it gets in the way of my acting. I don't know how I would have gotten through the college process unless if it weren't for this creative outlet. An important part of what I love about the theater community at Windward is the support system you build," said Tess.



You Can't Take It With You is a comedic play in three acts by George S. Kaufman and Moss Hart, which premiered on Broadway in 1936. Windward first performed *You Can't Take it With You* in 2007, which marked Theater Program Lead Jordan Fox's directorial debut. 12 years later, Jordan and her team are elevating Windward's theater programming by bringing their 2019-20 mainstage production off campus.



Westside Setting, Downtown Feel

*Windward Dance Performs to Sold-Out
Crowd at Annual Evening of Dance*

By Alesia Young and Julie Friedrich

Evening of Dance Directors



We are humbled by the overwhelming response and support of Windward Dance as was exhibited by the turnout at the February 1 Evening of Dance performance in the Lewis Jackson Memorial Sports Center. Audience included current Windward community members, prospective families, members of the professional Los Angeles dance scene (including long-time supporters of the program, Co-Artistic Director of Bodytraffic Tina Berkett, and former Joffrey Ballet principal and Dance Institute Director at The Colburn School Leslie Carrothers), along with representatives from our dance outreach partner school Richland Avenue Elementary.

With inspired design from Darius Gangei, Max Lewis '20, and members of the Performing Arts Technology class, the space was transformed into an industrial downtown theater. We are continually pushing the envelope at Windward—both artistically and technically. It comes with its challenges, but in the end, it is paying off. It is very important to both of us to be educating the students, while providing an accurate reflection of the dance world outside of Windward. Along with that, we have become a home to many Los Angeles-based dance artists. This year's Evening of Dance included guest performances by former Ballet Jazz des Montreal dancer Christian Denice and Juilliard grads and LADP dancers Madison Hicks, Daisy Jacobson, and Lorrin Brubaker with a featured collaboration with Music Mentor Mark Balling that opened the show. Of this accomplished group, three also served as Artists-in Residence this year.

While we are celebrating our students during our performance, we are also striving to have this show reflect the vast landscape of dance that is now part of the city. Attendee Leslie Carrothers shared, "The whole evening was so inspiring and inspired...the pieces were compelling and provided your young dancers so many opportunities for their artistry to flourish. What stunning work you are doing guiding the artists of the future while nurturing those of the present!"



Windward Music Takes the Stage

What has 28 vocalists, two drummers, three bassists, two guitarists, five horn players, six pianists, three violinists, three conductors, one cellist, one clarinet, and one narrator? Windward's Winter Music Extravaganza Concert at the Fonda Theatre in Hollywood! On Sunday, December 15, Windward's Music Department presented its Winter Music Extravaganza Concert at the nearly 100 year-old Fonda Theater. A fabulous space with a stunning Art Deco décor, huge stage, and an expansive 30-foot ceiling, all contributed to a memorable presentation for Windward's talented students.

The Chromatics, US Choir, Chamber Music Ensemble, and Advanced Jazz A & B showed off their hard work, energy, and enthusiasm as a myriad of musical styles were explored. From gospel to rock, straight ahead to jazz and classical, every set was exquisitely performed. We enjoyed a packed house full of parents, grandparents, friends and classmates, which all contributed to the electricity in the air during this spectacular concert.



Windward's got Talent

Home-Grown Performers Dazzle at Evening Showcase



Home Brewed ENTERTAINMENT

Coffee House at Windward is one of the most exciting events in the School's performance calendar, and this Fall's "Halloween" themed Coffee House was no exception. Playing to a standing-room-only house for both shows, Windward students showed off their talents as singers, songwriters, ensemble performers and MC's.

This forum supports the growth of Windward's music students as they venture into the performance arena in this intimate setting. Coffee House is hosted and produced by Windward's Tri-M Music Honor Society. The students also acted as hosts, waiters, and baristas keeping a steady supply of goodies coming to our fully engaged audience.

Coffee House is always a fabulously fun evening with strong support from all of our community, including students, parents, faculty and administration, and is often the first time many of the performers venture onto the stage.



There are very few things in life that are as thrilling and exciting as performing for a standing-room only audience filled with people who are there to see and hear you play! That was the scenario at the Winter Music Showcase Concert, which took place in the Irene Kleinberg Theater on December 18, 2019. The Winter Music Showcase Concert featured our younger student ensembles, including The Beginning Band, Middle School Choir, The Intermediate Instrumental Ensemble, culminating with The Jazz Ensemble. A wide range of tunes were performed, including holiday, jazz, funk, swing, and R&B. It was hugely gratifying to hear the Beginning Band play the classic "Tequila," when only months ago they did not know how to put their instruments together. Not only did they play it well, they played with positive energy and had a ton of fun while doing it!

All of the groups distinguished themselves by demonstrating a clear command of their tunes, which highlighted their ensemble work, improvisation, and camaraderie. The evening concluded with the Jazz Ensemble performing the classic "Oye Como Va", with the entire band singing the melody before launching into exciting instrumental sections and improv solos. This concert has become one of the most popular of the year, and in keeping with tradition, these students didn't disappoint.





THEY SPEAK TO US: Jori Finkel's Talk on the Art of Influence

By Mirabelle Baer and Ella Diamond, Class of '20

Last Winter, Jori Finkel, New York Times cultural correspondent, spoke to AP Studio students, parents, and the Windward community about her new book, *It Speaks to Me: Art That Inspires Artists*. As artists, we value the opportunity to hear a voice apart from our studio teachers, and the chance to broaden our perspective on how to approach and analyze art. Ms. Finkel's recently published book, which pairs famous contemporary artists with historic artworks from their own regional museums, meditates on how artists can garner information, ideas, and questions from those they may have never met.

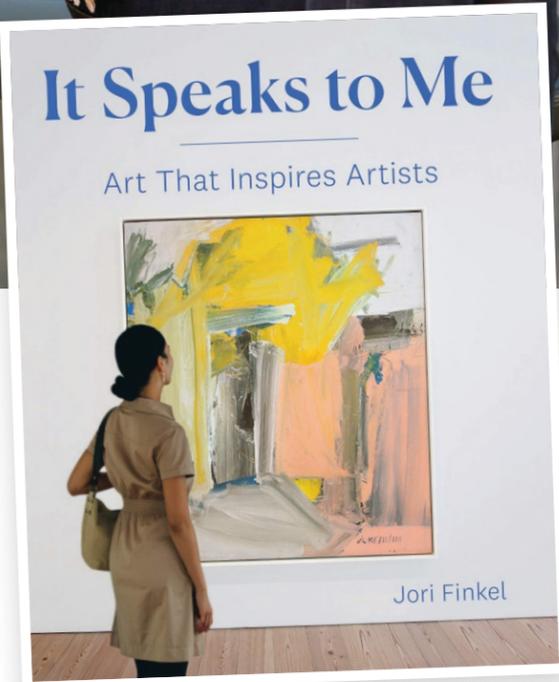
In her book, Ms. Finkel interviewed 50 prominent artists, such as Ai Weiwei, David Hockney, Judy Chicago, Marina Abramovic, and others, on individual artworks from their hometown which created a memorable impact on them. Their writings include everything from recounting childhood visits to local museums to analyzing ancient artworks in local collections. Some of the works these artists discuss are famous, such as Paolo Uccello's *The Battle of San Romano*; others, such as an eight-sided Tinglit box in the Museum of Anthropology, Vancouver, are culturally overlooked. But their reflections remind us that everyone views art differently, providing an opportunity for unique observation and inspiration once we slow down to notice them. Whether it is visiting The Hammer Museum's free exhibitions, analyzing street art, or finding beauty in the way a tree bends, art is constantly present for our contemplation.

Both of us have been studying and making art at Windward since 7th Grade. For me (Mirabelle), what truly fuels my love and passion for art is movement: how the body contorts and forms an infinite amount of shapes, how the shift of an ankle creates a new energy force, and how we interact and move as a collective. Art has provided me with an outlet to explore this undying curiosity on canvas and other physical mediums. Drawing inspiration from the

work of acclaimed artist Jenny Seville, I have investigated myself and my peers through contour drawing, which allows me to be vulnerable and see shapes in their purest, most authentic configurations.

The AP Studio course requires us to create a cohesive body of work that investigates a singular topic, formulating a thesis through visual studies. Both of us have upheld this through our own exploration of conceptual

questions, mine relating to movement, and Ella's with abstraction. From Ms. Finkel's talk we gained greater insight into the true significance of museums, and how art is an expression and bonding force of humanity. As LA Weekly put it, "The book is a must-read material for anyone interested in how art history shapes itself across time, place, and the lives of individuals."



Left: Jori Finkel's book *It Speaks to Me* highlights 50 celebrated artists—from New York to New Delhi—on the eye-opening and thought-provoking art that inspires them.

GOLD KEY WINNERS

Congratulations to this year's Gold Key Scholastic Art Award Winners! The Scholastic Art Awards (SAA) competition, a prestigious nationwide contest championed by the Alliance of Young Artists and Writers, shines a spotlight on burgeoning artists in Grades 7-12 with an emphasis on graduating Seniors. This year, Windward students took home nine Gold Key awards.

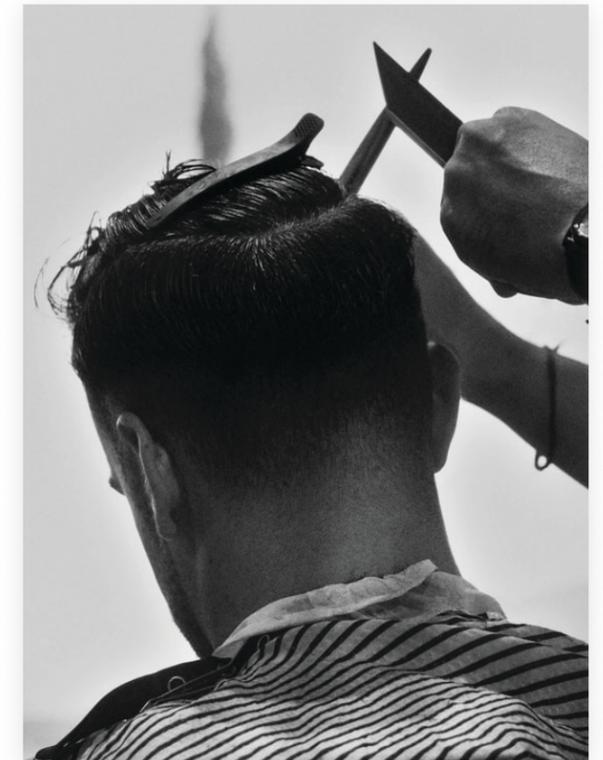
The Scholastic Art Awards are the longest running, most prestigious competition and largest source of scholarships for creative teenagers in the United States. Congratulations to all students who received awards!



Ferris Wheel - Kate Kunitz '21



Tree Trouble - Caleb Rosenblum '22



Comb - Emma Green '21



Shoes - Kailey Daneshgar '22



Road Rage - Nick Cohen '21



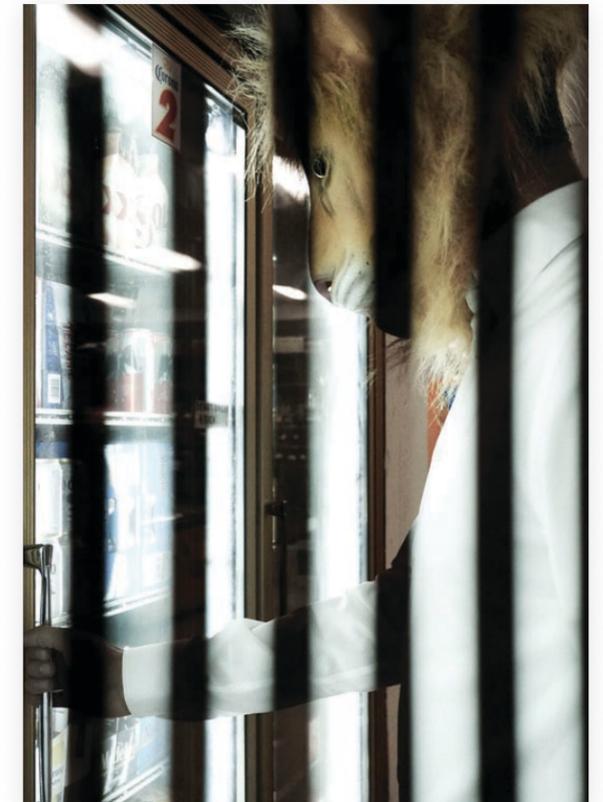
Broad - Garrett Davis '22



Apocalypse - Nick Cohen '21



Stool - Truman Pauley '23



Lion - Emma Green '21

FALL SPORTS

What a Fall for Windward Athletics! From undefeated seasons to team and individual bests, our scholar-athletes excelled in multiple sports.



