LIFTING UP THE COMMUNITY

Online Support Drives Virtual Learning
Advancement Office Contributions
Dawn Barrett  
Chief Operating Officer
Michael Bogmanno  
Director of Advancement Services
Whitney Burke  
Director of Communications and Public Relations
Jeff Gilder ’08  
Director of Alumni Development and Engagement
Ashley Goodman  
Director of Service Learning
Jeff Luke  
Digital Communications Specialist
Lindsay Knaub  
Director of Development and Special Events
James McElvain-Whitman  
Graphic Designer
Robin Pickett  
Director of Windward Network
Jacqueline Varnic  
Director of Development and Major Gifts
Eric Weller  
Director of Windward Fund
Parent Contributions
Evaane Gargiulo  
Julie Sander
Steve Trilling

Photography  
Kevin Chan  
Brandon Kirk Photography  
Ultimate Exposures

Design  
Kevin Chan  
Multimedia Specialist

Original Illustrations  
Mollie McElvain

Table of Contents
From the Head of School  
01 A Letter from Tom Gilder

Academics
02 Academic Support All Systems Go
04 Controlled Experiment
06 Course Spotlight: Science in Baking
08 Coppying Off Their Campus
10 Making Their Case
11 A World of Possibilities Count Me In

STEAM
12 Taking CTRL
14 Robotics Goes Remote
16 Getting CREATIVE

Community
18 Supporting Pathways
20 Digital Workplace
22 All Together Now
24 Connection Reflections
25 Community Appreciation
28 Faculty & Staff Milestones

Campus
30 Retreating Back to Campus
33 Staying in the Game

Athletics
34 Beyond the Game
36 Pivoting for the Season
38 Committed to Athletic Excellence
40 Top of Her Game

Visual & Media Arts
41 Home is Where the Art Is
42 Gold Standard
44 Their Vision, Their Voice
46 Abstract Foam-Core & Clay Food Sculptures
48 MNL: Hosts Robust Workshop Series

Diversity, Equity, and Inclusivity
50 Visible Leadership
51 Understanding Ourselves, Recognizing our Biases
52 Young, Gifted, and Black
53 Justice for All
54 Common Ground

Performing Arts
55 Artists in Conversation
56 Place of Mindfulness
57 Support Through Sound
58 On Point
59 Home-Brewed Talent

Service Learning
60 Service on the Go
66 Holidays at Home
71 By the Book

Windward Fund at Work
70 Donor Roll & Thank You
71 Research & Development
76 Windward Fund Donor Spotlights

Innovation Campaign
80 Building the Future
83 Innovation Campaign Donor Roll

Windward Network
84 Windward Network Testimonials  
Let’s Get to Work

Alumni Features
89 Young Alumni Lunch
90 Groucho Hr
99 Jordan Canada ’91
102 Jai Bhavnani ’20 & Jack Lipton ’19
104 Michael Gittes ’06

Save the Dates  
95 Save the Dates

A Letter From Tom Gilder

Tom Gilder
HEAD OF SCHOOL

For nearly 50 years, Windward has been inspiring students to achieve academic excellence in a nurturing, inclusive community.

This educational experience, inherently, is rooted in routine. Before COVID-19, school was a physical campus full of the familiar—familiar faces, familiar food, familiar programs and structures. So what happens when the school students once knew so well, or as was the case with our new students, had not even had the chance to get to know, is suddenly moved online?

As educators, we knew heading into the pandemic that keeping our routines as consistent as possible while engaging in virtual school would ensure the best possible experience for our community. Bringing the normalcy of campus “home” to our virtual routines allows us to feel connected to something meaningful. This is why we placed our Strategic Plan goal of Community Well-Being at the center of our work for 2020-21.

Along with Core Competencies, and our ever-growing Diversity, Equity, and Inclusion initiative (pages 50-57), it has been a priority of ours that all community members lead balanced, healthy lives while retaining a sense of belonging.

Our shared togetherness is one of the strongest attributes that unites us as Windwardians. At the start of the school year, we put systems in place across all programs to make sure the relationships and networks of support, which are essential to the well-being of our community, could continue to thrive in the virtual world. You’ll see those connections highlighted in the pages that follow.

Perhaps no space embodies community well-being as much as our Center for Teaching and Learning. A central hub of activity, the CTL is a place for collaboration and learning. It’s also a place to flex one’s creativity or seek tutoring, and a place to relax and reconnect. Through mindful planning, the CTL’s commitment to supporting students and faculty in all of their endeavours has remained uninterrupted in the transition to the virtual world (pages 2-3).

During these challenging times, our faculty have gone above and beyond the call of duty, crafting cutting-edge curricula for our students. Each year, Windward’s flagship Capstone program pushes the envelope, preparing Seniors for success in college and beyond (pages 8-9)

This high level of service has extended beyond the academic realm to include social and emotional guidance from our counselors, who have been our first line of support as we navigate the unknowns of a global pandemic (pages 18-19).

And through it all, it has been paramount for us to nurture a continued sense of community, particularly for our youngest students. This idea that we’re all in this together has served as a central focus of our Middle School Athletics (pages 36-37) and Middle School Dance programs (pages 62-63), and we have also invested in strengthening our community-wide Yoga and Wellness program, recognizing the important relationship between mind and movement (pages 58-59).

To further these amazing programs, we must stay abreast of technological advancements and innovative pedagogical approaches. As we move through this pivotal point in our history, it is humbling to witness a record year for our Windward Fund (pages 76-79). This past Fall, thanks to the Windward Fund, we were able to send home Science, Robotics, and Arts kits to all of our students (pages 4-5). The Windward Fund’s success is a direct testament to the resiliency of our community members and their understanding of just how crucial Program Enhancements, Research & Development, and Financial Aid are to the vitality of the School.

I am also truly grateful for the outpouring of support for our Campus Master Plan. Over the last several months, I have watched the construction of our new Academic Hub, now nearing completion (pages 88-83), and it gives me great pride to see the importance our community places on providing our students with such state-of-the-art facilities.

By partnering together in support of our students, I am confident that we will not only come out of this experience stronger, but we will continue to carry out our mission and achieve our ambitious goals for many years to come.

To m  G i l d e r  
HEAD OF SCHOOL
Academic Support All Systems Go

CTL Team Kicks Into High Gear to Lift Up the Community

To many, the Center for Teaching and Learning is Windward’s beating heart. The communal space is the central hub for many of the personal, chance interactions that make up the campus experience, as well as the go-to stop for all research and tech-related community inquiries. With the sudden move to a virtual model, the CTL team increased their focus on two key areas of student support—the assisting team increased their focus on two key

sudden move to a virtual model, the CTL

The CTL also applied a community-based mindset to its approach to fostering a culture of reading, a process that began last Spring with the launch of the “Windward Reads” website. Using this hub for student readers, the CTL was able to continue to grow its readership by offering curbside pickups for reserved books, hosting virtual book clubs, and creating discussion by way of student-curated suggestion lists. By working closely with student groups, such as the Student Book Club, as well as adding new events, like the 7th Grade Reading Social, the CTL continued to serve as an encouraging gateway to the literary world.

That collaborative approach extended to the Studio for Writing & Rhetoric, which pairs interested 7th Grade students with a Junior or Senior writing buddy. “I am hoping that having a dedicated mentor will go a long way toward making our youngest students comfortable with visiting the Studio,” said Maja Starcevic, Director of the Studio for Writing & Rhetoric. Though helping students in navigating their new normal was the CTL’s primary focus, they also have provided a strong level of technical and curriculum-based support for faculty. “While remote, we continue to partner with faculty in a variety of ways, from acting as consultants or sounding boards for doing big picture brainstorming to in-class support and instruction,” said Sarah Clark, Director of the Center for Teaching and Learning and Research Librarian.

Michelle Richman, Associate Director of Academic Support, added, “I have been reading books related to parent perspectives of children with learning challenges. Understanding the home environment to better emphasize, connect, and support families is key right now, when all of our students are spending their time in their homes.”

With a full year of virtual learning under the CTL’s collective belt, their approach to teaching and learning continues to grow. From adding new resources to the School’s ever-growing virtual School LibGuide, to providing information updates, suggestions, and support by way of the monthly CTL Faculty newsletter, the CTL works to ensure that despite the limitations of virtual school, our community remains as connected as ever.

Illustration: Mollie McElvain

Illustration: Mollie McElvain

Illustration: Mollie McElvain

Illustration: Mollie McElvain

Illustration: Mollie McElvain

Illustration: Mollie McElvain

Illustration: Mollie McElvain

Illustration: Mollie McElvain

Illustration: Mollie McElvain

Illustration: Mollie McElvain
The Windward Science and Technology department strives to develop students who possess an enthusiasm for science, and the team was determined to not let a pandemic stand in the way of that goal. Challenging scientific concepts and authentic, hands-on problems and assessment are key tenets of Windward’s science curriculum, and while COVID-19 may have prevented students from accessing on-campus science labs, it hasn’t stopped them from experiencing all that Windward’s science curriculum has to offer while at home.

Throughout the Fall, students received to-go kits for their science and robotics classes, which has allowed for engaging learning at home. The kits have been a game-changer for students’ ability to perform science experiments from anywhere.

“The lab kits for Middle School science have turned a good online curriculum into an exceptional online curriculum,” said Middle School Science teacher Kevin Kloeker.

The Science and Technology department encourages thinking and problem-solving skills through the use of project and problem-based learning, and by sending kits home, students were able to continue learning these essential skills in the virtual lab world.

“We are really excited to be able to send materials home to students. It is so important for students to be able to do science. Students need to see and experience science for themselves in order to get excited by it. Such a large part of our science program is based on labs, hands-on demos, and experiments to bring science to life for our students,” said Science and Technology Chair Becky Carter.

“For all the reasons this is a great idea when we’re in person, it’s a great idea virtually too, and we’ll take any opportunity we’re given to send that world home to students. Students have loved this part of our program and have really appreciated the ability to be more directly engaged with the material. In addition, students now spend so much time sedentary and in front of a screen, it’s great to get them up and active!”

A huge thanks goes out to our amazing Windward faculty and staff who assembled and distributed these various home kits. Our remote learning model has never been more dynamic, and our community is so appreciative of the teachers’ hard work and dedication to ensuring students continue to engage in science as scientists.
How Baking Works: The Math and Science of Dessert (Fall)

Taught by: Ben Delviche

Although the process of baking might seem mysterious, there are important scientific and mathematical principles that underlie the sweet treats that come out of the ovens. With the right ingredients, techniques, and heat at your fingertips, you can make an infinite number of different baked goods. This course will explore the math and science behind the decisions a baker makes from beginning to end. Some of the questions we will explore include: Why baking soda versus baking powder, or even sometimes both? What happens as bread is kneaded, and is kneading always necessary? From writing and analyzing recipes expressed in baker’s percentages to identifying the physical and chemical changes taking place in the oven, students will learn and do!

Where did the idea for this course come from?

This is an idea I have had for quite some time. Baking is full of different applications of chemistry and biology and, of course, lots of math. Even though I have incorporated baking into many of my classes—including an entire unit on ratios, proportions, and percentages in Advanced Pre-Algebra—I have always envisioned an entire course devoted to the math and science of baking. Baking has been a huge part of my life and while working in bakeries or studying on my own, I have gained a thorough understanding of the relationship between baking and science. I was teaching and learning. Baking is so hands-on—was this course difficult to adapt to teaching remotely?

Math and science are critical to the success of baking. A recipe can be broken down into the percentage of each ingredient compared to the amount of flour (these are called baker’s percentages), and the same ingredients can be used to make a variety of different products depending on the science behind the procedural approach.

How does math and science factor into baking?

We were restricted by the types of experiments we could execute based on the equipment and ingredients we could send home. As a result, we focused primarily on bread this fall. It is extremely fascinating to me that just four simple ingredients—flour, water, salt, and yeast—can lead to such different results depending on the proportions and methods. I am so thrilled to have been able to teach this course this year, and want to thank Becky and the Science department for giving me the opportunity and the students who signed up for bringing so much enthusiasm and excitement for the material.

What was a favorite project (dessert) that the students made?

A favorite of the course this year was pillow bread made with a method of pre-gelatinizing some of the starches in the flour in order to achieve a longer shelf life and delay the process of starch retrogradation, one of the key elements in bread staling.

What are key takeaways from a course like this?

One of my biggest goals for the course was that students would leave with the ability to analyze a recipe and explain the decisions made surrounding the types of ingredients used, ratio of ingredients, mixing method, and way of applying heat. Even more, they would be able to suggest alterations to the recipe in order to achieve a product with certain desired characteristics, using mathematical and scientific principles to justify their reasoning.

How do students’ progress tracked in this class?

Each week I teach the students a particular concept, such as the importance of pH in hydroponics, as well as how to handle related equipment. The students then film themselves completing the task of that day in order to show me that they have successfully mastered the skill and so that I can make sure they are doing things safely and correctly.

What do you hope students take away from this class at-home experience?

I hope they have fun, first and foremost, Second, I hope they feel confident enough with the fundamentals of hydroponics in order to continue it as a hobby afterwards or pursue more advanced information.

Hydroponic Gardening (Spring)

Taught by: Dorothy Lee

Hydroponic gardening is a method used to grow plants without soil. Throughout this course, students will maintain their own hydroponic setup to grow kale from seeds as well as learn about relevant biology and chemistry concepts. This is largely a project-based course, but students will also choose to research the environmental, social, or economic impacts of hydroponic gardening. Prior experience is not necessary, only a commitment to learn and do!

Where did the idea for this course come from?

A few years ago, I came across the blog of a college-level hydroponics course. It was run by a post-doc student who was interested in creating a class that fully embodied STEAM (Science, Technology, Engineering, Art, and Math). The discipline of hydroponics alone covers knowledge and skills that fall into the STEM category, but the addition of an Art component was unique. She incorporated Art by teaching the students to code multi-colored LEDs that would light up a paper sculpture, which would represent the spirit of the hydroponic garden.

What is the importance of teaching hydroponic gardening, from an environmental education standpoint?

Each week I teach the students a particular concept, such as the importance of pH in hydroponics, as well as how to handle related equipment. The students then film themselves completing the task of that day in order to show me that they have successfully mastered the skill and so that I can make sure they are doing things safely and correctly.

Running this course at home allows each student to be fully responsible for their own setup and to be fully engaged at every step. However, we are more limited in the scope of what we can accomplish at home due to the complexity and cost of certain equipment.

What are the challenges of doing projects like this remotely rather than on-campus? Are there any benefits?

I hope they have fun, first and foremost. Second, I hope they feel confident enough with the fundamentals of hydroponics in order to continue it as a hobby afterwards or pursue more advanced information.

Hydroponics is a discipline that has the advantage of being fun as well as incorporating all of the aspects of STEM in a necessary and authentic way. It is also a STEM discipline that can attract female students more readily. Simultaneously, hardcore STEM students can find their horizons broadened.
The 2020-21 school year marks the fifth time Windward has offered its culminating curriculum—the Honors Senior Capstone Program. In order to graduate, all Seniors must complete an Honors Capstone, a yearlong course that is designed to ensure that every Senior participates in an in-depth research experience in a selected area of passion guided by a dedicated teacher.

All Capstones involve research and many also include experiential and entrepreneurial components, interdisciplinary work, artistic expression, collaboration, experiments and analysis, and/or service-learning. These courses culminate in May with a community-wide oratorian, experiments and analysis, and/or interdisciplinary work, artistic expression, collaboration, experiments and analysis, and/or service-learning. These courses culminate in May with a community-wide celebration of learning to highlight the intellectual curiosity of Windward’s Senior scholars.

During the current school year, seven Capstone courses are being offered: Historical Analysis, Psychology, Collaborative Arts, Ethics and Leadership, Social Justice and Public Policy, Spanish, and Data Analysis.

Over the years, Windward’s Historical Analysis Capstone has been a favorite among Seniors. For 2020-21, JP deGuzman and Regan Buck Bardeen took the reigns of the course.

The Seniors not only receive support from their fellow peers, but from Windward’s CTL faculty as well, whom they’ve been working closely with all year.

“Sarah and Cielo have done a fantastic job of directing students towards accessible online sources. As research librarians, they meet with students to guide them through the maze of online scholarly research. It has also been wonderful to have them as part of the team cheering our students on through the challenges of a virtual Capstone,” said Regan.

While the History Capstone is focused on a single research project, the project is broken down into various pieces, a format that aligns well with what the students will encounter in college. The students start by writing a research proposal that requires a list of research questions and a description of historical context. Then they begin to flex their historical research skills by diving into the scholarly literature for their topics, in order to develop a working thesis.

“The writing of the long essay requires these students to do sophisticated historical thinking, and to stay organized and self-motivated—skills they’ll use during a quarter or semester-long college course,” said Regan.

Another favorite Capstone this year has been Tony de los Reyes’ Social Justice Capstone, which seeks to enroll motivated and curious students who are interested in engaging deeply with social justice and civic action.

“The course spans many different topics of social justice issues, using literature as reference material and providing resources such as guest speakers. It’s very open and creative, giving students the opportunity to think critically about issues we care about and design projects, which allows us to be truly invested in what we’re learning about,” said Riley Tanner ’21.

The course’s shift to an online model allowed for more opportunities to host a diverse set of guest speakers from all over the world.

“With everyone all over the country being on Zoom, we have had some pretty great guest speakers. If we were in person, I think it would be tough to have these speakers, but Zoom has opened up this opportunity, and I feel like my understanding of social problems has been enhanced as a result,” said Kevin Crosson ’21.

Core elements of the course include developing social and cultural understanding, building empathy for self and others, and finding, framing, and solving problems.

“By learning about and diving into topics related to racism, immigration, and climate change, we are forced to grapple with real world issues and learn how to construct effective solutions. With this kind of honest exposure to our own reality, especially in Los Angeles, we become aware of our unique passions and interests in the social justice realm, eventually cultivating our own investigation of a certain problem in the latter half of the year,” said Emma Gargiulo ’21.

Emma added, “Despite the difficulties of the pandemic and online learning, my Capstone course has given myself and my peers hope that we can still make an impact in the lives of others even when it seems impossible.”

The Capstone Program is a valuable, intellectual experience, which creates tremendous growth for Windward’s students, allowing them to walk into a university with a college-level experience beyond APs.

Perhaps this is most evident in Windward’s Spanish Capstone, taught by Richard Bailey, which allows those students who’ve made it to fifth- and sixth-year Spanish classes to progress their growth in the language beyond the typical AP curriculum. The fact that the course is taught in Spanish offers an additional opportunity for students.

“By the time students arrive at this level, they are able to freely and comfortably carry out discussions and collaborate on tasks small and large all in Spanish. So just like other Capstone courses, the content takes center stage,” said Richard.

