CELEBRATING 50 YEARS
Donor Impact Report Inside
TABLE OF CONTENTS

► From the Head of School
► 50th Anniversary
► Senior Celebrations
► Academics
► Student Achievements
► Spring Athletics
► Board of Trustees
► New Faculty

► Donor Impact Report
► Diversity, Equity, and Inclusion
► Windward Network
► Alumni Features
► Save the Dates

► New Faculty

► Donor Impact Report
► Volunteer Roll
► Windward Fund Donor Roll
► Parent of Alumni Giving
► Grandparent Giving
► Alumni Giving
► Faculty and Staff Giving
► Foundations and Corporate Support
► Trustee Support
► Windward Fund Allocations
► Innovation Campaign Donor Roll
► Innovation Campaign Part 1: Academic Hub
► Donor Spotlight: Weiner Family
► Donor Spotlight: Nahar/Keyna Family
► Donor Spotlight: Weiss Family
► Parent Build
► Senior Class Gift
► Party Book

► Holiday Cheer
► Board of Trustees
► New Faculty

► Performing Arts Podcast
► Sports
► Windward Network
► Diversity, Equity, and Inclusion

► Advancement Office Contributions
► Dawn Barrett
► Michael Bognanno

► Whitney Burke
► Jeff Gilder ’08
► Jeff Lake

► Lindsay Knaub
► Jamey McElvain-Whitman
► Robin Pickett
► Jacqueline Varney
► La Donna Wertlieb

► Communications Office Interns
► Matthew Carter ’18
► Henry Diamond ’22

► Photography
► Kevin Chan

► Design & Layout
► Kevin Chan

► Original Illustrations
► Mollie McElvain

► Cover Artwork
► Jamie McElvain-Whitman

A Letter From

Tom Gilder

From the Head of School

Tom Gilder

WINDWARD MAGAZINE - 01

The issue of the Windward Magazine is particularly meaningful to me as it kicks off Windward’s 50th Anniversary celebration. Windward was founded in the Fall of 1971 on the heels of the Los Angeles teachers strike, during which co-founders Shirley Windward and Carl Parsons walked the picket line with lofty aspirations to transform secondary education.

That they did when they banded together with 68 students and their families to pioneer a new school located in Santa Monica. As a converted motel, Windward was constructed from humble beginnings. There were bean bag chairs instead of desks and only about a dozen faculty members on the payroll, but the dream to provide a quality education was alive and well.

When I arrived at Windward in 1982, the school was in the process of moving to our present-day campus on Palm Boulevard. Only the framework for the building was in place, and there was no indication that the school would be ready for instruction in just one month’s time. But I learned that day that Windward loves to push the envelope. We worked hard to build, and through steadfast community support, we have increased those aspirations over time.

As we head into a new school year, I am moved more than ever by the exceptional achievements of our student body and the heartfelt generosity of our community. Our 2020-21 donor report (page 37) represents just how far we’ve come since our beginning days at 3118 Wilshire Blvd.

I am profoundly grateful to each and every one of our donors. Your gifts display your trust in us to provide students a top-quality, dynamic education, and support of our Windward Fund allows us to continue to achieve all of our annual goals. The generosity of our community members allows us to focus on the future and meet the needs of our students by continuing to enhance and expand our academic programming and innovative spaces. It also allows us to continue to research and partner with collegiate and professional institutions as we refine the interior design of our facilities to best meet our programmatic goals and enhance learning experiences.

As inscribed on our 50th Anniversary emblem, our past serves as inspiration for our future. I am excited to honor Windward’s successes all year long and look forward to our 50th Anniversary Spring Source and Alumni Weekend where we will come together as a community to celebrate this special milestone. I want to thank you again for joining me on this journey and witnessing this exhilarating period in Windward’s history.
Winward School opens at 3118 Wilshire Blvd. with an enrollment of 68 students. At the first annual meeting of the Board of Trustees on September 7, 1971, three faculty members were elected to serve as officers of the School:

Shirley Windward, President
Toni Stein, Vice President
Carl Parsons, Secretary-Treasurer

1971

September

1976

The School moves to its second campus, a converted medical building, at 1414 21st St.

1978

Tim Corcoran is named Head of School.

1982

Continuing to grow and needing additional space for new programs, Windward moves to its present site, a 9.5 acre, multi-building campus at 11350 Palms Blvd. in Los Angeles.

1984

First gymnasium built on campus.

1987

Tom Gilder is named Head of School.

1990

Irene Kleinberg Theater is built.

1996

Tom Gilder is named Head of School.

1997

Small Bridge constructed.

2000

The Leichtman-Levine Bridge opens.

1971

Shirley Windward and Carl Parsons opened Windward School in a small converted hotel in Santa Monica to give local kids a better education. 50 years later, Windward has become one of the most prestigious independent schools in Los Angeles. Founded on the mission of challenging each student to achieve excellence in a nurturing, inclusive community, these ideals are still the cornerstone of a Windward education today.

The 2021-22 school year marks Windward School’s 50th anniversary. In celebration of this special milestone, we welcome the community to reflect on some of the remarkable achievements of the past and join us for events throughout the year as we inspire the future.

Celebrating 50 Years

In 1971, Shirley Windward and Carl Parsons opened Windward School in a small converted hotel in Santa Monica to give local kids a better education. 50 years later, Windward has become one of the most prestigious independent schools in Los Angeles. Founded on the mission of challenging each student to achieve excellence in a nurturing, inclusive community, these ideals are still the cornerstone of a Windward education today.

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Community 50th Anniversary Celebrations

- Performing Arts Faculty Concert - Sept. 24, 2021
- Tales at the Table - Oct. 8, 2021
- Homecoming Football Game - Oct. 8, 2021 at 3:30 p.m.
- Fall Coffeehouse - Nov. 12, 2021
- WIT Alumni Match - Dec. 18, 2021
- Young Alumni Luncheon - Dec. 17, 2021
- Music Extravaganza Concert - Jan. 22, 2022
- Founders’ Day - Jan. 28, 2022
- An Evening of Dance - Feb. 18, 2022
- Spring Coffeehouse - March 18, 2022
- Spring Music Concert - April 30, 2022 and May 1, 2022
- 50th Anniversary Spring Soiree - May 7, 2022
- 50th Anniversary Alumni Reunions - June 4, 2022
- 50th Anniversary Alumni Festival - June 5, 2022
Windward successfully completes the $6 million Campaign for Windward School, which allows the school to add significant new facilities. Arts Center and Meshulam Riklis and Pia Zadora Dining Pavilion opens.

2002

Academic Hub and the Schwartzberg Family Bridge open.

2015

The 11,647 square foot Lewis Jackson Memorial Sports Center undergoes an extensive remodel. The Weight Room undergoes an extensive remodel and is renamed the Peak Performance Center.

2019

CTL Renovation and new furniture.

2021

50th graduating class.

2022

50th graduating class.

W

indward’s first graduating class was the Class of 1972. This year, we celebrate our 50th graduation with the Class of 2022. Whether an alum from 50 years ago or last year, their time at Windward is part of our history. We have asked alums to reflect on some of the remarkable achievements of the past and share their fondest Windward memories.

50 Years of Alumni

Mark Polland ’81
Lawyer & Artist

“When I attended Windward it was located in a small converted office building on 21st Street, with big dreams inside. It was twice as big as the converted motel on Wilshire where it all started. It’s a parking lot now, but the memories live on.

My favorite Windward memory was camping on Santa Barbara Island for a week during block week. Carrying all our water and bringing 12 scuba tanks each so that we could get certified to scuba dive. Floating underwater over a school of bat rays that made the seafloor look like it was moving all around us. Finding an antique anchor and bringing it back to the dock, only to have our instructor tell us to take it back again. We hauled it around a corner and then goofed off until the tanks were dry so he thought we worked really hard.”

Derek Leavitt ’95
Architect & Real Estate Developer

“The gym was the “new” building when I started and the bridge was very narrow. After assemblies there would be a massive backup of students crossing the bridge back to class because most of the classrooms were on the Palms side of the river.”

Jasmine Blevins ’17
Production Assistant

“My favorite Windward memory is from my junior year when I hosted Shirley’s Slams and Jams with Hannah Kanter. We told jokes, played music, I rapped Hamilton with the crowd and the girls basketball team and I recited poetry. It was a blast and one of the most special days of my Windward career.”

Lauren Hoffman ’05
Piano Teacher & Jewelry Designer

“When I attended Windward it was a small converted motel on Wilshire where it all started. It’s a parking lot now, but the memories live on.

My favorite Windward memory was camping on Santa Barbara Island for a week during block week. Carrying all our water and bringing 12 scuba tanks each so that we could get certified to scuba dive. Floating underwater over a school of bat rays that made the seafloor look like it was moving all around us. Finding an antique anchor and bringing it back to the dock, only to have our instructor tell us to take it back again. We hauled it around a corner and then goofed off until the tanks were dry so he thought we worked really hard.”

OR CODE: Scan here to share your memories of being a Windwardian.
Windward’s tradition of Senior Chalk Day lived on this year as Seniors had the opportunity to come to campus on Saturday, May 1 to draw a chalk creation of their own name, college logo, Windward message, or other creation that joined their classmates’ designs to create the Chalk Collage of 2021.

What a Night!

ight on the Bridge, Windward’s long-standing tradition of hosting our graduating class for one last evening on campus, continued this year with a wonderful celebration of the Class of 2021. The evening began with students gathering to write memories and fond wishes on keepsake photos for each of their classmates. With baby photos paired with Senior photos, and a map showing where each student would be in the coming year, the Class of 2021 had an opportunity to both reflect on their time at Windward and look forward to their lives after graduation.

The official Night on the Bridge ceremony began with the class gathering in a circle on Foley Field as they listened to classmate Michelle Duchemin read her original poem in honor of Shirley Windward, “Controlling the Uncontrollable.” Following Michelle was Faculty speaker JP Contreras-deluzaman, who encouraged students to focus on the interconnectedness of the world and the ways in which they both support and are supported by the community around them.

As the sun set, and dusk began, students were illuminated by candlelight as every member of the class of 2021 held a candle to complete the circle. At the close of the ceremony, Seniors watched a video montage of their years at Windward and concluded the evening as it began, gathering together to reminisce and to excitedly look forward to the future.
Congratulations to the Class of 2021, who celebrated with close family on Friday, May 28 in a spirited and sentimental ceremony on Foley Field, which was spectacularly transformed for the occasion.

The ceremony included several moving student speeches and performances along with a poignant faculty speech by English Teacher Kara Nebel. The ceremony concluded with the presentation of department awards, the Director’s Award, the Shirley Windward Award, and the Windward’s 2021 Valedictorian announcement.

**Student Speakers**

*Defining the Class of 2021*
Nicholas Aaron Cohen

*You’ve Got a Friend*
Oliver Winfield Grnyberg, Drew Mark Ikaika Lazo Mickelson, Riley Joseph Tanner

*Trust the Process*
Dominique-Michelle Duchemin

*The Climb*
Phoebe Rose Eskisnitz & Alexandra Lily Reynolds

*High School is a TV Show*
Sam Siminou

*Lessons from Windward*
Corynn Marie Grayson Branche

*For Good*
Corynn Marie Grayson Branche & Isabella Grace Downey

*The Road That Has Been Windward*
Oliver Winfield Grnyberg
THE ADVENTURE BEGINS!

We look forward to supporting our newest alumni through the Windward Network, which assists students seeking professional growth, networking, and mentorship opportunities.

This Fall, our most recent Windward alumni are just beginning to make their mark at the following college and university campuses, indicated above.

