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BRENTWOOD SCHOOL MAGAZINE

SPRING 2016





ON THE COVER

Twelve slices of Brentwood life show the vibrancy of our school community. Look for these 12 stories inside this issue. From left to right: (1) At Middle School Human Rights Day, students engaged in lively discussions; (2) Grandparents and Special Friends Day at the Lower School brought generations together; (3) over Spring Break Spanish students studied in Spain; (4) the third “It’s Our Turn” Young Women’s Conference continued to draw women from all over Los Angeles; (5) James K. ’17 is one of our Fall and Winter athletes featured in Athletic Accolades; (6) Upper School Collective “Art Matters” presented “Olympia at the Supermarket” at the All-School Art Show; (7) The Parents Association Benefit “Studio 44” rocked the Skirball Center and raised funds for The Brentwood Endowment Fund; (8) Peter Sanders ’94 speaks out for the LA Fire Department; (9) it’s time to rethink how we get to school; (10) the Character Education Program at the Lower School earned the school National School of Character designation; (11) Upper School art student uses masks to reveal peers’ personalities; and (12) veterans played softball on the East Campus field in front of an enthusiastic crowd.

SPRING 2016

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Words From the Head of School

DR. MIKE RIERA

A visitor’s initial impression of Brentwood School is often awe. While the physical beauty of our two campuses offers a welcome—and sometimes surprising—oasis, I believe it is the vibrancy of our school community that is awe-inducing. On any given day, the school literally hums with activity. And you do not have to search hard to find students absorbed in inspiring and meaningful work—in the classroom, on the field, on a stage, or off in a quiet corner. Whether writing in the voice of the Lost Generation, spreading awareness through Human Rights Day, collaborating on an art show installation, or engaging in Community of Caring discussions, Brentwood students think critically and creatively each and every day. Faculty, staff, parents, grandparents, and alumni are equally engaged and integral to our “vibrancy factor.” Leading trips to foreign countries, entertaining a crowd with their musical talent, imparting sage career advice, motivating young women from all over Los Angeles, and flipping countless burgers and pancakes are among the many ways that they enhance the student experience. To this end, this issue of *BWS Magazine* offers numerous examples of why Brentwood School is such a vibrant place. Please enjoy reading them all, and do not be surprised if an occasional “wow” slips past your lips.

“On any given day, **the school literally hums with activity. And you do not have to search hard to find students absorbed in inspiring and meaningful work**—in the classroom, on the field, on a stage, or off in a quiet corner.”



OPENING SHOT

At the All-School Art Show this spring, Claire Davis '16 displayed her multi-faceted self-portrait in stained glass—a glowing representation of the vibrancy and complexity that exists in every member of our community.

Students Write in the Style of the “Lost Generation” After Volunteering at a Homeless Shelter

In his 11th Grade American Literature class, James Hughes uses service learning to engage creative, critical, and emotional intelligences in his students. While studying “The Lost Generation” of American poets and writers during the 1920s—authors like Hemingway, Stein, Lowell, Eliot, and Fitzgerald, whose very work expressed a profound sense of displacement and disillusionment in the modern world—Hughes thought students would benefit from witnessing, first hand, what those same emotions look like today in our city. So, he invited students to join him for one evening at the Armory Winter Shelter, where he takes volunteers weekly to serve food to homeless people who seek shelter there during the wet winter months.

Hughes encouraged students to speak with people, hear their stories, and then craft something in the form of a poem, short story, or personal narrative—preferably in the style of the Lost Generation writers studied—that conveyed what they experienced and learned. After all, Hemingway wrote about soldiers returning home with PTSD (“Soldier’s Home”) or the elderly struggling with loneliness and depression (“A Clean Well-Lighted Place”), and Eliot’s “Preludes” or “Love Song of J. Alfred Purfrock” acutely convey a sense of insecurity

and displacement in the modern world. Why not invite students to confront similar people struggling with some of these same issues in our own locale?

All Hughes’ juniors visited the shelter, where they helped set up cots and tables and prepared snacks and coffee for those who arrive by bus from Venice each evening.



11th Grade American Literature students volunteer at the Armory Winter Shelter.