MIDDLE SCHOOL CHAMPIONSHIPS

Girls Cross Country: Behind a series of season-best performances, the Wildcats captured the Girls Pacific Basin League title at the Championship meet on November 4. The combination of Monica Kusserow '25, Taryn O'Day '25, and Nina Antoni '25 along with Ella Asher '24, Zoey Greenwald '24, and Haley Hansen '24 proved to be too much for Windward's opponents.

Girls Tennis: The Wildcats defeated Brentwood in the Semifinals and Crossroads in the Finals to complete an undefeated season. In addition to winning the team title, Sydney Ginestro '24 and Maggie Goldsmith '25 finished First and Second respectively in the PBL individual championships, and the doubles team of Yaya Toubassy '24 and Elodie Milchan '25 captured the doubles crown.

7th Grade Royal Girls Volleyball: The Girls defeated Crossroads 2-0 in the Semifinals before winning a thrilling three-set, come from behind victory in the Finals over St. Paul. A fabulous team effort was highlighted by the steady setting of Charlotte Cope '25, the powerful hitting of Cece Terpening '25, and the dominant serving of Devon Leaf '25.

7th Grade Royal Flag Football: Trailing Crossroads 19-18 with four seconds left in the Semifinals, Jack Luirette '25 completed a 10-yard touchdown pass to Duke Giarraputo '25 as time expired to send the Wildcats to the Finals. In the Championship game, Windward came out quickly and dominated from start to finish, defeating Calvary Christian 16-6.



UPPER SCHOOL CHAMPIONSHIPS & PLAYOFFS

The **Girls Varsity Volleyball** team took 3rd Place in League with a 20-11 record. The Wildcats won three straight road games to make the playoffs. The team won the first two rounds of playoffs vs Apple Valley and Rim of the World, but lost in the Quarterfinals to Number 1 seed Tustin High School. Congratulations to Senior McKayla Williams for making All League 1st team and All CIF-SS Division 5 team, as well as Rachel Umland '21 (All League 1st team), Veronica Cope '22, and Sophia Bernard '22 (All League 2nd team).

Boys Varsity 8-Man Football had an extremely impressive 11-0 season and went on to win the CIF-SS Division 1 Championships on November 30. *(See page 42 for full story.)*

Girls Cross Country ended up 4th in League and advanced to the CIF Prelims. Maddie Doi '22 dominated the season with a 5th place finish to snag the 1st team All League slot, while Alina Newman '23 and Senior Serafina Fikre placed 17th and 18th respectively received 2nd team All League Honors. Maddie Doi was the only female to make a CIF Finals appearance, narrowly missing a spot to compete at the State Championships!

Boys Cross Country ended up 3rd in League and made it to the CIF Finals. The Wildcats had three individuals make 1st team All Gold Coast League and three individuals make 2nd team All Gold Coast League. Ben Weitz '22 placed 6th and Jeremy Merritt '21 placed 10th to receive 1st team All League honors while Luke Zannuck '22 placed 12th to pick up 2nd team All League honors.

Girls Varsity Tennis was 3rd in League and made it to CIF-SS Playoffs and ended up 8th in Division 3. "The girls worked industriously all season to finish 8th in Division 3. Through dedication and teamwork we were able to come together as a team to forge a bond that cannot be broken. I'm very proud to be their coach," said Head Coach Ryan Shelven.



Congrats Wildcats!

VARSITY 8-MAN FOOTBALL DIVISION 1 CIF-SS CHAMPIONS

Saturday, November 30, was one for the books for Windward's Varsity Football team as they came out on top against Thacher School 36-24 to capture the 8-Man Division 1 CIF-SS Championship.

Windward put on another dominating offensive showcase in front of an enthralled crowd with two touchdowns in the first half by Jasper Stratton '21 and Brett Webster '20. Going into the third quarter, Windward led Thacher 14-6.

Midway through the 3rd quarter, Aidan Gerst '20 carried for a 6-yard touchdown. They rounded out the 3rd quarter as Jasper Stratton '21 lobbed one to Brett Webster for a 23-yard touchdown bringing the score to 27-12. Aidan Flintoft '23 kicked off the 4th quarter with a 33-yard field goal, which was followed by a final touchdown by Aidan Gerst '20 to wrap up the Boys' magnificent season.

The Wildcats finished the season undefeated at 11-0 and 3-0 in league play. This was the team's first Championship since returning to 8-Man Football in the 2010-11 season.

Photos: Brandon Kirk Photography



Committing to Athletic Excellence

On November 13, Windward's Senior scholar-athletes signed on the dotted line at the Fall Athletic Commitment Ceremony. The event allowed the School, as well as parents, coaches, and peers, to honor the achievements of our scholar-athletes as they prepare to take the next step in their athletic and educational careers. Read on to see what the college commits have to say about their future and how Windward helped them prepare for the next level.

Congratulations to the following scholar-athletes:

McKayla Williams - Basketball, Gonzaga

On how she chose his school: I always knew I wanted to play basketball somewhere competitive at the collegiate level, but I also wanted a place with high level academics and Gonzaga was a perfect fit. On top of that I developed a strong bond with the coaching staff and I knew that this would be a system where I could thrive and grow as both a player and person.

Jack Silvera - Baseball, Vassar

On how he chose his school: In September, I went out to Poughkeepsie on an official visit and was lucky enough to stay in the dorms with the baseball team, watch a practice, and experience an inter-squad scrimmage (over the course of two days). One thing that was really prevalent at Vassar was the camaraderie amongst the team (and all students) where all had each other's best interests in mind.

The Vassar baseball coaching staff is also extremely nice and knowledgeable, and it's always good to play for someone you'll enjoy being coached by. Additionally, you cannot go wrong with their academics. One of the biggest questions was do I want to stay West Coast or experience something new on the East. These are just a couple of the many reasons Vassar seemed like a nice fit!

Sophia Stone - Soccer, John Hopkins

On how she chose her school: I was emailing a bunch of soccer coaches from universities on the East Coast. I had worked with the Johns Hopkins coach for a couple weeks and I really liked his style of coaching. I visited the university soon after and it instantly felt like home. The community, activities, sports life, and academic opportunities amazed me. And to tie it all together, the location was a perfect fit since I wanted to be close to a city.

On how Windward helped prepare her for college athletics: Windward's teachers have always supported me in balancing my academics and soccer. The coaches have pushed me to become a better athlete and leader.



WINTER SPORTS

MIDDLE SCHOOL

It was a phenomenal Middle School season of **Basketball & Soccer** once again this year. Our teams competed superbly and with a high level of commitment throughout the Winter with three of our teams making the finals of their respective playoffs.

A huge congratulations to our **Boys 7th Grade Basketball** team who won their division with some great performances and were crowned PBL Champions with a stunning win over Calvary Christian School in the playoff final on home soil.

Special mention must also go to our other Middle School teams who reached the latter stages of the Middle School playoffs including **Boys 8th Grade Basketball** (PBL Runner-Up), **Girls Middle School Basketball** (Delphic League Runner-Up), **Girls Royal Soccer** (PBL Semifinalists) and **Boys Royal Soccer** (PBL Quarterfinalists). Great season 'Cats!



Photos: Brandon Kirk Photography



UPPER SCHOOL

Girls Soccer enjoyed another strong league campaign finishing 2nd in the Gold Coast League with a record of 7-2-3 before unfortunately losing in the 1st round of Division 3 CIF to a strong Quartz Hill team. The Girls produced some great performances and overcame a lot of adversity through their grit and determination finishing with a solid overall record of 9-4-4.

Boys Soccer produced a strong league finish to clinch 4th Place in the Gold Coast League and a CIF playoff spot with some determined and excellent performances. They also enjoyed a fantastic playoff run winning two games on the way to the Division 7 CIF 2nd round before narrowly losing to Woodcrest Christian School. The boys finished with an overall record of 7-9-2.



GIRLS BASKETBALL REACHES CIF CHAMPIONSHIPS

Girls Basketball had an electrifying season, during which they reached the CIF-SS Open Division Finals and the CIF State Regional Finals. Led by Seniors McKayla Williams and Ally Lopez, the Wildcats had an overall record of 27-6. The Wildcats made it all the way to the CIF State Regional Finals before falling to La Jolla Country Day School. Amazing season, 'Cats!

WE ARE THE CHAMPIONS

Boys Varsity Basketball Wins the CIF Southern Section Division I Championship!

Photos: Brandon Kirk Photography

For the first time in the School's history, Windward's Boys Varsity Basketball team was crowned CIF Southern Section Division I Champions! On Saturday, Feb. 29, the squad electrified the Azusa Pacific crowd with a 54-49 victory over Riverside Poly for the CIF-SS Division I Championship. Jaren Harris (named game MVP) had 20 points, Dylan Andrews 12 points, Devin Tillis 9 points, and Kijani Wright 8 points. Led by the phenomenal coaching of Head Coach Colin Pfaff and Assistant Coaches Andrew Gauthier and Matt Elkin, along with strong leadership by Seniors Devin Tillis and Marcus Joseph, the team went 5-0 on their run to the championship.

Colin said of the championship win, "It's hard to describe our championship run in just a few words because it has been such a special experience for me as the head coach with this group. Nothing makes me more proud than to see our team reap the benefits of all the hard work they have put in dating all the way back to the Summer leagues, Section 7 team camp, and hours spent in the gym on their own time working on their game throughout the offseason."

The Boys continued their winning streak all the way to the State Regional Semifinals, when they lost to Ribet Academy 67-66.

"This journey has been particularly special for me because of our Seniors, Devin and Marcus, both of whom have been with me for the four years since I began coaching at Windward and both of whom have been so instrumental in building the winning culture here at Windward. We will miss them greatly and cannot wait to see what comes next for them in their very bright futures ahead," said Colin. Congratulations on an amazing season, Wildcats!



THERE'S A NEW Cheer Squad in Town

By Brad Pomerance

The Windward Boys Football Team had quite a year. They did not lose a single game and were crowned Champions of the CIF Southern Section. In the very same year that the team triumphed so dramatically, they were cheered on by twenty Windward students. Yep, Windward welcomed cheerleaders to the sidelines of this season's football games. And suffice it to say, it was a long time coming for the two co-captains of the Windward cheerleading squad, Taylor Hannon '20 and Ava Green '20.

For Taylor, "This has been a dream of mine since I was little, and with no cheerleading squad at Windward, I felt I needed to take action. Now, this dream is a reality, and I am beyond grateful that I was a part of creating the team." Ava would argue that Taylor is being humble. "I must say, Taylor is the biggest reason our cheerleading program became a reality. She set her mind to it and did not give up until we got it done. She showed true leadership, determination, perseverance, and dedication and I could not be more proud to have been by her side in the creation of Windward's cheerleading program."

The creation of the program, however, did not happen overnight. Ava recalls, "After about a year and a half of going back and forth with Tyrone, Kevin, and many other faculty members, at the start of this year, our vision became real. We collectively decided that anyone who wanted to participate was given the opportunity. Our team is comprised of both females and males with varying degrees of experience in dance and athletics."

With twenty cheerleaders on the squad during football season, the leadership opportunities for this completely student-run program were intense, but came with tremendous benefits. Taylor's mother, Samantha Hannan, noted that the cheerleading program "has created a new bond and togetherness for the students. The widespread support and recognition from the administration and parents has been overwhelming." For Taylor, "Cheer at Windward has added spirit and a sense of community to sporting events and I am convinced that our cohesive and joyful team contributed to the undefeated football season."

Windward Football Captain Aidan Gerst '20 agrees. "The relationship between the cheerleaders and the football team grew throughout the season and now that we are done, we appreciate all that they did even more." Windward Football Parent Joyce Mickelson, mother of Drew, felt particular appreciation for the cheerleaders' dedication during playoffs. "Their energy, support, and commitment were integral to the team's Championship season. They even traveled to away games, including one to Moreno Valley that took four hours to get there."

For Ava's mother Sheri Green, who currently serves as President of Windward's Parent Guild, the creation of a cheerleading program at Windward has been particularly gratifying. "These students have done this on their own. They had an idea, a dream, and they made it a reality. I am so proud of them." So are we.



Brad Pomerance is father to Ivy '20 and Paige '22. He hosts the television programs *Air Land & Sea* on JLTV and *Uncovered in the Archives* on PBS-affiliate KVCR.



Déjà Vu: Windward's 2019-20 Cheer Team recreates a pose from the 1990 Cheer Team.





PARENT COFFEE TALK

By Matt Edelman, Co-Chair, Parent Guild Inclusivity Committee

Maya Angelou believes that “success is liking yourself, liking what you do, and liking how you do it.” It is not by chance that “liking yourself” appears first in her short list of ingredients. Discovering who you are and learning how to enjoy that person are fundamental to creating a personal platform from which almost anything can be accomplished. The path of that discovery and the understanding of what to embrace or cast aside along the way is the path of a teenager. That is why our job as parents is so consequential—we strive on a daily basis to support teenage self-discovery while also trying to influence which components of our children’s identities are adopted and which are left on the cutting room floor.

While it may feel like we only have so much power in this quest, the truth is that our power is rather awesome. The more we are willing to learn how best to wield it, the stronger our children will become. There are innumerable resources available to help us, but perhaps not many that are as accessible as Windward’s

Parent Coffees. These gatherings are still nascent in their development, but as an early participant, I can assure you that they are well on their way to becoming an impactful forum that will help our children prosper.