1. American University
2. Babson College
3. Bard College
4. Boston College
5. Boston University (3)
6. Brown University (3)
7. California State University-Dominguez Hills
8. California State University-Northridge (2)
9. Chapman University (2)
10. Colby College
11. Connecticut College
12. Cornell University (2)
13. Duke University
14. Emerson College
15. Emory University
16. Georgia Washington University
17. George-town University
18. Indiana University-Bloomington
19. Kenyon College
20. Loyola Marymount University (2)
21. New York University (2)
22. Northwestern University
23. Northwestern University
24. Purdue University (2)
25. Queen’s University
26. The American International University in London, Richmond
27. San Jose State University
28. Santa Clara University
29. Santa Monica College
30. Seattle University
31. Southern Methodist University
32. Stanford University (3)
33. Syracuse University
34. Tufts University (5)
35. Tulane University of Louisiana (5)
36. Union College
37. University of California-Berkeley
38. University of Chicago
39. University of Colorado Boulder
40. George School of Art
41. University of Miami (4)
42. University of Michigan-Ann Arbor (7)
43. University of New Haven
44. University of Oregon
45. University of Pennsylvania
46. University of Southern California (4)
47. University of Virginia
48. University of Washington
49. University of Wisconsin-Madison (2)
50. Vassar College (3)
51. Wake Forest University
52. Washington University in St Louis (3)
53. Wesleyan University
54. Williams College
We do not learn by doing, but by reflecting upon having done.” This quote, attributed to John Dewey, is at the heart of Windward’s 8th Grade Capstone program. As students finish their Middle School experience and embark on their career as high school students, we wanted to give them an opportunity to reflect on how they developed as students, artists, athletes, and as people.

Over the course of Middle School, students collected evidence of their growth within broad “habits of mind.” They became better collaborators and self-advocates. They developed organizational skills. They communicated understanding in multiple modalities. They persevered through challenges, took risks, and cultivated growth mindsets. This year, many also reflected on the skills and habits of mind they developed in having to do the majority of their Middle School years from their homes! So many students recognized that even though their Middle School years were challenging in a way no other students have ever experienced, there were gains to be had in managing Middle School during a pandemic that our resilient students will never forget.

Having a self-selected portfolio of their own work as evidence of growth allowed our 8th Graders a way to reflect on who they have become over the course of their Middle School years. As one of their Seminar sessions during the second half of 8th Grade, they reflected upon the artifacts in their portfolios and decided on an area of focus as the theme of their creative project. This year’s creative projects included songs, paintings and drawings, animations, videos, collages, and more. Students shared their projects and accompanying reflections using a platform called Flipgrid, before watching and commenting on their classmates’ work as a celebration of their Middle School years.

“We are so very proud of this group of students who have managed to grow and flourish despite the many challenges they faced. We hope these capstone projects provided a meaningful way for them to celebrate who they are becoming as they head into Upper School,” said Emily Dawe, Associate Director of Middle School.

“Life isn’t just black and white, so you’ll notice that all but one of my photos have a splash of color because we’re not leaving all of our experiences in our past. We’re ready to move on but still carry what we’ve learned with us... During this capstone project, I learned just how much these experiences I have had in Middle School have shaped me into who I am now.”

“Through Middle School, I have learned to be more self-confident and eliminate pessimistic thoughts and really just love myself no matter what... I remember collecting all the artifacts for my portfolio last year, and I didn’t think it was that meaningful until I compiled it into this song, and I realized that most of the songs that I write are about other people or morals or perspectives I have on life but not really stories about me and my growth and the lessons that I think represent myself as a person. I was able to figure that out and write a song just about me because I was able to find physical artifacts that represented me, and I could attach meaning to them. I think it was a really awesome process.”
Young Storytellers

Congratulations to all of the Windward students, who submitted more than 100 works of creative storytelling to the 2021 Media Arts & Film Lab Showcase. Not only did the event screen notable films and award-winners, but students were identified for the excellence of craft, collaboration, and dedication to the media arts and telling personal stories.

Several students this year were also awarded our “2021 Shirley Spirit Award.” In the spirit of Shirley Windward, who encouraged our community to set out and “shake the world,” several students were recognized for their excellence in creativity and collaboration inside and outside of the classroom, as well as the quality of their individual creative body of work this year.

On June 2, three diverse and celebrated women creators came together to share parts of their stories as women innovators in the multifaceted business of storytelling. This fireside panel conducted over Zoom hosted over 100 Windward students, faculty, parents, and alumni who participated and asked questions. Our panelists took a deep dive into their childhood dreams, their first desires to enter the business of the creative arts, and explored both their hopes and challenges, as women innovating in the business.

Born into a West African diplomat family, Namina Forna described growing up in war-torn Sierra Leone, and how her dreams of becoming a writer took her on a lifelong journey of facing her parents expectations, patriarchal social norms, self-doubt, and self-motivation. By the time she was acquiring her MFA at the University of Southern California, Forna had become convinced that writing was for her—so much so that she began writing her breakthrough Young Adult fantasy “The Gilded Ones” in class.

Marin Hinkle described her lifelong love for reading, fantasy stories, and dancing, but how becoming injured at 16 led her into a depression that she ultimately overcame by turning her life full force towards acting. “Embracing oneself” is what Hinkle describes as the most important thing to do at all times, regardless of life’s challenges. Some of her earliest career tribulations were facing casting stereotypes, but deeply desiring to have an opportunity to act and to create her own way. Marin also described the changing climate of the industry and how women are fighting but still slowly rising the ranks of leadership storytelling roles.

Luminary Jodie Foster expressed how in the beginning of her career, she had several positive male mentors but that very few women could be found “on set” and likewise, in leadership positions. At an early age, Foster understood that the craft and the business of storytelling are both creative arts, and that diversifying and evolving the industry and the stories told takes full participation from both men and women. Foster also described how even when she was 30 years old, many movie distribution companies were led by women but there was still less representation of women in creative leadership roles. She believes we are finally arriving at a “transitional” moment in the industry and the country that is both dividing us and bringing us together, and beholds such promise, even as a difficult transition.

Each esteemed panelist discussed and explored how all young storytellers of any gender or genre can help make our industry and stories more inclusive, dynamic, and diverse.
Windward’s 5th Annual CREATE Showcase took place on Wednesday, June 2 as an opportunity for students and faculty to share and celebrate their creative and innovative passions. Awards were presented in the following categories: Most Original, Niftiest, Fridge-worthy, and Stewards’ Pick.

Congratulations to the following students for their awards!

Most Original:
Mitchell Brodie ’22

Most Fridge-Worthy:
Misha Sharif ’24

Niftiest:
Jake Eaton ’23

Stewards’ Pick:
Charlie van Hook ’23

A big congratulations is also in order for Aman Granados-Puvvula ’25 and Lexi Gelbard ’26 for being awarded the Middle School Innovators Award, which recognizes their creative spirit and exemplifies an innovator’s mindset throughout the year.
Since Windward’s founding, its Visual and Media Arts program has valued artistic rigor and excellence, process and risk-taking, critical thinking, and personal voice. With traditional and contemporary media, Windward students become curious and informed navigators of a complex visual world.

During the 2020-21 school year, that visual world became even more complicated as students were forced to create art from within the confines of their homes. As a celebration of all of the hard work put forth by VMA students this past year, the department created a vibrant website, which showcases student portfolios from all courses beginning with 7th Grade Introduction to Studio and Media Arts all the way up to AP Art and Design. The website is all encompassing—featuring both traditional and contemporary expressive modalities.

Given the challenges of remote learning for the 2020-21 school year, Justine Ludden ’23, 3D design student, built and designed a virtual space as an end-of-year art exhibition called the Windward Art Collective. The virtual exhibition is a collection of art made up by hard-working Windward art students. It is a glimpse into the work they have done while a part of the collective and features mediums such as painting, drawing, and virtual design.

Artwork by Dena Contreras ’21

Artwork (Left Column): Charlotte Siegel ’22, Garrett Davis ’22, Maddie Altman ’23, Ella Olsen-Richman ’22, Kai Musk ’24

Artwork (Right Column): Claire Asten ’23, Keon Vafaee ’22, Riley Morris ’22, Shaelee DeCarolis ’22
ACADEMICS

COURSE SPOTLIGHT

Honors History: The U.S. in the World

Origins
The origins of Honors History: The U.S. in the World were to bolster a global approach to the study of the United States. As the class has evolved, students have gained better appreciation for other cultures, history around us, and they have grappled, moreover, with DEI issues.

This class began in 2018 when then-department chair Melanie Arias approached us to develop The U.S. in the World as a globally-oriented alternative to AP United States History. We have designed the class to introduce students to the transnational forces that have shaped our society—from Enlightenment ideals to global decolonization movements—and the effects of our foreign policy on the rest of the world. Through this approach, we strive to cultivate critical thinkers and responsible global citizens.

Course Overview
The course emphasizes hands-on, immersive approaches to the study of History, and we encourage students to express themselves in ways that tap into their interests and talents. An assessment in The U.S. in the World might be an infographic, a research paper, or a work of visual media. In this manner we emphasize that interpreting data and sharing findings can be expressed in multiple forms. This real-world approach prepares students for college, where they will need to be flexible, even experimental, in visualizing their data to persuade an audience.

Making Deeper Connections
Students often tell us that this class allows them to connect both to their histories as well as the histories of other cultures. They think critically about what it means to be American. And they examine how their experiences, as well as those of their family members and ancestors, have shaped this nation and its relations with the wider world. For example, the mid-year documentary project in which students research and represent the stories of a chosen refugee population in Los Angeles and the issues their community faces today. This assignment requires students to use a visual or aural medium of their choice (art, sculpture, song, performance etc.) to become historians in the public sphere and educate the school community about those people and their neighbors.

The Final Project
For the final project, students research the global Cold War-era origins of a chosen refugee population in Los Angeles and the issues their communities face today. This assignment requires students to use a visual or aural medium of their choice (art, sculpture, song, performance etc.) to become historians in the public sphere and educate the school community about those people and their neighbors.

Discovering Global Los Angeles
The work of bringing LA into the classroom goes well beyond the final project. Throughout the year, we incorporate aspects of Los Angeles and California history to introduce students to the global exchanges right in their backyard. Whether through rethinking the California Mission system or identifying the array of immigrant and refugee communities in the region, we have helped students come to a well-rounded understanding of their city. To scaffold our reading of the graphic novel The Best We Could Do, a memoir of the Vietnamese refugee experience, we’ve brought students to Little Saigon to understand how the war is memorialized and how Vietnamese Americans have built a vibrant community. Meanwhile, a variety of LA-based guest speakers have helped humanize the complex histories students learn about in the classroom.

Stella Paz ’22
Giving Voice
Stella’s powerful poetry honored her grandmother’s experience. “My series of poems act as a voice for [Vietnamese] refugees who have a story to tell but could be unable to due to the language barrier... they act as a translation of the hardships, accomplishments, and feelings of being a refugee in America.”

To read Stella’s poetry, scan the QR code above.

Sophie Schwartzberg ’22
Caroline Hannan ’22
The World of Cambodian-Americans in a Donut Box
Inspired by the documentary Donut King, about entrepreneur Ted Ngoy, Sophie Schwartzberg and Caroline Hannan fashioned an iconic pink donut box with several donuts inside, each representing aspects of Cambodian migration. They showed how refugees survived genocide and created new lives, often building communities in their donut shops.

To learn more about Donut King, scan the QR code above.

Lucy Lipofsky ’22
Re-Discovering Koreatown
“Growing up next to Koreatown, I have personally benefited from this organized and active community as I’ve attended rallies and protests hosted by [its] residents. This is one of the main reasons I chose to study and represent the stories of Koreatown and Korean refugees.”

Use the QR code to view one of Lucy’s animations, which uses Korean-language newspapers to interpret aspects of the Korean American refugee experience.

Kate Albert ’22
Cubans Through the Lens
Kate visited Echo Park, the center of the Los Angeles Cuban exile community, to learn about the enclave that formed there in the 1960s. As Kate found, “this community, despite its decreasing size... is still continuing to embrace their culture and history.”

Want to learn more about the “Golden Exiles” and experience a taste of the neighborhood? Kate recommends a visit to the family-owned restaurant El Cocinero.

Alondra Cardenas ’22
Little El Salvador
“Los Angeles is a very culturally diverse city, so for this project it was important to me to capture in my photographs the Salvadoran community to both learn about them and share what I have learned with my peers.”