The overarching theme of the Spanish Capstone is identity, and the class explores it as ego, super-ego and id, as intersectionality, and as one’s definition of self via their accumulation of experiences. “Of course, Identity as we explore it is a hydra-head of other sub-themes: cultures in contact, immigration, political violence and repression, social justice, the definition of family, societal evolution,” said Richard.

“The Spanish Capstone allows for creativity and exploration of questions driven by the students. They are free to pursue their interests, thus making the language a vehicle for these explorations rather than an end in and of itself. Over my many years in the classroom, I’ve observed that the most successful language learners were the ones who found an application for the language. To do otherwise—to study language for language’s sake—is linguistics. While linguistics may be my and others’ passion, most of us are better served when we realize that language is a tool. The Spanish Capstone allows students to come to just that realization.”
Making their case
Windward debate team performs strong at virtual tournaments

In a year permeated by a mood of uncertainty, while many of our beloved activities remain suspended in limbo, the Windward Speech & Debate team forged ahead undaunted. The Wildcats pounced into a season of virtual tournaments with characteristic gusto, competing at 15 tournaments in the events of Dramatic Interpretation, Extemporaneous Speaking, Congress, Impromptu, Parliamentary, Lincoln Douglas, and World Schools debate. At the Stanford Invitational, Windward joined 390 institutions representing 40 US States and eight countries. In the event of Parliamentary Debate, 94 teams squared off over topics ranging from abstract philosophical questions to complex theoretical issues raised by social construction in the "Are People Real?" seminar, and engage in often contentious, yet always civil, political dialogue with one another in the weekly current event seminar.

The prospects for the Wildcats are bright for the upcoming State and National qualifying tournaments that take place in March, Emma Green ’21, Sam Siminou ’21, Luke Gialanella ’23, and Meiyi Wang ’23 will once again return to seek their bids to the State and National tournaments. Joining them are a squad of young debaters who have already claimed top places finishes throughout the year at Western Bay Forensics League tournaments.

The Middle School Debate team had a great debut for 2020–21 in the New Roads Debate Tournament on October 24. It was the first virtual competition for the debaters, and the event went off without a hitch. The Wildcats finished the competition tied for First place among six participating schools, while the two- and three-person teams and individual speakers got off to a great start as well.

With 38 teams, and 106 speakers, Windward had three of the top five teams and three of the top five individual speakers. The 7th Grade team of Lila Ahitov, Diego Anderson, and Samantha Gardner, finished Second Place overall. 8th Graders David Estrada and Carter Mitchell competed as a two-person team and finished in Third Place, while 8th Graders Van Lindelof, London Maslow, and Teddy Sipkins finished Fifth. Individually, David came in Second Place overall, followed by Bella Kapoor in fourth and Van in Fifth.

For students in World Language, the national honor societies induction marks an important step into a larger world. On November 4, the Windward World Language French, Mandarin, and Spanish honor societies welcomed a total of 41 new members into their respective national honor societies.

The first-ever Zoom induction ceremony took place at lunchtime and was led entirely by student officers in the target language. World Language faculty and students had a great chance to catch up on screen prior to the three induction ceremonies, ensuring that the unique event still remained a rousing success.

The World Language faculty looks forward to a long and fruitful partnership with its new and returning honor society members this school year as they discover new opportunities to serve as cultural and linguistic ambassadors in service to others both within and beyond the Windward community.

Congratulations to the new inductees on their fine record of achievement in World Language!

Count me in:
MIDDLE SCHOOLERS FLEX THEIR PROBLEM SOLVING SKILLS

This past November, 157 of Windward’s Middle School students challenged themselves in the American Mathematics Contest 8. Competing online with nearly 56,000 students from around the country, the contest is administered by the Mathematical Association of America (MAA) to promote the development of problem-solving skills.

“The AMC is a chance for students to challenge themselves with non-traditional problems that require careful interpretation and strong problem-solving skills,” explained Mya Caruso, Math Department Chair, “as well as a chance to see how they compare to students across the country.”

The top 25% in the country scored ≥ 13 on the AMC 8, which included all of Windward’s First through Third Place scores. Only 57 students nationwide—just 0.1% of all participants—earned the highest possible score of 25.

We’re so incredibly proud of the hard work and dedication of our Middle School math students!
Taking CTRL

(18th Grade Students Host Middle School Virtual Coding Crash Course)

Wanting to expose Middle School students to the same STEAM principles that inspired them, on October 10 and 11, Isis Ginyard ’23 and Justine Ludden ’23 hosted a virtual two-day crash course in coding for Middle Schoolers. The course, taught to seven 7th Grade girls, featured introductory sessions in coding and animation, as well as intermediate sessions in JavaScript.

What is your favorite thing about STEAM in general and your favorite thing about STEAM at Windward?

Isis Ginyard (IG): My favorite thing about STEAM is how it allows me to be creative. I love science so much because we are constantly learning more about how our world works. My favorite thing about STEAM at Windward is the plethora of clubs they have for students who enjoy STEAM. There are so many opportunities for students like me to pursue our interests and do something we enjoy with our peers.

Justine Ludden (JL): My favorite thing about STEAM is how it uniquely encompasses five different disciplines allowing for a new level of creativity and innovation for a multitude of things. I get to take my passion for learning and apply it to a variety of sciences and extra-curriculars! It is so hard to choose just one thing about STEAM or science to call my favorite, but Windward does an amazing job with STEAM through a large variety of STEAM-related clubs and activities for students to join.

How did the two of you decide what coding language you would teach during the course?

IG: I came up with the idea for our Virtual Coding Crash Course over the Summer because I wanted young boys and girls to see positive images of women in STEM. I feel like there is an underrepresentation of women in tech, and I thought it was important for young people to have female role models who are good programmers.

JL: I decided to teach JavaScript because after learning it in a unit in geometry, we began to explore the technology side of STEAM and began gaining interest. We wanted to give other Middle Schoolers the opportunity to see if they would enjoy coding. JavaScript is a user friendly platform that still provides the building blocks for AP classes in Upper School that use Java.

What was the inspiration for your Virtual Coding Crash Course?

IG: I had an amazing time leading this event and I would love to do it again. The girls were amazing and we had a wonderful time together. The crash course was great because it was a really supportive environment where we all helped each other learn and grow.

JL: I had such a great and eye-opening time leading an event like this. Sometimes it is easy to assume that the lack of girls in STEAM is due to a lack of interest, but talking with all of these Middle Schoolers about their newfound interest in STEM or coding at the end of our crash course helped me see that girls want to participate, and should feel comfortable enough to do so! I would love to do it again and not only share my knowledge of JavaScript, but also of Java and HTML/CSS for all the interested coders!

What was your favorite part of the course?

IG: My favorite part of this experience was bonding with the Middle School girls. We had so much fun, and it felt really nice to be a part of a group of girls who love STEAM.

JL: My favorite part of this experience was seeing Middle Schoolers who ended up going above and beyond our lesson and tasks because their interest in coding blossomed after being exposed to it. Most students aren’t naturally exposed to coding, and allowing Middle Schoolers the chance to code in a world where technology is becoming more and more prominent was so much fun!

Why is it important to you to engage girls in STEAM, especially at a younger age?

IG: It is important for me to get younger girls interested in STEAM because I wish I would have had a mentor who would have guided me along my journey. I learned a lot about STEAM on my own, and I always heard how boys were usually the ones in science. I want to show young girls that they can be the exception to the rule. Being surrounded by women in STEAM is a really empowering experience, and I want as many girls as possible to feel empowered too.

JL: It is important for me to get more girls interested in STEAM because as a girl involved in STEAM, I know firsthand the obstacles one faces, and I believe that if I can prepare or offer up any useful advice, I should. STEAM is never thought of as a field for women, but as the latest chemistry Nobel Prize winners have shown us, women can be a part of STEM and can make a difference. However daunting this field may seem to younger girls, I want them to know it was just as daunting to me, and that they have a mentor or someone to turn to if they want to.

Do you have any advice for aspiring young girls wanting to get involved in STEAM?

IG: Find a group of girls who also like STEAM so you guys can work on projects together. Coming to Windward was such an amazing experience for me because for the first time in my life I was surrounded by so many girls who loved STEAM, and it empowered me to always strive for more.

JL: Always remember to remain confident in your ability and intelligence. It is sometimes easy to lose sight of your worth in fields that aren’t always welcoming, but try to remember that you are! Keep pushing forward and working hard, and take advantage of the many clubs Windward has to offer to promote both STEAM and Girls in STEAM!

WINDWARD MAGAZINE • 13
Robotics Goes Remote—
Omnicats Code From the Kitchen

This year has not been a typical year for any of the programs and people at Windward, and the Windward Omnicats are no exception. Without in-person designing, building, coding or competition, Windward’s Robotics team had to adapt.

Starting in the Fall, two competitions were crafted to help our students participate. The first, Soda Stack, was a home-made competition designed to engage our new 7th through 9th Grade team members. Students were sent home kits of the VEX robotics Clawbot along with a few additional sensors. The way the game was designed to be run, students would build their robots, write their code and then drop off their robots on campus.

On the day of competition, the field was assembled in the CREATE Studio and a video feed of the field was set up so that students could see a top down view of the field from Zoom. Students would call into one of the adult drivers, Tri, Simon, or Max. The drivers would then pilot the robots adhering to the student commands over the phone while everyone watched the action on Zoom. The first competition was held in October and the second in early January.

The second competition was a showcase of robots independently designed and built by our veteran robots students, who play the VEX game, Change-up. Instead of a predetermined design, students were given a tremendous amount of latitude within the constraints of the VEX competition rules—namely, only VEX parts could be used and the robot needed to fit within an 18” x 18” x 18” cube. Students worked together over Zoom, came up with fully realized Computer Assisted Design (CAD) files and drafted bills of materials. These materials were sent to individual students to complete the construction. In mid-January, these creations were brought to campus. Each was ‘triied out’ on a regulation VEX field in the CREATE Studio.

A third pursuit of the Robotics team, independent of these two competitions, was participation in a virtual Rose Parade. This Fall, during a robotics coaches Meetup hosted by two of Windward’s Robotics Mentors, Joan and Rich, and Simon, a local coach came up with the idea to approach the Rose Parade organization to ask if local teams could decorate robotic floats and submit video of them for a virtual parade. A small, dedicated group of Omnicats worked together to craft a small likeness of the FRC field and put it atop a VEX chassis. They then filmed the robot and submitted the footage. Theirs was among a handful of local teams featured on the Rose Parade official Facebook page.

As the Omnicats move into the Spring, they have ventured to adapt again to allow as much engagement and participation as possible. A new, home-made game was created by the Omnicat Mentor group, Rubble Rescue. The game is intended to allow students to create a robot from any platform they desire and ultimately play the game by controlling their robot remotely. This requires the use of a new set of ‘robot brains’ that have wifi capability. The premise of the game is a rescue operation after an LA earthquake. Student robots participate one at a time trying to save trapped people, represented by eggs, without hurting them. The field can easily be set up in a parking lot with easy-to-obtain materials.

So far, more than 20 individual robot kits have been sent out to Omnicat team members. It is expected that our first in-house competition will happen by mid-April.
Max Nishimura, Windward’s resident tinkerer, hasn’t let the pandemic close the CREATE Studio’s doors. He was determined to ensure that all students could continue crafting and building, even from home. Crafting and making has thrived remotely this school year with CREATE Studio to-go kits available for various workshops, led by our very own team of CREATE Studio stewards.

CREATE Studio to-go-kits include tools and materials from the CREATE Studio so that students can have their own mini-makerspace at home!

“I believe to-go kits are an essential component to virtual learning as they allow us to continue to work in the physical world. Humans are experiential beings and we learn best when we’re creating, building, deconstructing or manipulating tools in the real world,” said Max.

The program meets every Tuesday and Thursday (3:15 p.m. - 5 p.m.) during which the group uses its time to brainstorm, research, share ideas, design, prototype, build and document their projects.

Max also worked with the Class of 2021 on a Senior Collaborative Quilt. “Each student designed a fabric square during their on-campus November retreat, with themes ranging from clubs and sports they were a part of, memories they had on campus, or a special message that commemorates their time at Windward,” said Max.

Meet This Year’s CREATE Studio Stewards!

A CREATE Studio Steward is a student leader who models the studio’s values and mission through their own creative work as well as through facilitating the creative work of others. They help manage the studio in various ways: by providing assistance to other students in the space, promoting safe tool use, walking students through the tool certification processes, running workshops, and helping with studio maintenance tasks. This year, Stewards have been working tirelessly to adapt their workshops in a virtual setting to be able to share the joys of making and creating with the wider Windward community.

Jenna Gestetner
Phoebe Fingold
Jacob Berchtold
Ava Gargiulo
Layla Olmos
Mitchell Brodie
Theo Mass
Lawrence Paccione
Zane St. John
Leiyth Toubassy
Jake Eaton
Alex Solomon
Tea Fishman
McQuaid Harlen-Goodrich
Jude St. John
Konrad Howard
Ben Blau
Misha Sharif
Peyton Fingold
Yasmine Toubassy
Lola Lugash
Ben Mayer
Yoli Koren-Pinto
Dylan Henry Reid
Jet Jadasa

CREATE Studio Workshops

Music Bracelets
October 26 & 30, 2020

Students learned how to design and make a scannable Spotify or Apple Music bracelet. Materials for the workshop were shipped to students’ homes.

Halloween Workshop
October 27, 2020

Workshop featured three breakout rooms to learn how to make Edible Fake Blood, Spooky Marshmallow Bites, or a Black Cat Plushie.

Holiday Pop-Up Card Making
December 8, 2020

A fun, festive and creative holiday pop-up card making workshop led by Studio Steward Misha Sharif, who shared tips and tricks on how to create two unique holiday cards.

Creativity is key to the Windward School community. The CREATE Studio provides a space for students to explore, experiment, and create, fostering a culture of innovation and ingenuity. With the help of dedicated stewards and innovative programming, the CREATE Studio ensures that students continue to thrive and grow, even during challenging times.
Supporting Pathways

Windward closed its campus doors to students, faculty, and staff exactly one year ago. A decision that was initially met with cheers by students was quickly followed by uneasiness as they found themselves navigating an unknown future—one lacking face-to-face connection with their peers and the in-person support they were accustomed to receiving from faculty and staff.

Last Spring, Windward’s Counseling team immediately leaped into action, adjusting its on-campus support model to function smoothly in a remote learning structure. This included engaging in research and exchanging best practices with local counselor groups and counseling organizations at the collegiate level. While they may have adapted their model to best fit the virtual world, the counselors’ commitment to supporting students’ well-being has remained unchanged.

“Anytime I connect with students and have the opportunity to support them, I am reminded of why I entered that helping profession and why I love what I do. Being able to support students and really any member of this community is such an honor and privilege for me,” said Sarah.

Windward’s three-pronged division structure, in which one counselor is assigned to each division, is designed to ensure that the highest level of support is given to Windward’s students. In addition to the one-on-one check-ins that the counselors offer their students throughout the year, the team is also actively engaged in Windward’s Seminar program.

In the Middle School Division, Tammy’s role in Seminar focuses on Diversity/Inclusion/Equity. “Given the current issues and climate in our country, Seminar has seamlessly allowed 7th Graders the space to discuss opinions, feelings, and their experiences as it relates to their role as active participants in upholding these values within their school community and beyond,” said Tammy.

In the Prep Division, activities related to identity, connection and mental health are included in most weekly lessons. Windward has partnered with Project Wayfinder, a program started at Stanford that adds breadth and depth to the 9th Grade curriculum and also focuses on social and emotional development.

The overarching theme in the Collegiate Division has been finding purpose and discovering more about what that means to students as individuals and to the greater class and community. Sarah’s role in the Seminar program has been that of group facilitator, bringing in outside experts on topics of drug education and sexual health and relationships.

For the 2020-21 school year, the Counseling team extended its support model to the parent and faculty community as well. In Fall 2020, the counselors discussed ways they could connect with parents to both support and provide education as they move through these difficult times. Out of these discussions came a brand new series, “Counselor Conversations,” the goal of which is for parents to create support amongst one another to share wisdom, experience, and challenges in raising teens.

“We are all parents, and we recognize the importance of sharing ideas and experiences with each other. We often hear “it takes a village,” and we believe that is true with raising teens,” said the team.

“As counselors, we have always believed that all members of the community should have the support they need, including parents,” they added.

For faculty and staff, the counselors have offered weekly lunch hangouts for connectivity, and another space for teachers who are managing child care while working remotely. An extension of further conversation is also happening with Peer Counselors creating space for more conversation with their peers.

While this year has had its fair share of challenges, it is a reminder to the team just how important their work is to the well-being of the Windward community.

“Any opportunity I have to listen, validate and support students, parents/guardians, or faculty is very satisfying. Connecting with students one-on-one, discussing parenting and checking in with colleagues makes me appreciate working at Windward. I’ve missed in-person connections tremendously, but I recognize through all of this how lucky we are to have such a supportive community of students and parents who value learning and a faculty who do anything to support students’ education,” said Gail.

Engaging with students, parents, faculty, and staff this past year has not only allowed the counselors to feel closer to all Windward community members, but they feel more connected to the job itself as well.

“The pleasure of being able to comfort, validate and “just be there” for someone is magical and lifts my soul. To hear that students, parents, and colleagues feel so much better after speaking or connecting affirms for me that I am in the right place doing what I so enjoy and value. I now understand how much this work and moments of growth and healing has had an impact in my own journey of well-being,” said Tammy.

It is frustrating to not be in person for school, to miss your friends, and to struggle with motivation. We believe being hopeful and positive makes each day a little brighter. We will get through this and ultimately be stronger and more resilient. On difficult days, it is important to remember this is new for all of us and there is no blueprint for living through this pandemic; therefore, it is especially important to be gentle, patient, and understanding for our own personal well-being.
Each year, Windward students look forward to Buy It On The Bridge, a student-run marketplace on the Leichtman-Levine Family Foundation Bridge, where student vendors sell products to students and faculty. With COVID-19 restrictions in place, Windward hosted its first-ever virtual Buy It On the Bridge this past November via Zoom. This year’s event was hosted in honor of beloved former Windward faculty member Ernie Levroney who passed away on July 20, 2020. Ernie was responsible for bringing the Buy It On the Bridge tradition to Windward when he served as Windward’s Director of Entrepreneurship and was passionate about teaching students to love entrepreneurship.