Part of parenting is accepting how much society has changed for your children compared to when you were their age. Everything from ‘the new, new math’ to DM’ing on Instagram creates a barrier to our understanding of what shapes our children’s feelings, worries, and sense of self. Windward is engaged in a remarkable effort to help parents bridge the gap.

At the most recent Parent Coffee, students who had experienced the school’s newly launched Diversity and Inclusivity initiative, Open Space, shared how they have begun to discuss confusing topics in a guided, safe environment. Hearing from the students, and then being able to talk with them directly about the Open Space experience was illuminating. It was not necessarily about the subject matter; it was about their words—about how they expressed themselves and what they learned.

“Everyone deserves friends.”
 “If someone is a good friend, asking them for help will never be a burden.”
 “Understanding your own self-worth will help you get out of a bad relationship.”
 “Becoming comfortable with silence is uncomfortable.”
 “Parent-child trust does not include having an app on my phone so you know where I am all the time, unless I did something to lose your trust already.”

These are not necessarily surprising conclusions or sentiments, but would you expect to hear them from your own child? Would comments like these come up over dinner or on the drive to school in the morning?

That’s what Windward’s Parent Coffees have to offer. Back to Maya Angelou... As we seek more ways to help our children realize what it means to like themselves, so they can figure out what they like doing and how to do it in a way that makes them proud, Windward is offering us support. Try attending a Parent Coffee. You’ll only make it better by being there.



Parents Show Their W!T

Sheila Weyland & Beth Ricanati, W!T Parents

When our kids were younger, we encouraged them to dare to try new things and step outside of their comfort zone—after all how else would they learn? It’s a lesson that is not so easy to follow through on when we do it as adults. The recent WIT Parent Match brought out a number of brave parents including Beth Ricanati (Lev ’20 & Mia ’22), David Gooding (Violet ’21), Roya Cohen (Nick ’21 and Sophia ’21), Ramez Toubassy (Leyth ’21), Richard Shaw (Charlie ’20), Sheila Weyland (Ava ’21), Susan Landesman (Lara ’20), Stephen Grynberg (Oliver ’21) and Cindy Tobisman (Eli ’21) willing to put themselves on the line, and on the stage with their kids, both for the amusement and admiration, of said children.

Natasha Arnold kindly spent a lot of time walking everyone through what a WIT match is, the games we would be expected to participate in, and how generally to try and pull it off. WIT is about teamwork, about supporting your partners and being willing to say ‘yes, and...’ Improv is not about being funny; it’s about being part of a team and keeping the game and story moving forward.

For some of the parents this seemed to come easily, for others of us, there were moments of abject terror, frozen with stage fright at the first rehearsal. When the big day came, it all just happened so fast you didn’t have time to be nervous. Everyone did an amazing job, and it was a lot of fun. It’s certainly true that it is addictive to hear people laugh when you are on stage—and you hope they are laughing with you, not at you.

the Social Network

On November 7, Windward alumni and parents met with fellow industry professionals for the Windward Network Entertainment Mixer! Held at the Velvet Lounge in Culver City, the event allowed like-minded community members to further foster relationships new and old in a fun, picturesque setting.

Christy Kreisberg, a Windward Network Advisor and parent of an alumna, said of the evening, "I loved seeing old friends and meeting such amazing young alumni, and look forward to working with them and helping them along on their journey."

Robin Pickett, Director of Windward Network, said, "I really enjoyed having an industry specific event to foster more intentional connections in an intimate setting. We had alumni attendees of all ages, and I'm grateful for our Windward parents and alumni who volunteered to come to share their career experiences and what they've learned along the way!"





WINDWARD NETWORK INTERN:
Dilan Bhalla '17
 MAJOR: Cybersecurity
 COMPANY: Symantec

What made you decide to apply for an internship at Symantec?

I applied for an internship at Symantec because the company is a leader in the industry of cybersecurity, so an intern position seemed like the perfect opportunity for me to learn from the best and see if this field was a good fit for me.

What have you learned this Summer through your Windward Network internship?

From my internship experience, I learned both so much about the field of cybersecurity as well as what an internship experience at a large tech company like Symantec entailed.

To start, heading in to this internship I was interested in cybersecurity but had not had an in-depth background in the subject itself. I was excited to find out that cybersecurity fascinated me for a number of reasons, however, one of which being that it spans such a wide variety of fields. No matter how far we progress in technology, security will always be key in keeping the safety and privacy of people intact, whether that is with regards to the security of messaging applications or the safety of self-driving cars. Secondly, my internship at Symantec gave me an understanding of what an internship is like at a big tech company.

Throughout the internship, I picked up on common routines in the tech industry such as daily stand-ups, sprints, and demos to my team. Additionally, I learned how to pick up on important traits such as creativity and resourcefulness during my time as an intern.

Can you walk us through a typical work day at Symantec?

Every morning, I would have two meetings. One was with the other interns in my office, and the other was with my team. In each meeting, we would discuss what was going



Above: Windward parent and internship host Steve Trilling and Dilan Bhalla '17 outside of Symantec's Culver City offices.

well and what could be improved upon during the rest of the work day. Throughout the rest of the day, I would build upon the project I was assigned and keep the team posted about any developments I had made. For lunch, the other interns and I would either eat in Symantec's cafeteria on the floor below us or head to the Fox Hills mall across the street to grab a bite to eat. The rest of the afternoon was spent continuing the code I had been working on, with occasional breaks to the kitchen next door with snacks to help me power through my tasks.

What have you learned from your mentor?

My mentor was an amazing resource for me to have throughout the duration of my internship. Whether it was during our daily meetings, or during the countless questions I would ask him throughout the day, my mentor would always take the time to sit down and help set me on the right track. He taught me not only how I should go about completing my project, but also taught me things about working at Symantec in general, such as how the software development cycle works or how to set up virtual meetings with the team.

My mentor provided me with the tool belt I needed to thrive throughout my internship, as well as an outlet for any guidance I needed along the way.

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

From this experience, I took away the realization that cybersecurity is a field I would love to explore in more depth as I approach my career. I learned not only how diverse and far-reaching it is, but how monumental of an impact it can have, and I am excited to build upon this impact moving forward.

What is your favorite Windward memory?

My favorite memory of Windward is the time I spent with my friends every Nutrition and Lunch out on the picnic tables by the soccer field, where conversations took place spanning from the latest week in fantasy football to the most recent news in politics. I will always treasure the time I spent with my Windward friends here, and am grateful to Windward for hosting such an amazing community and making it possible.

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

I would definitely recommend that Windward students and alumni use the Windward Network as a platform to establish an industry network. The Windward Network offers a variety of incredible opportunities that Windward students and alumni are very fortunate to have at their fingertips. As it has done for me through my internship with Symantec, the Windward Network is an amazing way for students to get a foothold in industry and gain invaluable experience that will jumpstart their careers.

We would like to thank internship host and Windward parent Steve Trilling (Max '24) for providing Windward Network internship opportunities at Symantec!

If you are interested in partnering with our internship program, please contact Director of Windward Network Robin Pickett at: rpickett@windwardschool.org.

SATELLITES 101

By Ben Knepper '20, Boeing High School Intern / Wire Harness Engineering Division / Summer 2019

What is a satellite? The dictionary defines it as a “relatively small body orbiting the earth or another planet.” While this description provides a rough overview, it does not nearly live up to the complexity and grandeur of these beneficial products that human engineers manufacture and send into space. Without satellites, we would not have even the simplest commodities which we so often take for granted. Take for instance Direct TV, Sirius XM Radio, weather forecasts, cross-continent phone calls, and GPS navigation just to name a few. As the leading aerospace company in the world, Boeing embodies satellite excellence and my fellow high school interns and I have been fortunate enough to take part in this endeavor to “build something better” throughout our seven weeks at the El Segundo site. Our internship’s very first presentation of the summer titled “Satellites 101” by systems engineer Dan Roukos introduced the technicalities of the satellite and revealed how the efforts of every single one of the nearly 5,000 employees on campus contribute to something larger.

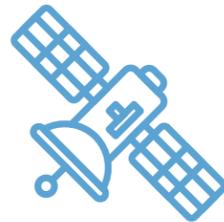
A satellite is like a game of Jenga; every component is integral to its overall functionality, and any one defective piece could potentially collapse the whole system. The two main components of a satellite ensure the execution of its task, and the functionality of the satellite itself. They are the payload and bus, respectively. The payload is what the customer pays for the satellite to do; it is the satellite’s function whether it be imaging, communication, or any other application. Therefore, its features vary between satellites, but a common one includes a communication system with antenna and transponders, which are able to receive a signal and transmit another back down to earth. The bus comprises the middle section of a satellite and is responsible for making sure that payload is safely transported and regulated.

Many different mechanisms contribute to the function of the bus, including the propulsion system. In order for the satellite to maintain its alignment and position, it must counteract unwanted pulls of gravity, which the propulsion system accomplishes by combusting fuel and spinning stabilizer wheels. In addition, the satellite needs power in order to function, hence the hallmark solar array wings. Satellites primarily rely on energy harnessed from the sun but must use a battery when eclipsed by the earth and an intricate power system guarantees both. As shown, satellites require a complex network of compatible parts that must together ensure a lifespan of many years.

Once in space, satellites still have a distance to go before they are settled. Depending on the purpose of the satellite, it will be placed in one of many orbits around earth such as LEO, MEO, and GEO. Roukos explained that Lower Earth Orbits (LEO) and Middle Earth Orbits (MEO) allow for the satellite to sweep over different areas of the earth and are best suited for atmospheric data collecting or surveillance. Satellites in Geosynchronous Orbit (GEO), however, stay fixed over one part of the world and provide continuous service.

With a distance of around 23,000 miles and an exact 24-hour orbital rotation, the satellite flies horizontally as fast as it falls, thus remaining relatively stationary. In some cases, satellites may even be placed in extreme elliptical orbits, in which its velocity changes depending on its distance from the earth. It becomes apparent that much consideration must go into a satellite from its construction to its location in space.

No machine will ever be perfect. Yet that is not to say that one should never strive to make it so. Great engineers are able to identify potential problems and propose viable solutions. Throughout history, Boeing satellite



Boeing offers a Summer program that pairs Boeing role models with top high school students to provide experience and increases exposure to STEM.

engineers have done just that. For example, engineers were the ones who implemented the propulsion and wheel orientation systems in place now, which have greatly improved upon the original Boeing 376 spin-stabilized spacecraft. Engineers were the ones who developed solar wings to optimize surface area instead of solar arrays on the module itself. Even today, there are problems that engineers are attempting to fix. Take the threat of collision with another spacecraft or with space debris or the satellite’s limited

Above: Seniors Francis Hung, Berkeley Goldschmidt, William Whelan, Caden Lacy, Aidan Freedman, and Benjamin Knepper interned at Boeing during Summer 2019.

lifespan because of fuel depletion. The satellite is an evolving project that will continue to be improved upon in the future.

During Roukos’ presentation, I realized how everyone in this organization is ultimately unified. My position as an intern has been in the wire harness engineering division, which specializes in designing and prototyping the satellite power systems. This training session gave me a sense of scale and the perspective

that my work, and the work of my floormates with power systems contributes a small, but fundamental portion to the overall satellite. The same applies to every other specialized engineer, who is responsible for ensuring the best quality on a specific part of the satellite.

There is much more to a satellite than what meets the eye. Behind each subunit, wire, and screw is a team of engineers with expertise in their field. Roukos’ Satellite 101 presentation

demonstrated that there exists an inherent connection between the unified individuality of all satellite engineers and the complexity of the final product. Such a connection will continue to be the impetus for innovative success in Boeing and beyond for years to come. Perhaps the next time you look up at the stars, you will gain a sense of satisfaction knowing that a satellite—something so far out spatially and technicality—could be something so close to home.



Challenging the Impossible

WINDWARD PARENT AND ENTREPRENEUR MICK EBELING INSPIRES AT ALUMNI EVENT

On February 3, the Windward Network hosted its second networking event of the year on campus in the Center for Teaching and Learning. With a focus on Entrepreneurship, alumni and parents had a chance to network during a cocktail hour, followed by an inspiring presentation by parent and entrepreneur Mick Ebeling.

Mick is CEO of Not Impossible Labs (and its non-profit foundation), an organization that develops creative solutions to address real-world problems. After discussing his background of being a producer of commercials and music videos, Mick talked about the inception of Not Impossible, which began with him and his wife attending a benefit for artist Tony Quan. Diagnosed with ALS (Lou Gehrig's Disease), Quan had become immobile and was no longer able to work. Despite no prior experience in the medical or technology fields, Mick was so inspired by Tony's art that he was determined to create a solution so that Quan could one day work again. After recruiting a group of specialists, they collectively developed a device called The Eye Writer, enabling Quan to communicate and create art through eye movement.