To view Alondra’s original photographs, scan the QR codes above.
History Student Work Spotlight: 

Zack Weitman ’22

For his final U.S. in the World project, Zack Weitman ’22 explored his own ancestry by studying the Russian Jewish “Refuseniks,” who came to L.A. in the 1970s and ‘80s. His project was a tour-de-force display of his dedication and talents. In addition to creating a well-researched written piece, he also created a digital zine. Then, he went above and beyond, using a skill he picked up during the pandemic: rug-making. Through his artistry, he forged connections to his heritage and his family’s multigenerational involvement in the garment industry. Windward Network intern Henry Diamond ’22 sat down with Zack to learn more about this exciting project.

Who were the Refuseniks and how did they come to form a community in Fairfield?

The Refuseniks were a group of Russian Jews during the Cold War who had hopes of creating a life of religious and economic freedom, where they could continue to spread and grow their culture. The Russian Jews had hoped to immigrate to Israel or America in order to begin their new life. However, the Soviet leaders at the time refused for the Russian Jews to immigrate due to a fear of a mass migration making the Soviets appear weak to the rest of the world. However, due to the Jackson-Vanik amendment the Russian Jews were eventually allowed to move out of The Soviet Union in order to create a new life in Israel and in America. A group of Russian Jews decided to form a community based on Fairfield, which is in West Hollywood due to cheap housing prices at the time.

How and why did you decide to focus on Refuseniks for your project?

I decided to focus on the Refuseniks due to some of my ancestors being Russian Jews, and due to the impact Refuseniks have had on the West Hollywood area that I have seen firsthand. I believe it is important to allow myself a better understanding of the communities around me and my family’s history.

Please describe your decision to produce both a rug and a zine. Why did you choose those mediums of expression to reflect the Refuseniks’ story?

First, I decided I wanted to produce a rug due to my personal family connection with garments, it being a new hobby of mine and for a unique challenge. My rug was 3.5 x 3.5 ft and had a white border with a blue Star of David inside, with the inside of the Star of David being filled in with red. I purposely ordered the colors white, blue, red to represent the colors of the Russian flag which go from white, blue to red. I completed this project using a Tufting Gun, and in total I spent 25+ hours creating this large art piece. However, after completing the rug I didn’t believe that this project spoke enough for how I wanted to represent my Russian Jewish ancestry that live on Fairfield. I decided to create a nine layout in order to better communicate visually and with text information on the story of the Russian Jews on Fairfield.

I understand that this project allowed you to organize them. I just said what I felt.

Despite a yearlong pandemic, Windward Performing Arts students managed to flex their artistic creativity in ways never thought possible. Windward Network intern Henry Diamond ’22 caught up with Windward’s Dance students to learn more about what inspired their innovative projects from this past Spring.

Corrie Branche ’21
Dance Podcast

What was it like to listen to your mother’s photos?

I choose my locations by driving home from school and walking around my neighborhood. I would see something, such as a sculpture, and I’d think it would work perfectly for my photos. Some locations I saw the day I was taking my pictures, and I just improvised my photo.

What was the experience like going from dance, which is very movement based, to a photography project, which is very still?

The transition was actually easier than I had expected. I broke down dance moves and turned them into still shots. It was a bit odd at first, but thinking about it as a certain movement being held helped me.

How did you decide on the locations in your photos?

I always focused on my own weaknesses in comparison to others when I should have focused on finding my strengths. Any child interested in pursuing dance should look to find their niche and the parts of dance that make them happy without worrying about what other people are doing.

Artists Turned Innovators

What inspired their innovative projects from this past Spring?

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Annabelle Fields ’23
Dance Photography

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Dance Photography

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To every child interested in pursuing dance, I’d think it would work perfectly for my photos. Some locations I saw the day I was taking my pictures, and I just improvised my photo.

What was the experience like going from dance, which is very movement based, to a photography project, which is very still?

The transition was actually easier than I had expected. I broke down dance moves and turned them into still shots. It was a bit odd at first, but thinking about it as a certain movement being held helped me.

How did you decide on the locations in your photos?

I choose my locations by driving home from school and walking around my neighborhood. I would see something, such as a sculpture, and I’d think it would work perfectly for my photos. Some locations I saw the day I was taking my pictures, and I just improvised my photo.

Annabelle Fields ’23
Dance Photography

What inspired their innovative projects from this past Spring?

To every child interested in pursuing dance, I’d think it would work perfectly for my photos. Some locations I saw the day I was taking my pictures, and I just improvised my photo.

Artists Turned Innovators

What inspired their innovative projects from this past Spring?

To every child interested in pursuing dance, I’d think it would work perfectly for my photos. Some locations I saw the day I was taking my pictures, and I just improvised my photo.
Jaden Anselmo '23 has been studying classical piano for more than a decade. **Now he’s had a chance to share the biggest stage with the most accomplished musicians in the world** as a fellow in the Nancy and Barry Sanders Composer Fellowship Program, a one-of-a-kind opportunity for young musicians and composers to become a part of the Los Angeles Philharmonic’s thriving music community.

We sat down with Jaden to learn more about this exciting opportunity with the LA Phil.

**Mastering His Craft**

> How did you discover the Los Angeles Philharmonic Composer Fellowship?

I first heard about the LA Phil Composer Fellowship through my composition teacher. He’s helped quite a few students apply and get into the program. When I first heard about the program, I only had two original pieces to my name, both written for piano. Dr. Krouse told me that the application would be incomplete without at least one piece that utilized an orchestra. I applied in the Summer of 2019, submitting both of my piano short scores. Even though I knew without an orchestral piece my chances of acceptance would be low, I still wanted to give it a shot.

That year I was not accepted into the program, however, I was given the opportunity to attend three masterclasses with the heads of the program. During that year, I worked with my composition teacher to write my first orchestral piece. I originally wrote ‘Dawn Over The Ocean’ for piano. Once I finished the piano short score, I orchestrated the entire five-minute-long piece. It was a challenging and intimidating process. I had only played and been exposed to piano for my entire musical life. Now, I had to use an entire orchestra instead of one instrument to express my ideas. With the help of Dr. Krouse and the LA Phil masterclasses, I finished the entire process in just under a year. ‘Dawn Over The Ocean’ is a piece written for a mixed orchestra, highlighting the colors and sounds of the ocean. I submitted that piece along with my favorite piano short score, and was accepted for the 2020-21 Composer Fellowship Program. The prospect of working under the top musicians and composers in the world was incredibly exciting. Even though I had been playing piano for a decade, I still had miles to learn in the world of composition. I knew this program would elevate my passion and ability to a whole new level.

> What was it like being mentored by LA Phil composers?

I remember nearly shaking to death as I logged into the first Zoom session of the year. My nerves quickly went away when I realized how welcoming everyone was. The students were all so kind and supportive. Our first mini project was to create a piece for your instrument without notating or writing anything of it down. During the sessions, we were given time with each of the program heads to revise and guide our pieces. All of the suggestions were things I would have never noticed or fixed. I listened to every piece of advice they gave me, which has elevated every one of my compositions since.

Our first real project was to write for a solo instrument that was foreign to us. Piano being my main instrument, I was tasked with writing a piece for solo cello. This project allowed me to explore a completely new style with unfamiliar instruments. Hearing my piece played back to me by the principal celloist of the LA Philharmonic was the most incredible experience. I was smiling ear to ear as he played every note near perfection. Having your ideas being translated into a tangible and shareable piece of paper that anyone around the world can access, is why I love composing music. A world renowned musician was playing my ideas for the world to hear. Hearing his compliments and informed suggestions helped me make crucial changes to the piece. Surrounding myself with people more experienced and talented than me has only served to help me in my journey.

> What was it like performing at Walt Disney Concert Hall?

After sitting behind a computer for months on end, it was incredibly rewarding to meet the program directors and all the fellows in person. After completing the string orchestra pieces, we were granted the opportunity to have readings with the LA Phil string orchestra. The first part of the afternoon allowed us to meet the conductor, and she went over notes and questions about our pieces. We were then directed through corridors and long hallways backstage into the concert hall. We passed the string halls, violins, violas, and double bass. There is a wide variety of possibilities for a string orchestra, but I knew I wanted my piece to be grand and intimate. When searching for inspiration, I recalled the famous surf break in Fiji called CloudBreak. I was fortunate enough to visit Taveva two years ago and witness CloudBreak. It is a beautiful and near perfect wave, but there is a sharp and terrifying reef that lies below. I centered my piece around CloudBreak, which allowed me to use beautiful, calm sounds, but also dark, creepy textures. Drawing inspiration from this natural wonder forced me to use the versatility and wide dynamic range of the string orchestra. The first part of my piece highlights the beautiful and serene feeling of surfing, while the second part illuminates the dark and unpredictable nature of the ocean. Getting to write and hear this piece played by the LA Philharmonic was the honor and privilege of a lifetime.

> Can you tell us about your string orchestra project?

Anytime I want to write a piece, I need to draw inspiration from something. The string orchestra is composed of cellos, first violins, second violins, violas, and double bass. There is a wide variety of possibilities for a string orchestra, but I knew I wanted my piece to be grand, yet intimate. When searching for inspiration, I recalled the famous surf break in Fiji called CloudBreak. I was fortunate enough to visit Taveva two years ago and witness CloudBreak. It is a beautiful and near perfect wave, but there is a sharp and terrifying reef that lies below. I centered my piece around CloudBreak, which allowed me to use beautiful, calm sounds, but also dark, creepy textures. Drawing inspiration from this natural wonder forced me to use the versatility and wide dynamic range of the string orchestra. The first part of my piece highlights the beautiful and serene feeling of surfing, while the second part illuminates the dark and
At just 11 years old, Luke Gialanella ’23 founded GOVLEARN, a 501(c)3 non-profit organization committed to providing easily accessible and nonpartisan government & politics education to students after discovering that there was a lack of substantive civics education for elementary and middle schoolers.

We sat down with Luke to learn more about GOVLEARN and its efforts to empower youth through civic engagement.

Future of Politics

What led you to found GOVLEARN.org?

After the 2016 Presidential election, and realizing the lack of civic engagement and education amongst my peers, I decided to start teaching others about the topic I was passionate about. I put together a website and threw some videos up on YouTube! Fun fact: the original name for GOVLEARN was going to be “CEEMS,” or “Civics Education for Elementary & Middle School,” but GOVLEARN had a much better ring to it.

How did you first become involved in the world of Politics?

I’ve been interested in politics for as long as I can remember. To pinpoint a specific time, it would probably be a trip I took to Washington, D.C. in 4th Grade. I had been interested in geography and history around that time, but seeing Capitol Hill & the White House truly solidified my passion for politics. I then began reading dozens of books on the subject and became involved in the 2016 Presidential election.

Why is it so important to educate young people on politics? Why do you think the youth should be civically engaged?

I know this has been said many times before, but the youth generation is the future of our democracy, and soon enough, will take up a large proportion of our country’s voting bloc. If this new generation is to truly make a difference in society and at the polling place, education is the first place to start, and in my opinion, it’s better to start younger than older. Young people should be given a chance to learn about the structures of government before determining how they stand on the issues. They should be able to come to their own conclusions and consensus, without the influence of others or social media and should understand the structures of how the government works. Over the past year, we’ve seen much more civic engagement among young people, be it organizing and protesting for racial justice, climate change, or campaigning in the 2020 elections. Hopefully this trend continues in the future amongst our youth.

What can youth do to be involved if they’re not yet old enough to vote?

There are so many ways young people can participate in government and politics besides voting. Firstly, you can volunteer in local government offices, or with campaigns that you support! You can also sign up for newsletters, newspapers, or magazines about government that interest you so you can stay in the know. Of course, for new members of our democracy, I’d recommend you go to GOVLEARN’s website or just explore the issues that interest you and determine where you stand. It’s never too early to get involved in democracy!

What was the process like to create the GOVLEARN app?

I worked with a group of developers to design and format the GOVLEARN app (which is still under construction). It took a lot of work transferring the design of our website to a mobile format, but so far we have been successful. Having a mobile app has also given GOVLEARN legitimacy as an organization, leading us to become an official 501(c)(3) nonprofit organization as approved by the IRS.

How has Windward helped you along this journey?

Windward has been incredibly helpful along this journey, especially the faculty, who have been so kind and flexible with me, as I have continued to work on GOVLEARN. I even had the chance to speak at a Monday Morning Meeting once about my organization and was able to present my work!