Despite the challenges of a virtual event, student vendors forged ahead offering products such as handmade earrings, necklaces, keychains, masks, slime, and candles. In addition to handmade items, students created custom products such as phone cases engraved with buyers’ names and decorated with characters from the popular new game Among Us. Other students showcased their artistic talents by selling their paintings, or offering to draw a high-quality portrait of any person or pet in colored pencil, graphite, digital art, or pen.

With the event being completely virtual, vendors were asked to prepare demos of their product in advance and, from those slides, the Entrepreneurship team created a slideshow to market their products to the full student body. This allowed students to hone their marketing skills to attract potential buyers and develop compelling pitches to articulate the value proposition of their products. Once buyers joined the vendors’ breakout rooms via Zoom, vendors gave a demo of their product, shared their background and relevant expertise related to the product being sold, discussed payment options, and answered buyers’ questions. Requiring purchases to be made via order form allowed the sellers to offer customization of many of their products.

Students and teachers alike appreciated the opportunities for connection across grade levels and the ability to show off their own or see others’ talents in this informal setting. Although students look forward to the vibrancy of returning to the bridge, Windward’s eager sellers developed vital entrepreneurial skills by participating in this virtual venture.
From pajamas to doppelgängers to crazy hats and hair, the Windward community was filled with smiling faces as students, faculty, and staff participated in its first virtual Spirit Week from February 15-19.

The week featured a special schedule, complete with a diverse set of fun afternoon activities for each day. A highlight of the week was Tuesday’s student-run talent show, which welcomed more than 250 viewers on Zoom and even more on Windward’s Facebook page. The draw-dropping student performances left the audience literally awestruck (Thanks Stanley!). Special thanks to Oliver Grynberg ’21 for organizing and MCing the show.

Thursday’s afternoon sessions included an array of self-care events such as coloring, boxing, and virtual baking.

The week culminated in Windward’s legendary W!T Senior Match. It was the first time W!T had performed in almost an entire year. Special thanks go out to Natasha Arnold and Veronica Mullins for pulling off such an exciting show in the virtual space.

Spirit Week could not have been made possible without the dedication of the Windward administration and faculty, who worked tirelessly putting together an exciting line-up of events and leading their talents to make the week a total success.
Connection Reflections

Evanne Gargiulo, Parent Guild President
Parent of Ava ’21, Emma, ’21, & Jack ’24

The qualities I appreciate most about Windward, and why I have wanted to be so involved, are its warmth, inclusivity, and sense of community. Due to the COVID crisis, it became clear that the Parent Guild would not be able to plan programs and events as we do in a typical year. We made it a priority to figure out how we can best connect our wonderful parent and guardian community virtually as we knew that a sense of connection is an essential part of what makes Windward such a wonderful place.

We grappled with how to build community through a computer screen, and how to best replicate the natural connections made when running into friends during drop-off, or on the 2nd Floor of the CTL, or on the sidelines of an athletic field. We are fortunate to have such an incredibly creative and generous parent body and supportive Administration who have been instrumental in helping us plan several virtual events in which community members were able to have those all-important connections.

One such event was the Parent Guild Coffee and Conversations in which Trivia Master, Tim O’Halloran, challenged us to a friendly trivia competition and amazed us with his extraordinary breadth of knowledge. Participants also spent time together in breakout rooms where we shared some of the things that have helped us get through quarantine: favorite recipes, Netflix shows, podcasts, books, gadgets, etc. The morning was filled with much needed easy conversation and laughs. Parents shared the positive feedback that they felt the event offered attendees a natural way to chat with each other almost as if they were together in person.

I feel enormous gratitude to be a part of a school that has placed so much emphasis on fostering connections during such an isolating and challenging time. The ability to come together and realize that we are not alone, that we face common challenges, and to share some laughs along the way has moored us all during a very unsettling time. I look forward to building on those connections at events in the spring and hope you will all join me!

One of the true joys has been the book events. Heidi Lindelof hosted book share events where we all traded recommendations, and since then, I’ve read some amazing books. However, the book piles scattered around my house have now managed to get even bigger. Sheri Green organized the Parent/Guardian Book Group events featuring authors Allison Winn Scotch, Lori Gottlieb, and Mick Ebeling—all of whom are Windward parents! Reading their books and attending their Q&As was really enjoyable and gave me a lot of insight into the writing process. 

Laura Gottlieb and the SSALA Parent Guild Committee have organized some amazing speaker events about important topical issues. I also faced my mild anxiety over baking bread by making a delicious (though slightly misshapen) challah with Beth Ricanati, another Windward parent author who wrote a wonderful memoir.

Finally, I attended the Parent Guild Coffee and Conversations where I found out what other parents were binge-watching (Queen’s Gambit) and played trivia with the hilarious Tim O’Halloran, who has an encyclopedic knowledge of everything. Even though I wasn’t on the winning team (I blame the sports questions), I had a great time.

In these unprecedented times, I am happy that I get to express my gratitude to everyone who has been working to keep parents connected. It’s meant so much to all of us.

Steve Trilling
Parent of Max ’24

When our son started at Windward in the Fall of 2018, I found that Parent Guild events were some of the best ways to learn about the school, engage with our community, and make new friends—from administrators, to faculty, to parents. And with everyone off-campus this year, the Parent Guild has played an even bigger role in keeping me connected to the School. At the recent virtual Parent Guild Coffee and Conversations, we played trivia games, we broke into small groups and shared suggestions for life during quarantine (my two favorites—fuzzy slippers and a Roomba), it really felt like we were all hanging out in the CTL. I look forward to seeing everyone at the next Parent Guild event, on video for now, and hopefully in-person not too far in the future!

If you are interested in hosting a virtual event this Spring or for more information, please contact the Parent Guild at pgpresident@windwardschool.org.
“Thank you for putting our students first.”

“The Windward faculty and staff are very prepared, responsive, and positive. They are always ready for a challenge.”

“Thank you for your continued dedication and energy showing up for our Windward students and families every day!”

“Thank you for your passion and commitment during these extraordinary times. Our children are exceptionally fortunate to be taught and supported by such an amazing community.”

“Words cannot describe our gratitude for all that you are doing to keep our children sane in these crazy times, for educating them not just in academics but about the world around us, about social justice.”

“Thank you for giving your time, energy and love to our children. It takes a village to raise a child, and we are lucky to have the Windward faculty and staff as part of our village.”

“Thank you for all your time, love, determination, and innovation in this crazy year! Our children are blessed to have you all in their lives, and we are forever grateful.”

“In these times, one of the few things that we, as parents, are not worried about, is our child’s education at Windward.”

“Thank you for being the heart and soul of our school!”

“We feel so incredibly fortunate our children have such amazing, hard working people looking after them!”

“It does not go unnoticed how much the faculty and staff of Windward School gives of their time towards educating and enriching the student body.”

“Even virtually you are making such an extraordinary impact on so many children’s lives. THANK YOU!”

“We thank you for your commitment to keeping the love of learning alive.”

“A huge thank you to the Parent Guild and entire parent and guardian community who contributed to the Holiday gift program and submitted words of appreciation. The Windward faculty and staff are extremely grateful to be part of such a supportive and generous community.”

“Thank you for your continued dedication and energy showing up for our Windward students and families every day!”

“This year, in addition to managing the annual Holiday gift program, the Parent Guild asked parents and guardians to send in their words of appreciation as a special thank you to the faculty and staff. Here are just a few excerpts from these heartfelt quotes.

“Thank you for giving your time, energy and love to our children. It takes a village to raise a child, and we are lucky to have the Windward faculty and staff as part of our village.”

“Thank you for all your time, love, determination, and innovation in this crazy year! Our children are blessed to have you all in their lives, and we are forever grateful!”

“Thank you for being the heart and soul of our school!”

“We feel so incredibly fortunate our children have such amazing, hard working people looking after them!”

“It does not go unnoticed how much the faculty and staff of Windward School gives of their time towards educating and enriching the student body.”

“Even virtually you are making such an extraordinary impact on so many children’s lives. THANK YOU!”

“We thank you for your commitment to keeping the love of learning alive.”

“A huge thank you to the Parent Guild and entire parent and guardian community who contributed to the Holiday gift program and submitted words of appreciation. The Windward faculty and staff are extremely grateful to be part of such a supportive and generous community.”

We feel so incredibly fortunate our children have such amazing, hard working people looking after them!”

“It does not go unnoticed how much the faculty and staff of Windward School gives of their time towards educating and enriching the student body.”

“Even virtually you are making such an extraordinary impact on so many children’s lives. THANK YOU!”

“We thank you for your commitment to keeping the love of learning alive.”

“A huge thank you to the Parent Guild and entire parent and guardian community who contributed to the Holiday gift program and submitted words of appreciation. The Windward faculty and staff are extremely grateful to be part of such a supportive and generous community.”
Typically each Fall, we honor faculty and staff members who have achieved significant milestones in their Windward careers with an on-campus Board, Faculty, and Staff dinner.

In lieu of our in-person celebration this year, we have created a special video tribute for the community to enjoy, which salutes those employees who have served 5, 7, 10, 15, and 40 years. We are sincerely appreciative of their steadfast commitment to Windward School over the years.

Now more than ever, we are deeply grateful for all of our faculty and staff and their continued dedication to the success and well-being of our students.

Tom Gilder
HEAD OF SCHOOL

2015 Highlights
- Improvements to Athletic Center and Fields
- Renovated Gymnasium, creation of the Peak Performance Center, and renovated Baseball dugouts and bleachers
- Hiring of CulinArt Food Service
- Deep academic research and partnership with colleges and universities

Emily Miner
English Teacher

Dorothy Lee
Science & Technology Teacher

Kermit Cannon
Peak Performance Center Coordinator

Paola DeCastro
World Language Teacher, Chair

Katie Thoma
Associate Director of STEAM, Visual and Media Arts Teacher

Michael Bognanno
Director of Advancement Services

Tri Nguyen
Laboratory Technician, Laboratory Safety Coordinator

Donata Takahashi
Senior Finance Associate

Eric Weller
Director of Windward Fund

Kevin Kloeker
Science & Technology Teacher

2013 Highlights
- Removal of water well in the center of Windward’s Baseball field
- Renovation of locker rooms
- Peak Performance Center in conceptual phase of development
- Launching of Major Gifts campaign to support athletic training center and Gymnasium renovations

Melanie Arias
Associate Director of the Prep Division, History Teacher, History Department Co-Chair, Director of Global Studies

Richard Brisacher
Associate Athletic Director

Whitney Burke
Director of Communications

Ayn Faubert
Director of Finance

Jeff Gilder
Director of Alumni Development and Engagement

Karalyn Ramon
Science & Technology Teacher

Dawn Robinson
English Teacher

Regina Rubio
Lab Manager

Vanessa Vazquez
Business Office Associate

Alejandro Zuniga
Facilities Associate

2010 Highlights
- Elliot Gordon ’74 begins term as Board Chair
- Athletic and Science programs flourish thanks to facility improvements
- Dance program is enhanced with new Dance facilities

Emily Miner
English Teacher

Dorothy Lee
Science & Technology Teacher

Kermit Cannon
Peak Performance Center Coordinator

Paola DeCastro
World Language Teacher, Chair

Katie Thoma
Associate Director of STEAM, Visual and Media Arts Teacher

Michael Bognanno
Director of Advancement Services

Tri Nguyen
Laboratory Technician, Laboratory Safety Coordinator

Donata Takahashi
Senior Finance Associate

Eric Weller
Director of Windward Fund

Kevin Kloeker
Science & Technology Teacher

Maynor Castellanos
Facilities Associate

Jill Gully
Dean of College Counseling

Kevin Newman
Assistant Head of School, Director of Collegiate Division

Colin Rose
Science & Technology Teacher

Mark Tronson
Neighbor Relations and Security Associate
2005 Highlights
- Completion of new Music room
- Two outdoor basketball courts stood where the CTL and Science buildings now stand
- The Ahmanson 200 Building is known as the “new” building on campus
- Expansion of Sports Medicine team

Bruce Eskovitz
Performing Arts Teacher

Wayne Northrup
Athletic Medicine, ISPE Advisor

1980 Highlights
- Windward School was a converted medical building in Santa Monica
- Students had to clear the campus parking lot of all cars in order to play basketball or volleyball
- Limited number of athletic coaches

We salute Gail Holmes for her 40 years of service to Windward School. Over the last 40 years, Gail has worn many hats at Windward. She was first hired in 1980 after graduating from UCLA, where she was a Softball All-American. She was with us through a campus move from Santa Monica to Mar Vista. She was with us before we had athletic facilities, and once Windward's Gym was completed, she helped Windward's volleyball program take off. The program rose to new heights and won its first CIF championship with her as coach. She was then named Athletic Director, during which she took Windward Athletics to the next level, winning many CIF championships and setting the foundation for the dynamic Athletic program we have today.

In support of her growth and continued career at Windward, she was hired as a counselor after completing her Masters degree in Counseling. As our Prep Division counselor, she has played a valuable role in supporting our students. Over the years she has also taught Windward's Seminar program and worked to support the Admissions department. We deeply appreciate her hard work and steadfast dedication in bringing out the best in our students every single day. Congratulations Gail!
Retreating Back to Campus

Students Return to Campus For Socially-Distanced Fun and Engagement

All retreats for the 7th, 9th, and 12th Grades are an essential component of the Windward experience. These grade-level gatherings offer a unique experience for students to connect, grow, and develop individually and within their peer group as they move through their school careers. While the challenges of this year prevented the School from adhering to its usual off-campus retreat schedule, through timely planning and coordination, students in grades 7th, 9th, and 12th were still able to attend mini-retreats on campus in November.

"It was so exciting to finally be able to bring our 7th Grade students to campus," said Eric Mandel, Director of Middle School. "This experience was really their first chance to be able to gather as a group and seeing each other in person for the first time for some months was really magical," said Frances Jones.

"We had to stick together. We had to be strong for each other, and we still are," said Eric Mandel. "In the end, we knew that this pandemic would pass and we would all be able to live together in person again."

"We had to be strong for each other, and even when we didn't have a clue as to when this would all be over, we had to stick together. We had to be there for each other, and we still are," said Frances.

"It was so exciting to finally be able to bring our 7th Grade students to campus," said Eric Mandel, Director of Middle School. "This experience was really their first chance to be able to gather as a group and seeing each other in person for the first time for some months was really magical," said Frances Jones.

"We had to stick together. We had to be strong for each other, and we still are," said Eric Mandel. "In the end, we knew that this pandemic would pass and we would all be able to live together in person again."

"We had to be strong for each other, and even when we didn't have a clue as to when this would all be over, we had to stick together. We had to be there for each other, and we still are," said Frances.

For almost 50 years, athletics has played an integral role at Windward. High school and middle school sports, in general, are essential to the fabric of many school communities as one of the main ways that students, parents, and faculty connect. The COVID-19 pandemic has interrupted this long tradition. Nonetheless, Windward’s coaches and athletes were prepared to take on the challenge by flexing their adaptability.

"We understood that many of our scholar-athletes missed that strong connection and bond during the Spring and Summer but were fortunate enough to carry that connection through Zoom. Having them gather as a group and seeing each other in person for the first time for some months was really magical," said Senior Athletic Director Frances Jones.

The Athletics leadership team relied on a positive culture of support to get them through all of the unexpected challenges that came with 2020-21.

"We had to be strong for each other, and even when we didn't have a clue as to when this would all be over, we had to stick together. We had to be there for each other, and we still are," said Frances.
This Fall, Windward Athletics shifted its focus from the court to the computer, as the department hosted its first Beyond the Game Speaker Series. The series included conversations with alumni, leaders, entrepreneurs, and motivational speakers who are dedicated to deepening the understanding of leadership and inclusion.

“The Athletics Leadership Team partnered with a handful of influential speakers who gave our Athletics community an opportunity to participate in meaningful conversation surrounding leadership. We also had the wonderful pleasure of having alumni on our panel who have been successful transitioning into their professional journeys after athletics. Our community is fortunate to have first class individuals who care about our scholar-athletes and their development,” said Senior Associate Athletic Director Frances Jones.

Each week featured a new guest who spoke on a wide range of topics from health and nutrition to leadership and diversity and inclusivity in athletics.

“Our Beyond The Game Speaker Series demonstrated the willingness of our alumni and strategic partners from across the country to share their voice to motivate, inform, and inspire those who attended. Each of the speakers delivered a talk that allowed for those in attendance to leave the space with something to consider on the path of becoming the best version of themselves,” said Director of Athletics Tyrone Powell.

Windward Athletics is fortunate to have established such an important network of professionals willing to share their experiences to help influence our community in positive way.

Pam Herath
How You Lead Matters
September 16, 2020

Pam Herath is a skilled facilitator with a rich career in coaching and teaching. She has led hundreds of dynamic workshops, seminars, and keynote addresses in sports and academic arenas, with special expertise in diversity, gender, health/wellness, sexuality, mindfulness, and affecting change.

Kamila Tan
Eating Disorders in Sports
September 23, 2020

Kamila Tan dedicates what she has learned through her own recovery journey as an elite athlete to supporting other athletes through their battles. Kamila is deeply committed to supporting athletes and their families in navigating the difficult, yet rewarding journey to full recovery.

Deb Hult
Leadership is Influence
October 7, 2020

Deb Hult is a nationally recognized speaker and trainer in Relational and Motivational Leadership. She is a powerhouse speaker and trainer known for her enthusiastic, positive, and down to earth personality whose speaking style never gets boring!

Austin Webster ’14
Leadership & Captainship
October 14, 2020

Windward alum Austin Webster walked on to the Notre Dame football team before the 2014 season and earned a scholarship in August of 2017, also becoming team captain. He starts his new life journey after being accepted to Northwestern University Feinberg School of Medicine.

Logan Gelbrich
Culture & Effective Leadership
October 21, 2020

Logan Gelbrich is a local entrepreneur, and retired professional baseball player. He is the owner of DEUCE gym and the author of “Going Right: A Logical Justification for Pursuing Your Dreams.”

Kamila Tan
Eating Disorders in Sports
September 23, 2020

Kamila Tan dedicates what she has learned through her own recovery journey as an elite athlete to supporting other athletes through their battles. Kamila is deeply committed to supporting athletes and their families in navigating the difficult, yet rewarding journey to full recovery.

Deb Hult
Leadership is Influence
October 7, 2020

Deb Hult is a nationally recognized speaker and trainer in Relational and Motivational Leadership. She is a powerhouse speaker and trainer known for her enthusiastic, positive, and down to earth personality whose speaking style never gets boring!

Austin Webster ’14
Leadership & Captainship
October 14, 2020

Windward alum Austin Webster walked on to the Notre Dame football team before the 2014 season and earned a scholarship in August of 2017, also becoming team captain. He starts his new life journey after being accepted to Northwestern University Feinberg School of Medicine.