In their writing, students produced personal portraits of individuals they met, sharply crafted poems, and wrote stories with Hemingway-esque dialogue that spoke to feelings of uncertainty and disillusionment, as well as other unexpected emotions—pride and even hope. ■

Excerpt from a Short Story in the Style of Hemingway

by **CLAY T. '17**

“Hello, sir, would you like some coffee?”

“I’ve seen things,” he mumbled.

“Sir, would you like some coffee?” I asked again.

“I was part of something over there,” he stated with pride. “There was a purpose to it. And a brotherhood.”

I tried to give him my complete attention. The line, however, continued to grow. One man grew impatient and reached to serve himself. I turned away momentarily to assist the man. When I turned back, I again offered a cup of coffee to the veteran. This time he accepted my offer and reach towards me for the white Styrofoam cup.

While he stirred the cream, he continued to talk. His focus shifted to the present. “Home is not what I expected. No parade, no appreciation, no job, no health care, no family,” he stated simply.

There was no fight left in him. No anger about being wronged. Only acceptance. Defeat.



OVERHEARD

“I feel pride in the thoughtful engagement and creative by-products of my students’ service, and hope that such experiences might ensure they themselves don’t become part of another ‘lost generation’ of young people.”

—James Hughes, Upper School English teacher and Service Learning Director

New Directions for Veterans Team Plays Ball on BWS Field

Brentwood School and the West Los Angeles VA have a longstanding relationship, one that includes thousands of hours of student service each year as well as many exceptional opportunities for Veterans. This year, for example, the school distributed 100 tickets to Vets to see basketball legend, Kareem Abdul Jabbar speak at the school’s annual Hutson Lecture Speaker Series. Another group of a similar size was treated to a pre-release screening of Disney’s *The Jungle Book*. In addition, several student musical groups performed for Vets during the past year. And, on April 29, a crowd of close to 100 came out to support and compete in the New Directions for Veterans versus David and Goliath Creative Agency Softball Tournament, hosted on our campus. It was a fun-filled afternoon with loud cheer, good food, friendly competition, and lots of sore muscles. ■

VETERANS AT THE EAST CAMPUS




An Army vet hits it out of the park at the New Directions softball tournament on April 29.

bws MAGAZINE

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online!



Not only can you access and share your favorite stories from **BWS Magazine in our new online format**, but as you read through our digital magazine, you will also find **links to additional galleries, stories, and more**. Throughout this issue, **keep your eyes peeled for online extras icons**  that indicate additional online content.

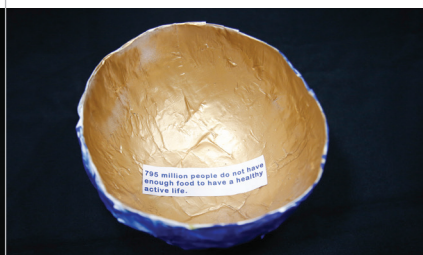
bwscampus.com/BWSMagazine

Human Rights Day Brings Out Students' Social Consciences and Creativity

Every year, 7th Grade students complete a project in their global studies class on global awareness. This year, the student groups narrowed their focus to specific human rights violations around the world. The effort culminated in our first Human Rights Day, where all Middle School students gathered both as an entire division and also in smaller class groups to hear presentations about these injustices and to learn how they can help. Every project included a creative component intended to raise awareness about the issue and offer a thoughtful reflection. ■



(ABOVE): Students presented their projects in a small class setting; (RIGHT): This creative response by Madeleine F. '21 reflects her study of human trafficking in Russia; (BELOW): The Empty Bowls Project is an international, grassroots arts movement that began in Michigan to raise awareness and funds to end hunger. As a display for Human Rights Day, art students in Rebecca Dame-Seidler's class designed papier-mâché bowls inspired specifically by their research into hunger issues in Los Angeles. The bowls will be donated to a local non-profit so that they can continue to spread the word.