Do you see yourself working in politics in the future?

Yes! What lane I choose to enter in that field is still uncertain; I’ve been recently considering becoming a diplomat, as a result of my wanderlust during the pandemic, though I’ve always aspired to becoming a politician here in the United States. Plans can always change, but I have a feeling that this one might stick.

Any additional details you’d like to share?

Even though it is a few years old, GOVLEARN is only just getting started on its goal to provide accessible nonpartisan government and civics education to students across the country.

If anyone would like to get involved with GOVLEARN, you can send us an email at contact@govlearn.org.
After what felt like forever conducting Zoom 7th period sports practices, the springtime finally saw our Middle School Athletics Program return to some normalcy. 7th period athletics was held in person twice per week and our Middle School scholar-athletes were able to practice alongside each other and fully experience their chosen sports or activities whether it was an on-campus full school day or a 7th period on campus afternoon.

We were also delighted to be able to get our Middle School sports teams back on the fields and courts competing with local schools. The Pacific Basin League did not run competitive leagues or playoffs this year, most member schools came together and worked hard to ensure a robust and suitable games program for our respective teams. We are proud that every Middle School Spring sport managed to compete in some form. This list of sports included Baseball, Boys and Girls Basketball, Boys and Girls Soccer and Track & Field.

Across all of our Middle School teams there was a collective sense of fun, belonging, and strong student engagement.

Frances Jones, Senior Associate Athletic Director

Middle School

Upper School

As we think about all we went through as a community during the past months of the COVID pandemic, we sit in disbelief and pride. So many of our scholar-athletes and coaches managed to push the envelope and survived months of training behind a computer, all while doing our best to be comfortable with the uncertainty and provide some calm through sports.

We managed to prioritize the health and safety of all the members of our community while doing our best to salvage a season. We were fortunate to have our students on the courts and field for the remaining weeks of the 2020-21 school year. A few highlights to acknowledge the teams:

**SWIMMING**

Swim kicked off the season with a handful of swimmers, and we ended up having having championships. Samantha ‘23 and Ian Fink ‘22 did a stellar job at CIF. Samantha was runner up in the 200 IM and 6th in the 100 Breaststroke. Ian swam the 100 Freestyle and finished 6th.

**SOCCER**

Girls soccer players were delighted to be back on the field competing and despite some setbacks, the group thoroughly enjoyed the season and the positive team environment. The team was very much aligned on this season being all about reconnection, team growth, and building for the future. Experiencing adversity and some on-field setbacks allowed the team to actually grow closer, build a stronger team spirit, and understand the importance of teamwork and sticking together through tough moments. Valuable lessons were learned by all and the most important thing, despite not making the playoffs for the first time in a long while, was that the team had fun getting back out there.

The Boys Varsity Soccer team had a stellar season placing 2nd in League earning a spot at the CIF tournament. Our boys team fought hard during the playoffs and will return next year with a promising team.

**FOOTBALL**

It was awesome having the privilege to have a football season this Spring after being away from our friends and family while dealing with the pandemic. We are so proud of the outstanding effort to represent Windward with pride. While our numbers were few, we were able to take to provide closure to three special Seniors and develop some fantastic young players. We look in the Fall. Go Wildcats!

**TRACK & FIELD**

The Track & Field team had a great season with everyone turning in personal bests in their respective events. Luke Samuck ‘22 was the League’s MVP in the distance section qualifying for all three distance events at CIF. He was also the individual league champion in the mile running a blistering 4:37. Maya Ashendueke ‘22 turned in a personal best in the shot put with a 27-0 throw as she was runner up in the event. Maddie Doi ‘22 placed 3rd in the mile, also securing a spot at CIF. The boys team placed 4th and the girls team placed 5th respectively. We are looking forward to a full season next year.
**Volleyball**
Boys Volleyball had a spectacular 2021 season, finishing 1st Place in the Gold Coast League with an undefeated record of 10-0. Sophomore Libero Aidan Flintoft, Junior Middle Blocker Garrett Davis, and Junior Opposite Hitter Angus Ebeling received GCL 2nd Team honors. Junior Outside Hitters Matt Edwards and Kai Meyers, as well as Junior Middle Blocker Nathaniel Milchan received GCL 1st Team honors. Senior Setter Will Gallon was named league MVP. The Varsity team made it to the 2nd round of CIF Division 3, where we were ultimately defeated by the eventual CIF champions. The entire Boys Volleyball program showed resilience over the adversity of the 2021 season, and we are excited to continue to grow as we implement our core values of hard work, respect, and trust.

**Baseball**
Windward Baseball began its return at North Venice Little League uncertain about the season ahead and finished with a strong sense of purpose and a foundation for the path ahead. The program took the latter part of the season to improve on its fundamentals, embrace a team culture, and send ten courageous and gritty Seniors off having challenged them to lead and compete with purpose. In doing that the underclassmen were able to witness what is possible and the youth of the program is prepared to take over where the Seniors have left off.

**Basketball**
After starting 6-1, the Boys Basketball team suffered some key injuries at a critical point in the schedule. Three Seniors in particular stepped up and helped lead the team to a CIF Division 1 Quarterfinal contest. Despite having three games canceled, the boys ended up playing 20 games and finished the year 13-7. Girls Basketball had a great season with a young squad, led by their one senior, Michelle Duchemin ’21. The team tied for the Gold Coast League championship, and went on to compete in the Open Division CIF playoffs, where they went 2-1 in pool play.

**Golf**
Congratulations to Windward golf on their performance at the 2021 CIF division 3 championship. Windward golf finished the event tied for 4th shooting 371 as a team. Senior captain Kevin Crosson led the team shooting a 1 under par 69. Kevin had two chip-in birdies and finished tied for 3rd in the event. Kevin’s leadership on and off the course has been invaluable and our performance was a reflection of our captain. Max Wimmer ’22 shot 73 and qualified for the CIF individual tournament. Max was our scoring average leader all season. Liam Green ’24 shot 74, Ryan Gordon ’22 shot 75, and Evan Spear ’22 shot 80. The team’s consistent and quality play has been awesome to watch.

**Gold Coast All League 2020-2021**

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<th>ALL LEAGUE MVPs</th>
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<tr>
<td>Luke Zanuck</td>
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<td>Will Gallon</td>
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<tr>
<th>FIRST TEAM</th>
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<tbody>
<tr>
<td>Cross-country</td>
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<tr>
<td>Maddie Doi</td>
</tr>
<tr>
<td>Luke Zanuck</td>
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<tr>
<td>Keon Vafase</td>
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<td>Soccer</td>
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<td>Ally Reynolds</td>
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<td>Jack Kwit</td>
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<td>Jonah Pertula</td>
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<td>Jeremy Merritt</td>
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<td>Golf</td>
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<td>Ryan Kaplan</td>
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<td>Max Wimmer</td>
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<td>Ryan Gordon</td>
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<td>Basketball</td>
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<td>Juju Watkins</td>
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<td>Michelle Duchemin</td>
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<td>Skye Belker</td>
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<td>Brandon Richard</td>
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<td>Volleyball</td>
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<tr>
<td>Matthew Edwards</td>
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<td>Nathaniel Michan</td>
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<td>Kai Meyers</td>
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<td>Baseball</td>
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<tr>
<td>Skyler Chang</td>
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<tr>
<td>Noah Cosgrove</td>
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<td>Zack Lurie</td>
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Design by Matthew Carter ’18, Windward Network Intern
Board of Trustees

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

DEPARTING TRUSTEES

- Evanne Gargiulo

While she departs the Board of Trustees at the close of her service as the 2020-21 Parent Guild President, Evanne will continue her engagement with Windward in many ways. Evanne was instrumental in creating opportunities for parents and guardians to connect virtually with events like the Parent Guild Coffee and Connections and supporting all the Parent Guild committees’ efforts in reimagining their traditional on campus activities in virtual ways including leading the Faculty and Staff Appreciation committee’s effort to send handwritten thank you notes to every member of the Faculty and Staff.

We thank Evanne for her enthusiastic efforts to create an inclusive community and to help parents make meaningful connections on campus and in the virtual space. With her son Jack in the Class of 2024, we look forward to collaborating with Evanne for many years to come.

- Debbie Markiles

Debbie Markiles began her time on the Board in 2015 after having served as the Parent Guild President for the 2013-14 academic year. The proud parent of Benjamin ’14 and Phoebe ’17, Debbie has contributed to the Windward community in many capacities. Over the years, Debbie has served as a valuable member of the Committee on Trustees and on the Stewardship Subcommittee of the Major Gifts Committee. We thank Debbie for her tenure on the Board and her continued dedication to the School.

- Marnie Altman

Marnie Altman has dedicated her time recently to volunteering at her children’s schools. After receiving her BA in American Civilization from The University of Pennsylvania and spending the early part of her career in Marketing at Random House Publishing in New York and Borders Books & Music corporate marketing, she attended the University of Michigan for her MBA. Post-MBA, she spent the better part of 15 years both full and part-time in Brand Management at Neutrogena Corporation/Johnson & Johnson, primarily focused on new product innovation marketing in the Suncare category. Since leaving the corporate world, she has taken on additional leadership roles in her children’s schools, serving as Parent Association President at Echo Horizon School and spending three years on the Windward Parent Guild Executive Committee prior to her role as Parent Guild President for the 2021-22 school year. Marnie and her husband, Paul, are the proud parents of Windward alums Ryan ’21 and current Windward student Maddie ’23.

- Chelsea Patterson

Chelsea Patterson has been an active parent volunteer for the past 15 years. She has a BA in Communications with a Minor in Journalism from the University of Evansville. After college, she moved back to Atlanta where she worked in music Promotions and Marketing at LaFace Records and then Media Ad Sales at Turner Broadcasting in Los Angeles. Chelsea served on the Parent Guild Executive Committee as the Vice President of 7/8 grade and on the Diversity, Equity, and Inclusion Committee during the 2020-2021 school year. Chelsea and her husband Saladin are the parents of Windward student Joshua ’24 and daughter Micah, a Freshman at UCLA.

NEW TRUSTEES

- Marnie Altman

Marnie Altman has dedicated her time recently to volunteering at her children’s schools. After receiving her BA in American Civilization from The University of Pennsylvania and spending the early part of her career in Marketing at Random House Publishing in New York and Borders Books & Music corporate marketing, she attended the University of Michigan for her MBA. Post-MBA, she spent the better part of 15 years both full and part-time in Brand Management at Neutrogena Corporation/Johnson & Johnson, primarily focused on new product innovation marketing in the Suncare category. Since leaving the corporate world, she has taken on additional leadership roles in her children’s schools, serving as Parent Association President at Echo Horizon School and spending three years on the Windward Parent Guild Executive Committee prior to her role as Parent Guild President for the 2021-22 school year. Marnie and her husband, Paul, are the proud parents of Windward alums Ryan ’21 and current Windward student Maddie ’23.

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

**Erin Borgstrom**

Science Teacher

Erin Borgstrom joined the Windward faculty in 2021 to teach Biology and Environmental Science. She is a Los Angeles native who earned a BS in Biology from Cal State Long Beach and a teaching credential from Chapman University. She has continued her lifelong love of learning by taking marine science courses, technology training, and educational diversity seminars.

Erin has taught a variety of science courses, including APs, to west Los Angeles students for over 20 years. Through the years, she has helped numerous new teachers begin teaching careers by acting as a teacher mentor. She has also helped other teachers integrate technology and hands-on curriculum in the classroom while acting as an on campus trainer and tech mentor and as a presenter at various science and educational technology conferences.

When not in the science lab, Erin can be found either playing beach volleyball, exploring her beloved Sierra Nevada mountains, or traveling to Mexico or Central America to surf with her husband.

**Alden Derr**

Math Teacher

Alden joined Windward’s Mathematics Department in 2021. Originally from the Los Angeles area, Alden spent the last 15 years in Boston. She earned her BS in Mathematics & Secondary Education and MED Mathematics Specialist from Gordon College. She has over a decade of teaching experience, and has taught students in every course from Algebra I up through Calculus and AP Statistics. Alden also spent time teaching adults in a Master’s program in a course on how to teach math well using manipulatives and hands-on lessons.