Erica Tukiainen ’06
What it Takes to Lead
November 6, 2020

Erica Tukiainen is a Windward and UCLA alum. She completed her Masters degree from Harvard University before returning to Los Angeles to become a family physician. She was the team captain for the Bruins and a huge factor in Windward’s successful winning streak.

Andre’ Withers
Racial Slurs and Hate Speech in Sports
November 11, 2020

Andre’ Withers is the Assistant Head of The Madeira School in Virginia. A frequent guest speaker at Windward, Andre’ has served a range of roles in independent schools, including serving as Assistant Head of School for Lowell School and as a Division Head, Director of Diversity, and teacher in Indiana.
Pivoting for the Goal

Middle School Athletic Leadership Finds Alternate Opportunities for Building Connection While Remote

Of the many activities held at Windward, perhaps few programs felt the effects of the pandemic quite like that of Athletics. This was particularly challenging for Windward’s newest 7th Grade class, as the limited opportunities for in-person connection had the potential to hinder their ability to get to know their new classmates. With a mostly virtual approach to a typically group-oriented curriculum, coaches and students alike needed to think creatively.

“While the pandemic denied the opportunity for connection in more traditional ways, fostering connection and belonging was still very much a key component of our Middle School Athletics provision,” said Ben Thomas, Associate Athletics Director. “We wanted to create a student connection through relational leadership, both between coaches and students and among the student cohorts themselves. This we hoped would lead to a strong sense of belonging to something connected with our wonderful school, something other than everyday academic classes.”

This past Fall, Middle School students had the opportunity to come to campus to take part in athletics rotations. While still socially distanced, these rotations laid the groundwork for the team-building and camaraderie that would help scholar-athletes when practices and classes moved to a fully virtual model.

“Middle School PE can be a difficult group to tackle, and it’s even more challenging to do it virtually,” explained Jocelyn Castillo, Physical Education instructor. “It’s not necessarily a team sport, and therefore it is unclear what everyone’s interests or physical abilities are. Our class met this challenge by finding common ground. Whether it be sports teams, music, television shows, or even favorite restaurants, sharing a common interest with someone can be a pathway to further conversation and bonding. Zoom won’t be forever, and soon enough they can discuss those common interests in person.”

Ryan Shelven, Boys and Girls Tennis Program Lead, agreed, stating “Through Zoom, our team has created a culture that is largely due to the scholar-athletes’ enthusiasm. Blending both boys and girls teams has also been rewarding as it gave scholar-athletes a chance to connect when they are usually in different seasons. The school year has been challenging, but we are making the most of our time.”

“Learning virtually is a challenge,” acknowledged Ken Asher, Head 7th Grade Flag Football Coach. “Dealing with the pandemic has been one of the greatest adversities I have ever encountered in my life, and I imagine the same is true for many people. That said, athletics presents an opportunity for our scholar-athletes to face challenges and overcome adversities. Players have not been able to throw the ball to each other, but they have gotten to know each other. Players have not been able to catch passes from each other, but they have absorbed the tenets of our team culture. Players have not been able to kick the ball and run up and down the field, but they have benefitted from strength training and conditioning exercises.”

Despite the rollercoaster year, Ben is proud of how Windward’s coaches and students have handled the adversity. “The message from our department is that this will not be forever, and our coaches have been fantastic in showing empathy and understanding regarding the feelings associated with the ongoing setbacks. They have acknowledged and talked about these feelings with the overriding idea that circumstances need not define our approach moving forward as athletes, students, and coaches. We will be back out there as soon as it is safe and feasible with some exciting opportunities.”
Jack Blau–Baseball
Vassar College

On his most memorable athletic experience at Windward: My most memorable athletic experience at Windward would have to be when I came in relief against Sierra Canyon during my Sophomore year at Windward. Sierra Canyon, at that time being our biggest rival Baseball-wise, was up 1-4 in the top of the 4th inning, and our team put their faith in me to stop the bleeding. I then pitched 3, 1-2-3 innings allowing no runs keeping us well in the game. Then, with the help of our amazing offense, we ended up winning the game 5-4. It was easily the best I have ever pitched in a Baseball game, and the feelings I felt once we won and the team saying “good job” and all hugging me is something I will never forget.

Zack Lurie–Baseball
Colby College

Michelle Duchemin–Basketball
Cal State University Northridge

On how Windward helped prepare her for college athletics: Windward has helped me in every single way to prepare for college, especially having the necessary resources to succeed and using them efficiently. I can proudly say Windward has made me physically and mentally ready for college athletics.

Noah Cosgrove–Baseball
Babson College

On how Windward helped prepare him for college athletics: Windward truly encourages its scholar-athletes and reinforces that the balance between academics and athletics is critical for success. From challenging morning workouts, academic classes throughout the day, and then action-packed practices after school, I have learned to create balance and will carry this balance into college.

Jasper Stratton–Football
Northwestern University

On how Windward helped prepare him for college athletics: Windward Athletics was instrumental in helping me grow as an athlete and as a person. The coaches in the program have helped me achieve my goals on and off the football field. Coach Hassan, Coach Rahim, and Coach Nick have been a significant part of my growth as a player and person over the past four years. Through thick and thin, they have held me accountable to my goal of playing football at the next level and have always been there in support.

Ally Reynolds–Soccer
University of Virginia

On how she chose her school: I got the chance to visit the University of Virginia before committing. The head coach gave me a private tour of campus, where he showed me all of the facilities and gave me an inside look at what it would be like to be an athlete at Virginia. The coaches are one of the main reasons I chose the school; they are hospitable, kind, and stand out compared to other coaches. UVA is consistently a top 10 division 1 Soccer school that often sends their players to national and professional levels. This is something I’m very interested in pursuing, so the athletics at UVA are a great fit. Furthermore, the campus is beautiful, and I’m planning to go into Business, and UVA has a great Business school.
huge congratulations is in order for scholar-athlete Juju Watkins ’23, who was recently named the 2020 SportsKid of the Year by Sports Illustrated Kids!

At 6 feet tall, Juju is a force to be reckoned with on the basketball court and ranked as the top player in the country in the class of 2023.

Juju graced the December cover of the magazine, which has featured superstars such as Kobe Bryant and Michael Jordan on past issues. Juju also discusses the opportunities she has to motivate and influence the next generation of female basketball players.

“This recognition is well deserved and a tremendous honor! Juju is not just a phenomenal talent, she is an all around exceptional young woman. On top of her elite basketball skill set she is relentlessly competitive, a great teammate and an absolute pleasure to coach. We are excited to see Juju take women’s basketball and women’s sports to the next level!” said Girls Head Basketball Coach Vanessa Nygaard.

We are so proud of Juju’s accomplishments both on and off the court!

The Art department worked tirelessly this Fall to assemble to-go kits for students so that they could express their artistic creativity at home. The ability to do art at home has several benefits for students both academically and emotionally. Art materials included paintbrushes, paint, colored pencils, pens, paper, and glue.

We’d like to extend a very special thank you to May Reed, Visual and Media Arts Assistant and Studio Manager, for assembling these to-go kits!
Congratulations to this year’s Scholastic Art Award winners! Windward Photography students were awarded an impressive amount of Gold and Silver Keys as well as honorable mention certificates for 2020-21.

“It is such an accomplishment under these unprecedented circumstances. Our students continue to thrive and produce award winning work. They are proving that regardless of the restrictions or access to materials or facilities, true artists will always find a way to be inspired and to create!” said Photography Teacher Hannah Northenor.

The Scholastic Art Awards are the nation’s longest-running, most prestigious recognition program for creative teens in grades 7-12. Students’ entries are blindly judged by leaders in the visual and literary arts. Jurors look for works that embody the Awards’ values: originality, technical skill, and the emergence of personal voice or vision.

Amanda Solomon ’23
Claire Factor ’22
Keely Romine-West ’23
Arianna Donnelly ’23
Hudson Janow ’23
Ryan Baumann ’23
Hailey Reyna ’22
Mia Ricanati ’22
Tessa Weiss ’23
Joe Poole ’22
Tilly LaPaglia ’23

Scholastic Awards
- Gold Key Winner
- Silver Key Winner
- Honorable Mention

Gold Standard
QR CODE: Scan the code to view more Scholastic Award-winning photographs.
Windward congratulates Andreas “Dre” Rothbart ’22 and Corinne Leong ’20, who were recognized as 2021 YoungArts winners for Photography and Poetry, respectively. Dre was also named as a finalist, YoungArts’ highest honor, and was invited to attend the virtual National YoungArts Week in January.

The National YoungArts Foundation identifies the most accomplished young artists in the visual, literary and performing arts and provides them with creative and professional development opportunities throughout their careers. Dre has been an explorative visual and media arts student since the very beginning of his journey at Windward, and his talents extend beyond the camera lens to the film lens as well. In the Media Arts & Film class programs, Dre has grown immensely since his very first film class, where he has created narrative films, commercials, Public Service Announcements, music videos, and more. Dre recently filmed, edited, and starred in a provoking Covid-awareness narrative film called “Isolation,” which he created in Regina Hoffman’s film class.

“Dre’s stunning personal photography demonstrates his diverse creative aptitude, imagination, and exploration as a young photographer. His YoungArts award-winning photographs showcase his beautifully thought-out mixed media, art direction, costume design, casting, and characterization, as well as abstract exploration,” said Drue Metz, Director of Windward’s Media Arts & Film Lab.

“It has been a joy to see Dre explore, create, and discover his creative passions at Windward and beyond the classroom,” Drue added. “His diverse body of work represents his colorful and adventurous spirit, and we cannot wait to see what he does next!”

“Isolation” challenges the political status quo and handling of the COVID-19 Pandemic and was recently accepted into the 2021 Top Indie Film Awards festival and won Best Young Filmmaker at the Independent Shorts Awards as well as the Outstanding Achievement Award for Young Male Filmmaker at IndieXFest Los Angeles.

Corinne’s talents have left an equally lasting impression on her mentors. “Corinne embodies my ideal of the essential young artist; at once kind, steadfast, and faithful to the innocence that survives experience. She’s my hero,” said Windward Poetry instructor Brendan Constantine.

Receiving recognition from YoungArts was a tremendous honor for Corinne, who is currently studying at UCLA. While her current workload hasn’t left her much time to write as consistently as she would like, she is busy learning about literature, philosophy, and the human experience—intellectual pursuits she knows can only benefit her writing going forward.

“Language has become a way of living for me, and my Windward experience played a huge part in that. The English faculty here have undoubtedly pointed me towards my passions and changed my life: Brendan Constantine, Emily Miner, and Maja Starcevic. I’m so excited for future students to experience the kind of transformation I did during my time at Windward,” said Corinne.

Dre and Corinne are now fellow YoungArts alums with the likes of: Daniel Arsham, Terence Blanchard, Camille A. Brown, Viola Davis, Allegra Goodman, Josh Groban, Judith Hill, Tarell Alvin McCraney, Andrew Rannells, Desmond Richardson, Sam Lipsyte, Billy Porter, Timothée Chalamet, Hunter Schafer, and more.

We would also like to extend our appreciation to the Arts faculty that have supported these students in their journey. This has been a very challenging year, to say the least, yet the arts continue to thrive and arts educators continue to keep students inspired and engaged.

“Language has become a way of living for me, and my Windward experience played a huge part in that. The English faculty here have undoubtedly pointed me towards my passions and changed my life: Brendan Constantine, Emily Miner, and Maja Starcevic. I’m so excited for future students to experience the kind of transformation I did during my time at Windward,” said Corinne.

While her current workload hasn’t left her much time to write as consistently as she would like, she is busy learning about literature, philosophy, and the human experience—intellectual pursuits she knows can only benefit her writing going forward.

“There’s this idea that art should be intrinsically motivating, and I think for most of us who dedicate significant time to artistic pursuit, it is. But it’s also full of doubts about whether the time and intensity that went into your work is visible. I applied for YoungArts last year, during the 2020 awards cycle, and didn’t receive recognition at any level, so this award has been not only an affirmation of my work but also of my growth and progress as a writer,” Corinne said.

Maja Starcevic, Director of Windward’s Studio for Writing & Rhetoric, added, “Corinne truly deserves this award: her poetry and writing are exceptionally deep, wide-ranging, and mature. I got to know Corinne not only as a brilliant writer but also as a voracious reader, a true intellectual, and an outstanding mentor to our younger students as a Studio for Writing & Rhetoric consultant. The patience and the skills she exhibited while working with our students in the Studio were incredible, and I hope she continues mentoring younger folks on her journey.”

Dre and Corinne are now fellow YoungArts alums with the likes of: Daniel Arsham, Terence Blanchard, Camille A. Brown, Viola Davis, Allegra Goodman, Josh Groban, Judith Hill, Tarell Alvin McCraney, Andrew Rannells, Desmond Richardson, Sam Lipsyte, Billy Porter, Timothée Chalamet, Hunter Schafer, and more.
The 7th Grade Art class is a sampler course of many studio and media art disciplines. In the 3D Design section, our focus is to explore a variety of materials and processes as ways for making sculptural work. As a response to virtual school and in anticipation of these projects, we packed to-go kits for students which included clay, paint, foam core, glue guns, wire, and other building material.

We started the section by discussing abstract sculpture as the intentional arrangement of shapes in space. Using some guiding design principles like repetition and movement, students cut and glued pieces of foam core to form their abstract relief and fully 3D sculptures.

After our abstract unit, we moved to representational sculpture, during which we talked about art being depictions of objects from the real world. Using clay, students sculpted and painted an item of food. After students completed their projects, they learned how to take quality photos of their work for their portfolios.

We hope you enjoy the wonderful selection of student artwork!
Home Movies
MAFL Hosts Robust Workshop Series

Since its inception in 2017, Windward’s Media Arts & Film Lab has been pushing the boundaries of its curriculum and offerings. For the latest school year, MAFL Director Drue Metz and his team created an extensive learning series, putting together an impressive line-up of workshops open to all Windward students and faculty. These workshops featured a mix of Adobe Premiere workshops and sessions led by Windward parents who are currently working in the entertainment industry.

MAFL kicked off its series in September with Part I of its Adobe Premiere editing workshop. In this class, students learned the basics of Adobe Premiere editing, with focus on basic topics such as importing, tools, color correction, and exporting.

October featured two parent-led workshops. “The Comedy-Writer Workshop” welcomed Brent Forrester, writer for “The Simpsons,” “The Office,” and “Space Force.” Brent also helped create the animated FOX hit “King of the Hill.” During this workshop, Brent instructed students on the process and business of writing for television. Later in October, parent Gil Junger hosted “The Film and Television Director Workshop.” From the legendary film “10 Things I Hate About You” to the recent success of “Think Like A Dog,” Gil shared his creative process in filmmaking, her perspective on the business, and how he is a director, what’s important in the business, and the overall craft of filmmaking.

In December, the focus turned to sound recording with Adobe Premiere: Sound Recording, Editing & Mixing - Level 1. Students and faculty learned the need-to-know tools, techniques, and practices required in order to record good audio for videos and animation. December also brought a special visit from Malona Badelt, who shared her creative process filmmaking, her perspective on the business and craft, and how she is an award-winning short documentary, “La historia de Mateo” (The Story of Mateo). Malona discussed how the next generation of filmmakers can influence the zeitgeist and the power concept of contrast and affinity.

Bolstered by opportunities for hands-on learning and virtual discussion, this past year provided a number of can’t-miss MAFL events for the Windward community. With a growing following, as well as an increased focus on tutorials and retrospectives, the Media Arts & Film Lab continues to improve on its singular ethos—with the right tools, anyone can be a filmmaker.

Media Arts & Film Lab Picks:
Top Film and TV to Watch Together

The following is a collective list from your MAFL teachers to offer our community a wide-view of cinema, television, and storytelling during quarantine and what “flicks” might have a profound or eye-opening impact on our community. And as always - movies are meant to be watched together.

Parental Discretion is advised!

Colleen Hargaden
Media Arts/Animation Instructor
1 Isle of Dogs
2 Pretend It’s a City
3 Cinema Paradiso

Regina Hoffman
Film Instructor
1 The Usual Suspects
2 The Matrix
3 Tootsie

Drue Metz
Media Arts & Film Lab Director
1 Soul
2 Queen’s Gambit
3 Gambit

Windward Cinema Club 2021

Since 2017, the Windward Cinema Club has flourished with its diverse student community and activities. From 7th graders to graduating Seniors, Windward Cinema Club has brought all of us onto the stage of the Media Arts & Film Lab. This year, Cinema Club is managed by a Board of Directors, including Noah Ginsmith ’23, Hudson Brown ’23, Alexa Gianopulos ’21, Ava Messam ’21, and Amir Hakimi ’21. Every week the students assign a film to watch, then convene during community time to discuss scenes, moments, and fun facts. The Cinema Club also explores games, trivia, and activities, such as their interactive “Holiday Movie Pitch” day. You can see some of their community and guest speakers on the MAFL Playlist!
In honor of Black History Month, Windward introduced its first-ever student-edited Diversity, Equality, and Inclusivity magazine—“Visibility.”

Started by Isis Ginyard ’23 and her fellow classmates as a way of highlighting the things that matter to students today, the first issue of Visibility features a collection of student-written articles aimed at raising awareness and appreciation for the many incredible Black Americans who make up our nation’s history.

The inaugural issue of Visibility features stories on Frances Ellen Watkins Harper, Mae Jamison, Katherine Dunham, the Tuskegee Airmen, and more.

We look forward to future issues of Visibility this year and next!

Remember to always stand up for what you believe in, as did the civil rights leaders who paved the way for so many African Americans today.

- Isis Ginyard ’23

For the 2020-21 school year, Windward’s Diversity, Equity, and Inclusivity initiative has partnered with diversity speaker Rosetta Lee.

A teacher and professional outreach specialist for Seattle Girls’ School, Rosetta designs and delivers trainings for local and national educational and nonprofit sectors. She has presented on a variety of topics, including cross cultural communication, identity development, implicit and unconscious bias, gender and sexuality diversity, facilitation skills, and bullying in schools.

On October 22, Rosetta spoke to students about identity development, first with Upper School students during Seminar and then with Middle School students at Lunch. She then took part in a special all-community presentation from 5 p.m. to 6 p.m.

On February 22, Rosetta Lee joined the Windward community once again as she spoke to students on the topic of “Navigating Microaggressions.” Following her student talk, she held a follow-up virtual presentation and discussion for parents and guardians in the evening.

We thank Rosetta for lending her time in speaking with our community, and we look forward to partnering with her in the months to come on additional DEI programming.