Mick kept a captive audience as he discussed and shared videos of other individuals who inspired him to create solutions for the masses. With the slogan of "Help One, Help Many", his overall message that any of us has the power to make an impact on someone else's life resonated deeply with the audience. A Q&A session followed his talk, with all attendees electing to stay. They asked questions regarding the particulars of Mick's presentation, as well as how they themselves could get involved with his organization.



To learn more about Not Impossible Labs, please visit notimpossible.com



2019-20 WINDWARD FUND

DONOR UPDATE

These pages illustrate the incredible support that the 2019-20 Windward Fund has received from our generous community. Windward gratefully acknowledges each of the following donors, who together have helped raise \$2.7 million so far, and we aren't done yet! It's not too late to show your support and add your name to this impressive list. Thank you!

 Denotes five or more years of consecutive giving
FA Denotes a donation to financial aid

Founder \$50,000+

Anonymous (2)
 EJ & Gregory Milken

Head of School \$25,000+

The Ahmanson Foundation
 Wendy & Gary Broad '77 
 Andrea & Barry Cayton 
 Kate & Arthur Coppola 
 Viveca Paulin-Ferrell & Will Ferrell
 Nancy & Jon Glaser 
 Goldrich Family Foundation 
 Amy & Michael Gross
 Emma Watts & Jonathan Krauss
 William Lauder
 Heidi & Damon Lindelof
 Nicolette McDougall & Steve MacDonald
 Lorraine & Damien McCann
 Elon Musk
 Justine Musk
 Dana & Richard Pachulski 
 Talia & Jason Rimokh
 The Schwartzberg Family
 Ann & Eric Silverman
 Taylor Stein
 Trina & Adam Venit 
 Elisabeth & Rich Welch 

Visionary \$15,000+

Anonymous (2)
 Jennifer Lewis & Peter Benudiz
 Nicole & Brad Brooks
 Capital Group Companies Charitable Foundation 
 Valerie & Faraz Daneshgar
 Shannon & Dean Factor
 Schuyler Kent & Keith Feldman
 Angela Asher & Ted Fikre 
 The Foster Family 
 Maria Mancuso Gersh & Gary Gersh 
 Risa Gertner 
 Ann & Jim Gianopoulos 
 Susan Winfield & Stephen Grynberg 
 Rachel Khedoori 
 Jenny & Alex Kwit 
 Angela & Mark Milstein 
 The O'Connor Family
 Laura & Kenny Rogers 
 Diana & Andrew Sachs
 The Shourie Family
 Rita Tuzon & Rick Stone 
 Michelle & David Taub 
 La Donna & Neil Wertlieb 

Leadership \$10,000+

Anonymous (3)
 1P Foundation
 Sheri & Steve Altieri 
 Lori & Howard Altman 
 Jack Anderson '07
 Jeanne & Robert Anderson
 Alison Garb & John Andrews
 Sue & John Antoni
 Tanya & Jeff Baron 
 Kerry & Robert Benderson 
 Kristin & Aaron Bendikson
 Lorraine & Joe Berchtold
 Shanna & Jonathan Brooks
 Hsiu-Yen & Sean Brosmith 
 Shainaz Donnelly Burg & Mark Burg 
 The Margaret A. Cargill Foundation
 Colony Capital

The Crotty Family
 Kori & Darren Dworkin
 Teri & Darryl Eaton
 Rachel & John Edwards 
 Katherine & Sean Eskovitz 
 The Farar Family
 The Finger Family
 Samantha & Jonathan Firestone
 Evanne & Ed Gargiulo 
 Whitney & Bill Glass
 Cathy & Josh Goldsmith
 Laura & Andre James
 Kristina James
 The Kallman Family 
 Christine & Jordan Kaplan 
 Kate Robin & Bruce Kaplan
 The Koudsi Family
 Lorie Alexander & Thomas Kreller
 Kendra & Michael LaSalle
 Wendy & Gary Leshgold 
 Serena & Shawn Levy
 The Lugash Family
 Marci Pool & David Madden
 Shoreen Maghame
 Michelle & Yariv Milchan
 Staci & Adam Miller
 Elizabeth & Bill Molinski
 Sarah-Jane Wilde & David Morrison 
 Robert Morton 
 The Newkirk Family
 I-Shyh & Paul Ortiz 
 Philip Paccione
 Rachael & Bob Platt
 Anna & Jeffrey Reyna
 The Bickman-Ribakoff Family
 Aimee & Mark Rosenbaum
 Raina & David Rosenblum
 Gretchen & Dan Rush
 Jennifer Rush 
 Jackie & Adam Sandler
 Dana & Evan Schlessinger
 Schwab Charitable Fund
 The St. John Family
 The Stratton Family
 Robin & Jeffrey Strug
 Karen Blackfield & Stuart Tobisman
 Nicole Pearl & Cindy Tobisman
 Lexine & Cuyler Tremayne 
 The Trilling Family
 Vanguard Charitable
 Liz & Andy Waters
 Patricia & Paul Weitz
 The Yi Family

Benefactor \$5,000+

Anonymous (1)
 Gina & Mark Albert
 American Endowment Foundation
 Jennifer & Chris Andrews
 Michelle & Gareth Asten
 Tom Bernthal
 Margaret Ysupa & David Blackman
 Angela Armitage & David Blau
 Kathy & Andrew Bobrow
 Karen Hermelin & Mark Borman 
 Nonny & Brian Breiter
 Cicek & Paul Bricault
 Jovana Lara-Brooks & Randy Brooks
 The Broumand Family
 Carolyn & Dwight Caines 
 California Community Foundation
 Jo Champa
 Cristina Wong & Conly Chi
 Roya & Peter Cohen 
 Cathleen Young & Patrick DeCarolis
 Lisa & Christopher Downey 
 Emily & Kevin Doyle
 Jenifer & Matthew Edelman
 Kerry O'Neill & Martin Estrada
 Lara Sachs-Fishman & David Fishman 
 Yasmin Cader & Kevin Frazier
 Andrea Wallace & Jonathan Friedman
 Ryan & Tucker Gates
 Catherine & Daniel Gerst 
 Natalie & Leo Gestetner
 Joyce & Michael Goldstein
 Dawn Ahrens & David Gooding 
 Rosanne Cunningham & Karsten Gopinath 
 Carol Schwartz & Elliot Gordon '74 
FA
 Jennifer Winer-Gordon & Rafi Gordon
 Laura & David Gottlieb
 Melissa Papp Green & Jeff Green 
 Sheri & Michael Green 
 Jolie & Rick Greenwald
 Jamie & Joshua Gutfreund 
 Hillary & Steve Hartman 
 The Hartman Family Charitable Foundation
 Jennifer & Adam Herschman
 Amy Friedlander Hoffman & Todd Hoffman
 Peggy & Francis Hung 
 Roopal & Dylan Jadeja
 The Kane Family
 Blaire & Aaron Kaplan
 Lindsey & Matthew Karatz
 Lisa & Brian Kessler 
 Wendy & Brandon Kirk 
 Nancy Corshen & Richard Klubeck
 Charice & Ko Kobayashi
 Jennifer Price-Letscher & Matthew Letscher
 Lisa & Kevin Lewin 

Elinor & Jonathan Lewis 
 Diana & Jerry Longarzo 
 The Loni & Jeff Rush Family Foundation
 Julie Sandor & Jack Ludden 
 Maruja & Murray Lugash 
 Erin & Mike Mand
 Debbie & Jonathan Markiles 
 Dorrie & Paul Markovits 
 The Mass Family 
 Lorena Barrientos & Mark Merritt 
 Joyce & Mark Mickelson 
 Laura & Chris Miller 
 Allison & Jeffrey Mirkin 
 Allison & Peter Morrison
 Emily Kovner Moss '91 
 Rande & Richard Motzkin
 Sam Naficy 
 Cheryl & David Nelson
 Jerold Neuman 
 The Nichols Levey Family
 Michelle & Roger Nieves
 Robert Nolan
 Joanne & Matt Pauley
 Beverly & Stephen Pazuk 
 Kelly & Darren Peers
 Kimberly & Joshua Perttula '88 
 Jessica & Eric Reid
 Michelle & Glenn Robson
 Amy & Patrick Russo
 Nancy & Kenneth Ruttenberg
 Jessica & Scott Samet
 Pamela & Matt Schwab
 Allison & Adam Scotch
 Karin & Gilbert Seton
 Kate & Gil Seton
 Rochelle & Ian Siegel
 Shawn & Jason Silletti
 Karen & Scott Silver 
 Kelly & Matt Sloan
 Pam & Stephen Soller
 Linda & Glenn Solomon 
 Marin Hinkle & Randall Sommer
 Sony Pictures
 Danielle Laff Sterling '89 & Bradford Sterling '89
 Georgeann Carras & Adam Stotsky
 Evan Strauss
 Cara & Daniel Swartz
 Martha & Ari Swiller 
 Gail Woods & Mitchell Tenzer
 UBS Foundation 
 Karen & Jeremy Umland
 The Walt Disney Company Foundation 
 Denise Contis-Walter & Christopher Walter
 Michelle & Robert Watkins
 Danae & Gregory Webster 
 Candice & Perrie Weiner 
 Amy & Brian Weitman 
 Nicole & Jeffrey Westheimer
 Courtney & Jared Wolff 
 Jane & Raymond Wurwand 

Partner \$2,500+

Anonymous (6)
 A.H. & Helen L. Weiss Foundation
 Marnie & Paul Altman 
 Jamie & Michael Angus 
 Frieda & Ceth Ashendouek '85 
 Dawn Barrett 
 Ana & Trevor Belden
 Thanda & Harald Belker
 Meghan & Randy Bishop 
 Karol Watson & Christopher Branche
 Alex & Jason Brent 
 Teresa & Paul Bridwell
 Soma Samanta-Buck & Stephen Buck
 The Cheng Family
 Alexandra Conrad
 Gaby & Daniel Cosgrove 
 Carolyn & John Crosson 
 Nicole Deddens & Ronn Davids
 Janel Ablon & Matthew Davis
 Gina Di Bona
 Erica Gerard Di Bona & Vincent Di Bona
 Cheryl & William Doyle
 Caskey & Mick Ebeling
 Julia & Jonathan Eng
 Stacey & Tim Farish 
 Carin & Scott Farkas
 Debbie & Mark Feldstein
 Leah Corselli-Felisan & Stephen Felisan
 Linda McLoughlin Figel '81 & Matt Figel 
 Erica & James Fishkin
 Dawn & Brent Forrester
 Karen Silagi & Jeffrey Freedman 
 Portia & Sean Furst '88 
 Jennifer Ouchi & David Gallon 
 The Garner Iwanyk Families
 Lori & Tom Gilder 
 Suzanne & Michael Ginestro
 Goldman Sachs Matching Gift Program
 Toni & Steve Goldsobel 
 Lori & Kirk Goldstein
 Amy Harkin & Steven Goodrich
 Cami & Howard Gordon
 Kim Gordon
 Elise Grace
 Chelsea Grayson
 Gordon Grayson
 Steve Green 
 Davina Grossman
 Samantha & Christopher Hannan 
 Sharon Stanley & William Hansen
 Stacie & Bryan Hausner 
 Lizette Sanchez-Hayutin & Matthew Hayutin
 Laura & Nathan Hopper 
 Monica & David Isaacs
 Natalie Reisman Iwanyk & Basil Iwanyk 

Karre & Lou Jacobs 🐾
 Ing Lee & Todd Jerry
 Dana & Adam Kaller 🐾
 Chung Han & EJ Kavounas 🐾
 Nathalie & Bernard Khalili
 Jenny Park & James Kim
 Caitlin & Greg Knopp 🐾
 Marie & John Krueger 🐾
 Vivian & Samuel Ku
 Caroline & Matt Kunitz 🐾
 Suzan & Matthew Lamishaw 🐾
 Cathy & Matt Leaf
 Eleanor Suhr & Michael Lerner
 Debra & Meir Levy 🐾
 Diane & Scott Lewis 🐾
 Tony Low
 Jana & Scott Luirette
 Saheli Datta & Thomas Mackey 🐾
 Eric Mandel 🐾
 Sondra & Paul Marcus
 Isabel Markovits 🐾
 Julie Marsh & Steve Mayer
 Dana Sano & James Meyers
 The Mohn Family
 Mary Shaifer & Christopher Murphey
 Gillian & Abram Nalibotsky
 Jennifer Chasalow-Neiman & David Neiman
 Amy Weimer & Kevin Newman 🐾
 Chelsea & Saladin Patterson
 Kerry & Howard Perlow 🐾
 Guilda & Jacob Peykar 🐾
 Tina & Bradley Pomerance 🐾
 Erica & Jason Powell
 Orit & Nadav Ravid 🐾
 Vanessa Biddle & Jamie Reilly
 Michaela & Mischa Reis
 Shannon Callan & Michael Rische
 The Roth Family 🐾
 Melissa Karz & Thomas Rubinson
 The French-Saleh Family 🐾
 Dorothy & Avram Salkin 🐾
 Michal Amir Salkin & Ken Salkin '86 🐾
 Karinn & Todd Sammann 🐾
 Sharon & Shawn Sani
 Lauren & Kevin Scher
 Jennifer Howard & Robert Schwentke
 Robyn & Marc Sidoti
 Steve Smooke 🐾
 Cheryl & David Snow
 Deborah Lipsztein Spector & Marcelo Spector 🐾
 Colleen Terpening
 Universal Music Group
 Stacey & Keith Webster 🐾
 Lisa & Bradley Weinstock 🐾
 Emily Stern & Jeremy Weitz
 In Memoriam Patrick & Victoria Whelan
 Leslie & David Wimmer 🐾
 Patricia & Harrison Zanuck
 Julian & Jeff Zolkin