Most recently, she taught at Dana Hall School in Wellesley, MA; she also served as the department chair, a student advisor, and the JV and Varsity Swim coach. She’s passionate about making math socially relevant, and strives to create memorable lessons that show students the real applications of what they’re learning in her classroom.

When she’s not teaching, Alden loves planning vacations and traveling, swimming, and reading fiction and suspense thriller novels.

**Becca Larson**

Dean of College Counseling

Becca joined Windward’s college counseling team in 2021 after a decade of working in both college admissions and college counseling. Becca is a proud Skidmore College alumna, where she received a degree in Dance and Sociology and studied abroad in both London and Copenhagen. Becca’s study abroad experiences instilled a deep love of travel and she began her professional career working for IES Abroad in the UK.

Once she returned stateside, Becca began her admissions career at New York University. As Senior Assistant Director of Admissions at NYU, Becca managed enrollment for the Gallatin School of Individualized Study. During her time at NYU, Becca received her Master’s in Higher Education and Student Affairs where she focused her research on the high school to college transition. Becca relocated to Los Angeles in 2016 to join the college counseling team at Wildwood School before transitioning back to admissions as the Regional Director of Admissions at Muhlenberg College. Becca has also served as a volunteer college counselor and Director of the Senior Program for the New York and Los Angeles chapters of the community based organization, Minds Matter. In her free time, Becca enjoys baking, traveling, and hiking with her rescue pup, Lucy.

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Will Vincent

Will Vincent is a poet who has been teaching Middle School English in Oakland for the past four years at Downtown Charter Academy, a California Distinguished School. He has experience teaching everyone from 2nd Grade Montessori students in Marin to adult learners at Brooklyn College.

Will received his BA from University of California Santa Cruz in Modern Literature and Creative Writing and his MFA in poetry from Sarah Lawrence College. Will has published several eccentric essays on the intersections of science fiction, video games, and poetry for The Iowa Review, HTML Giant, and Entropy Magazine, as well as a book of poetry called Wildfires, I-XVI with sPect! Books. Beyond reading and writing, Will loves hiking, basketball, crafting, and playing overly complicated board games.

Kyle Shimoda

Kyle Shimoda joined Windward in 2021. He received a BA in History and Classics from the University of Hawai‘i at Mānoa, and later received an MA and PhD in Medieval History and Archaeology from The Ohio State University. He is particularly interested in the history and archaeology of Greece and the crusades, which were the core topics of his dissertation. His archaeological field experience has been in Greece and Egypt.

Prior to joining Windward, Kyle taught courses in World History, ancient and medieval European History, Classical Archaeology, and the History of the Crusades at Ohio State, Ohio Wesleyan University, and Wittenberg University. Kyle’s study of history is primarily motivated by a sense of curiosity and discovery, and he hopes to instill in his students a passion for exploring the world, as well as the understanding to use history as a lens to focus their exploration.

Having been born and raised in Hawai‘i, Kyle is looking forward to being near the ocean and mountains in Los Angeles, and to exploring all of the cultural and historical offerings of the city. He always appreciates suggestions for good restaurants in LA and the best places to go salsa dancing, along with any other interesting activities.
2020-21 Volunteers

Thank you to our amazing 2020-21 Windward Fund volunteers! The collective effort put forth by this group allows Windward the opportunity to improve our academic programs, provide financial aid to those who need it, and gives the School flexibility to adapt to unforeseen circumstances.

Janel Ablon
Michelle Asten
Letitia Bridges
Erica Brodsky
Shaina & Mark Burg
Yasmin Cader
Amy Call
Jo Champa
Christina & Conly Chi
Alex Conrad
Phyllis Crotty
Nicole Deddens & Ronn Davids
Sabine Dreher
Teri Eaton
Kerry O’Neill & Martin Estrada
Shannon & Dean Factor
Ilana & Justin Farar
Scott Farkas
Caroline Witoszoff & Doug Fuchs
Shana & Todd Banner
Carol & Kevin Silverman
Lori & Kirk Goldstein
Jennifer Winna-Gordon & Ralji Gordon
Elli Grace
Susan Winfield & Stephen Grynberg
Matthew Hayatini
Cathy He
Lisa & David Hendriks
Bo Hyde
Monica Haasen
Laura James
Erika Johnson-Brooks
Peggy Proctor & John Johnston
Dana & Adam Kallor
Aaron Kaplan
Matthew Karatz
Jovana Lara-Brooks
Kendra LaSalle
Nancy Lurie
Allison & Peter Morrison
David Nelson
Beth O’Reilly
Viveca Paulin-Ferrell
Rachael & Bob Platt
Jessica Reid
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Thank you to our amazing parents, parents of alumni, alumni, grandparents, trustees, faculty and staff, and foundations and corporations, for helping us to not only reach but well exceed our Windward Fund goal for 2020-21. Without your contributions, exceeding our goal would not have been possible!

WINDWARD FUND AT WORK:

Below are just a few things that the Windward Fund supported during the 2020-21 school year:

- Enabled departments to send home academic kits to all students (Science, Robotics, Create Studio, Art, etc.)
- Provided funds for Research and Development, specifically mandatory Diversity, Equity, and Inclusion training for Faculty and Staff
- Allowed for on-campus retreats for all divisions
- Provided Financial Aid, recognizing the educational benefits of bringing a broader range of families into our community
- Provided resources to ensure the health and safety of our campus (upgraded filtration, hand sanitizer stations, floor decals etc.)

WINDWARD FUND BY THE NUMBERS

$2,250,000
2020-21 WINDWARD FUND GOAL

+30.7%

$2,940,298.95
2020-21 WINDWARD FUND TOTAL

Thank you to our amazing parents, parents of alumni, alumni, grandparents, trustees, faculty and staff, and foundations and corporations, for helping us to not only reach but well exceed our Windward Fund goal for 2020-21. Without your contributions, exceeding our goal would not have been possible!
Thank you!

More information can be found online at: windwardschool.org/giving/windward-fund

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$10,000+

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Grace & Richard Gray

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These pages illustrate the incredible support that the 2020-21 Windward Fund received from our generous community. Windward gratefully acknowledges each of the following donors, who together have helped raise $2.9 million! The support of our community is absolutely vital to provide so much to our students in a year that was unpredictable and ever-changing! Thank you for your valued support!

More information can be found online at: windwardschool.org/giving/windward-fund

Founders five or more consecutive giving years
FA Denotes a donation to Financial Aid

2020-21 Windward Fund

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Windward gratefully acknowledges the significant contributions of

WINDWARD MAGAZINE - 41

DONOR IMPACT REPORT

WINDWARD SCHOOL

2020-21

WINDWARD FUND

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- 4140 -
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- Denotes five or more years of consecutive giving

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Donor Roll

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

Donates five or more years of consecutive giving. *Italicized indicates student(s) given on behalf of.

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Recipient Roll

Windward Alumni Donor Roll

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David Schwartz & Ethel Gordon ’74
Tamara & Andrew Gross ’82
Rima Modina ’88 & Colm Thompson ’74
Andra Sh & Sara Krasnoff ’81
Emily Konor ’90
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Kimberly & Joshua Portolla ’85
Samantha Abrahamson-Remley & Justin Remley ’95
FA
Micha & Ksenia Sabinin ’95 & FA
Maia & Rack Burnham ’08
Andrew Woodman ’08 & FA

Alumni

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Elaine & Douglas Ashendouek ’85
FA
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Matthew Biskman ’17
Samantha Blevins ’16
Haley Brooks ’12
Sarah Laksman ’87
Mark Rudkin ’88
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Lauren Hoffman ’15
FA
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Derek Lassett ’95
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In 2020-21, Windward’s Faculty and Staff achieved 100 percent participation for the seventh year running. Your gifts, in addition to your dedication to the community, send a strong signal of your belief in the power of a Windward education. We couldn’t be more grateful to count you as supporters of the Windward Fund.

<table>
<thead>
<tr>
<th>Name</th>
<th>Years of Consecutive Giving</th>
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<td>Whitney Wood</td>
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<td>Jenn Zanoria</td>
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<tr>
<td>Alejandro Zuniga</td>
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</tbody>
</table>

## Donor Impact Report

100% PARTICIPATION

During the 2020-21 School Year, 100% of Faculty and Staff donated to the Windward Fund.

## Foundations and Corporate Support

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

<table>
<thead>
<tr>
<th>Foundation</th>
<th>Denotes five or more years of consecutive giving</th>
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<tr>
<td>The Ahmanson Foundation</td>
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<td>Cigna</td>
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<td>J.R. Hyde Family Foundation</td>
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<td>The Lion &amp; Jeff Kush Family Foundation</td>
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<td>The Margaret A. Cary Family Foundation</td>
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<td>Marvin and Betty Family Foundation</td>
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<td>Parkside Foundation</td>
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<td>The Richard Salomon Family Foundation</td>
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<td>Sachs Family Foundation</td>
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<td>The Scenic Foundation</td>
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<td>United Way of Los Angeles</td>
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<td>The Walt Disney Company Foundation</td>
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<tr>
<td>Wells Fargo Foundation Educational Matching Gift Program</td>
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1P Foundation

- The Ahmanson Foundation
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- Vanguard Charitable
- The Walt Disney Company Foundation
- Wells Fargo Foundation Educational Matching Gift Program
- Wells Fargo Foundation

Indicates Matching Gifts

Donor Roll

48 • DONOR IMPACT REPORT

WINDWARD MAGAZINE • 49
THANK YOU to OUR TRUSTEES

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

Ted Fikre
Ed Gargiulo
Maria Mancuso Gersh
Ann Gianopulos
Elliot Gordon ’74
Jordan Kaplan
Alex Kwit
Pamela Mass
Emily Kovner Moss ’91
Richard Pachulski
Andrew Schwartzberg
Maxine Stratton
Michelle Taub
Steve Trilling
Karol Watson
Neil Wertlieb
Brian Weitman

SPECIAL THANKS

The Ahmanson Foundation
Jennifer Lewis & Peter Benudiz
Lori & Tom Gilder
The Windsong Foundation

It is with appreciation and gratitude that we thank the following families and foundations for their generous gifts to Financial Aid this year which helped us to meet the needs of many by providing financial support in an ever-changing environment.

WINDWARD FUND

2020-21

Expense Allocations

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<tr>
<th>Category</th>
<th>Percentage</th>
<th>Allocations</th>
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<tr>
<td>Tuition Assistance</td>
<td>53%</td>
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<tr>
<td>Textbooks and Windward Funds</td>
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<tr>
<td>Retreat Support</td>
<td></td>
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<tr>
<td>Diversity, Equity, and Inclusion Training for Faculty and Staff</td>
<td>14%</td>
<td>Windward Network Internships, networking, and support for current students &amp; alumni</td>
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<tr>
<td>Additional remote learning support for faculty and staff</td>
<td>14%</td>
<td></td>
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<tr>
<td>Professional workshops, trainings, and conferences for faculty and staff</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>$2,940,298.95</td>
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</table>

WINDWARD FUND TOTAL RAISED

$2,940,298.95
Windward School is thrilled to invite the community back to campus for the 2021-22 school year. While we have been away during this unprecedented year, progress on Part I—the Academic Hub of the Innovation Campaign is nearly completed. Through the commitment and support of our community, we were able to achieve the financial support necessary to turn this sophisticated building into a reality for all students, parents, faculty and staff to enjoy. We are pleased to announce that the Academic Hub will be open to our students and faculty this Fall. The Academic Hub houses state-of-the-art facilities that are emblematic of the goals of Windward School’s Strategic Plan.