Understanding Our Selves, Recognizing Our Biases
Young Class, Big Voice
Middle School Students Strive for Diversity

As the scope of Windward’s Diversity, Equity, and Inclusivity program has grown, so too has its focus on creating open conversation across all levels of our community. In discussing their DEI plan for the 2020-21 school year, the Middle School administration and the Co-Directors of Diversity, Equity, and Inclusivity realized just how helpful it would be to have a group of students in Middle School focused on promoting DEI at Windward. Not only would giving these students a more dedicated focus help them to better develop their leadership skills in regards to these important topics, it would also help to create young leaders better prepared to engage in more of this important work when they get to Upper School.

Thus, the Middle School Student Diversity Leadership Board was born, an application-only program comprised solely of 7th and 8th Grade students. This year, students engaged in a number of activities intended to develop their leadership capacities in the area of DEI. From looking at different microaggression scenarios and working through the best ways to respond to them, to challenging the idea of stereotypes and the threats they present, the SDLB was driven by one single, prevailing thought—what kind of community do they want Windward to be, and what role do they play in creating it.

For Eric Mandel, Head of Middle School and SDLB coordinator, the conviction and passion of his students was nothing short of inspiring. “I think the number one thing I have learned is that people underestimate the capacity of Middle School students to engage in deep, thoughtful, and challenging conversations around Diversity, Equity, and Inclusion,” Eric said. “I am looking forward to having a group of 8th Graders next year who have already been in the program and can help lead our new 7th Grade class,” he continued. “I’m excited to be sending our current 8th Graders on to Upper School, where I hope many of them will join the Upper School SDLB. Once we are on campus, we will have some great opportunities for the Middle and Upper School Boards to collaborate.”

Justice for All:
7th Grade Students Explore Racial Injustice

In conjunction with their study of the 2020 Presidential election, students in Windward’s 7th Grade Introduction to United States Government classes have been researching and exploring issues of racial injustice. Students have examined the ways in which race has been and continues to be used to acquire and maintain power and have focused on how issues of racial injustice have changed and/or stayed the same over time.

Students’ work began during the Summer when they read “Stamped: Racism, Antiracism, and You” by Ibram X. Kendi and Jason Reynolds. In class, they discussed their DEI plan for the 2020-21 school year, the 2020 election, and the understanding of racial injustice that our students developed will enable them to act as anti-racist leaders in the Windward community and in their larger communities.

Eric Mandel, Assistant Head of School, Director of Middle School, and 7th Grade Government teacher stated, “I was so impressed by the sophistication of the presentations made by the students. More importantly, the understanding of racial injustice that our students developed will enable them to act as anti-racist leaders in the Windward community and in their larger communities.” 7th Grade Government teacher Dirk Binkley added, “Through this project, students have developed their abilities to take action to help their communities become more just.”

Congratulations to the Class of 2020! We look forward to seeing how you take what you learned to create a more equitable and inclusive world.

Middle School SDLB Roster

Bethany Doane ’25
Diego Anderson ’26
Monica Kusserow ’25
Riley Taylor ’25
Audrey Ku ’25
Charlotte Cope ’25
Dylan Westheimer ’25
Ella Nickerson ’26
Hayden Hartman ’25
Ila Brooks ’25
Jolie Denny ’26
Juliette Horber ’26
Kennedy Richard ’25
Naomi Igacio ’26
Madeline Oh ’26
Olivia Atterbury ’26
Tabby Green ’25

7th Grade Students Explore Racial Injustice

Justice For All:

7th Grade Students Explore Racial Injustice

In conjunction with their study of the 2020 Presidential election, students in Windward’s 7th Grade Introduction to United States Government classes have been researching and exploring issues of racial injustice. Students have examined the ways in which race has been and continues to be used to acquire and maintain power and have focused on how issues of racial injustice have changed and/or stayed the same over time.

Students’ work began during the Summer when they read “Stamped: Racism, Antiracism, and You” by Ibram X. Kendi and Jason Reynolds. In class, they discussed their DEI plan for the 2020-21 school year, the 2020 election, and the understanding of racial injustice that our students developed will enable them to act as anti-racist leaders in the Windward community and in their larger communities. 7th Grade Government teacher Dirk Binkley added, “Through this project, students have developed their abilities to take action to help their communities become more just.”

Congratulations to the Class of 2020! We look forward to seeing how you take what you learned to create a more equitable and inclusive world.
Common Ground
Students and Faculty Take Part in National Diversity Conferences

In keeping with tradition, Windward sent a cohort of representatives to the National Association of Independent Schools’ People of Color Conference (PoCC) and Student Diversity Leadership Conference (SDLC), both of which took place November 30–December 4. This was the first time the conferences were hosted in a virtual environment. The new format enabled more Windward students and faculty to attend the conference than ever before, joining 8,000 educators and students from around the world who tuned in from their homes.

SDLC is a multiracial, multicultural gathering of Upper School student leaders from across the United States that focuses on self-reflecting, forming alliances, and building community. This year’s conference was themed “Keeping It Real in Independent Schools: Bringing Our Real Selves, Connecting in Real Time, Making Real Change.” Windward student attendees included: Judah Taub ’23, Josh Patterson ’24, Meiyi Wang ’23, Austin Kim ’23, and Joy Cheng ’22.

“Although the conference was virtual this year, the impact was still very much effective and meaningful. I think our students and faculty were able to walk away with newfound knowledge and perspectives,” said Ashley Goodman, Co-Director of Windward’s DEI initiative.

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

According to NAIS, “The scope and depth of the conferences served as a rallying call, urging participants to action, and a reminder of a painful history. The conference opened on a hopeful note. In a talk about James Baldwin, democracy, and education, Eddie S. Glaude Jr. laid bare the paradox of education—how it teaches both critical thinking and crushingly conformity, and how this paradox takes on a particular resonance for the Black child.”

During the SDLC, which focused on self-reflecting, forming alliances, and building community, students attended keynote speeches and participated in mentor-facilitated workshops and roundtable discussions.

Reflecting on his experience, Josh said, “One thing I can bring to my personal life is that our lives are not as black and white as we thought they were before. Our experiences are all unique, and from interacting with the students at the conference, I learned that everyone has their own story. Each is complex, and I need to have the mentality that I cannot pre-determine what someone has gone through. I have to ask more questions and learn from people because everyone’s background is different.”

In addition to this large group work, students were able to gather in smaller breakout rooms, which allowed for a more intimate experience of dialogue and sharing. This time was always used to reflect, as students thought about ways they could bring what they had learned back to Windward.

“PoCC is an annual milestone for Garret Tyau, Dean of the Prep Division, who looks forward to attending every December. “PoCC, for me, is a place to take a deep breath and recharge. It helps me emotionally get through that time between Winter and Spring breaks because it allows me to reconnect with old friends, make new ones, and feel affirmed for my work, my role, and my existence as a POC in predominantly white spaces (the world of independent schools),” said Garret. “The work and learning done at PoCC is sometimes frustrating, sad and disappointing in terms of what it sometimes reveals about the experiences of POC in independent schools. Yet, from the keynotes to the affinity groups to the social get togethers, PoCC also provides ample opportunity to celebrate and share stories of strength and resilience. PoCC also provides me with more tools and strategies for my work supporting students, especially those at the margins, and it provides windows for me to see other educational leaders of color as inspiration for where my career might take me.”

For Kevin Newman, Director of College and Career Divisions, the conference served as an opportunity to connect with faculty and administrators who are committed to faculty of color and their allies from across the nation. “Often, people assume that DEI work is the job of a single person or a committee in their community. One of the things I came to realize during the PoCC is that Windward is relatively unique in that we have a community-wide approach,” said Kevin. “Each of us feels a responsibility to proactively have an anti-racist role and to put in the work to improve the experience of faculty/staff of color, students of color, and their families, at Windward. The PoCC refilled my tank, and I’m excited to dive back in.”

Below: Both the People of Color Conference (PoCC) and Student Diversity Leadership Conference (SDLC) were held virtually. This year 15 faculty and staff attended the PoCC, while five students attended the SDLC.
ARTISTS IN CONVERSATION

With the cancellation of live performances for the Fall and Winter, Windward’s Theatre Area saw a unique opportunity to pivot its online curriculum, and did so by debuting a new event series made up of panel discussions with guest artists on the topics of diversity, equity, and inclusion in the Theatre Arts. The series was created with the goal of engaging in discourse on the challenging issues confronting today’s Theatre Arts professionals while also allowing Windward students to broaden their perspectives to include those of the greater Theatre community. 

“We seized this moment to prioritize our commitment to DEI and created this series as an opportunity for our students (and ourselves) to connect with BIPOC and LGBT+ theatre artists to learn from their stories, perspectives, and artistic experiences. We felt like this was the time to prioritize our own education and facilitate discussions across differences in the theatre community,” said Jordan Fox, Theatre Area Advisor.

“In theatre, storytelling is a great way to build bridges between diverse points of view and it’s a medium where we are able to immerse ourselves in different perspectives from our own. Through these stories, we learn more about humanity, conflict, and how to resolve problems,” added Jordan.

At the end of each series, students came away informed and empowered to challenge the norms and assumptions of the traditionally homogeneous world of performing arts. On the final evening of each week, the department hosted a curated and moderated panel discussion open to the entire community on the topic of that month, which included the guest artists from the week.

“As artists of all kinds, but especially as theatre artists, we are called to be storytellers, and one of our great responsibilities is to decide what stories need to be told, and how we can best tell them, with the most authenticity, conviction, and courage. The reality of our world is that the stories of underrepresented and minority populations are often under-told, overlooked, or silenced,” said Music Director for Productions, Daniel Koh.

“As artists educators, our best path forward into this work is to empower our students to find and reclaim their authentic voices through creation and performance,” added Daniel.

The Theatre Area turned to its own connections within the Theatre world when searching for guest speakers, which included world-famous professionals from all areas of Theatre Arts, from Broadway actors to playwrights, designers, and choreographers.

“Pieces come together when the intention is in the right place. I believe each and every one of these artists participated in our series because in echoing "Hamilton:" ‘This isn’t a moment, but it is a movement.’ It is our time to ‘step up’ and ‘step out’ and do the necessary work to make our theatre a better place, especially for BIPOC artists whose representation and safety have been minimized and often erased,” said James Moran, Director of Windward Musicals.

The new series kicked off in October with an impressive panel comprising some of the cast and crew from the Broadway hit ‘Hamilton.” The connection came about from James who first taught and then starred on Broadway at the same time as Original Broadway cast member Andrew Chappelle.

The artists came together virtually with the Windward community to take a deeper look into “Hamilton” creator Lin-Manuel Miranda’s world where America’s history is reworked through a more complex prism incorporating hip hop, R & B, and color-conscious casting.

The Theatre Area’s second series centered around playwriting and creating an inclusive narrative. Esteemed playwrights connected virtually with students and took a deep dive into understanding the importance of representation, cultural appreciation vs. appropriation, and the power of storytelling.

“Each of these artists who participated in our series saw an opportunity to speak with ‘our future’, our students. As adults, there is much unlearning to do, but with our youth, we have this opportunity to cultivate a new world where equity is the norm,” said James.

“For our spaces to truly change and thrive, we have this responsibility to our young where diversity, equity, and inclusion are the norm—not just erratic occurrences,” he added.

The department’s third series focused on The Next Generation of Theatre. Performers from Broadway’s “The Prom,” "West Side Story,” “Hamilton,” and Ain’t Too Proud rehearsed musical dance numbers and discussed the many paths to a theatrical career and true representation in the arts.

“We had the opportunity to learn from our many guest speakers about their backgrounds, paths to career, and artistic endeavors. I hope that we continue to engage with our larger community both in Los Angeles and beyond to facilitate these conversations with our faculty and students to create an even more inclusive community at Windward since connection is more important than ever right now,” said Jordan.
Windward’s 2020-21 Strategic Plan areas of focus have centered around community well-being. Since the Spring of 2020, Dance faculty member and Athletic Department Associate Christina Dempsey has been ambitiously working to further this goal, helping students and faculty unwind and practice mindfulness through virtual yoga sessions on Zoom. In addition to creating a Yoga Flow video series that students can follow at home, Christina also teaches yoga as part of the Middle School PE program, furthering the connection between the Performing Arts and Athletics departments. We recently connected with Christina to learn more about her ongoing work within the Windward community.

How does your yoga instruction help promote well-being at Windward?

I am a huge advocate of self-care, as I believe it is a major contributor to both mental and physical health. Investing in our own well-being is important during the best of times, and it is even more essential now in a time of so much uncertainty. When life presents challenges and stressors that pull us out of balance, we must cultivate practices that bring us back to our centers. When we are grounded within ourselves, we can adapt to the world around us much more easily. Practicing yoga helps to simultaneously relax and condition both the body and the mind, making it the perfect self-care practice.

We hear the word “mindfulness” quite often these days, but what exactly does it mean?

Both yoga and mindfulness aim to quiet the mind and enhance awareness of the present moment. In yoga, we focus on connecting movement with our breathing, which is a wonderful way to bring us out of our minds and into our bodies. Breathing techniques, meditation, and visualization practices used in yoga all help to calm racing thoughts and decrease stress and anxiety. This in turn improves one’s attention span and mental clarity. Yoga has a multitude of physical benefits as well. Practicing the physical postures or “asanas” will develop increased flexibility, muscle tone, balance and strength. Other gains include improved respiration, energy and vitality. Yoga is also an effective form of conditioning and injury prevention for athletes.

What’s been the most rewarding part about connecting with the Windward community in the virtual world?

I have been extremely pleased with how well the yoga classes have translated into the digital format. Yoga does not require much space and can therefore be practiced fairly easily over Zoom. The students come to class ready to move, stretch, and breathe after a long day of sitting in front of computer screens, and they continually tell me how much better they feel afterward. It has been wonderful to connect with my colleagues during our faculty yoga sessions, many of whom could not attend previous sessions on campus due to scheduling conflicts etc, but can now join from the convenience of their own homes.

Yoga is something we all need right now more than ever. Having the chance to connect with others in such a supportive space and knowing that yoga is enhancing the lives of Windward students and staff is incredibly gratifying.

What are the benefits of teaching yoga to Windward’s youngest students?

It’s important to instill healthy habits and prioritize self-care as early as possible. Despite having youth on their side, our students are not spared from the pressures of academics, extra curricular activities and life in general. Having these tools is essential and will only continue to help students as their workload increases in Upper School.

It’s important to instill healthy habits and prioritize self-care as early as possible. Despite having youth on their side, our students are not spared from the pressures of academics, extra curricular activities and life in general. Having these tools is essential and will only continue to help students as their workload increases in Upper School.
Support Through Sound

Staying connected during remote learning can be difficult, particularly when it comes to collaborative activities such as choir. In an uplifting showcase of resilience and coordination, The Windward Choral Department came together this Fall and Winter to record two virtual choir performances—"You Will Be Found" from the hit musical "Dear Evan Hansen" by Pasek & Paul, and the Moses Hogan arranged "Wade in the Water," a well-known, traditional African-American spiritual. These songs offered powerful messages for both performers and listeners, proving particularly cathartic given the events of this year.

Said Daniel Koh, Director of Choral Activities, on his approach to the year, "It was important to me to choose music that resonated with the students as they faced the unique challenges of a global pandemic at a time when our country is more divided than ever before." Picking the music wasn't the only challenge—as with many other departments, moving to a virtual model had its obstacles.

"Choir rehearsals this year have been particularly challenging because Zoom simply does not work well for synchronous singing," Daniel explained. "The differing amounts of lag and latency for each individual on Zoom means that rhythmic synchronization is effectively impossible. To overcome this, I brought on board my two Windward voice teachers—Jared Jones and Terri Richter—and my Windward accompanist, Zach Neufeld. Together, we team-taught the class, often through individual one-on-one voice lessons."

Adding to this challenge was the loss of a shared space and communal approach to making music, with the virtual format requiring students to sing solo. "Singing together and making live music with friends and peers is the most fundamental, central, essential part of being in a choir," said Daniel. "Unfortunately, COVID-19 took that away from us. However, we can still do our best to be unified in spirit and intention and in our camaraderie."

As rehearsals came together, Daniel and his team then had to figure out how to create a polished product to share with the Windward community. "Each individual student has several check-ins with me over the course of our rehearsal process. I then had them record themselves using their phones, and all of the footage was sent to our wonderful audio and video editors, Terry Harrison and Ian Sloane, who put the final video together. Terry and Ian are magical colleagues, and none of this would be possible without them; the editing process is very detail-oriented and labor-intensive, and took many hours spread over several weeks."

In the end, the work proved well worth it, with both videos reaching thousands of views through community communications and social media outreach.

"This was a much more time-intensive process than any year I have experienced, and I've been conducting choirs for two decades!" Daniel said, remarking that "the most rewarding part was seeing how proud the students were of their work when they saw the final product and hearing the impact the video has had on our community. I've received many lovely, appreciative emails from faculty, staff, students, and parents about how moved they were by the video. That makes it all worth it."

As Daniel and his students continue working out how best to stay connected as a choir through virtual means, he had one last takeaway to offer from his experiences: "We can and we must continue to support each other in our community because that's the only way we will get through this. Everything we do has the potential to affect other people, even if we are not sharing the same physical space as them. We need to continue to be mindful of the impact that our actions have on the people around us."
Over the years, Windward’s Middle School Dance program, led by Dance Faculty Christina Dempsey, Julie Friedrich and Alesia Young, has experienced tremendous growth and positive momentum, making it one of the most highly esteemed, sought after programs in Los Angeles for talented young dancers.

The backbone of Windward’s Middle School Repertory Dance Ensemble (MSRDE), a core part of the Middle School program for Windward’s most dedicated intermediate and advanced Middle School dancers, is its robust guest artist line-up. MSRDE Co-Directors Julie Friedrich and Alesia Young spend a great deal of time searching for guest artists of the highest caliber and with a unique voice and approach to the creative process.

“We search for a diverse roster because it is important to us as Directors that the students understand different perspectives, a variety of styles, and artists who are from all walks of life. We introduce a diverse roster of artists at the Middle School level so that right away dancers understand the mission behind our program,” said Julie.

“We want artists who can come in and give the students an experience, individuals who emphasize skill and artistry, push the students in a positive way out of their comfort zone and beyond their limitations,” added Julie.

This year’s guest artist roster included four phenomenal artists. Christian Denice, Evan Sagadenecky, and Justin Menter Fink all created works for the company and former artist-in-residence Norbert De La Cruz III started the year off with his distinct take on conditioning for dancers.

“The process was incredible on Zoom, mainly because these artists excel at online instruction. They were very organized and clear about what they expected from the students, and in every single instance the students rose to the occasion,” said Julie.

In this atypical year, when the Directors have yet to have the opportunity to work in person with the newest members of the company, “We feel so fortunate that this year the ensemble is such a stellar group of dancers, they came together from day one,” said Julie.