Excerpt from Welcome Speech

by **CAROL BAILEY**, Middle School
Social Studies Teacher

I have watched our 7th graders grow into human rights defenders this year. They have followed news stories, written public service announcements, painted canvases, and recorded songs in the effort to become active global citizens. Not only are they spreading awareness, they are collecting money to donate to Human Rights Watch, an international organization that works to uphold human dignity worldwide... In Eleanor Roosevelt's words, "Where, after all, do universal human rights begin? In small places, close to home—so close and so small that they cannot be seen on any maps of the world." ■



Tejas S. '21 set a somber tone for the group project presentations with his poem that imagined the experience of child soldiers in Africa.

Hold On, Let Go

by **TEJAS S. '21**

Born into hands that love, but are unable to care.
They hold on only to let go.

Their lives reduced to a number, blind submission,
Their parents fading to smudges in the distance.
They hold on only to let go.

The first thing they hold is a gun,
Their childhood being the first thing to die at their hands.
They hold on only to let go.

Injected with drugs, a needle of heroin and cocaine piercing their skin,
Violence runs through their blood, while anger enslaves their minds.
They hold on only to let go.

Their minds only know how to kill, their minds know only to blindly obey,
Their hands only know to pull back the trigger.
They hold on only to let go.

They are expendable, holding a trigger, wearing a vest made of C4.
They let go.

They hold on only to let go.





Grandparents Feel the Love

by **CANDACE JOHNSON**, Director of Annual Fund

The 2015–2016 school year heralded some exciting developments for a very special part of the Brentwood School community. Grandparents have always been welcome to join us at sporting events, performances, and other community-wide happenings on campus, but this year, we began offering grandparents the opportunity to attend events designed just for them.

Beginning in the fall with a small focus group of grandparents, ideas began to take shape. Grandparents shared that they want to hear more about the joys and challenges their grandchildren face, they want to know more about what goes on in the classroom, and mostly, they want to be able to

deepen their connections to their grandchildren in a meaningful way.

“Grandparents, The Secret Weapon,” was the first event of its kind at Brentwood School. Grandparents spent an evening with our very own Dr. Mike, one of the country’s foremost authorities on understanding children and

teenagers. Rather than delivering a speech or reciting research, Dr. Mike began by asking grandparents what they wanted to know. As participants shouted out questions, Dr. Mike wrote as fast as he could on poster paper attached to the wall. As sheet after sheet of paper filled, themes began to emerge: technology, over scheduling, relationships between grandparents and their adult children, mental health—no topic was off limits, and grandparents didn’t shy away from touchy subjects. What followed was a candid discussion, and at the end of the night, a request for more educational events of this nature.

In addition to creating informative events, we are excited to offer opportunities for grandparents to connect socially. Jimmy and Debbie Lustig (Sienna ’27,



For three days in March, Lower School students delight in sharing their school with grandparents and special friends.

Oliver '29, and Austin '29) welcomed fellow grandparents to their home for a spring cocktail party, where guests came together and enjoyed discovering ways our shared journey is similar and different. Brentwood School might well be the conversation starter, but we are excited to see where the conversations takes us.

Enhancements to their current slate of volunteer opportunities mark the final piece to this year's goal of making the experience of grandparents even more dynamic. Brentwood School depends upon the partnership of our families; the pride we have in our school is a direct reflection of our personal investment. Now grandparents have even more ways to share in the magical sense of school community that we all treasure. ■

“Grandparents shared that they want to hear more about the joys and challenges their grandchildren face, they want to know more about what goes on in the classroom, and mostly, they want to be able to deepen their connections to their grandchildren in a meaningful way.”



See More Stories and Media Online

You can check out a plethora of content only available online. Here's a small sampling of what we posted during the 2015–2016 school year. Visit bwscampus.com/BWSMagazine and click each .

[The 3rd Grade Pizza Project](#)

OCTOBER 23, 2015

To put the applications of real-life math into practice, students had a week to think about and go shopping for ingredients to design their own pizza, while staying within a budget...

[Lower School Art Teachers Use Flickr to Archive Student Work](#)

OCTOBER 30, 2015

Lower School students are prolific artists. In case your child's masterpiece inadvertently ended up in the recycling bin, chances are you can find it in the Levin + Shapiro Flickr Gallery...

[Miracles at the Wadsworth Theater](#)

FEBRUARY 19, 2016

Whenever our students have an opportunity to perform in front of live audiences out in the community, the experience encourages their growth as musicians. When the audience is a theater full of veterans...