Donor Up to \$2,500

Anonymous (30)
 Gayla Aspinall & John Agoglia
 Kavita Amar
 Kimberly Andrews
 Dean Anselmo
 Apple Inc.
 Ares Operations, LLC
 Melanie Arias 🐾
 Natasha Arnold 🐾
 Ken Asher 🐾
 Minkie Spiro & Doron Atzmon
 Barbara Avilez
 Irene & Wesley Baba 🐾
 Dana & Tracy Baer 🐾
 Gabe Baez 🐾
 Betty & George Baffa 🐾
 Richard Bailey
 Mayr & Dave Balasa
 Bank of America
 Naader Banki '07 **FA**
 Antonia & Donald Banks
 Stephanie Barnes
 Jeff Barzey 🐾
 Amy Baum '05
 Eugenie & Joseph Baumann
 Elise & Eric Beane
 Marty Behrendt
 Lauren & Todd Behrendt
 Annick Bellordre 🐾
 Benevity Community Impact Fund 🐾
 Keli Kastrop & Mike Bennett 🐾
 Jennifer Maisel & Michael Berick 🐾
 Tisha & Andrew Berman
 Noura Bermudez
 Karen Van Nuys & Antonio Bernardo 🐾
 Brian Bernhards
 Leah Bernthal
 Brittany Berriz 🐾
 Kamila & Dilip Bhavnani 🐾
 Amanda Bickman '19 **FA**
 Jacob Bickman '16 **FA**
 Matthew Bickman '18 **FA**
 Alma Castellanos & Dirk Binkley 🐾
 Phyllis & Robert Blaunstein
 Jasmine Blevins '17
 Sharnell & Clifton Blevins 🐾
 The Blum Family Foundation 🐾
 Kotra Ajir & Jeff Blume 🐾
 Cathleen McGrath & James Blythe 🐾
 Christina Bodie
 Michael Bognanno
 Susan & Jim Bologna 🐾
 Bertha Contreras Borin & Frank Borin
 Cielo Botello-Williams 🐾
 Molly & Peter Branch 🐾

Amy Green Bray '99 & Tom Bray
 Kathy & Richard Brisacher 🐾
 Cynthia Sikes & Ross Brodie 🐾
 Erika Johnson-Brooks & William Brooks 🐾
 Cisca Brouwer 🐾
 Leigh & Lawson Brown 🐾
 Nancy & Jan Brumm
 Elizabeth Buchanek
 Regan Buck Bardeen
 Virginia Bullukian
 Whitney Burke 🐾
 Lillian & Stewart Burns
 Maya Burrell Marrero
 Jill Bush
 Edward Call
 Nikki & Kermit Cannon 🐾
 Becky & Troy Carter 🐾
 Mya Caruso 🐾
 Livvy & Kenneth Caskey
 Maynor Castellanos 🐾
 Kevin Chan
 Kristen Ding & Mitchell Chang 🐾
 Polina & Sam Chapiro 🐾
 Judy & Chip Chasalow
 Candice Chiang 🐾
 Samantha Chinn '86 🐾
 Sarah Clark 🐾
 Tammy Clem 🐾
 Robert Coad
 Kevin Coale
 Tamy & Marc Cohen '91
 Margaret & William Cook
 Melissa & Stephen Cope
 Gabrielle & Malcolm Cosgrove 🐾
 The Cotsen Family 🐾
 Carrie Creighton 🐾
 Christine Cuddy
 Sherly & Kamyar Daneshgar
 Beata Pozniak Daniels & Jeffrey Daniels 🐾
 Emily Dawe 🐾
 Erica Broido & Greg Dawley
 Julie Pan & Jeffrey de Chausse
 Claudia De La Roca
 Tony de los Reyes 🐾
 Paola DeCastro 🐾
 JP deGuzman
 Marisol Delahoussaye
 Benjamin Delwiche
 Deborah & Eric Diamond 🐾
 Scott Diamond 🐾
 Susan & Paul Diamond 🐾
 Tali Diamond 🐾
 Eva & Sabino Diaz
 Marisa Blackshire & Tyrone Dinneen 🐾
 Anne Nguyen & Stephen Doane
 Nancy Lee & Elton Doi
 Claire & Dominique Duchemin
 Jeanne & Kermit Eaton
 Andrew Edelstein '91
 Employees Charity Organization Northrop Grumman 🐾
 Alice & Phillip Eng

Cathy & Jeff Engel-Marder
 Valerie & Anthony English 🐾
 Johnny Enriquez
 Patricia & Bruce Eskovitz 🐾
 Stacy & Scott Ezra
 Phoebe Fan
 Aaron Farkas '14
 Alisa & Craig Farkas 🐾
 Alia Faubert
 Ayn Faubert 🐾
 Beth Osisek & Ken Fink
 Amy Call & Adam Finkel
 Lindsay Flacks
 Nolan Flashman
 Janette & Gerald Flintoft
 Kevin Forester '89 **FA**
 Nannette & Burton Forester 🐾
 Jordan Fox 🐾
 Michael Fox-Boyd
 Adena & William Frank
 Suzanne Freeman
 Cheryl Freitag
 Julie & Garth Friedrich 🐾
 Patrick Friel
 Rita Bower & Ray Friend 🐾
 Andrew Fromer '08
 Jill & Leonard Fromer 🐾
 The Arthur J. Gallagher Foundation
 Jennifer & Robert Galperson '90 🐾
 Darius Gangei
 Margarito Garcia
 Kate Briscoe & Ivan Garel-Jones 🐾
 Maureen & Ned Gargiulo
 Carol & Kevin Gelbard 🐾
 Judy Ashmann-Gerst & Robert Gerst
 Andrea & Christopher Gialanella
 Jeffrey Gilder '08 🐾 **FA**
 Jenna Gilder '11 🐾
 Barnett Gimbel '98
 Matt Ginyard
 Allison Diftler & William Goldenberg 🐾
 Linda & Richard Goldsmith 🐾
 Julian Goldstein
 Hilita Gomez 🐾
 Edgar Gonzalez
 Jay Goodfader '88
 Ashley Goodman
 Carol Johnston & Donald Gordon
 Jennifer & Scott Gordon '84 🐾
 Lily Gordon '08 **FA**
 Julia Coley & Jerry Goren 🐾
 Ronen Grace
 Jyoti Puvvula & Gilberto Granados
 Greater Kansas City Community Foundation
 Sarah Greenleaf
 Andrew Gross '92 **FA**
 Ethel Gullette 🐾
 Jill Gully 🐾
 Daniel Gutierrez 🐾
 Brandon Hakim '08

Shazi & Kambiz Hakimi 🐾
 Meredith Hamel 🐾
 Karla Northern-Harris & Tyrece Harris 🐾
 Linda Harrison
 Danielle Miller & Jonathan Hausman '85
 Eveneshia Hedgeman 🐾
 Dominique & Mats Hellstrom 🐾
 Christina Hendershaw 🐾
 Tory Herald 🐾
 Irma & Sergio Hernandez
 Susan Herrera
 Armin Porter & Darryl Herzik
 Lockell & Chris Hickey '97
 Karriann Farrell Hinds & Elliot Hinds 🐾
 Paula & Bruce Hirsch 🐾
 Ann-Marie & Nicholas Hobbs 🐾
 Jennifer Leitzes & Jon Hoerber
 Schuyler Ha & Richard Hoff
 Erika Hoffman
 Lauren Hoffman '05 🐾
 Gail & Robert Holmes 🐾
 Josh Holt
 Andrea & Scott Holtzman 🐾
 Tiffany Hughes
 Simon Huss 🐾
 Lynn & Alan Iezman
 Rachel & Charles Isgar
 Kam & Jermaine Jackson
 Samantha James 🐾
 Dessie & Rodney Jeffries 🐾
 Jewish Community Foundation of Los Angeles 🐾
 Sudha Joga
 Veronica Johnson
 Frances & Josh Jones 🐾
 Kimberly Jones
 Silafaga & Marcus Joseph
 Gil Junger 🐾
 Nina Junger 🐾
 Andrea Kahn '02
 Erica & Michael Kanter
 Lilly Tartikoff Karatz & Bruce Karatz
 Jennifer & Eric Kaufman
 Kaija Keel
 Shirley Kennedy
 Leah & John Ketcham
 Jasmin Danesch & Kourosh Khajavi
 Olivia Khalili '17
 Kevin Kloeker 🐾
 Lindsay Knaub 🐾
 Daniel Koh
 Rainer & Nikos Kokotakis 🐾
 Shahar & Yifat Koren
 Ali Kornberg '01
 Joan & Aaron Kramer 🐾
 Michael Kraus
 Suzanne Kraus
 Susan & Vitaly Kresin 🐾
 Amanda Kyed 🐾
 Monica Lacy
 Ross Lacy

Jeff Lake
 Ursula Brooks & Jonathan LaPaglia
 Lappen Family Foundation 🐾
 Derek Leavitt '95 🐾
 Dorothy Lee
 Shayna Leeds '11
 Pauline & Marty Leitzes
 The Stephan B. Lemann Memorial Fund
 Abbey Shi Levin '04
 Rita & Charles Levin
 Doreen & Leon Lewin
 Sarah Lidschin '87
 Julie & Harley Liker 🐾
 Lauren & Josh Lippman '95 🐾
 Mara Silverman & Brian Lloyd 🐾
 Vanessa Rodriguez Lopez & Oscar Lopez-Borbon 🐾
 Geraldine & Laura Loveless 🐾
 Alesia Young & David Lowe 🐾
 Laura Luna & Reinaldo Luna
 Nancy & Robert Lurie 🐾
 Jennifer & Charles Malaret 🐾
 Dillon Malaret '18
 Jacqueline Malaret '16
 Chelsey Schneider Malk '96 & Tony Malk
 Nora Malone 🐾
 Shelly & Martin Mand
 Mar Vista Neighborhood Association
 Aaron Marquette
 Stefano Marrero
 Lauri & David Martin 🐾
 Susan Bukata & Louis Maslow
 Tricia & Eric Matuszak
 Donna McCann
 Kevin McCann
 Candice McCarty
 Linda McCormack
 Jamey McElvain-Whitman
 Susan Mearns & Scott McFarland 🐾
 Erica McGrath
 Brandie & Dan Meis
 Drue Metz
 Margaret & Lucas Meyers '88
 Alexa Micek
 Jeff Miller 🐾
 Vicky & Rich Miller 🐾
 Emily Miner 🐾
 Lawrence Mirisch '76
 Ryan Mirkin '06 🐾
 James Patric Moran
 Morgan Stanley
 Cori & Landon Morris
 Veronica Mullins
 Meredith Murad
 Sarah & Chris Musich
 Deborah Myman
 Sari & Robert Neal-Watkins
 Kara Nebel
 Vicki Neuman 🐾
 Stephanie Simon & Jason Newman
 Tri Nguyen 🐾

Idia & Rogelio Nieves
 Max Nishimura
 Firoz Noor 🐾
 Hannah Freed Northenor '99 🐾
 Wayne Northrup 🐾
 Vanessa Nygaard 🐾
 Tiffany & Terence O'Day
 Susanne Cipolla Olmos & Mico Olmos 🐾
 Eva Baker & Harold O'Neil
 Samantha Pack
 Chris Padilla 🐾
 Kelly Payne
 Khanh Truong & Mark Paz
 Lili & Alan Penkower
 Cherie & Paul Peters
 Colin Pfaff
 Julia Phillips
 Robin & Jeff Pickett
 The Pillar Family 🐾
 Jim Pirri 🐾
 Stephanie Pirri 🐾
 Simone McKitty & Martin Pitts
 Mark Polland '81 🐾 **FA**
 Leslie Saxon & Gary Poole 🐾
 Nora Portillo 🐾
 Sibylle & Howard Postley '82
 Susan & Tyrone Powell 🐾
 Aaron Presser '18
 Gleam Davis & John Prindle
 Lisa & Jon Provisor 🐾
 Jennifer Quine
 Lani & Stephen Rabin
 Karalyn Ramon 🐾
 Chantal Randolph
 Schuyler Ransohoff '07
 Raytheon Company
 Heather Regnier '04 🐾
 Jennifer Regnier '02
 Mahi Lashgari Renselaer & Edward Renselaer
 Nery Reyna 🐾
 Pamela & David Reynolds 🐾
 Elizabeth & David Ricanati 🐾
 Marlene Ricanati
 Lauren Rice 🐾
 Sophia Lord-Richard & Joe Richard
 Michelle & Keith Richman
 Marie & Louis Robbins 🐾
 Dawn Robinson 🐾
 Nataša Jovanovic & Matthew Robinson
 Leslie Rojas 🐾
 Amy Romine
 Emily & Colin Rose 🐾
 Angie & Adam Rosen 🐾
 Ani Rosen '19
 Suzanne Rosen
 Sydney Rosen '16