One of the biggest challenges facing Julie and her team in 2020-21 was the inability to rehearse in person as a dance ensemble. The team tackled this challenge head-on, seeing it as an opportunity to teach connection and community through various virtual pathways.

“The nature of a dance ensemble, much like a varsity sports team, is often about recognizing the individual strengths and areas of growth of each member and working together to create an environment where everyone feels a responsibility and a joy in excelling and evolving in an activity they love, being challenged by company members that are striving for a high level of performance, and, most importantly, contributing to something larger than themselves,” said Alesia.

This year’s guest artist roster included working together to create an environment where everyone feels a responsibility and a joy in excelling and evolving in an activity they love, being challenged by company members that are striving for a high level of performance, and, most importantly, contributing to something larger than themselves,” said Alesia.

As our 8th Graders transition into year two of the company, they transform into leaders for our 7th and 8th Grade company members that are striving for a high level of performance, and, most importantly, contributing to something larger than themselves,” said Alesia.

An ensemble is only as successful as it is cohesive, so Julie and Alesia placed a high focus on being kind to one another, bringing their best to every class, and realizing that being part of MSRDE is an honor and should be treated as such. Having a combined 7th and 8th Grade company has also been extremely beneficial for the program.

“We wish we could experience this talented ensemble in a live setting. However, it makes us look forward to the future of the program with excitement and teaching us to never take a moment for granted when we return.”

“We want artists who can come in and give the students an experience, individuals who emphasize skill and artistry, push the students in a positive way out of their comfort zone and beyond their limitations,” added Julie.

“Importantly, contributing to something larger than themselves,” said Alesia.

“As our 8th Graders transition into year two of the company, they transform into leaders for our 7th Graders. This has not been something we’ve established as part of a company hierarchy, but something that happens quite organically in the development and growth of these students who, leaning on their experience and with a great amount of care, shepherd the new dancers through the process,” said Alesia.

And while this year has presented its challenges, it has been equally rewarding for Windward’s faculty to see the resilience of its youngest dancers.

“I am continually impressed by the students’ ability to pick up choreography over Zoom. Not only do they demonstrate an incredible attention to detail when learning the steps, they also add nuance and performance quality that I can feel through the screen, which is inspiring,” said Christina.

Alesia added, “I am constantly delighted by the sphere of influence and exposure they exhibit, how engaged they are with the world around them, and their ability to articulate creative ideas. Being in conversation with these Middle School dance students and collaborating on creative projects is made that much more enjoyable because of it. That does give the impression that in some ways they are beyond their years. But they simultaneously possess such an openness to learn and explore, an almost giddy curiosity that is so refreshing.”

“This ensemble is full of so much talent and potential. Directing them has been a source of great pride and joy for us. These dancers make us want to wake up and teach. They inspire us as educators,” said Julie.

“We wish we could experience this talented ensemble in a live setting. However, it makes us look forward to the future of the program with excitement and teaching us to never take a moment for granted when we return.”
Friday, October 30 featured Windward’s first virtual Coffee House. The symposium of musical talent is a biannual tradition and an inclusive and wonderful showcase for Windward’s student performers.

“Windward’s Fall Coffee House was an amazing feat of coordination and talent as Oliver Grynberg & Phoebe Eskovitz MC’d the show through a series of individual performances that were compelling and stunning in nature,” said Music Teacher Bruce Eskovitz.

“I know that we all long for a return to our epic Coffee House nights, but this event will certainly be remembered for its amazing artistry as it showed the talents and resilience of our Windward Performing Arts community.”

### Set List

- **Jack Turteltaub ’26**
  - “But” - Ellie Goulding
- **Charlotte Cope ’25**
  - “The Fools Who Dream” - La La Land
- **Nina Antoni ’25**
  - “Fighttrap” - The Greatest Showman
- **Celine Peykar ’26**
  - “Passacaglia” - Handel/Halverson
- **Audrey Ku ’25**
  - “Always Remember” - Lady Gaga
- **Wyatt Peers ’23**
  - “Paranoa” - Original Song
- **Sophia Schuman ’26**
  - “Before You Go” - Louis Capaldi
- **Hudson Brown ’23**
  - “Ev’” - James TW
- **Henry Nieves ’23**
  - “All Star” - Smashmouth
- **Cole Kaller ’25**
  - “The Greatest Love of All” - Michael Masser
- **Abby Ribakoff ’25**
  - “Candle on the Water” - Al Kasha
- **Naomi Daneshgar ’23**
  - “Otoñal” - Raúl Di Blasio
- **Capp Gordon ’23**
  - “Song of the Birds” - Pablo Casals
- **Ally Reynolds ’21**
  - “Put Your Records On” - Corrine Bailey Rae
- **Oliver Grynberg ’21**
  - “Can’t Wait” - Original Song
- **Sacha Daneshgar ’26**
  - “Sonatina #25” - Beethoven
- **Bella Downey ’21**
  - “The Lark’s Rose” - First Aid Kit
- **Phoebe Eskovitz ’21**
  - “Goodbye Yellow Brick Road” - Elton John
- **Corrie Branche ’21**
  - “First We Take Manhattan” - Cole Porter

QR CODE: Scan the code to watch this Fall’s Coffee House performance!
Windward’s Middle Service Learning program held its first virtual event this past Fall with the support from several local nonprofits. In Early October, 50 families from 7th and 8th Grade came together via Zoom to learn about the GO Campaign, a nonprofit organization that supports children in need in Los Angeles and around the world through collaborations with other nonprofits. Regina Katz, the Director of Development at GO, kicked things off by introducing participants to Stepping Forward LA, a local nonprofit organization whose programming assists foster youths and young adults (ages 14-25) as they navigate their transition into adulthood. Beth Ryan, Program Director for Stepping Forward LA, provided additional insights into the work of the organization and the challenges foster youth face as they age out of the system.

As part of the presentation, a former foster youth provided a unique and powerful first-hand account about his experiences and the ways in which he benefited from the resources that Stepping Forward LA provides. He also explained how we can further engage and make a difference. Beth shared that foster youths benefit greatly from blankets, which not only provide warmth but which also provide a sense of tangible ownership. Windward families had the opportunity to meet new families or catch up with friends via breakout rooms while making blankets with materials provided ahead of time; Stepping Forward LA will distribute the blankets to young mothers and their babies in the coming weeks. Eric Mandel, Division Director of Middle School, said “Families stayed for quite some time, and it really helps to provide opportunities for connection like these.”

Windward parent Julia Oh said of the experience, “It warmed our hearts to learn about all of the amazing things that GO Campaign and Stepping Forward LA are doing. We were grateful to be able to participate and to contribute. The blanket making was not only fun, but also strangely cathartic.”

Regina added, “We are incredibly grateful to Windward School and its amazing 7th and 8th Grade families for coming together to make a direct and positive impact on foster youth here in Los Angeles! The blankets they have made will put smiles on their faces and help them feel connected at a time when we all feel so isolated. Thank you, thank you, thank you!”
This past Fall, in place of Windward’s annual Fall Festival Dinner with Allies for Every Child, the School and AFEC partnered together to provide families with meals and treats that they could enjoy in the comfort and safety of their own homes.

Windward families contributed to this amazing cause by way of creating gift baskets filled with non-perishables for Thanksgiving Dinner and/or donating Amazon gift cards to help support Allies families. On November 17, Windward Service Learning held a virtual event where Allies Volunteer Coordinators spoke to our community about their organization, followed by Q&A. A Windward parent then demonstrated how to organize and decorate the baskets.

Because of the overwhelming generosity of our Windward community, Allies was able to distribute Fall Festival dinner baskets and 85 frozen turkeys to families at their drive-thru event on November 21.

Windward also received over $4,000 in gift cards to distribute to families.

“The event was amazing. We had the most positive comments and no upset parents, it was incredible. We had folks lining up starting at about 7:45 a.m., we opened the gates a little early, and we were done by 12:30 p.m. We somehow magically had EXACTLY the right amount of everything for everyone,” said Rebecca Salsman, Community Engagement Manager at Allies for Every Child.

“I cannot thank you and the Windward families enough,” Rebecca added. “This was one of our smoothest running events and families were so pleased with everything. I loved the personal touch in each basket and even the volunteers were commenting on how great they were!”

For Giving Tuesday, our Windward families once again went above and beyond! To support others during this holiday season, the School partnered with GO Campaign and asked families to donate new or gently used childhood books (ages baby to elementary school) to support the organization Generation Her.

On December 1, Windward Service Learning held a virtual event with GO Campaign and Generation Her to talk about the community they partner with, followed by a Q&A. The book drive ran through December 4, and when all was said and done, the School was able to donate well over 500 books!

Gina Katz, Director of Development for GO Campaign, said “This is incredible! I am so blown away by the generosity of the Windward community. Thank you so much for continuing to allow GO Campaign to connect with your amazing students and their families.”

Now that’s what we call holiday spirit! Thank you to our amazing donors—we look forward to working together on many more Service Learning opportunities this year.
2020-21 WINDWARD Fund DONOR ROLL

These pages illustrate the incredible support that the 2020-21 Windward Fund has received from our community. Windward gratefully acknowledges each of the following donors, who together have helped raise $2.9 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. Visit windwardschool.org/giving/windward-fund to learn more.

Thank you!

Denotes Windward’s Board of Trustees who gave an additional gift to the 2020-21 Windward Fund has raised.

Denotes a donation to Financial Aid

Denotes five or more years of consecutive giving

Denotes Windward’s Head of School

Denotes Windward’s Head of School

WINDBRAND FUND AT WORK

2020-21 WINDWARD Fund

WINDBRAND FUND AT WORK

Head of School $25,000+

Anonymous (1)
Jonathan Lewis & Peter Emude PA
Virginia & Austin Beatrice
Wendy & Gary Broad ’77
Shanna & Jonathan Brooks
Andrew & Jerry Caperton
Vivica Paulin-Ferrill & Will Ferrill
Evanne & Edward Gargiulo
Maria Messina-Geron & Gary Jerch ’86
Lori & Tom Golden
Nancy & Len Golden
Goldrich Family Foundation
Sara Winfield & Stephen Grygier
Emma Watts & Jonathan Krauss
Jerry & Alex Kurt
Audra & Domenic Lindell
Lorraine & Damien McNamara
Talia & Jason Rimmik
The Sotom Family
Elisabeth & Rich Welck

Leadership $10,000+

Anonymous (1)
The Ahmanson Foundation
Jennifer Lewis & Peter Emude PA
Virginia & Austin Beatrice
Wendy & Gary Broad ’77
Shanna & Jonathan Brooks
Andrew & Jerry Caperton
Vivica Paulin-Ferrill & Will Ferrill
Evanne & Edward Gargiulo
Maria Messina-Geron & Gary Jerch ’86
Lori & Tom Golden
Nancy & Len Golden
Goldrich Family Foundation
Sara Winfield & Stephen Grygier
Emma Watts & Jonathan Krauss
Jerry & Alex Kurt
Audra & Domenic Lindell
Lorraine & Damien McNamara
Talia & Jason Rimmik
The Sotom Family
Elisabeth & Rich Welck

Visionary $15,000+

Michelle & Garrett Astin
Nicole & Brad Brooks
Capital Group Companies Charitable Foundation
Valerie & Frank Danenberg
Ellysa & Gail Elbaz
Sharon & Joan Feinberg
The Kent-Feldman Family
Risa Gertler
Lisa & David Hornand
Brian Kit
Michelle Klos
The Margaret H. Connell Foundation
The Muir Family
The O’Connor Family
Patricia & Gregory Perakos
Aine & Jeffrey Rome
Laurie & Kenny Rogers
Pippa Bono & Stan Savage Jr
The Shireman Family
Mark Siegel
Ann & Eric Silverman
The Silverman Family
Robin & Jeffrey Slich
Michelle & David Toub
Nicole Paris & Cindy Solomon
Licia & Cooler Tremayne
The Trilling Family

WINDWARD Fund

Sandy Pires
The St. John Family
Martin & Al Schwab
Eli Woods & Michelle Tener
Lisa & Andy Waters
Joanne Gross & Arielle Weingarten
Amy & Brian Weintraub
Patricia & Paul Woltz
Courtney & Jared Wolf

Benefactor $5,000+

Anonymous (4)
Laura Cohen & Arki Adviti
Lisa & David Apoern
Shen & Shrae Alkin
Mamie & Paul Alphon
Jennifer & Michael Alpert
Angela Armitage & David Hui
Kelly & Andrew Bobrow
Nancy & Ira Breiter
Coke & Paul Brcic
Joana Brooks & Randy Brooks
The Brodeau Family
Soma Barnett-Tuck & Stephen Buck
Carolyn & Dwight Caines
Michelle & Irwin Chang
Emma Watts & Jonathan Krauss
Jerry & Alex Kurt
Audra & Domenic Lindell
Lorraine & Damien McNamara
Talia & Jason Rimmik
The Sotom Family
Elisabeth & Rich Welck

Partner $2,500+

Anonymous (3)
Jamie & Michael Angus
Cathy & Tom Atkinson
Dawn Barrett
Christen Carter & Simon Beardsmore
Theresa & Hurd Blattner
Meghan & Randy Birch
Alex & Jason Brant
Teresa & Paul Brzustowicz
The Chesney Family
The Cheng Family
Tatjana & Jonathan Cohen
Alexandra Conrad
Dolly & Paul Cimino
The Crosby Family
Nicole Decroduction & Anna Davids
Eric Brooks & Greg Dwyer
Jack & Rebecca Dubois
The Farber Family
Stacey & Tim Farber
Carla & South Feld
Leah Corselli-Felisan & Stephen Felisan
Beth Ossman & Ken Fink
Dawn & Brent Forrest
Patti & Sean Fun ’81
The Garner-Iwanyk Families
Roxanne Davis & Dave Gervais
Carol & Kevin Delbont
Tom & Steve Gendron
Lori & Kirk Golden
Amy Hokin & Steven Goodrich
Roxanne Hingum & Kristen Gopinath
Nan Gorfine
Lori Gottlieb
Chelsie Grayson
Gordon Grosvenor
Dwina Grossman
Shaz & Kamal Husain
Jasmine Parker-Hampton & Jeremy Hampton
Nate & Hannah Solomon
Jennifer & Marcie Heenan
Letitia Bridges & William Hill
Jaret Shaw & Team Husky ’83 FA
Monica & David Isaacs
Roxanne Davis & Dave Gervais
Lisa & Colin Jeffery
Joy Lee & Tony Lomas
Peggy Proctor & John Johnston
Dana & Adam Kaller
Jenny Park & James Kim
Carlos & drive Krause
Caroline & Matt Kurzit
Tony Low

Founders $50,000+

Anonymous (1)
Angela Asher & Ted Fikre
American Endowment Foundation
Allison Garb & John Andrews
Sue & John Anschel
Kristin & Aaron Brandiskan
Lorraine & Joe Bercollit
The Bichler-RKall Foundation
Margaret Waag & David Blackman
Hina & Sean Brossmith
Sharni Donovan-Burg & Mark Burg
In Chicago
Cohen Capital
Kori & Darren Danworth
Teri & Barry Dayton
Rachel & John Edwards
Katherine & Sean Elak jacket
Fidelity Charitable fund
The Finger Family
Michelle & Jack Giarraputo
Whitney & Bill Gilson
Cathy & Josh Goldman
Jennifer Winer-Gordon & Ralf Gordon
Amy & Michael Gross
Jamie & Josh Grothmud
The Kuhlman Family
Biller & Aurer Kaplan
Lindsey & Matthew Kavazatz
Nancy Corshen & Richard Kudlack
Lori Alexander & Thomas Kreiler
Kendry & Michael Leibl
Wendy & Gary Leschgo
The Lugar Family
Marc Poult & David McDonen
Shoren Maghame
Michelle & Yvon Milchuk
Stu & Adam Miller
Gillian & Abram Natelson
Candace & Charles Neilson II
The Neill Family
Phil Pascente
Joanna & Matt Payau
Richard & Bob Plum
Jason Reiman
Almira & Mark Rosensbaum
Mary & Bob Rouman
The Roth Family
Jamie & Pep Salab
Diana & Andrew Sachs
Sachs Family Foundation
Dana & Evan Schlossinger
Jennifer Sherve
Shawn & Jason Sillett
Lesley & Sanford Slater
Jessica & Michael Slate

Lizette Sanchez-Hayden & Matthew Hayden
Jennifer & Adam Henschel
Amy Friedlander Hoffman & Todd Hoffman
Cheryl Mercado & Lorie Hudson
Alexandra Winston & Bo Hyde
LA Hyde Family Foundation
Rogal & Ryan Sadye
Kristin & John Lewis
The Kam Family
Wendy & Brandon Kirk
Charisa & Ko Koskygan
Walin & Samuel Fein
Mina & Peter Loffman
Elana Sutle & Michael Lenier
Jennifer Price Lettschir & Matthew Lettschir
Serena & Shawn Levy
Lisa & Rayon Lewis
Elanor & Jonathan Lewis
Dana & Jerry Longarzi
Julie & Jordan Lunders
Erik & Michelle Maid
Elizabeth & Jon Manful
Debbie & Jonathan Marklin
Lorena Barnett & Mark Metcalf
Joyce & Mark Mickelson
Elaine & Kenneth Mitchell Jr
Elizabeth & Bill Malinoski
Allison & Peter Morrison
Emily Reiner Moses ’88
Ronder & Richard Montgomery
Samantha & Peter Maxwell
The Edelman Family
Julie & Jonathan Maxwell
Amy Call & Adam Finkael
Andrea Wallace & Jonathan Friedman
Carolyn & Donald Furst
Jennifer Oschi & David Galt
Natalie & Lee Gestner
Susanna & Michael Gersten
Sarah Hennell & Adam Goldham
Goldman Sachs Matching Gift Program
Joyce & Michael Greenhagen
Carol Schiaveta & Elliot Gordon ’77
Laura & David Goldfleidis
Melissa & George Sacks & Green
Mitch Green
Shan & Michael Green
Vandita Stroudis
Jolie & Rick Greenwald
Tamara & Andrew Green ’92
Ivett & Bradley Hays
Hartman Family Charitable Fund
Hillary & Steve Hartman

Lori Gottlieb
Chelsie Grayson
Gordon Grosvenor
Dwina Grossman
Shaz & Kamal Husain
Jasmine Parker-Hampton & Jeremy Hampton
Nate & Hannah Solomon
Jennifer & Marcie Heenan
Letitia Bridges & William Hill
Jaret Shaw & Team Husky ’83 FA
Monica & David Isaacs
Roxanne Davis & Dave Gervais
Lisa & Colin Jeffery
Joy Lee & Tony Lomas
Peggy Proctor & John Johnston
Dana & Adam Kaller
Jenny Park & James Kim
Carlos & drive Krause
Caroline & Matt Kurzit
Tony Low

 unnamed-760x470.png
“My experience attending the Project Wayfinder Purpose Curriculum Conference was eye-opening and meaningful. I am grateful to have had the opportunity to connect with educators around the world and learn things from this course that I will not only use in my life, but am eager to share with others. My time co-teaching 11th Grade Seminar and implementing elements of Project Wayfinder in our classroom this past year has provided me with an even greater purpose at Windward, and the students never cease to bring a smile to my face.”