[Signing Day 2016](#)

APRIL 29, 2016

The Class of 2016 will send 11 talented student-athletes off to college next year to play their sports at the collegiate level...

[Lower School Lunchtime Library Book Club](#)

MAY 19, 2016

This Book Club at the Lower School is not your typical book club...

[7th Graders Explore Genetics Through Minecraft](#)

JUNE 3, 2016

Instead of the endless Punnett squares of yesteryear, Brentwood students in Ms. Easley's science classes are exploring genetic concepts by breeding sheep in the virtual world of Minecraft...

[Media Gallery](#)

Includes photos and videos in these categories: Life at Brentwood, Alumni Association, Arts, Athletics, and Special Programs.



SPRING BREAK IN SPAIN

Nine Brentwood students spent their spring vacation in Spain living with host families, taking classes from teachers at a local academy, and having excursions and cultural activities as they toured six amazing Spanish cities. They even took a class at a cooking school to learn how to make traditional Spanish dishes. They later told their Brentwood Spanish teacher that the program was "the greatest experience" of their lives. One of their favorite sites visited was the royal palace in Madrid.

Brentwood Debaters Finish Season in Regional Tournament

The Brentwood MS Debate Team finished their season on a high note by placing fifth out of 118 teams in the southwest region at the national Middle School Parliamentary Debate Championship Tournament in April. The team sent two three-person teams: 8th graders Daniella W., Harper G., and 7th grader Jennifer B., who won all five of their rounds, and 8th graders Hayden P., Emma M., and Hana W. made up the second team, winning two of their five rounds.

“When we first walked into the gym, I was completely intimidated by the 300 other debaters in the room. But, as we went from round to round, the whole team got a little less tense and we started to have fun,” Harper G. said.

Middle School Debate Coach Manoj Choudhary supported the team throughout the season. “I am proud of the passion that the kids have gained from competing. They have learned so much and have had fun throughout the process,” Choudhary said.



CHINESE PAINTING GIFT



“Fortune and Prosperity” painted by Ling Xue from China Central Academy Of Fine Arts

Chinese exchange student Jingwen Liu (Tissa), who attended Brentwood School as a junior in 2012-13, donated this beautiful painting to Brentwood School. She is now completing her second year at Dartmouth University. You can enjoy the painting in person in the East Campus Library. The calligraphy in the painting is traditional presentation text that includes the date of the gift, the recipient, and name of the painting.

“The students became instantly ‘at home’ while living with Spanish host families for nine days in the city of Granada. It was an immersive trip that truly transported the group in every sense of the word.”

—Daniel Gannon,
Upper School Spanish teacher

Because Art Matters

Upper School Students Collaborate on Art Show Installation

Every year, the All-School Art Show delights all attendees with entries from our smallest Eagles to our most advanced artists, and every grade in-between. Among this year's many projects was one particularly attention-grabbing installation: "Olympia at the Supermarket." This piece was inspired by Manet's painting "Olympia" that demanded attention with her aggressive confrontational gaze.

But perhaps more exciting than the project's physical presence, was the collaborative work that went into creating it. This art installation was the joint effort of students in the Art Matters activity group and

spent their activity time this year working on several smaller projects that culminated in this installation. The background texture for "Olympia at the Supermarket" was built with pages passed around the

hours to construct and incorporated woven pages plucked from fashion magazines for Olympia's pope-inspired gown.

"Our goal was to get people excited about collaboration and establish a real presence for art on campus," Grace said. Manet's Olympia is famous for asserting

"This piece was inspired by Manet's painting 'Olympia' that demanded attention with her aggressive confrontational gaze. But perhaps more exciting than the project's physical presence, was the collaborative work that went into creating it."

the brainchild of seniors and group leaders Grace Schimmel and Rafe Forman.

Upper School students have an Activities period once a week where they join one of a variety of on-campus groups ranging from social activism, to politics, to art appreciation. The Art Matters group

group, where each member added drawings to create a collaborative drawing. Several students contributed embroidery that eventually became the peplum for Olympia's dress, and a small team worked together to build the mask for her face. The final installation took the students more than four



Students ponder the Art Matters installation, "Olympia at the Supermarket."

herself directly at the gaze of the viewer, and in the same way, the Art Matters group created a project that really reaches out and grabs students—which helps draw interest to art on the Brentwood campus.