Isabel Rosenthal
 Elana Cohen-Roth & Jack Roth
 Joy & Jason Rothenberg 🐾
 James Rothstein 🐾
 Allegra Mancuso & Sam Rubin
 Regina Rubio 🐾
 Christina & Kenneth Russo
 William Rust '14
 Amber & Warren Daniel Saft '91 🐾
 Ariella Salimpour '13 **FA**
 Christie Salomon 🐾
 Benjamin Sanders '02 🐾
 Maryann & Michael Sanders
 Alex Sarkissian '09
 Marie Sater Foss
 Jennifer & Fred Savage
 Tanner Savitsky '13
 Courtney Schaberg & Lincoln Sevier 🐾
 Marc Schaberg 🐾
 Yuno Sakurai & Michael Schulte 🐾
 Dahlia Setiawan
 Andrew Jebb & Brian Setzer
 Jackie & Stephen Shapiro 🐾
 Shima Madani & Kaveh Sharif
 Katherine Watkins & Richard Shaw 🐾
 Lolita Davidovich & Ron Shelton 🐾
 Ryan Shelven
 Michael Shephard '13 **FA**
 Teri & Michael Shoustal
 Barbara & Herb Siderman
 Hillary & Jon Siegal 🐾
 Bertha & William Simmons 🐾
 Toni & Greg Simon '85 🐾
 Bonnie & Peter Sipkins
 Charles Sipkins
 Beverly Smale
 Chris & Stephen Smale 🐾
 David Soffer '98
 Diane Rose-Solomon & Andy Solomon 🐾
 Jennifer & Rob Solomon '87 🐾 **FA**
 Zakaria Solotoff
 Southern California Edison
 Anne Parker & Jeffrey Spear
 Adam Spira '92 🐾
 Maja Starcevic 🐾
 Amanda Dumas-Stein & Mark Stein 🐾
 Lori Zukerman & Thomas Strouse
 Viviana A. Suaya
 JaJuan Sudds
 Michael Sugarman '05 🐾 **FA**
 Joanne Van Emburgh & Sam Surloff
 Jane Swindell
 Donata Takahashi 🐾
 Meghan Tally 🐾
 Katie Thoma 🐾
 Ben Thomas

Darcie & Robert Tillis 🐾
 Austin Totty
 Ambereen & Ramez Toubassy 🐾
 Adrienne Tourtelot
 Susan Landesmann & Daniel Treisman 🐾
 Mark Tronson 🐾
 Megan Kissinger & Chris Trunnell
 Lara Tucker
 Lori & Barry Turbow '89 🐾
 Karla Neusom & Thomas Turner
 Garret Tyau
 Jennifer & Spencer Tyler
 David Unger 🐾
 United Way of Los Angeles
 Azita Ashofteh & Farhad Vafae 🐾
 Seena Vafae '16 **FA**
 Jacob Van der Wilk
 Alison Forbes & Andrew Van Hook
 Jennifer Van Hook & Micah Officer
 Damon Van Leeuwen 🐾
 Jacqueline & Adam Varney 🐾
 Vanessa Vazquez 🐾
 Jill & Salvador Velazquez 🐾
 Connie & David Voss 🐾
 Lisa & Dennis Walker 🐾
 Maia & Matt Wapnick '02
 Elizabeth Warshawsky
 Janine & Timothy Watkins
 Nick Webster 🐾
 Karen & Alan Weil 🐾
 Lisa Weinstein 🐾
 Tessa Weinstein
 Evelyn & Manuel Weiskopf
 Kathy & Irwin Weiss 🐾
 Eric Weller
 Michael West
 Jon Westerman
 Amanda Westrick
 Sheila & Trevor Weyland 🐾
 Curtistine Spates White '84 & Tom White **FA**
 Monique Washington-White & Robert White
 Deborah & Richard Winn
 Erik Winston '89
 Phaizon Wood 🐾
 Whitney Wood
 The Wright Family
 Amy Xiong
 Beth & Cyn Yamashiro 🐾
 Emily & Peter Yu
 Sharon Pearline & Hank Zangwill 🐾
 Jenn Zanoria 🐾
 Cathy He & Jianjun Zhou
 Sherri & Marty Zigman 🐾
 Jenny & Ronen Zipkin
 Bonnie Zolkin
 Alejandro Zuniga 🐾

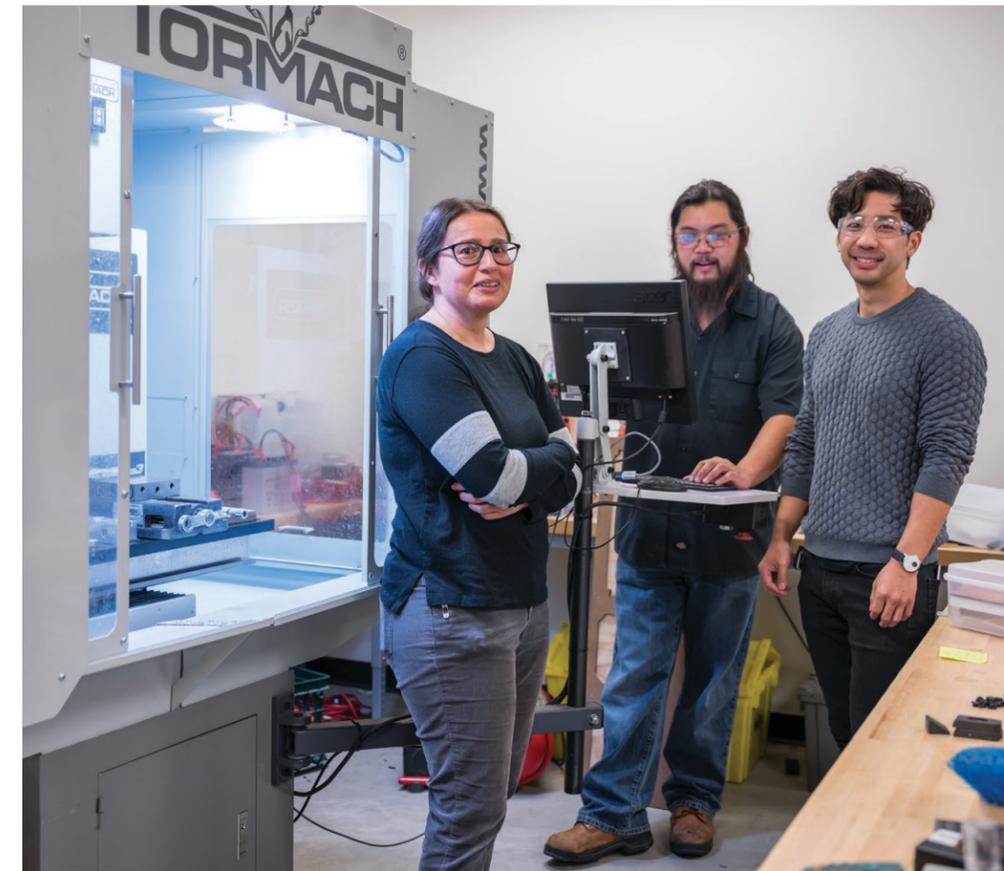
EQUIPPED FOR THE FUTURE

By Regina Rubio, Lab Manager, FOMAD Teacher, and Fabricator Coordinator

There are two spaces on campus where students, staff, and faculty come to learn about new tools and how to use them for their various projects. The CREATE Studio is a hub for students to come together and craft anything that is on their minds and the DEW, Design and Engineering Workshop, is another maker space that is fully equipped with power tools and a plethora of raw materials. Supervision of these spaces are staffed by the Fabricator Coordinators, which I am one of three, and student stewards.

One of the newer pieces of equipment in the DEW is our Tormach PCNC 770. A CNC is basically a machine that mills plastics, woods, and metals. It is like a reverse 3D printer. The CNC is a machine that is operated by a computer according to specific input instructions. Those instructions are generated by graphical computer aided design (CAD) software. Our CNC is the most sophisticated tool in our maker spaces, which requires knowledge in 3D design software and operation and maintenance of the machine itself.

Thanks to Windward's Professional Development Program, supported by the Windward Fund, Max Nishimura, Tri



Above: With support from the Windward Fund, Max Nishimura, Tri Ngyuen, and Regina Rubio were trained to operate the Tormach CNC machine, located in the Design and Engineering Workshop (DEW).

Nguyen, and I were able to attend a week long workshop hosted by NYC CNC at Saunders Machine Works in Ohio. There were two parts to this training. The first part was an introduction to Fusion 360, which is a CAD program that is used by engineers, artists, and makers to design objects in three dimensions. The second part was machining training focused on the operation and use of the Fusion 360 software and CNC milling.

The training was led by one of the top Fusion 360 users and contributors in the country with support from an equally seasoned machinist with over 15 years of experience. Together they formed a powerhouse of information and expertise that drove this intense week long training. There was never a dull moment as we

learned to design fully functional objects in 3D and then mill them on the CNC. We went from idea to design to milling the design in aluminum stock to holding the object that was once an idea in our hands. It was empowering.

Upon our return to Windward, the Fabricators and I were able to develop a standard operating procedure (SOP) for the CNC to ensure the safety of the students and the longevity of the machine. We were also able to construct a curriculum that will give the students the understanding and tools that they need in order to create a design, using 3D rendering software, and run the machine. Our CNC is a huge asset to our Omnicats robotics team and anyone else that is in need of anything cut with unbeatable precision.



CENTER FOR TEACHING and LEARNING:

Centered on Student Learning

In 2018, the administration posed the following question to the CTL staff: What should the next ten years of this space look like?

When the Center for Teaching and Learning opened its doors in 2009, it was truly an innovative student learning space. The open floor plan and collaborative desktop workstations were a far cry from the rows of stacks of libraries past. Back in 2009, smartphones were still brand new, students relied heavily on desktop computers to get work done, and it wasn't uncommon to browse a magazine or use a print dictionary.

In the ten years that followed, technology and student needs evolved. The School adopted a 1-to-1 device program, more and more research and reading was happening online, and students had fewer reasons to use desktop computers.

In Fall 2019, the first floor was transformed into a learning space to serve students over the next ten years. After drawing inspiration from university-level library redesigns, and with generous support from the Windward fund, the CTL space got a complete overhaul that brought new study spaces while also highlighting the range of student services.

"We saw an immediate change in how students interacted with the space. A Middle School science class came in and the students immediately started working in small groups and the energy was instantly more focused and studious," said Co-Director of the Center for Teaching and Learning/Research Librarian Sarah Clark and Research Librarian Cielo-Botello Williams.

With the redesign, the CTL staff was able to nearly double the seating in the

space in a thoughtful way without feeling overcrowded. The new set-up allows students to choose a study environment that works best for them—whether that means the social lounge seating or the various tables for small groups to work together. High-back booths provide a semi-private space that almost function like study rooms. And for those seeking solitude in a bustling environment, there is bar-style seating along the window.

In addition to work spaces, the reimagined CTL space now provides a range of student services, including a dedicated tech support desk, a library and research desk, and an academic support hub. "One of our goals was to really establish the student services we provide. We were really thoughtful about setting our zones," said Cielo and Sarah.

The academic support hub allows Windward's Educational Therapists to

open their doors to all students within the community, with the goal of reducing student stigma of getting support for study skills, time management, and test anxiety. "The CTL remodel has helped to create an inclusive and welcoming space for Academic Support," said Educational Therapist Michelle Richman. "Our work space offers casual meetings that bring comfort to students who are experiencing challenges in their academic life. Students are encouraged to stop by, ask questions, and make appointments. Our layout with glass doors, big windows and white board tables and walls invites learning!"

The new Tech Zone provides a designated space for students to go for technology support, and it's also a place where students interested in technology can have engaging conversations regarding technology or even serve as a consultant.

"I always wanted to start a Student Technology team at Windward and this is that vision coming to life—mostly because we finally have a space that defines that opportunity. We will soon be working with the students in the Computer Science Honors Society. They will be working short shifts to gain experience in both technology and customer service," said Educational Technology and Innovation Coordinator Jenn Zanoria.

But the remodel isn't just centered around technology. Because of the new design, books are making a comeback on the 1st floor. They're more visible now that there are bookshelves near the library and research desk, reinforcing Windward's robust reading culture (Book Club is Windward's most popular club).

So was the remodel worth it?

"It's truly the greatest way the money could have been invested. It's a quick payoff for students. It's been a real game changer for the community and for the students especially," said Sarah and Cielo.