“Windward Fund at Work:
Research & Development

Thanks to the Windward Fund, faculty and staff have the opportunity to attend virtual conferences and workshops, which deepen their skills and knowledge as educators while allowing them to fulfill their own passions for lifelong learning.

Supporting the continuous professional development of faculty and staff is one of the most essential investments the Windward community can make. Thank you for your support of the Windward Fund this year, without your generosity and commitment, our faculty and staff would not have been able to participate in such enriching development opportunities.

Professional development events were funded by the Research and Development from June 2020 - January 2021

Of all full-time employees participated in Research and Development funded professional development events from June 2020 - January 2021

41%
The Windward Fund supports program enhancements on campus, provides funds for our faculty and staff members to attend conferences and professional development opportunities, and supports students benefiting from need-based financial aid. Each gift truly makes a difference in the lives of our students. During this unprecedented time, we are more grateful than ever for gifts to the Windward Fund, which have greatly supported our community as we face unique challenges this year. In the following pages, Windward community members highlight just how critical these gifts are to the vitality of the School and the well-being of each student at Windward.

**Why do you choose to invest in the School?**

The importance for me in investing in the School is the investment for our students and their future—a future that we all inherently will benefit from. We look to these students to create a world worthy of others to inherit. To that end, investing in how that happens is to ensure that we as educators strive to be better, do better, and capitalize on opportunities for our own professional development to model for our students what we collectively strive to achieve.

Personally, how could I not lend to the goal of Windward’s core values of our school community? As an administrator, I feel I have an obligation to uphold these values and my donation is a testament to that sentiment.

As a parent, faculty member, staff, administrator, coach, educator—we should all feel committed to contributing to this collective goal, a donation—any donation—supports Windward’s aim and mission.

**What does Windward mean to you and your family?**

Any time you start something new, it can feel like a big risk. And when your kids are involved, it feels like if you blow it you’re the worst parent of all time. But Windward makes us feel that in the middle of all these changes and in the midst of national turmoil, our kids are looked after and encouraged to do great things—safely. Now, more than ever, beyond teaching the basics, Windward is encouraging empathy, compassion, and why we should care not just about our local community, but also about the world.

What would you like to see happen at Windward?

It is important to support the School’s ideas and plans that will help the community as a whole. Especially this year, I stress that the main reason is that you are supporting other families who may have financial difficulties because of our current world situation. A large amount of the Windward Fund will go to the Windward Financial Aid program, and a significant portion of the fund will go to generating a safe and healthy environment for students to get back on campus safely due to the COVID-19 pandemic.

It is always good to contribute to a good cause, and even better if it is to your kid’s school as they will benefit from it as well. During the pandemic, some families may be hit harder than others, financially, so it is understandable that you may give less or not at all. Everyone’s situation is different and they have to decide for themselves, but I would still encourage families who have not participated yet to do so. Every and any amount that you contribute is important because you are helping an entire community as a whole. Especially this year, I stress that the main reason is that you are supporting other families who may have financial difficulties because of our current world situation. A large amount of the Windward Fund will go to the Windward Financial Aid program, and a significant portion of the fund will go to generating a safe and healthy environment for students to get back on campus safely due to the COVID-19 pandemic.

**How has the Windward Fund enhanced your ability to teach remotely this year?**

The Windward Fund has ensured that faculty and staff have been able to carry out our duties safely amid this pandemic without sacrificing the quality of the services that we are able to provide. All of us are so committed to our students and to have the support to be able to continue that work is something for which I’m very grateful. Providing access to the latest tech, books, and other teaching materials as well as subsidizing virtual faculty professional development and training are some of the many ways that the Windward Fund has helped us succeed at remote learning this year.

**Why should others give to the Windward Fund?**

There’s an amazing return on investment when one chooses to give to the Windward Fund. Contributing to the Fund demonstrates a commitment to a diverse and inclusive student body, to faculty growth and development, to facilities of which we all can enjoy and be proud. Your contribution will help us to ensure the vitality of the School and to continue to fulfill the promise of rigor, innovation, and excellence in education. On behalf of the faculty, thank you for giving!
What does Windward mean to you and your family?

Although our first year has been virtual, Windward has given us a community filled with superior education, community, and structure and stability over the past six months. We are all navigating so many unknowns within our world, and the continued support and dedication from Windward has kept our son Sammy engaged, connected, and hopeful during a very challenging time for all of us.

Is there a particular reason you decided to give to the Windward Fund?

We have been so grateful for the support and dedication that our boys have received this past year from both of their schools, and we know that even the best of “rainy day funds” could have never been enough to cover the remote learning set-up expenses and additional needs that Windward and others have had to face during this pandemic. We are truly inspired by all of the educators and administrators that have risen above these challenges.

Why is it important to invest in the School?

In our opinion, there is nothing more important than supporting students and their opportunities for education. We are grateful knowing that our contributions will help the students thrive and become the best that they can be.

Erika Johnson-Brooks & Bucky Brooks
Parents of Sammy ’26 and Ari (Age 11)

Michelle & Keith Richman
Parents of Abby ’26, Zoe (age 11), & Max (age 8)

What does Windward mean to you and your family?

Windward is a special place for our family. Our son Trey ’21 immediately fell in love with this school on his student visit in 6th Grade. There was no other choice for us and we felt so fortunate when he was admitted. Since then, our appreciation for Windward’s phenomenal teachers, nurturing learning environment, and supportive community has grown even more. With our daughter Ba ’25 new attending, we look forward to many more years of being a part of this special community.

Is there a particular reason you decided to give to the Windward Fund?

I grew up in a working and middle class neighborhood, and I value the life lessons I learned from teachers, plumbers, nurses, mechanics, etc. It was important when selecting a school to know that Windward supports the goal of having students and families with diverse socioeconomic backgrounds. The Windward Fund’s support of financial aid, which assists with tuition costs for students who may not be able to afford Windward, is primarily why I give to the Windward Fund. These funds provide an opportunity for the students to experience a student body reflecting the makeup of colleges, the workforce, and society as a whole. Moreover, we all benefit from diverse perspectives and experiences.

Why is it important to invest in the School?

Windward is not just a school, it is a community. For our community to grow and take care of all of its members, it is important that we all contribute in any way possible. Without such investment, our community would be unable to provide many of the programs and services that we all value.

We give to the Windward Fund specifically because it gives the school the most flexibility with respect to how to allocate to the most important needs of the school. I encourage others to give to the Windward Fund in order to help make our community as strong as possible.

How did you decide to be a Windward Fund Volunteer?

The reason I volunteered is pretty simple. My son has thrived at Windward. I really like the community, and want to do something in return. Being a Windward Fund volunteer gives me an opportunity to connect with other Windward families, especially the ones with children in the same class as my son. I really enjoyed volunteering, and I will continue to do it next year, too.

How has the Windward Fund enhanced your abilities to teach remotely this year?

Our Middle School Science curriculum is based in the discovery of phenomena through experimentation and experiential learning. Over the Summer, when it was clear that we would be in a remote learning situation, we knew that we would need to send our experiments home to our families so that we could continue allowing students to be engaged and invested in the same ways as previous years. Without the Windward Fund, this would not have been possible. While we still would have been able to teach our curriculum to an extent, the sheer joy, engagement, and deep learning of the curriculum would not have existed.

Why is it important to invest in the School?

I believe that every student that could benefit themselves along with our community should not only have the right to attend our school, but that this should be right should be unequivocal. Because the Windward Fund is directly tied to our school’s financial aid, I want to ensure these students and families, that would otherwise not be able to afford our school, do not need to make any difficult decisions. We must do everything we can to fill our classrooms with students that can and will thrive, and we must continue to search for these students throughout this incredible city. I know that my contributions to the Windward Fund further allow our school to do this, and I will continue to give until our school looks like the whole of Los Angeles.
In March of 2020, Windward hosted a lovely evening celebrating the groundbreaking of our new Academic Hub. The evening of merriment included a historical look back at previous master plan projects, billboards featuring the new buildings, music, cocktails, appetizers, community support, and a faculty Q&A.

Since then, tremendous progress has been made and construction is well underway with an expected completion date of Summer 2021. As we head into Spring, the construction calendar will continue at a vigorous pace, maintaining our steady momentum into Summer.

We are looking forward to the completion of the Academic Hub and all of the tremendous features it has to offer. The new buildings will include 11 active learning studios, Drawing and Painting Studio, Graphic Design Lab, Division Suites, Admissions and Head of School Offices, an Outdoor Deck, a Central Courtyard for students to gather, and an upgraded Performing Arts Wing. This new space will not only be a true “Hub” and central part of our campus, but it will also help to encourage creativity, design thinking, and collaboration for students of all grade levels and for years to come.
Upcoming Construction For March and April 2021:

- This Spring construction crews will paint the interior and exterior wood frame structures for both buildings.
- The South Building will have the roof, exterior laths and plaster completed, and the drywall installed.
- The North Building’s mechanical, electrical, and plumbing components will be completed, in addition to the installation of the roof, window frames, doors, exterior sheathing, and interior drywall.
- The Rehearsal and Dance Studio will have the ceiling installed and the tile, fixtures, and lighting will be installed in the restrooms. In addition, the Elevator Cab will be beaded and the excavation of the new bridge on the west side of campus will begin.

INNOVATION CAMPAIGN

$24MM
Allison & Bennett Rosenthal

$14MM+
Anonymous (1)

$500,000+
The Ahmanson Foundation
Valerie & Faraz Dadabhoy
Shannon & Dean Factor
Caroline & Michael Hackman
Dana & Richard Pachulski
The Schwartzberg Family

$250,000+
Anonymous (1)
Andrea & Barry Cayton
The Cayton Family
Quinn & Brian Erskine
Nancy & Jon Glazer
Jenny & Alex Kell
Allison & Jeffrey Wink
Sam Nowicki
The O’Connor Family
The Rosenthal Family
Pamela & Matt Schubert
Risa Tsun & Richard Stone
The Yi Family

$100,000+
Anonymous (2)
Lori & Howard Altman
Michelle & Gareth Arsen
Jennifer & Peter Benudiz
The Bickman-Ribakoff Family
Nadine Bell & Bart Williams
Gina Deutsch-Zakarin & Mark Zakarin

Cathy & Josh Goldsmith
Roopali & Dylan Ladage
Julie & Jannis Kang
David & Brian Kessler
Leah & John Kitcham
Sarena & Shawn Ley
Laura & Chris Miller
Judith Hayward & Michael Parks
Kimberly & Joshua Portus
Aimee & Mark Rosebaum
Sharon & Shawn Sani
Rodine Bell & Bart Williams

THANK YOU to OUR DONORS

The generosity of our donors has made an immeasurable impact on the future footprint of our campus and has allowed Windward to expand the possibilities and programming in the years to come. We want to thank the following families for their outpouring of support and their steadfast commitment to the future of Windward School.

*Bold indicates new donors since the Fall of 2020

INNOVATION CAMPAIGN

SUMMER 2021

INNOVATION CAMPAIGN

$20,261,456 RAISED TO DATE

$40,000,000 CAMPAIGN GOAL
Windward Network Testimonials

During the Summer of 2020, the Windward Network provided over 50 students and alumni opportunities to partner with 24 organizations in a variety of fields including engineering, publishing, finance, and medicine. These testimonials represent only a small sampling of last Summer's internships, and we are incredibly grateful to every organization who has partnered with us! To learn more about the Windward Network, visit our website and watch a brief video by scanning the QR code below.

If you are interested in providing Summer opportunities to our students and alumni, please contact Director of Windward Network, Robin Pickett, at rpickett@windwardschool.org.

Campbell Iezman ’21
Roxbury Consultants Internship

“This experience was very impactful. It taught me so much about the field of business I’m interested in and made me even more interested in pursuing it as a future career. Being able to sit in on business calls and experience what goes on in a normal day in the office showed me so much more than I felt I could learn in a college course about what it’s like to be in this business.

I would recommend participating in an internship through the Windward Network because it is a great learning experience and teaches you a lot about being in a professional environment. It’s also really helpful to work with someone who is a part of the Windward community because it provides a good way to connect as well as establishes connections for the future.”

Dillon Malaret ’18
Gideon Strategic Partners Internship

“I acted as the senior head intern overseeing the entire internship program. I created and oversaw projects, handled all of the scheduling, and led some of the online lessons. My job was also to improve the internal processes of the business through designing and implementing a new client relations management strategy, creating automated spreadsheets to manage revenue forecasting and payroll, as well as streamlining daily processes using automation.”

Brendan Lamishaw ’17
NortonLifeLock Internship

“I had a great internship experience at Norton given the circumstances of the Summer. I had a great mentor and my team did a fantastic job of making me feel welcome. I worked on projects that were both interesting and challenging, and that certainly helped me grow as an engineer.

I would recommend participating in an internship through the Windward Network because getting your foot in the door is often the hardest step in many industries. Windward provides the networking opportunities for you to land an interview and potentially a great job.”

Steve Trilling
(North of Max ’24)
NortonLifeLock Internship Sponsor

“We’ve had great success with both of our Windward Network interns this Summer, Brendan Lamishaw ’17 and Lucas Schaberg ’19. Each of their direct managers has told me repeatedly how well they are both doing and thanked me for helping to get them into the company for internships. And given that our internships have been entirely online this Summer, it’s especially impressive that Brendon and Lucas have both been able to contribute so much while working remotely.”

Scott Diamond
(Parent of Olivia ’12, Jack ’19, Henry ’22)
Roxbury Consultants Internship Sponsor

“I can’t tell you how impressed I was with Campbell Iezman ’21 and Zoe Kreller ’22. They were bright, hard working, and far surpassed my expectations. I believe they likely now know more about the economy and factors impacting world financial markets than any of their friends, and possibly even some of their teachers.”

Carly Steinbaum Savar
DeNovo Internship Sponsor

“For his Summer project, Ethan Tsai ’19 assumed leadership over our social media, especially our Instagram account. He was instrumental in growing our followers, posting content, and tracking what people want to see. I have had Windward interns for the last three years and am consistently impressed by their work ethic, professionalism, and maturity. I look forward to having another Windward intern this Summer.”

Pheebe Fingold ’21
Boeing Internship

“When people ask me what I did last Summer and I tell them about the Boeing internship, they’re always amazed. They wonder how I interned at a place like Boeing, an opportunity quite uncommon for a high school student. This was made possible by the Windward Network, which provides students unique opportunities to gain exposure to the professional world before graduating high school.”

Phoebe Fingold ’21
Boeing Internship

“...had a great internship experience at Norton given the circumstances of the Summer. I had a great mentor and my team did a fantastic job of making me feel welcome. I worked on projects that were both interesting and challenging, and that certainly helped me grow as an engineer.

I would recommend participating in an internship through the Windward Network because getting your foot in the door is often the hardest step in many industries. Windward provides the networking opportunities for you to land an interview and potentially a great job.”

Steve Trilling
(Parent of Max ’24)
NortonLifeLock Internship Sponsor

“We’ve had great success with both of our Windward Network interns this Summer, Brendan Lamishaw ’17 and Lucas Schaberg ’19. Each of their direct managers has told me repeatedly how well they are both doing and thanked me for helping to get them into the company for internships. And given that our internships have been entirely online this Summer, it’s especially impressive that Brendon and Lucas have both been able to contribute so much while working remotely.”

Scott Diamond
(Parent of Olivia ’12, Jack ’19, Henry ’22)
Roxbury Consultants Internship Sponsor

“I can’t tell you how impressed I was with Camp- bell Iezman ’21 and Zoe Kreller ’22. They were bright, hard working, and far surpassed my expectations. I believe they likely now know more about the economy and factors impacting world financial markets than any of their friends, and possibly even some of their teachers.”

Carly Steinbaum Savar
DeNovo Internship Sponsor

“For his Summer project, Ethan Tsai ’19 assumed leadership over our social media, especially our Instagram account. He was instrumental in growing our followers, posting content, and tracking what people want to see. I have had Windward interns for the last three years and am consistently impressed by their work ethic, professionalism, and maturity. I look forward to having another Windward intern this Summer.”
Since its inception, the goal of the Windward Network has been to provide students and alumni with access to career guidance and support while leveraging connections within the entire Windward community. This year, as many jobs have moved remote and the hiring process has shifted, this support has proven to be especially important. In October 2020 and January 2021, the Windward Network partnered with Hire Options, a Los Angeles based recruiting and staffing agency, to provide opportunities and resources for our Windward students and alumni.

On October 27, Hire Options recruiters Christy Kreisberg (Parent of Lily ’20) and Christie Morrison (alumna parent and Recruiting Manager of Prep Division at Hire Options) joined Robin Pickett, Director of the Windward Network, and Christy Kreisberg shared expertise on networking, social media presence, virtual interviews, and remote work. Robin also introduced students to the Windward Network’s Summer Internship program and previewed potential opportunities, of which they will be able to participate in this coming Summer.

In January, during Windward’s Spirit Week, our 10th Graders were introduced to the Windward Network in a workshop entitled “Sophomore Summer Synergy.” On January 27, Robin Pickett, Director of the Windward Network, and Christy Kreisberg shared expertise on networking, social media presence, virtual interviews, and remote work. Robin also introduced students to the Windward Network’s Summer Internship program and previewed potential opportunities, of which they will be able to participate in this coming Summer.

“Every year I look forward to introducing our 10th Grade class to the Windward Network and our Summer Internship program,” said Robin. “In these uncertain times, I am even more excited that Windward is able to provide them with experiential learning opportunities, whether virtually or in person. I look forward to working with the class and hearing about their wonderful experiences.”

Thank you to Christy and the entire Hire Options team for their time and expertise!

“Hearing from Christy was very helpful because she told us exactly what we needed to know for writing resumes, and she provided skilled guidance that would be hard to find elsewhere. She showed examples of resumes that would be turned away just by their organization versus resumes that employers would take more time to look at because of how simple and to the point their presentation was.”