**INNOVATION CAMPAIGN**

$2MM
Alison & Bennett Rosenthal

$1MM+
Anonymous (5)
Christina & Jordan Kaplan
The Schwartzberg Family

$500,000+
The Altmann Foundation
Valerie & Farhad Daneshgar
Shannon & Dean Factor
Caroline & Michael Hackett
Dana & Richard Pachal
The Shouie Family

$250,000+
Anonymous (2)
Andrea & Barry Cayton
The Cratty Family
Quinn & Bryan Emslow
Nancy & Jon Glaser
Jenny & Alex Hart
Allison & Jeffrey Minkin
Sam Nufcy
The O’Connor Family
The Rosenthal Family
Pamela & Matt Schwab
The Yi Family

$100,000+
Anonymous (5)
Lori & Howard Altman
Michelle & Garrett Aston
Jennifer Lewis & Peter Busch
Nicole & Brad Brooks
Jo Champa
Julie & Jonathan Eng
Angela Asher & Todd Fikre
The Finger Family
The Foster Family
The Ouchi Tai Gokan Families
Evonne & Edward Gogaku
Marla Mansouri Gersh & Gary Gersh
Carol Schwartz & Elliot Gordon ’76
Susan Weinfield & Stephen Grynberg
Silva & Cyrus Habibi
Blair & Aaron Kaplan
The Koudsi Family
Vicky & Gary Lichtig
Lisa & Kevin Lewis
The Lupago Family
The Mass Family
Michelle & Yaric Wialch
Staci & Adam Miller
Angela & Mark Winston
The Newkirk Family
Christine & Richard Newman
The Pizarky Foundation
Kelly & Darren Peers
Rachel & Rob Platt
Tristan Berman & David Ribakett
Laura & Kenny Rogers
Miriam & Stanley Rothburt
The Sachs Family
Donna & Evan Schlossinger
Paula & Carlos Smith
The St. John Family
The Stratton Family
The Strickling Family
Trisha & Adam Wirtz
Candice & Pernie Weiner
Amy & Bryan Weitman
Elizabeth & Rick Welsh
La Donna & Neil Wertlieb

$50,000+
Alison Gurb & John Andrews
Nadine & Bart Bell
Luminaire & Joe Berchtold
Alo & Jason Brent
Risa Gartner
Cathy & Josh Goldsmith
Ragup & Dylan Jadesja
Julie & James Kang
Lisa & Brian Kessler
Leah & John Ketchum
Serena & Shawn Levy
Laura & Chris Miller
Judith Hoyyad & Michael Parks
Kimberly & Joshua Perlman
Aimee & Mark Rosenbaum
Sharon & Shawn Sani

**DONOR IMPACT REPORT**

**THANK YOU to OUR DONORS**

I am with appreciation and gratitude that we thank the following families for their commitment to progress and their investment in the Innovation Campaign and the future of Windward School.

$40,000,000 CAMPAIGN GOAL

$20,338,226 RAISED TO DATE

**HUB ON THE HORIZON**

**DESIGN GOALS**

The vision for this 28,178 square foot building was carefully curated with thought, usage and flexibility as a guiding principle. This new space will provide students with a chance to continue to build innovative ways to channel creativity. The Academic Hub embodies the tenets of play, practice and performance. The Academic Hub will be open to our students and faculty this Fall. The Academic Hub houses state-of-the-art facilities that are emblematic of the goals of Windward School’s Strategic Plan.

- **ENHANCEMENT OF EDUCATION**
  - 11 Active Learning Studios
  - Drawing and Painting Studio
  - Graphic Design Lab
  - Division Studios
  - Admissions and Head of School Offices
  - Outdoor Deck
  - Central Courtyard for outdoor gatherings
  - An upgraded Performing Arts Wing

**NEW BUILDING FEATURES**

- An upgraded Performing Arts Wing
- Central Courtyard for outdoor gatherings
- An upgraded Performing Arts Wing

**DONOR IMPACT REPORT**

Our goal for the Academic Hub is to strengthen connections, provide a hands-on learning experience, and continue to build innovative ways to channel creativity. The Academic Hub will be open to our students and faculty this Fall. The Academic Hub houses state-of-the-art facilities that are emblematic of the goals of Windward School’s Strategic Plan.

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Windward is a school like no other—an extremely fine academic, nurturing and wonderfully diverse environment; and, we are all very fortunate that our children are receiving one of if not the very finest education and social experience available.

With that extraordinary privilege comes some level of responsibility and opportunity.

I am a firm believer that it is important to leave a place, particularly a school that has so enriched our children and thereby our respective families, in a much better position than we found it. I have had the privilege to co-chair the annual fund for many years, to co-chair prior financial campaigns, and to serve on the Windward board of trustees for over eight years, long after my children have left for college, and now are embarking on law school, in my daughter Jenny’s case, and real estate finance career in the case of my son, Matthew. We have eagerly participated in each and every campaign since our children started at Windward. And the Innovation Campaign is the latest opportunity for Windward families to become involved.

This is an important next step in Windward’s wonderful evolution, for our children, for the families that follow, and someday hopefully for our children’s children someday to enjoy. Windward is a culture of friendship and philanthropy, where all families have always joined hands together, to not just create the best environment for their children, but to pay it forward for the next generation of Windward children.”

Windward has established itself as a premier independent school in the Los Angeles area and the institution continues to grow and evolve in ways that make it an increasingly valuable asset for the community in which we live.”

We are thankful for the great experiences our children were afforded during their years at Windward and we have enjoyed being a part of the school community for almost a decade. Windward has established itself as a premier independent school in the Los Angeles area and the institution continues to grow and evolve in ways that make it an increasingly valuable asset for the community in which we live.

We look forward to seeing Windward continue to impact the lives of children and families that come through the school and we are particularly eager to see the reach of the school expand into the broader community with ongoing efforts to achieve greater diversity. We are pleased to help Windward continue to flourish in any way we can, whether that be by supporting initiatives like the Innovation Campaign, giving to the Windward Fund annually, or volunteering our time in service of the school.

INNOVATION CAMPAIGN
DONOR SPOTLIGHT
Candice & Perrie Weiner
Parents of Jenny ’16 and Matthew ’17

INNOVATION CAMPAIGN
DONOR SPOTLIGHT
Angela Asher & Ted Fikre
Parents of Asher ’18 and Serafina ’20

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Windward has consistently shown ways to grow while bringing the Windward community closer. Investing in the School is investing in our children. It’s not about growing bigger, it’s about growing the inspiration and creativity of our children in a safe environment, with traditional, progressive, and innovative educators. We value the School’s foresight for creating the best possible space with new tools for our children, and our children’s children, to grow and learn. We plan for the future, but as visionaries, one can see that the future is in the here and now.

Parent Guild

All Windward parents are members of the Parent Guild. The Parent Guild’s volunteer programs strengthen the Windward community, enriching the social, cultural, educational, and fundraising activities of the School. Every volunteer’s time is appreciated and meaningful; special thanks goes out to those who led the Parent Guild in 2020-21.

2020-21 Executive Committee

President
Marnie Rittman

Vice President
Chelsea Patterson (7th/8th)
Kimberly Park (9th/10th)
Alivia Fingold (11th/12th)

Social
Ing Lee

Inclusivity
Trina Matsuzaki

Treasurer
Elsa Reine

Member at Large
Dara Swartz

2021-22 Executive Committee

President
Marnie Rittman

Vice President
Dara Swartz
Baina Rosenblum (7th/8th)
Kimberly Park (9th/10th)
Mary Beth Broumand (11th/12th)

Social
Ing Lee

Inclusivity
Chelsea Patterson

Treasurer
Elsa Reine

Member at Large
Sue Antoni
Thank you to all of the Senior families who generously donated over $30,000 to the Class of 2021 Senior Class Gift, a tradition to honor graduates and provide a lasting legacy at the School. These gifts will be put towards the Windward Network, offering support to all of our students and alumni through internships, opportunities to network and explore mentorship and job opportunities through Windward at Work, invitations to upcoming industry networking events, and more. The Class of 2021 will have a commemorative paver on campus to acknowledge their support of the Windward Network.

Windward at Work by the Numbers

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

450 STUDENTS
266 ALUMNI
160 PARENTS & FRIENDS OF WINDWARD
Thank you to our Co-Chairs Kendra LaSalle, Sue O’Connor, and Christina Russo as well as our party hosts.

Jennifer & Chris Andrews
Ana & Trevor Belden
Mary Beth & Cameron Broumand
Kate & Arthur Coppola
Caskey & Mick Ebeling
Ilana & Justin Farar
Caroline Wittcoff & Douglas Fuchs
Evanne & Edward Gargiulo
Sheri & Michael Green
Jennifer & Adam Herschman
Caitlin & Greg Knopp
Natasha & John Koudsi
Kendra & Michael LaSalle
Heidi & Damon Lindelof
Joyce & Mark Michelon
Susan & Matthew O’Connor
Joanne & Matt Paukay
Elizabeth & David Riccati
Alma & Mark Rosenbaum
Samantha & Bejan Rufeh
Amy & Patrick Russo
Jenna & Priya Sabet
Karinn & Todd Sammann
Ghina & Justin Schuman
Shawn & Jason Stilitti
Georgianna Garrison & Adam Strotsky
Michelle & Robert Watkins
Alisa & Brian Wood

Parent/Guardian Book Group

We would also like to express our gratitude to Sheri Green and our Parent/Guardian Book Group hosts for the connections and conversations they facilitated.

Mick Ebeling
Cambria Gordon
Lori Gottlieb
Beth Riccati
Allison Winn Scotch

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

Proceeds from the Party Book benefit Windward’s Research and Development and Financial Aid Programs.

As Windward celebrates its 50th Anniversary, the School remains committed to its founding core values of offering students a nurturing, inclusive community in which to learn that embraces diversity and encourages students to develop a deep understanding and respect for those around them.

The focus of the school’s DEI initiative for the 2021-22 school year is to build on the previous year’s work while continuing to align its actions and words. This means meeting all students where they are, but particularly historically marginalized students, and helping to provide a true understanding of the diverse world beyond the walls of the Windward community.

Every level of stakeholder has a responsibility to help move the work of DEI forward in our community, and as a predominately White institution, it is important that we acknowledge the history of our Community and strive to create a diverse and inclusive campus that embraces the rigor of creating a place for members to belong and feel valued.”

—Windward DEI Team
t o help accomplish its goals, Windward has expanded its Diversity, Equity, and Inclusion team with the hiring of Roger Bridges, a passionate educator with more than 15 years of experience in the DEI realm, as Assistant Head of School for Diversity, Equity, and Inclusion.

Roger will head a team of four dedicated practitioners, all of whom are eager to work alongside one another to carry out Windward’s goals in their individual capacities. In this newly created senior leadership position, Roger will collaborate with Windward’s DEI Co-Directors—Ashley Goodman and Tyrone Powell—the DEI Associate Director—Tammy Clem—Division Teams, and faculty, leading them forward in fostering DEI initiatives and strategic plan goals related to the continued growth and evolution of an equitable and inclusive school community that celebrates and supports students, families, and community members. Roger will also help celebrate, nurture, and support students, families, and community members in his role on the senior leadership team.

“I feel blessed and beyond excited to be in position to rejoin the Windward School community where I have so many fond memories. I look forward to partnering with Tom, Tyrone, Ashley, the Windward leadership team and entire faculty and staff. I welcome the opportunity to support and build upon the work that this community has engaged in over the past few years in fostering the type of school environment where community members feel that all aspects of their identity are valued and celebrated,” said Roger.

Meet the Team

Roger Bridges
Assistant Head of School for Diversity, Equity, and Inclusion

Ashley Goodman
Co-Director of Diversity, Equity, and Inclusion

Tammy Clem
Associate Director of Diversity, Equity, and Inclusion

Tyrone Powell
Co-Director of Diversity, Equity, and Inclusion

Admissions

Ashley Goodman
Director of DEI Admissions will take an active role as a member of the Admissions team to help attract families of color and work to diversify the Community. In addition, Ashley will continue to work on DEI initiatives, including Affinity Groups, Open Spaces, special events and guest speakers.

Hiring

Tammy Clem
Middle School Counselor & Co-Director of DEI Hiring will continue her role in collaborating with Ashley, Tyrone, and Roger on DEI initiatives and working closely with Susan Herrera, and the Division Directors on the hiring process.

Windward’s DEI initiative continues to make strides from a programmatic standpoint. This past Summer, members of Windward’s Faculty and Staff attended the National Diversity Practitioners Institute facilitated by the Glasgow Group. The NDPI is one of the leading workshops on how to integrate DEI work into Independent Schools and create a culture where belonging truly matters.