GROUNDBREAKING CELEBRATION

INNOVATION CAMPAIGN
TODAY. TOMORROW. TOGETHER



A GROUNDBREAKING OCCASION

Sunday, March 1 was a momentous evening for Windward as the community came together to celebrate the commencement of construction for Part I of its Campus Master Plan. Many current parents, alumni, parents of alumni, grandparents, trustees, and trustees emeritus attended the celebratory event. The evening featured appetizers & cocktails as well as music, a fly-through video, billboards, community support, faculty Q&A about the new spaces and a history of previous projects. The evening concluded with Head of School Tom Gilder, and Board Chair, Neil Weritlieb, being presented with a certificate of Groundbreaking from City of Los Angeles and leading a special toast to the Academic Hub, slated to be completed in Spring 2021.

The School would like to extend its deepest gratitude for the generous families who have helped shape Windward's current campus into a premier education institution and to our Steering Committee who are leading the effort of our Innovation Campaign.

Thank you to everyone who attended this wonderful evening of celebration!



PART I



Academic Hub

- Total square footage of new buildings: 28,178
- Two stories
- 11 active learning studios
- Middle School Division and Prep Division Suite
- Three Department Offices with breakout rooms
- Second-story Outdoor Deck with two breakout rooms
- Drawing and painting studio
- Graphic Design Lab
- Admissions and Head of School Offices
- Central Courtyard, offering space for students to gather



Schwartzberg Family Bridge

- Wide, landscaped bridge at the west end of campus
- The remodeled Irene Kleinberg Theater, part of the Allison & Bennett Rosenthal Performing Arts Wing



The Allison & Bennett Rosenthal Performing Arts Wing

The west end of the current 100 building will be reconfigured to expand performance opportunities and will include:

- New 1,475 square foot rehearsal studio
- New 1,500 square foot dance studio
- Technical upgrades to the Irene Kleinberg Theater
- The current dance studio will be remodeled into a vocal room, joining the instrumental and vocal programs.

PART II



Innovation & Arts Center

- Over 43,000 square feet of flexible space
- Versatile and technologically advanced presentation space
- Multi-functional lobby
- Black box theater & soundstage
- Allison & Bennett Rosenthal Theater
- Innovation Studio
- Incubator Studio with breakout rooms
- Roof deck for outdoor event space

INNOVATION CAMPAIGN

THANK YOU TO OUR DONORS

We thank the following families for their commitment to progress and their investment in the burgeoning vision of our campus and programming.

\$20,111,456 million raised - \$40 million goal

\$20MM

GOAL: \$40MM

\$2MM+

Allison & Bennett Rosenthal

\$1MM+

Anonymous (1)
Christine & Jordan Kaplan
Jackie & Adam Sandler
The Schwartzberg Family

\$500,000+

The Ahmanson Foundation
Valerie & Faraz Daneshgar
Shannon & Dean Factor
Caroline & Michael Hackman
Dana & Richard Pachulski
The Shourie Family

\$250,000+

Anonymous (1)
Andrea & Barry Cayton
The Crotty Family
Quinn & Bryan Ezralow
Nancy & Jon Glaser
Jenny & Alex Kwit
Allison & Jeffrey Mirkin
Sam Naficy
The O'Connor Family
The Rosenthal Family

Pamela & Matt Schwab
Rita Tuzon & Richard Stone
The Yi Family

\$100,000+

Anonymous (5)
Lori & Howard Altman
Michelle & Gareth Asten
Jennifer Lewis & Peter Benudiz
The Bickman-Ribakoff Family
Nicole & Brad Brooks
Jo Champa
Julia & Jonathan Eng
Angela Asher & Ted Fikre
The Finger Family
The Foster Family
Evanne & Ed Gargiulo
Maria Mancuso Gersh & Gary Gersh
Carol Schwartz & Elliot Gordon '74
Susan Winfield & Stephen Grynberg
Shiva & Cyrus Hadavi
The Koudsi Family
Wendy & Gary Leshgold
Lisa & Kevin Lewin
The Lugash Family
The Mass Family
Michelle & Yariv Milchan
Staci & Adam Miller
Angela & Mark Milstein
The Newkirk Family
Christine & Richard Newman
The Ouchi Tsai Gallon Family
The Pauley Foundation

Kelly & Darren Peers
Rachael & Bob Platt
Laura & Kenny Rogers
Miriam & Stanley Rothbart
The Sachs Family
Paulina & Carlos Smith
The St. John Family
The Stratton Family
The Trilling Family
Trina & Adam Venit
Candice & Perrie Weiner
Amy & Brian Weitman
Elisabeth & Rich Welch
La Donna & Neil Wertlieb

\$50,000+

Anonymous (1)
Alison Garb & John Andrews
Lorraine & Joe Berchtold
Alexandra & Jason Brent
Risa Gertner
Cathy & Josh Goldsmith
Roopal & Dylan Jadeja
Julie & James Kang
Lisa & Brian Kessler
Leah & John Ketcham
Serena & Shawn Levy
Laura & Chris Miller
Judith Hayward & Michael Parks
Kimberly & Joshua Perttula '88
Aimee & Mark Rosenbaum
Sharon & Shawn Sani
Dana & Evan Schlessinger
Nadine Bell & Bart Williams

Up to \$49,999

Randye Soref & Michael Abrams
Jennifer & Chris Andrews
Jamie & Michael Angus
Kamila & Dilip Bhavnani
Karol Watson & Christopher Branche
Rachel & John Edwards
Katherine & Sean Eskovitz
The Farar Family
Ryan & Tucker Gates
Lori & Tom Gilder
Sheri & Michael Green
Jamie & Joshua Gutfreund
The Gutman Family
Stacie & Bryan Hausner
The Kallman Family
The Kane Family
Cathy & Matt Leaf
Debbie & Jonathan Markiles
Emily Kovner Moss '91
The Nichols Levey Family
Lydia & Charles Oppenheim
I-Shyh & Paul Ortiz
Patricia Duncan & Winston Peters
Jessica & Eric Reid
Michelle & David Taub
Courtney & Jared Wolff
Malea & Reza Zafari
Gina Deutsch-Zakarin & Mark Zakarin

Steering Committee

Thank you to our Steering Committee for all of their support throughout this year and for leading the effort of our Innovation Campaign.

Steering Committee Co-Chairs:

Jordan Kaplan
Alex Kwit
Rich Pachulski

Steering Committee Members:

Gareth Asten
Ed Gargiulo
Ann Gianopulos
Maria Mancuso Gersh
Pamela Mass
Matt Pauley
Bob Platt
Pamela Schwab
Moira Shourie
Michelle Taub
Neil Wertlieb

Marketing Committee:

Ann Gianopulos
Maria Mancuso Gersh
Moira Shourie



Donor Spotlight

Maria Mancuso Gersh & Gary Gersh

Parents of James '20

Putting a high value on education is intrinsic for me, and is not something I was taught or was culturally conditioned to. When I was little, I built a pretend classroom in our basement and would spend hours there 'teaching' imaginary students, making and grading assignments, organizing my desk, redecorating the space etc. I've been lucky to love school all my life, whether as a student, a parent of a student, or as a teacher.

Learning communities ought to be magical, and Windward is the best secondary school we've known through our 29 years of raising our four children. It is ambitious and strategic in all planning and pursuit, but also conscious and caring and kind—a place where rigor and nurture live in perfect balance. Giving generously of our time and resources to Windward, and specifically to the Innovation Campaign, has been a source of joy for our family. To align how we value education with our capacity to make a difference is not only a show of confidence in Windward's true excellence, but also an investment in the vision for its future and for the future of every Windwardian. Our children will never be direct beneficiaries of current plans for campus expansion, but Greta '18 and James '20 have each spent six formative years enjoying the forward thinking, generous support of the families that came before ours and, they, in turn, can be proud of the legacy a commitment to Windward ensures. We'll be a part of this place forever!



Alumni Spotlight

Colin Rich '01

JOB TITLE: Founder

COMPANY: Deer Dog Visuals

INDUSTRY: Cinematography

What was the inspiration for your first project that involved capturing the curvature of the earth from near space, and how did this help launch your company Deer Dog Visuals?

I had just moved back to Los Angeles from an eight-year stint in New York City where I had been working as a camera assistant, prep tech at Panavision and occasional cinematographer. I figured that LA would be an easy market to tap into but I struggled trying to get my feet on the ground in the production world. I worked on any job I could find while living at home with my parents. I was feeling frustrated and derailed.

While going through one of my moving boxes, I found some old notebooks- mostly scribbles and ideas I made while riding the subway. In it I had jotted some notes about a high altitude camera platform I designed after reading a story about Joe Kittenger, an Air Force test pilot who parachuted from 102,000 feet.

I spent the next several weeks researching everything I could about high altitude environments, hacking cameras and GPS modules to run custom code, and began constructing the camera and tracking platform so it could survive extremely cold temperatures (-44F). After a trial test run, I launched Pacific Star II from Oxnard which reached a maximum altitude of 124,977 feet (23.67 miles). I took the footage I recorded of the whole trip and cut together a quick little video of the whole thing and the next thing I knew, the video had gone viral and I started getting thousands of emails and messages everyday ranging from job offers, the Today Show, or flat earthers denying the whole thing. It was a fun time. I ended up doing some launches and a talk for PopTech! and helping Penn and Teller out on one of their projects as well as launching a black carbon project for the US Department of Energy. Out of necessity, my production company (Deer Dog Visuals) was born.

Your Trilogy of Light series has garnered over five million views on Vimeo. Share with us your vision for this project and why you believe the series resonated with so many viewers?

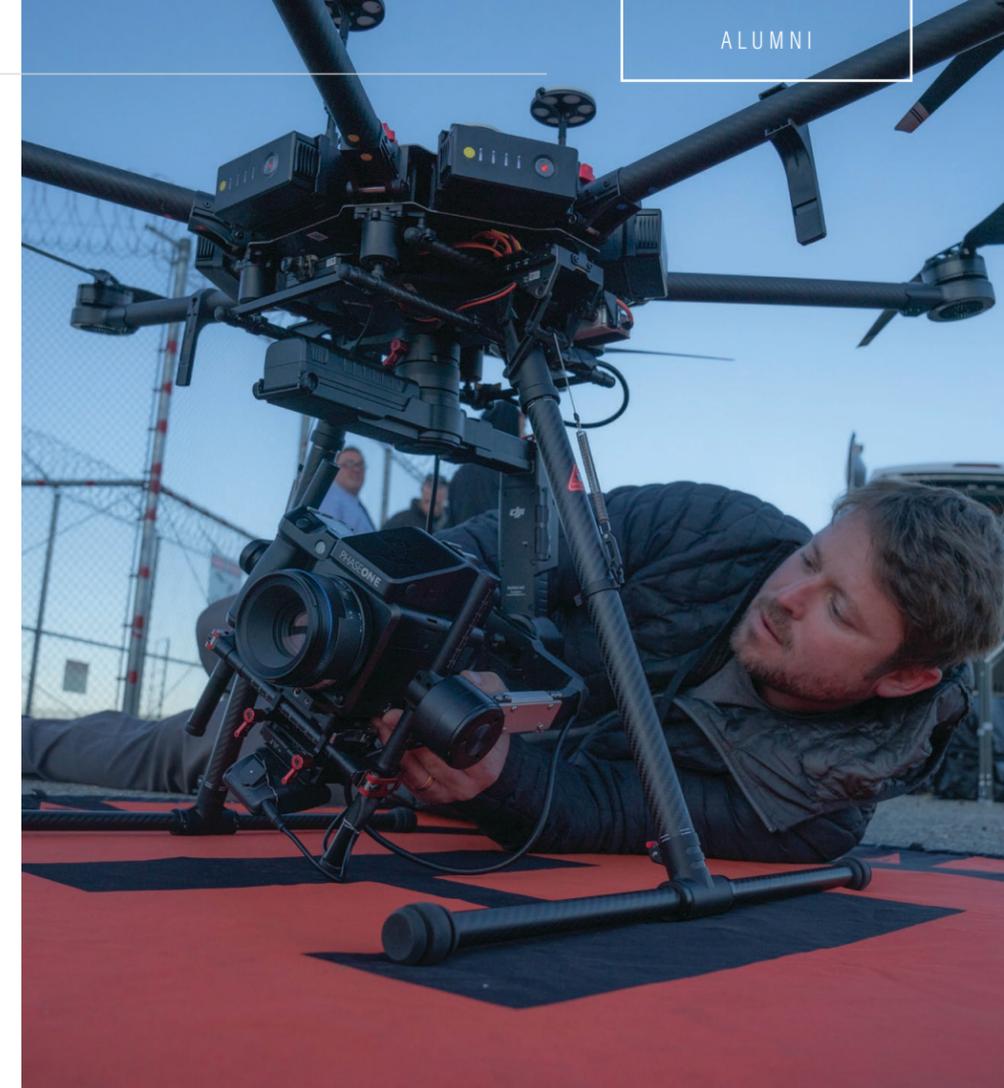
After I finished the high altitude balloon series, I started to work on my next project which was going to be a portrait of Los Angeles. I had always been

fascinated by time lapse photography ever since watching Koyaanisqatsi. I also realized at the time I didn't really know Los Angeles even though I had grown up here; I had a 70 mph perspective. I started shooting 'LA Light' and spent about six months exploring and shooting Los Angeles and realized that one film wouldn't suffice to cover all the angles, so I ended up shooting two additional videos 'Nightfall' and 'City Lights'. Each has a unique energy to them but they all highlight the city as a living organism.