-Eve Tarpey ‘23

“Sophomore Summer Synergy” says it all. Sophomores are curious and excited about exploring the world of work. Christy Kwon Kreisberg, as a Windward alumnus parent and Recruiting Manager at Hire Options, is the perfect synergy between the class of 2023 and the Windward Network. Whether students are building their skills and interests through learning or work or personal passion projects this Summer, Christy’s advice on how to present your best self is invaluable. She is the perfect presenter for real world tales and tips for resumes, networking, and interviews—virtual or in person.

Christy Kwon Kreisberg

Christie Morrison

Joslin Coon

Julia Coley  
Director of Prep Division

Christy Kwon Kreisberg joins Hire Options as a Recruiting Manager at a pivotal time when the agency has a renewed focus on providing exceptional temporary staffing needs for our clients. Her true love of people and innate ability to connect people makes her a natural in the world of recruiting for temp and direct hire. Before coming to Hire Options, Christy was a graduate of Boston College and worked for over 10 years in entertainment at NBC and Turner Broadcasting, buying and managing TV shows. Most recently, she worked in the non-profit sector, volunteering and chairing fund raisers and auctions giving her a wide skill set for business development for Hire Options. She loves meeting people and helping them find the perfect job, and she loves working with our clients to find them the perfect match for their needs. Christy’s motto is inspiring to the entire team at Hire Options in that she truly believes there is a job for everyone!

Christine Morrison has been recruiting for 10 years. Her most recent position was working with Insomniac Events as a Ground Control Safety Specialist hiring seasonal employees for different music events all over the United States and even assisted with a few in Mexico! She specializes in seasonal recruitment and fast paced environments. She has experience in legal, corporate, non-profit, and for-profit recruiting. She loves to match candidates with the perfect job and loves matching clients with the perfect placement. Some of her hobbies include hanging out with her dog, taking photos, going to music festivals, and camping with her friends. You can catch Christine in the temp department singing songs about any word that comes to mind, or coming up with some new crazy idea.

Starting her professional career in Hospitality, Joslin Coon honed her people skills through a variety of roles, but her most treasured seat was as a concierge. A good concierge knows how to listen, how to network, and how to get people to the places they want to be...sounds familiar. When the opportunity came to dip her toe into the corporate world, the shift to Talent Acquisition felt very natural. She spent time as a coordinator for a global asset management firm working closely with the Private Equity and Credit teams in an extremely fast paced environment. That role evolved into taking over all Executive Assistant recruitment and facilitating hires for Finance & Accounting and Technology for the firm. Loving the candidate interaction and connection, the choice to move to a recruiting firm was a culmination of the skills and passion she had built up.

Joslin believes that when you love where you work, it allows you to be your best. Landing at Hire Options has allowed her to do just that and now she wants to pay it forward. Continuously building strong bridges between candidates and clients is a rewarding journey.
Alumni who graduated in the last four years, Seniors, and faculty joined for Windward’s first-ever virtual Young Alumni Lunch hosted via Zoom. Although Windwardians traditionally look forward to indulging in an In-N-Out burger at this annual event, this year each attendee was emailed a Grubhub gift card to order any meal of their choosing. As attendees enjoyed lunch, they had the option of joining various virtual breakout rooms. Many initially gravitated towards academic breakout rooms where faculty members from each department awaited to welcome attendees. Department breakout rooms from Science and History, to Athletics and Performing Arts, were bustling with activity as alumni and Seniors enjoyed catching up with their teachers and coaches who have made an impact on their lives.

Windward French teacher Carrie Creighton shared, “It was a great opportunity to catch up with former students. It even sparked some continued connections via Zoom and an email later on in the break! I love getting all the updates on what life is like post-Windward.”

The most well-attended breakout room was trivia with Windward coach Tim O’Halloran, which always gathers a crowd. Tim has the unique ability of being able to create trivia questions on the go as participants suggest various topics. Tim’s encyclopedia-like knowledge never ceases to impress the crowd and keeps guests endlessly engaged and entertained.

Although COVID-19 has taken in-person alumni events to a screeching halt, the Alumni Association, with the leadership of the Alumni Council, continues to remain innovative during these challenging times. As the Council brainstormed various virtual events to keep alumni connected, the idea of a virtual cooking class resonated with the group as an engaging and unique way of bringing alumni together.

The virtual alumni cooking class was hosted on the evening of Wednesday, November 18, and brought together alumni from the classes of 1981 to 2017. To add to the festivities, alumni were joined by retired faculty members Lyn Hoge, Kiloh Fairchild, and Charlie Holmes. At 7 PM, alumni were ready to embark on this culinary experience, as all ingredients and a bottle of wine had been shipped direct to each attendee. The challenge was to hand make pesto gnocchi from scratch, an undertaking that would be guided by chef Mark Schmitt from Fort Oak restaurant in San Diego.

As chef Mark demonstrated the steps to create the dish and the various techniques to ensure that the gnocchi was crafted to perfection, alumni were able to follow along and ask questions throughout the process. After the dish was complete, alumni enjoyed dinner together while connecting with each other and hearing what Lyn, Kiloh, and Charlie have been keeping busy with since their time at Windward. Although alumni surely miss the opportunity to connect in person, many remarked how they enjoyed being able to connect with alumni from around the country in this virtual format.

Of course I enjoyed the leftovers—I fed myself for days!—but more so, I enjoyed the unusual and imaginative way of visiting with and seeing former students in an environment where I was clearly in more need of instruction than they!
Jordin Canada ’14
Two-Time WNBA Championship Winner

**Team:** Seattle Storm  
**Position:** Guard

From the hardwood of UCLA’s Pauley Pavilion to the bright lights of the WNBA’s Seattle Storm, something special happens when Jordin Canada has a basketball in her hands. But before she was an accomplished collegiate and two-time WNBA champion, she made her name as one of Windward’s all-time greatest scholar-athletes. Currently competing professionally overseas in Turkey, the School caught up with Jordin to discuss her path to basketball stardom, her habits and hurdles, and how Windward helped her along the way.

> You’ve won two WNBA championships in three years with the Seattle Storm. What do you attribute most to the success of your team?

There’s a lot of things, but I think with this team, we just have a really great team chemistry. We get along well off the court and on the court, and any chance that we get we hang out as much as possible. We’re all really great friends and we all support each other outside of basketball—whatever endeavors that we have, we all continue to support each other. I think that’s what makes us so successful. And we have fun! We love playing together, and we just have a lot of fun when we’re playing out there. So I think that’s what makes us so successful.

How has Windward affected you as an individual and in your career as a basketball player?

I give Windward a lot of credit. Coming from a public school and into an independent school, it was very difficult for me just because there was a lot of responsibility that I wasn’t used to and holding myself accountable. It was really hard, honestly, to balance classes and basketball. Windward made me step up my game in terms of sacrificing, whether I needed to study or go hang out with my friends, which one is more important. It prepared me for college and prepared me for life, understanding time management, understanding what is more important than the responsibilities that I have. I credit Windward for that, because when I got to UCLA, it was like smooth sailing. I had no issues, no problems with balancing time management. In that aspect, Windward helped me tremendously.

And then basketball wise, we were one of the best teams during that time in my high school career, and we played a lot of the best teams. And in order to get to where you want to go, you have to play the best. And so day in and day out, we were playing the top teams in California. And I think that’s what made us so great. I think that’s what helped my skills as well, and helped my basketball career.

What advice would you give your younger self in high school aspiring to someday be a WNBA player?

The most important thing or things that I would tell my younger self is to focus on the process. I think that’s really important. I remember when I was in high school, I would always think about the results and not necessarily falling in love with the process of wanting to get better and wanting to improve. Of course I always wanted to practice and wanted to hone in on my skills. But I think I was so fixated on my results that I didn’t necessarily pay attention to the process and the details. And I think that’s something that’s really important to have at a young age, because when you get older, you start to see it. So I think for myself, I would tell my younger self to just focus on the process of falling in love with the process because, you know, it’s not always about the results. Sometimes the results are not what you want, but if you put 100 percent effort into what you’ve done, you can be proud to say that you gave your all.

Where do you see yourself in five years? What are some goals that you see for yourself?

I’m probably still going to be playing overseas and hopefully still playing in the WNBA. I do want to travel the world, that is a goal of mine, to travel to different countries. And I’m actually currently in the process of finding other things that I’m passionate about. Modeling and fashion is something that I have really been involved in these past couple of years. I also want to get into giving back to the community in any way that I can, maybe starting a foundation.

I have so many ideas, but I do know that I want to work with inner city kids who don’t have the same experiences or don’t have enough resources to experience the things that they want to experience and the things that they are passionate about. That is something that I want to focus on, but I know I need to be more specific. So I’m still trying to navigate my way through that and trying to be more specific on what I want to do with my foundation.

What significant challenges or setbacks have you had during your career? How did you grow?

I would probably say my injuries. I’ve had a couple of injuries that have set me back. I had a sprained ACL in my junior year at Windward, and I had to sit out my last Summer of club basketball. I had to sit out for practically the whole Summer, couldn’t really play. Luckily I had committed to UCLA already. That was something that was really tough, just trying to get back into game shape and play basketball again. It’s really hard coming back from an injury.

I’ve also been cut from USA teams prior, when I was back in high school and in college. And that’s something that was really difficult for me because it’s always been a goal of mine to represent my country and play for the USA basketball team. And I’ve been cut a few times. That’s pretty hard because you want it so bad. And when it doesn’t happen, you kind of get fixated on the results and things of that nature.

What has it been like traveling and playing abroad? What has the experience been like for you as a whole?

It’s been up and down. This is my second year overseas, so my first year I played in Krakow, Poland, and being there was really hard. It was my first time overseas away from my family, my friends, being on my own in a different country. It was a culture shock for sure. It was just really hard to adjust to. And honestly, being an African-American female is really hard, and it was hard to adjust.

This time around in Turkey, I love my teammates. The organization has been really welcoming and open and takes care of me. Also, I’m older. I’m more mature, so I know what to expect. My experience has just been much better. But, you kind of get homesick eventually and you start to miss home and you miss your family and your friends. So that aspect will never go away. It will always be tough going overseas. But the basketball experience has been great. The games have been very competitive. My teammates have been great. So it’s just an up and down journey overseas, and it will always be that way.
What inspired your passion for decentralized finance (DeFi)? How do you believe DeFi will impact our world a decade from now?

Jai: Cryptocurrencies like Bitcoin give us an opportunity to opt-out from our current financial institutions. Decentralized finance (DeFi) as an industry takes this further, enabling anyone to re-create the entire financial system but in a new transparent and trust-less world. Instead of trusting a few unelected officials called the Fed to manage my money, I trust 0's and 1's inside my computer. In the financial world, DeFi has replaced traditional finance. The way that we access information was changed with the internet, just like the way we access our money will change with DeFi.

While a student at Windward, what led to the genesis of Ambo, your first venture in the DeFi space? How did it lead to your partnership with MyCrypto?

Jai: Richter Brzeski and I were not just students at Windward. We were constantly keeping ourselves busy through internships, on-campus opportunities, and research on our own. Jai and I became a tight pair through our four years together collaborating on the Bain Case Study Competition. Richter and Jai attended Apple’s Worldwide Developers Conference together, and at the end of the day, the three of us were very close friends and ready to take on the world of finance together. Myself, being an avid investor, and Jai exploring the world of crypto through past-employer ties, we knew that we would be the perfect group to build Ambo with the mission of making mobile trading for crypto easily accessible to the masses.

In Summer of 2018 during our annual trip to San Francisco for meetings with our partners and potential investors, we returned home to a call from MyCrypto. MyCrypto was the first Ethereum (second biggest cryptocurrency) wallet and we knew that bringing Ambo to MyCrypto and working under their strong team would advance our developments and provide us the opportunity to reach our goals. With multiple acquisition offers, we knew that MyCrypto was the best fit for us given their support for our education rather than other companies that wanted us to leave school.

Since we were building a mobile facing app for our age group, there was no better place to receive user feedback than the tables outside of the Pavilion during nutrition and lunch time from our fellow peers. We grew as a team through MyCrypto’s guidance and support while continuing our studies at Windward and then Freshman year of college for me (Jack) while Jai was finishing up his Senior year in high school.

What motivated you to launch your newest company, Rari Capital? What are your long-term goals for Rari?

Jai: One of my core beliefs is that the vast majority of people are coming to cryptocurrency and blockchain in general to make money, not for decentralization. Our previous company monetized on this wave; it was an exchange that monetized off of people’s drive to speculate on the market. One thing that I learned while working on that was that people are horrible at speculation and tend to lose money. After that company was acquired, I questioned: are there ways for people to make money within crypto without price speculation?

That was the vision behind Rari Capital. Rari Capital autonomously moves money through different pieces of DeFi to earn yield for our users. For the past few months, we’ve generated 20%+ APY on USD without making speculative investments.

We’ve only been around for a few months and have already passed $95,000,000 AUM. The future of Rari Capital will be expanding the capital pool but also expanding our strategy set into building financial blocks like exchanges, money markets and a lot more.

Philanthropy is an integral part of Rari’s foundation. What makes you passionate about giving back, and what are your aspirations for the Rari Foundation?

Jai: There is certainly a lot of money in crypto and DeFi specifically. Money from early crypto adopters who have become wealthy over the years through risky investments, to institutions who are piling up on their crypto holdings, all the way to the retail investor. We didn’t want to be the generic crypto company by raising money and storing it for unnecessary reasons. One of the core values of life that we learned from Windward and our families is the power of giving back to the community. In the midst of a worldwide pandemic and issues racing across the whole planet, we knew that we could take revenue from our project and support underserved areas that need the money more than us.

To keep our decentralized ethos, we partnered with Endowment, the first donor-advised fund provider built on top of the Ethereum blockchain. A month after our launch we transitioned our fee structure to allow for what we call an autonomous donation machine, meaning a proportion of the fees will be donated to our foundation consistently for as long as our protocol lives on and generates revenue. This integration is expected to seed our donor-advised fund with millions of dollars per year.

Philanthropy is an integral part of Rari’s mission. What makes you passionate about giving back, and what are your aspirations for the Rari Foundation?

Jai: My Windward experience was really special in many different ways. Speaking specifically towards how it contributed to my career trajectory, it gave me the confidence that I needed to succeed in the business world. Sure, I’m 19 years old and people are trusting me and my team with millions of dollars (and hopefully one day billions) but that wouldn’t have been possible without Windward. I will also add that there were two experiences that vastly impacted my DeFi trajectory: economics class (with Daniel Gutierrez) and the Bain Case Study Competition (again, with Daniel Gutierrez). Both of these activities gave me knowledge that would have never come by otherwise and put me at a significant advantage relative to the people that I work with in the field.

Tell us about current Windward students and alumni who have been involved with Ambo and Rari, and their roles within the organization.

Jai: Ambo consisted of me (Jack Lipstone ’19), Jai Bhavnani ’20, Richter Brzeski ’19, and Zane St. John ’22. I handled all business development, strategic efforts, and marketing for the mobile app. Jai focused on development, business and designing the app to be the easiest place possible for our users. Richter handled all backend developments, which focused on the trading infrastructure that powers the app. Zane built our website that acted as a portal for our mobile users to access our funds and trade online through a website. Now at Rari, we have Justin Yu ’21, Ben Mayer ’24, and Jet Judeja ’24 working alongside Richter, Jai, and I. Justin is taking the lead on UI/UX, Ben handles all front end development, Richter and Jet are doing backend development using Ethereum smart contracts, while Jai handles strategic initiatives and protocol integrations. Finally, I am taking the lead on community management and capital onboarding.

How did your Windward experience as a whole affect you and your career trajectory?

Jai: My Windward experience was really special in many different ways. Speaking specifically towards how it contributed to my career trajectory, it gave me the confidence that I needed to succeed in the business world. Sure, I’m 19 years old and people are trusting me and my team with millions of dollars (and hopefully one day billions) but that wouldn’t have been possible without Windward. I will also add that there were two experiences that vastly impacted my DeFi trajectory: economics class (with Daniel Gutierrez) and the Bain Case Study Competition (again, with Daniel Gutierrez). Both of these activities gave me knowledge that would have never come by otherwise and put me at a significant advantage relative to the people that I work with in the field.
Like many in the Windward community, Michael Gittes ’06 spent the early days of the coronavirus pandemic overwhelmed with gratitude for the countless essential workers working around the clock to keep people safe. A painter and video artist, Michael wanted to find a way to share his appreciation in a meaningful way. From that thought came “Strangers to No One,” a project in which Michael tasked himself to craft 1,800 individual flower paintings for the entire staff of the Interfaith Medical Center in Brooklyn, New York.

“I really wanted to communicate our collective appreciation for each hospital worker, specifically on an individual level,” said Michael. “It felt like we knew them because we appreciated them and their hard work so much. They weren’t strangers at all.”

Choosing the basis of the project came with a similar clarity. “The idea of painting flowers came naturally—together they make a garden, but separately they are their own flower.” Using paint-filled syringes—a fitting tool—Michael spent over three months painting the various flowers, leaving it up to his art dealer, Eli Bronner, to decide on the recipients. “I wanted the flowers to feel like they appeared out of thin air,” Michael explained. “So I stayed out of the hospital selection process. I set specific guidelines—most importantly, that the hospital was a nonprofit and in New York, which was particularly overwhelming at the time.”

Using the funds raised by selling other flower paintings to collectors, Michael was able to make his dream a reality, sending the full assortment of paintings to the Interfaith Medical Center this past July. While the Los Angeles-based artist wasn’t able to see the delivery in person, that was largely by design. “I tried to stay as anonymous as possible because I wanted the flowers to feel like a gift from everyone, everywhere, and not just from me and my team,” Michael said. “I did get very nice messages and emails from some workers who said they loved their flowers, and that was really great.”

Though the scale of the project is one Michael is in no rush to attempt again, the experience left him inspired by people’s willingness to help. “One thing I love about being an artist is that I essentially depend only on myself to produce a work. This project was a nice break from that because I got to work with a ton of people who all played a role in making this project happen.”

As Michael reflects on “Strangers to No One,” it’s the project’s focus on community and connection that brings him back to his time at Windward. “Windward is actually the extent of my artistic training because I studied American History at Wesleyan University. Most importantly, Windward is where I met my best friends, who are still my best friends today.”
Wildcats, Let’s Finish the Year Strong!

SPRING BREAK
3/29 - 4/9

Memorial Day
5/31

LAST DAY OF SCHOOL
JUNE 11!

SCHOOL CLOSED
4/26

COMING SPRING 2021
Tales at the Table PODCAST

Fresh Format, Same Signature Event

Coming this Spring, hear a new captivating collection of community stories from Windward’s annual Tales at the Table event. Tales at the Table highlights the ongoing work in building our Diversity, Equity, and Inclusivity initiative. More details will be forthcoming.