Now that Olympia has your attention, she asks you to consider the students' broader question. Stirred by the pages of Don DeLillo's novel, *White Noise*, the Art Matters students wanted to explore DeLillo's assertions about the modern consumerist mentality and its affect on religion—specifically how, in the absence of traditional religious faith, people pursue some other *axis mundi* on which to affix their hope. The complex inter-

“Viewers ... examine their own complex relationship between personal beliefs and the community that shapes them.”

connectedness of the “Olympia at the Supermarket” installation, carefully curated by our own Brentwood artists, forces her viewers to examine their own complex relationship between personal beliefs and the community that shapes them. ■



Last year, Gabby's series won a Gold Key Award at the Scholastic Art and Writing regional competition and an Honorable Mention at the national level competition in New York.

ARTIST PROFILE

Gabby Goldberg '16 Uses Masks to Unmask Duality

The Greek term, “prosópon,” derives from a theatrical practice where an actor's mask was used reveal information about his emotional state, and can be translated either “mask,” “face” or “person.”

This delicate interplay between countenance and personhood provided inspiration for the AP Studio Art final project for Gabby Goldberg '16 last year, which swept the 2016 Scholastic Art & Writing regional competition in photography with a total of three silver and three gold awards, as well as one silver Senior Portfolio award.

Her winning collection of work focuses on the relationship between how we present ourselves to others and how we really feel. Gabby drew from her fascination with African Art History and mask making and hunted down masks from Brentwood's theater department to incorporate into her portfolio. She likes how the absurdity of the masks highlights the discrepancy between our inside self and the self we present to the world.

Rather than heavily stage her photography, Gabby likes to put close friends and family into strange situations and capture how they react. Specifically with the masks, Gabby found that people presented their body differently when wearing a mask and that those posing with the masked individuals also reacted in intriguing ways.

While Gabby shoots on film, very few of her photos are presented in their unedited form. After developing her film, Gabby utilizes digital tools like so many layers of paint to enhance the look and feel of each piece. She's not “cleaning up” the photo, but rather using it as a canvas for the real artwork to begin. In the end, she hopes her work will encourage introspection rather than convey a specific message.

Gabby will attend Bard College in New York in the Fall, where she plans to focus her studies on more classical art forms like painting and sculpture. ■

Athletic Accolades

FALL

WATER POLO

- **Griffin H. '16**, 1st Team All League
- **Blake G. '17**, 2nd Team All League

FOOTBALL

- **Will T. '16**, 1st Team All League
- **Holden T. '16**, 1st Team All League
- **Harrison S. '16**, 1st Team All League
- **Dallas M. '17**, 2nd Team All League
- **Xander C. '16**, 2nd Team All League
- **Eli B. '18**, 2nd Team All League

CROSS COUNTRY

- **Bianca P. '18**, 1st Team All League
- **Olivia I. '19**, 1st Team All League
- **James K. '17**, 1st Team All League
- **Jack L. '18**, 1st Team All League
- **Owen D. '18**, 2nd Team All League
- **Alistair N. '17**, 2nd Team All League
- **Ryan Y. '19**, 2nd Team All League
- Girls Team, 16th in State: Division 5
- Boys Team, 10th in State: Division 5

GIRLS VOLLEYBALL

- **Tessa H. '16**, 1st Team All League
- **Emery B. '18**, 2nd Team All League

GIRLS TENNIS

- **Grace D. '17**, League Singles Title

WINTER

BOYS SOCCER

- **Mateo G. '18**, 1st Team All League
- **Scott C. '18**, 1st Team All League
- **Alex L. '16**, 1st Team All League
- **Nic C. '18**, 2nd Team All League
- **Ben G. '17**, 2nd Team All League
- **Alex L. '18**, 2nd Team All League