Strategic Plan

Building on Phase One of Windward’s DEI Strategic Plan goal of collaborating with strategic partners to understand the depth and breadth of the work ahead, the team has partnered with Dr. Liza Talusan, PhD, Educator, facilitator, and strategic change partner for organizations, corporations, leadership teams, and schools. She led the DEI team in Affinity Space Facilitator Training in early August. Dr. Talusan has more than 25 years of experience in the K-12 sector and is an engaging facilitator in conversations about diversity, anti-racism, bias, privilege and power and creates environments that allow for people to discuss these difficult topics openly.

Affinity Groups & Open Spaces

The DEI team also plans to use affinity groups, open spaces, faculty collaboration time, parent coffees, and alumni meetings to amplify voices and create places of belonging, and to partner with all members of the community to ensure that community members feel seen and heard.

Open spaces are “opt-in” affinity spaces that occur once a month during seminar or community time. An affinity group provides a “safe space” in which its students and adults can explore issues of shared identity and experience and are afforded the opportunity to affirm their emotional and intellectual responses to being part of a distinct subset of the larger Windward community. These groups are an important tool for reducing the sense of isolation, discomfort, and marginalization many children and adults can feel even in the most progressive school communities.

DEI Defined

A central focus of the team for this year is to ensure that the Windward community has a firm grasp of what Diversity, Equity, and Inclusion means at Windward.

The team defines DIVERSITY as who we are. It is the acknowledgment and recognition of the myriad of ways we exist and show up in our community and in the world.

The team defines EQUITY as making sure that people have what they need to fully participate in school life and reach their greatest potential.

The team defines INCLUSION as taking every individual’s experience and identity into account in striving to create an environment in which all are honored, seen, feel safe, supported, and affirmed.

The team acknowledges that this work is ongoing and has adopted an “open door policy” inviting all community members to partake in this important initiative throughout this school year and in the years to come.

Community Events

For the upcoming Admissions season, Windward has made it its mission to have its DEI team and Admissions team work closely together to ensure that the Windward student body reflects the racial and cultural diversity of the Greater Los Angeles area and the world.

Admissions

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Community Events

The team is also excited to host its annual community event, Tales at the Table, on Thursday, October 6. Tales at the Table is an initiative’s cornerstone event, which was created in 2018 as a way to bring the Windward Community together for an evening to break bread and share in storytelling.
Internships
Summer
64 - PERFORMING ARTS

applaud our interns for a successful Summer!

Additionally, we giving them the opportunity for "real-world" work
to acknowledge these organizations and mentors

in a variety of fields including engineering,
name opportunities to partner with 30 organiza-

provided over 60 students and

in honor of their child, that help

will leave a legacy at the School,

are sponsored in part by the

presented in the wake of COVID, the Windward

in light of the challenges pre-

support students and alumni for

years to come.

* Windward Network initiatives

Senior Class Gift. By supporting

In addition to the organizations listed above,

QR CODE: To learn more about
the Windward Network and
our Summer Internship
program, scan here.

Indicates Windward Connection, () indicates Parent of a Windward Student

South Bay

Roening

(Diana Bogart

Santa Monica

Shamsah Amarsi, MD

Seyla Biebratsev ’21, Kelly Romine-West West, 23, Sessa Biatetari ’23
(Dr. Shamsah Amarsi (Jaden 23)

Taste of Nature

Shira Schlossanger ’22

Boat Zeuner (Jack 23, 8 (Boat 26)

Climate Action Santa Monica

Andy Balasav ’23, Chandler Harlow ’22
(Dr. Eric Baynet

Gideon Strategic Partners

Sami Merati ’20, Connor Moshnik ’23
(Dominic Weissler

RESET

Angus Bowling ’22, Ashton Finkle ’18
(Dr. Dave Morrison and Sarah-Jane White (Tilly 21 & Daphne 26)

Lilla Bello

Anna Portella ’20
(Dr. John Felder

Hayutin & Associates

Mary Weitzen ’23
(Matthew Hayutin (Bianca 26)

West LA

Dellovo

Matthew Rosenthal ’19
(Dr. Emily Allensworth-Sherer

Vision to Learn

Max Cohlen ’23, Nicky Kallman ’22
(Dr. Virginia Reitman (Emily 22)

Roger Fishman

Charlotte Segal ’22
(Roger Fishman (Jack 26)

Marina Del Rey

Watkins Spira

Mira Achinstein ’22, Zee Krieger ’22, Trevor Lamshaw ’23, Wyatt Feuer ’23, Kelly Romine-West West, 23, Jaci Elvira ’22, Sophia Scola ’22, Max Wimmer ’22
(Dr. Robert Watkins (Bobby 26 & Tommy 26)

Westwood

UCLA Dept. of Head & Neck Surgery

Mira Achinstein ’22, Madison O ’22
(Max St. John (Zoea 22 & Jude 24)

Kleven Longarzo Vance Blumensaadt LLP

Diana Longarzo (Jake 21 & Dante 24)

Mar Vista

Windward Communications

Matthew Carter ’18, Henry Diamond ’22

Beverly Hills

Hoxby Consultants

Cayla Hossman ’18
(Dr. Scott Diamond (Olivia 17, Jack 18 & Henry 20)

Lori Gottleib

Vida Fishman ’22
(Dr. Ira Gottleib (Zack 24)

Financially Wise

Reka Garcia ’23
(Brittany Gaetano

San Fernando Valley

Dr. Marc Cohen
Shannon Caramanis ’19, Casey Boutou ‘19, Ivy Perlmutter ’20

San Fernando

Dr. Henry Cohen (Hfan 24)

JTV

El Peet ’15
(Dr. Brad Pommerantz (Jay 20 and Page 22)

SmartSoft

Elliot Bobrow ’23

West Hollywood/Hollywood

Botham Group

Samaanah Eng ’23, Kevin Koth ’22
(Ellen Goldsmith-Wein

La Brea/Fairfax

Craft Contemporary

Julia Massel-Barnes ’20

Holocaust Museum LA

Erez Goldberg ’22, Ela Eissen-Richman ’22

Andrea Clayton (Bek 21)

Griffith Observatory

Charlie Yan-Hook ’23
(Shannon Goldan (Angela 22)

Downtown LA

Children’s Hospital Los Angeles

Noah Cohen ’23, Jack Silvera ’20

La Brea

Sundance

Noah Breiter ’22

Trial by Human (Montana)

Noah Cohen ’23, Jack Silvera ’20

Children’s Hospital Los Angeles

Noah Cohen ’23, Jack Silvera ’20

La Brea/Fairfax

Noah Breiter ’22

In-City Law Center

Ashley Renselaer ’23

Out-Of-State

Noah Breiter ’22

Trial by Human (Montana)
Intern Spotlight

Intern: Kenna Blume ’21
Company: Climate Action Santa Monica

I applied for an internship with Climate Action Santa Monica because I’ve always had a passion for preserving the environment! When I was just in elementary school, I was taught to be aware of my environmental impact. I learned through a program called “Growing Great” how to compost, garden, and the importance of using minimal electricity and water. Although the program was only a part of my elementary school, I continued to take environmental action further. When offered the opportunity to apply for a real internship in environmental action and activism through Windward’s network program, I immediately did.

How did you decide to apply for an internship at Climate Action Santa Monica?

Prior to the pandemic, our work took place at farmers markets, community gardens, and city council meetings. A typical workday at one of Santa Monica’s many farmers markets included passing out metal straws, tote bags, or LED light bulbs for anyone who took a survey and a climate pledge with us. We also sold reusable produce bags so that shoppers were consuming less plastic. So many valuable climate conversations took place at these farmer’s markets as we strived to empower individuals into activism and in turn learned from their stories and experiences.

I was taught to be aware of my environmental impact.

Work at the Santa Monica Community garden included giving tours to passerbyers, and again conducting impactful climate conversations. Often, we were able to inspire the community by introducing them to some of the gardeners and just showing off the abundance of life in the garden. While having climate conversations with the community is a huge component of environmental activism, we took our work further by advocating for the environment and voicing our concerns at city council meetings as well. We attended meetings in person, however, I found that some of our most powerful moments took place on Zoom when meeting with Santa Monica Mayor Pro Tem, Kristin McCowan, and Santa Monica Mayor, Sue Himmelrich.

Can you walk us through a typical workday with your internship?

Aside from voicing our concerns and advocating during the pandemic, we kickstarted several projects. One of the projects I participated in involved learning and teaching regenerative farming with hopes of building a new communal garden. A typical work day included several hours in the Ishihara Park Learning Garden and in Mark Twain Middle School’s garden before and after classes during the week as well as on weekends. During these several hours, we turned compost, fed worms, planted seeds, transplanted plants, and even had our own small plot of land that we regenerated. One of our mottos was that no soil is considered dead. The small plot of land we sought to revive was full of plastic, sand, and even small animal bones! However, by picking and raking the sandy and hardened soil and layering fresh, nutrient dense compost, we were able to revitalize the soil.

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

Another project I co-led aimed to cool heat islands in the Pico neighborhood of Santa Monica. In short, heat islands are metropolitan areas that are significantly warmer than surrounding rural areas due to infrastructure and human activity. The Pico neighborhood we focused on is infrastructure-dense and underrepresented. Most of the residents don’t have access to air conditioning, and cooling centers were closed due to the pandemic. My partner and I attended meetings with an organization in the area called Familias Latinas Unidas to figure out how we could help residents in the neighborhood adapt to the heat. We ended up creating infographics with tips on how to keep cool and ultimately decided that the neighborhood needed more vegetation to reflect heat and absorb some of the CO2 pollution.

I was taught to be aware of my environmental impact.

Currently, a garden is being built in the neighborhood with the efforts of both the gardening project and my heat islands project! One of my favorite Windward memories has to be the time it rained and I slipped and fell on my back in the Pavilion and frozen grapes went everywhere! While it was embarrassing at the time, it’s one of my favorite stories to tell!

What have you learned from your mentor(s)?

My mentor had an insurmountable impact on me as her teaching and inspiration went far beyond environmental activism. She taught me how to use my voice and believed in me more than I believed in myself sometimes. Ultimately, my mentor empowered me and proved to me that there are no limitations on the powerful impact any individual with a little passion can make.

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

What is your favorite Windward memory?

My favorite Windward memory has to be the time it rained and I slipped and fell on my back in the Pavilion and frozen grapes went everywhere! While it was embarrassing at the time, it’s one of my favorite stories to tell!

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

I would recommend fellow Windward alumni and students utilize the Windward Network because it really helped me find an immersive experience in something I was passionate about. The process for finding the internship was super navigable and led me to such an amazing opportunity I’m so grateful I took part in.
As a young girl in Africa, I witnessed firsthand the power of medicine after my brother was attacked by a lion in front of me. He almost died and was saved by surgery and the power of medical and surgical healing. When I was 13, I would travel to Mexico with ‘Flying Doctors of Mercy’ each Summer with my sister and volunteer in rural villages again realizing that medical knowledge can truly impact a person’s life and that the skills learned are timeless and affect all of humanity. During medical school, I was fascinated by surgery but also longed for the human connection between a patient and physician. I loved how obstetrics and gynecology encompass all aspects of medicine: surgery, internal medicine, endocrinology, psychiatry and most of all allow me to integrate both Eastern and Western Medicine. I love to be able to help my patients, especially my high-risk patients, experience safe and healthy pregnancies, and to date I’ve delivered over 12,000 babies.

The interns would spend their days, and sometimes evenings, seeing every single patient with me. They witnessed the broad scope of my practice and were present for each of my patient encounters. They experienced the grief of my patients who had miscarriages, infertility struggles, cancer diagnosis made during our appointments, along with the joy of witnessing childbirth during both vaginal births and c-sections. My patients range in age from 14-80 and the interns were able to see how an OB-GYN provides guidance for a woman at all phases of her life, from adolescence, through the reproductive years, birth, menopause and beyond. They also were educated on the importance of integrative medicine in providing the most optimal care.

My patients were all so impressed by the interns in my practice. The Windward interns who interned with me were incredibly mature and poised. My patients were in disbelief that they were only 15-17 years old! Keely would literally help me comfort my patients who were experiencing miscarriages, cheers them on during childbirth, and ended up being so loved by my patients that she is now being recruited to babysit their babies and children that I have delivered! It is such a wonderful opportunity to have our students see firsthand what certain career paths involve. The sacrifices to become a doctor are enormous, but the rewards from having a career in medicine have brought me such purpose and personal gratification, and I was happy to share this with my soso peers.