My understanding of why these videos resonated with people is two fold. There's the cool factor of seeing something familiar but in a different way which is unique to time lapse photography. At the time, there were basically no time lapse films of cities, so it provided a new perspective. There's also a sense of belonging that many Angelenos found from watching the videos. Due to the vastness of the topography, I think a lot of people have a hard time finding a sense of belonging, especially with the closed off way we travel through this city in our cars.

Recently, LA 2028 chose you to create a short film that would be representative of Los Angeles in its quest to secure the 2028 Olympic Games. How did you approach this high-profile project?

I think initially with disbelief...that maybe a friend had played an elaborate practical joke on me, but the next day I had a phone call with Mayor Garcetti and Casey Wasserman and the team at LA 2028 about my work and how they wanted me to create a new piece for Los Angeles' IOC presentation in Lausanne, Switzerland. It was going to be the visual representation for Los Angeles. It took me about two seconds to say 'yes' but another week to digest the idea. I felt incredibly honored to be part of the team. I kept thinking back to when I moved to LA 10 years prior and couldn't fathom being charged with a project like this. I spent the next four months shooting on what probably seemed like a Terence Mallick schedule of



only using the clearest days and best light to capture the city. I was also able to once again team up with m83 to put together the soundtrack for the piece. It was a very humbling experience and I am very grateful for being a part of it.

How did your Windward experience help you become the person you are today?

Windward was such a unique experience for me. I always felt that the school prepared me not only for college but also prepared me to work hard and stick to what I was passionate about. The focus, personalization, and diversity of thought at Windward is something that most schools lack but makes students excel. What I do is art and science-centric, two things that Windward really pushed, and I think I am a better person today because of my experience there.

Every teacher at Windward was incredibly passionate about teaching and almost every one of my classes made a lasting impact on me. Kiloh Fairchild's video class basically started my interest in film and television. I was shooting on a green screen in 7th Grade! Tony de los Reyes' art classes were always insightful and introspective while at the same time built up my sense of determination. I really loved those. Tom Haglund sparked my interest in the sciences. Charlie Holmes' wit and kindness was absolutely inspirational to me. I can still recite the opening Gaelic lines to Beowulf (which turned out to be a good conversation starter for my time in Svalbard).



Alumni Spotlight

Nicole Holofcener '78

JOB TITLE: Film Writer and Director

INDUSTRY: Entertainment

When did you know you wanted to be a writer and director, and what do you think attracted you to this line of work?

I always loved writing as a kid but never thought of it as something I could do professionally. I originally wanted to be a fine artist but discovered I wasn't as good, or going to be as good, as my fellow students. It was disappointing, but as soon as I took some film classes (they seemed fun), that was kind of it. I went to film school and made some terrible movies and eventually made a couple of good ones, and that was when I thought it might be possible to have a life doing this. It helped that my family was in the movie business—it seemed like a possibility to do something creative and make a living. It also enabled me to be on sets and work as a production assistant or as an assistant in the editing room. It didn't teach me about writing or directing (school and lots of practice did that) but I got a chance to see what the world was like.

Can You Ever Forgive Me? was nominated for an Academy Award and won the Writers Guild of America Award for Best Adapted Screenplay. What interested you in this particular memoir?

The first draft was given to me by producer Anne Carey to rewrite. I loved the memoir and welcomed the challenge to adapt it. The character of Lee Israel was so original, intelligent, funny and totally dislikable. Who wouldn't want to write about her?

Looking back on your various projects as a filmmaker, what directing or screenwriting experience has been the most memorable for you?

All of my films were intense and personal experiences, mostly wonderful ones. That's not to say it wasn't at times difficult, but I can't say one had more meaning than another or became more memorable for me. I think that's because the stories were so close to me and my own life. Some were more successful (to me) than others, but each was unique and special.

What do you enjoy most about the writing and filmmaking process?

The best thing about writing is that I can do my job in my pajamas with my cat lying next to me in bed. Coming up with ideas that I think are good (I'm a genius!) is gratifying like nothing else. Unfortunately, being unable to come up with something good (I'm a failure!) is not as gratifying. But at least I'm in my pajamas and no one has to know I've had a bad day.

The best thing about filmmaking is being on the set, working with the crew and directing actors. I feel like I'm working from every part of my brain and personality and it's exhilarating and challenging. Watching actors say my words and become the characters that I created is thrilling. Especially when I've been so lucky to get great ones who make my script better, and give so much. After the isolating experience of writing, production is a welcome change.

What mentors or teachers have had the greatest impact on your work as a filmmaker?

I've had some terrific teachers who were very supportive, but I did not have any real mentors. I think I learned the most from the movies that I loved and watched over and over. Hal Ashby, Albert Brooks, James Brooks, Neil Simon, Woody Allen, Martin Scorsese, Martin Ritt, Fellini, Truffaut—too many to mention.

How have you as a writer embraced the idea of following your own voice, and what advice do you have for Windward students working on developing their voice?

I never felt compelled to write in a voice that wasn't my own. It just never occurred to me. I wasn't interested in making a genre movie and the movies I loved the most were personal or funny or sad—ultimately very human. The point was never to just make a movie. It was always about wanting

to say something that was important to me. To express what I found moving or ridiculous or ironic or funny.

How did your Windward experience help you become the person you are today?

Windward made learning fun, and it embraced creative thinking over many other things. The teachers were people first and foremost, and that made them accessible and easier to learn from. They were open and smart and supportive. I felt especially encouraged by my writing teachers, which had a positive effect on my self confidence. Evaluations and feedback consisted of more than just letter grades, which eliminated a lot of pressure and spoke to what the school thought was really important. I felt that I could really be myself there.





Alumni Spotlight

Tae-León Butler '15

FIELD: Medicine

UNIVERSITY: UCLA Medical School

What inspired you to pursue a career in medicine?

When I was nine, I was diagnosed with Acute Myeloid Leukemia, a rare and aggressive blood cancer. The ten months I spent battling cancer could have left me defeated and confused, but I emerged from the experience with a certainty that has been unwavering since: I wanted to become a doctor. As I got older, I realized that carrying the perspective of a patient allows me to see medicine through a different lens. I'm absolutely fascinated by the human body, but I also feel a strong connection to the patient experience. In fact, I almost feel a sense of responsibility to use my unique perspective to help others. Any time this journey gets tough, I'll look at a photo of me in the hospital to help me remember the reason why I started.

As of now, do you have thoughts on a medical specialty?

My heart has bounced around from surgery to oncology to pediatrics, so I'm really not sure what I'll end up falling in love with! I do know that I feel most useful when I solve a problem in my head and apply the solution with my hands, so I'm pretty certain I want to enter a field that is procedure-based. Overall, I'm hoping to go into a specialty that excites me, challenges me, and makes me feel that I am making a direct, life-changing impact in my patients' lives.

What have been your most significant challenges in getting to where you are today, and how did you overcome them?

The most significant challenge I overcame was learning how to cope with failure. I've encountered numerous setbacks, but because no one ever talked about failing, I always felt like I was alone. The most important lesson I've learned from this process is that everyone struggles at some point and failure is 100% necessary for growth. I also realized that there is no reason to compare myself to others. My journey is unique to me, so it makes no sense for me to see how I measure up next to someone else. After I came to those realizations, I redirected my focus back to me, which ultimately gave me the confidence I needed to push through future obstacles.

How did Windward have an impact on you?

More than anything, I remember my Honors Biology class with Colin because it was my first opportunity to dive into the world of science and explore the passion I had developed for the human body. Honestly, all of my teachers cultivated such safe and intimate environments that helped me develop my deep love for learning. Playing volleyball throughout high school and taking part in the Global Scholars Program also equipped me with cultural competencies and taught me how to balance extracurricular activities with academics. Upon graduating Windward, I genuinely felt prepared to succeed at Stanford.

What advice would you share with students who are also interested in a career in medicine?

My biggest piece of advice would be to think about your why, or your reason for wanting to pursue medicine. Medicine is a hard field to pursue, but if it is truly where your heart lies, then all the late nights and endless studying will feel worth it. So I encourage prospective students to uncover why they want to enter medicine, and then to use that why to fuel them through the tough times they will encounter. I also want to remind students that they are not alone in their struggles and that it is okay to hit bumps in the road. As long as you keep your head held high and work hard, you will be just fine!



YOUNG ALUMNI LUNCH

2019

Young alumni graduates from the last five years were invited back to campus on Friday, December 20 for the annual Young Alumni Lunch. Over 250 alumni, seniors, and faculty enjoyed reconnecting over In-N-Out burgers, a dessert tent, and yard games such as cornhole, ping-pong, and Spikeball.

In addition to the lunch, alumni in college had an opportunity to serve on a panel to discuss their college experiences with the 11th Grade class. This annual tradition allows students to hear about college life from alumni and gather insight into which environments might be the right fit for them in the future. The day ended with an Alumni & Student Windward Improv Troupe (WIT) show in the Irene Kleinberg Theater. The performance was well received by students, alumni, faculty, and parents, and was featured on Windward TV for community members around the country to enjoy.



Packaged With Care

This Fall, Alumni committee volunteers and parents of alumni came together to assemble college care packages for our most recent graduates from the Class of 2019. Each assembled package consisted of an alumni branded drawstring backpack, beanie, lip balm, screen cleaner, Starbucks gift card, and a few sweet treats. It also included a save the date with important alumni association and Windward Network events such as the young alumni lunch, alumni soccer game, and alumni WIT show all happening in December! Parents had an opportunity to write a personal note to their child and other students in the class before mailing the care package.

This was a special evening for our parents of alumni, as it gave parents an opportunity to come back to campus, reconnect with each other, and hear about the college experiences of the class. It served as a reminder that although parents of alumni may no longer have a child enrolled in the school, they will still always be a part of the Windward community. Parents of alumni can look forward to the Alumni Food & Wine Festival on Saturday, May 30, where parents and alumni who own or manage restaurants share their culinary creations with the community at large.

Thank you to Alexis Fingold, Tanya Baron, Lisa Provisor, and our alumni committee volunteers for making this care package assembly possible!



2020-21 KEY DATES

**These dates are tentative and subject to change. Please reference the Windward website calendar for the most up-to-date calendar information.*

AUGUST

August 25 — 8:30 a.m.-3:00 p.m.
7th Grade Student Orientation

August 26
8:30 a.m. -3:00 p.m. 7th Grade Student Orientation
10:00 a.m. -12:30 p.m. New 9th Grade Student Orientation
12:30 p.m. -2:00 p.m. All 9th Grade Student Orientation
12th Grade Retreat
5:30 p.m. 7th Grade Parent/Guardian Meeting
7:15 p.m. 7th Grade Parent/Guardian Reception

August 27
9:00 a.m. - 12:00 p.m. 7th Grade Student iPad Orientation
1:30 p.m.- 3:00 p.m. 8th Grade iPad Student Orientation
10:00 a.m. -2:00 p.m. All 9th Grade Student Orientation
11th Grade Student Orientation
6:30 p.m. -8:30 p.m. All 9th Grade Parent/Guardian Meeting/
Reception

August 31 — First Day of School

SEPTEMBER

September 7 — Labor Day (School Closed)
September 28 — Yom Kippur (School Closed)

OCTOBER

October 19 — (School Closed)

NOVEMBER

November 23-27 — Thanksgiving Break (School Closed)

DECEMBER/JANUARY

December 21 — **January 1:** Winter Break (School Closed)
January 4 — School Resumes
January 18 — Martin Luther King Day (School Closed)

FEBRUARY

February 15-19 — President's Day Break (School Closed)

MARCH/APRIL

March 29-April 9 — Spring Break (School Closed)
April 12 — School Resumes

MAY

May 28 — Graduation
May 31 — Memorial Day (School Closed)

JUNE

June 11 — Last Day of School

2020

Camp Registration Open

for Students grades 2-12 | Financial Aid Available!



- Baseball
- Boys Basketball
- Girls Basketball
- Football
- Softball
- Soccer
- Tennis
- Girls Volleyball
- Boys Volleyball
- Beginning/Intermediate Lego Robotics
- CREATE Camp
- Beginning/Intermediate Debate Camp
- Intermediate/Advanced Debate Camp
- Summer Algebra 1
- STEAM Camp
- VEX Robotics
- Broadway Production Workshop
- Dance Intensive
- Improv and Sketch Writing Camp
- Recording Arts and Production Camp
- Advanced Recording Arts and Production Camp
- Rock and Roll Camp
- Visual and Media Arts Camp
- Camp Windward



For more information & to register visit windwardschool.org/summer



W WINDWARD
SCHOOL

11350 Palms Boulevard
Los Angeles, California 90066

www.windwardschool.org

NON-PROFIT
ORGANIZATION
U.S. POSTAGE PAID
LOS ANGELES, CA
PERMIT NO.32365