As a parent of the Windward Community, it is imperative that we use our own platforms, careers, and life skills to help mentor Windward students.”

“Ever since a young age, I have always been intrigued by the medical field in general, especially ones involving around women’s health and children. The field of medicine is so vital to the world’s preservation and what these doctors do within it is absolutely incredible. When I saw this internship offered through the Windward Network, it immediately called out to me, and I knew this was a once in a lifetime opportunity that I had to take.”

“My patients were all so impressed by the interns in my practice. The Windward interns who interned with me were incredibly mature and poised. My patients were in disbelief that they were only 15-17 years old! Keely would literally help me comfort my patients who were experiencing miscarriages, cheers them on during childbirth, and ended up being so loved by my patients that she is now being recruited to babysit their babies and children that I have delivered! It is such a wonderful opportunity to have our students see firsthand what certain career paths involve. The sacrifices to become a doctor are enormous, but the rewards from having a career in medicine have brought me such purpose and personal gratification, and I was happy to share this with my soso peers.

As a parent of the Windward Community, it is imperative that we use our own platforms, careers, and life skills to help mentor Windward students.”

“Since beginning my internship, I have been very impressed with how well Dr. Amersi connects with her patients regardless of whether they are struggling physically or emotionally... Before the internship I knew I had some interest in becoming a doctor, but I had never known what it was really like. Because of my opportunity to shadow Dr. Amersi, I am now sure I want to pursue a career in medicine and am interested in becoming an OB-GYN like her.”
What was your inspiration for founding Thumbroll?

Thumbroll is the accumulation of my experiences, skills, and passions. It ties together my passion for photography, my interest in medicine and my fascination with psychology and neuroscience. During my Sophomore year in college, my sister, Gabriella, and I were surprised to find out that medical trainees went to YouTube to watch and help learn medical skills and procedures. While we didn’t set out to “start a company,” we knew there had to be a more modern approach. After a lot of doodling, we landed on a platform that uses imagery (a universal language) to help medical trainees and professionals supplement their current resources—a quick, simple, and reliable platform at your fingertips.

What have been the most significant challenges with growing Thumbroll, and how have you responded to those challenges?

I didn’t know what I didn’t know. My naivete when starting Thumbroll has been a blessing and my greatest challenge. It gave me the strength to move forward without fear of failure; I didn’t know how much I was taking on. I learned most things through trial and error, which was great as a learning opportunity. But this method also resulted in a lot of mistakes (some of which were more costly than others). Over time, I became more aware, acknowledged my weaknesses, and began surrounding myself with experts to plug the holes.

During the pandemic, you co-founded Bluestone Safe, which helps organizations monitor the symptomology associated with COVID-19, provides telemedicine, and offers COVID-19 testing. What lessons from founding Thumbroll did you apply when launching this second venture?

Bluestone Safe has been one of the best experiences of my life. This time around, I had a few years of experience and an incredible team already at my side. While COVID-19 was a brand new disease and there was a lot we didn’t know, we weren’t starting from scratch. We already had our team, we knew the types of questions we should be asking, and most importantly, we knew how to build structure within chaos.

What are your aspirations for Bluestone Safe in the next five years?

Bluestone Safe helps patients navigate the healthcare system. While we launched to help organizations protect their team against COVID-19, we’ve expanded into new areas such as general telemedicine and wellness testing. Our vision is to continue this expansion and become a more comprehensive resource for our clients.

How does Bluestone Safe differentiate itself from its competitors?

Bluestone offers a holistic program and a superior product that after more than a year, still has not been matched by a competitor. More importantly, we have an incredible team that works extremely well together and is comfortable being nimble. The disease, the science, and the protocols surrounding COVID-19 are changing monthly, if not weekly or daily. For a company to thrive in this type of market, let alone survive, it needs to be comfortable pivoting and pivoting fast. We’re lucky that being nimble has been a strength from the beginning.

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

There is a difference between having interests and passions vs. letting those interests and passions define you. Windward showed me that loving science didn’t mean I had to pursue medicine and that loving photography didn’t mean I had to become an artist. I am lucky enough to have been born at a time and in a place where I have the freedom to take my different interests and apply them in different, unique ways. In my case, the innovation came at the intersection of seemingly unrelated fields.

As an entrepreneur who has launched multiple companies, what advice would you give to aspiring Windward student entrepreneurs?

Become an entrepreneur only when you absolutely love your idea and are willing to dedicate years developing and growing it. It won’t be easy, there will be a lot of hurdles in your way, and you’ll want to stop at different times. If you’re not passionate about the idea and the business, the challenges will feel that much more daunting. Find what you love, focus on your strengths, and find great people to fill in the other gaps.

Ariella Salimpour ’13

Industry: Healthcare
Companies: Thumbroll, Bluestone Safe
Job Titles (Respective): CEO, Co-Founder
Alumni in Athletics

Questions:

1. What inspired you to return to Windward and support the Windward Athletics program?

Drew Pion ’14

One of the most unique aspects of my Windward experience was the opportunity it gave me to play three different sports throughout my high school career. The coaching staff, and athletic department as a whole, were a second family to me as I went through the recruiting process for college athletics. I have to give a special thanks to the training staff (Wayne & Meredith) for taking such good care of me.

2. What is your favorite memory as a Windward scholar-athlete?

Vince Dolomemaschio ’19

What inspired me to return to Windward were the relationships I had built previously while I was a student-athlete. My relationships with coaches in the athletic department and current students who I had played with made my transition into the coaching sphere at Windward very smooth.

3. What are the takeaways from your experience supporting the Windward Athletics program?

Sara Zedingi ’19

Being on the Soccer team during my time at Windward provided me with an intimate and safe place that I felt added not only to our overall success as a team, but to my time as a student. This was something I wanted to see become a key part of the program, and I felt with my age and experience at Windward, I would be able to connect with and motivate the girls on a different level.

Zach Bright ’08

When I returned to Windward as a coach five years ago, I honestly thought it was going to be a temporary situation. I had just moved back from the East Coast and was still contemplating my next move. Once back on campus, though, I couldn’t ignore the excitement I felt from being part of the Athletics Team. I have such fond memories of all my coaches over the years, and am beyond grateful for the opportunity to have a similar impact on future Wildcats.

1. The thing I hold closest to me is the comradery I got from my teammates. No matter how well the team was performing at any given time, we always supported each other like family. Ten years later, to this day, I feel comfortable reaching out to any one of my former teammates for anything.

2. My favorite memory as a Windward head coach was the excitement I felt from being part of the volleyball team. Our fans led us to a reverse sweep and our fans led us to a reverse sweep and the biggest takeaway is how you can succeed the best and the quickest by helping others succeed. This goes far beyond the athletic department. The commitment to help one another is a common theme throughout the campus and I believe it’s really important for life after sports.

1. Returning to campus and coaching the high school scholar-athletes reminds me of how lucky I was to go to school as warm and welcoming as Windward. Many of my closest friends to this day, I met at Windward over the years. The care and attention the Windward family offers their scholar-athletes is one-of-a-kind.

2. sarah Zedini ’19

My favorite memory as a Windward scholar-athlete was winning the Volleyball State Championship with my older brother, Chase, and then rushing to make it to prom afterwards.

3. Alumnii in Athletics

coaches when I was a student. I wasn’t the best scholar, but I always cherished the relationships I had with my coaches. My coaches at Windward were a resource for me to talk about all kinds of things beyond sports, and this really shaped me as an adult.

1. My favorite memory as a Windward athlete is easily winning the Girls Basketball State Championship in 2011. I think we swept and won CIF, regionals, and state. It was an amazing accomplishment with a group of girls that I am still close with today.

2. Windward is the epitome of TEAM. The biggest takeaway is how you can succeed the best and the quickest by helping others succeed. This goes far beyond the athletic department. The commitment to help one another is a common theme throughout the campus and I believe it’s really important for life after sports.

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Sam Zering ’10

Initially, I returned to Windward Athletics for my love of the sport. But the more time I spent at Windward, the more I realized my return was based on the relationships I had with my

Alumni in Athletics

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3. What are the takeaways from your experience supporting the Windward Athletics program?
Curren Krasnoff ’10  
Industry: Manufacturing  
Company: Cortex Composites  
Job Titles: Founder & Chief Executive Officer

Your company, Cortex Composites, produces a cement that is applied in rolls and does not require a cement truck to install. How did your goal of addressing canal construction in the developing world initially inspire this venture?

Water is the lifeblood of the world and is needed for economic growth and to sustain life. Economies can’t grow without access to clean water. The prospect of delivering a technology that enabled more affordable and faster construction of canals seemed like a noble cause. We can build a canal 30% faster than traditional concrete and at 50% of the cost. Developing nations desperately need the technology to build their economies. The company has received inquiries from many developing nations and is on its way to delivering on its mission of bringing clean water to developing countries. The water infrastructure is also very aged in the U.S. and currently has a D- rating. We can also repair canals at 50% the cost and 30x the speed, and we are excited about the opportunity to repair the U.S. water infrastructure. There are billions of dollars of canals in the U.S. that need repair, so we feel it is an exciting business opportunity.

You were recently named by Forbes as the world record holder for the most number of patents filed by an inventor under 30 years old. What have you learned about the patent process throughout this journey?

The patents are in a broad range of fields: energy generating devices, brake systems, aircraft, electric engines, combustion engines, computer memory systems, phones, solar panels, earthquake safety devices, composite materials, composite manufacturing equipment, building systems, cloud computing architectures, and medical devices. I am passionate about a broad range of technology and have founded a company, Duplicent, LLC to bring the technologies to market. Duplicent’s goal is to have a central role in bringing humanity-changing technologies to market, to grow, double, and increase social, financial, and humanitarian interests. The technology could save lives through improved braking devices for cars and earthquake mitigation devices for buildings. The technology isn’t just a business opportunity but a humanitarian effort.

Having filed 168 patent applications, I have become an expert on the patent filing process. I currently have 38 granted patents as well. Some took many years to grant and had a long prosecution process. Cortex has focused on patenting many aspects of the technology to build a moat of intellectual property—we have focused on material structures, material properties, and manufacturing methods. The three areas combined provide meaningful protection which will make it hard for anyone else to enter the market for rolled cement. The business opportunity of having exclusive access to the market for a period of time is very exciting.

What have been the most significant challenges with regard to running a company that has over $25 million in contracts and distributors in eight countries?

The technology development process was long and challenging. We didn’t have the goal of developing one rolled cement product, but all the rolled cement products. We developed over 30 separate rolled cement products over a period of five years. We spent millions of dollars developing the technology and engaged industry experts. We then applied for patents and were awarded significant patents on the technology.

How has your Windward experience shaped the individual you are today? What advice would you give to your former self, as a student at Windward?

Windward provided a great academic foundation for me. It provided me with the skills to excel professionally. It allowed me to hone my communication skills and taught me the work ethic and discipline I needed to excel professionally. I would tell my former self to apply yourself fully to the academic process at Windward. The work ethic and discipline that you learn at Windward will carry over to help you succeed professionally. Having applied myself fully to the academic process at Windward, I felt prepared to excel professionally.
Your support provides the School with the flexibility to meet the needs of each student in an ever-changing environment, every day.

The Windward Fund provides sustainable resources for Program Enhancements, Research & Development, and Financial Aid. Because funds are used in the same academic year in which they are received, our students, faculty, and staff rely on The Windward Fund to provide a positive impact on our campus and our community. All gifts or pledges should be made by Winter Break; however pledges can be fulfilled through May 1, 2022.

Save the Dates!

We look forward to celebrating Windward’s 50th anniversary all year long. Please mark your calendars for these important events*

taking place in the Spring!

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50th Anniversary Spring Soiree
May 7, 2022

50th Anniversary Alumni Reunions
June 4, 2022

50th Anniversary Alumni Festival
June 5, 2022

*all event dates will be subject to change this year as they are dependent on circumstances surrounding COVID-19.