GIRLS SOCCER

- **Lily D. '17**, 1st Team All League
- **Jessie . '17**, 1st Team All League
- **Aidan R. '18**, 1st Team All League
- **Taylor S. '17**, 2nd Team All League
- **Leah R. '19**, 2nd Team All League
- **Samantha M. '17**, 2nd Team All League

BOYS BASKETBALL

- **Nick M. '16**, 1st Team All League and 1st Team ALL CIF
- **JR O. '19**, 2nd Team All League

GIRLS BASKETBALL

- **Ajailon S. '17**, 1st Team All League and ALL CIF
- **Dani S. '16**, 2nd Team All League and ALL CIF
- **Imani S. '17**, 2nd Team All League



After a flood, the entire gym floor was replaced in only four weeks.

New Gym Floor

We had our institutional resiliency tested around facilities on the East Campus this past semester. On a Sunday evening, one of the sprinklers in the gym broke and flooded the floor with an inch of water. Very quickly, the gym was a hub of activity as employees readily pushed back from their dinner tables when the “all hands on deck” call went out to our maintenance team. It was a lesson in teamwork. Without direction, everyone simply saw what needed to get done and did it. From mops to shop vacuums to squeegees to brooms, it was a blur of activity. Later on, with the surface water removed and the floor toweled dry, our Facilities Director, Victor Pesiri, determined the next move. We had to cut 4” strip lengths throughout the floor to allow the water that had seeped through the substrate to evaporate. The gym was closed for four weeks for new wood to be installed, new designs to be painted, and several coats of sealant to be applied. The beautiful new floor saw its first game the week after Spring Break and many Eagles have enjoyed it since. It’s amazing what a little teamwork can accomplish! ■

SPORTS ALBUM



Athletics Department Honors Coach Jeff Porter

After 37 seasons of coaching Brentwood School volleyball, Coach Jeff Porter has left the Eagledome, and what a career it's been! With two State Championship titles, 10 CIF-SS Championship titles, and 24 League Championships, Porter has the second most titles amongst all coaches in CIF-SS history.

Beyond the titles, Porter built one of the most legendary athletic programs at Brentwood School.

More than 100 of his former players, faculty, and students attended a special event on December 6, 2015 to celebrate his legacy. With an opening slideshow set to "Eye of the Tiger" and alumni speeches representing various decades from Loren Montgomery '87, Emily Manning Ellis '94, and Kelly McIntosh Penrose '04, it was an afternoon filled with nostalgia and eagle spirit. Coach Porter started the tradition of singing the alma mater after every single match, and true to the song's words, on this day, he was certainly "soaring higher than the rest for the red and blue." ■



Athletic Director Amanda Kelson congratulates Coach Jeff Porter.



New Varsity Girls Volleyball Head Coach Named

Nicole Ryan, a 15-year employee of Brentwood School brings experience, passion, and excitement to teaching the skills of the game of volleyball.

Coach Ryan played collegiately at Cal State Dominguez Hills as a setter and was the team captain. She has more than 20 years of volleyball coaching experience as a coach to an elite level club, as an assistant coach under Coach Porter from 2001–2007, as the head coach for our Varsity Boys Team for three seasons, and most recently as the Head Women's Volleyball Coach at Santa Monica College for the past eight seasons.

Coach Ryan is beyond ecstatic to, once again, coach volleyball at Brentwood School. "This has been my dream position and my goal for years. I'm ready to build upon the long history of excellence established by Coach Jeff Porter and am excited to bring my style of coaching, mentoring, and training to the program. I plan to spend the summer getting our young women ready for competition and can't wait to get started!" ■



2



3

1 Ben G. '17 successfully controls the ball. | 2 Ajailon S. '17 shoots and scores. | 3 Alistair N. '17 sets the pace. | 4 Tessa H. '16 cheers on her teammates.



4

El Nido Presents Jerry Tello

by **CECILIA VICTOR**, Parent

On Saturday, March 19, El Nido parents, Latino Parent Association students, faculty, and staff gathered in the Student Life Center to attend a workshop presented by the world-renowned motivational speaker Jerry Tello, an authority in cross cultural issues and family strengthening.

Through his storytelling style of speaking, he emphasized the importance of bridging the communication gap between parent and child by understanding the disparity in cultural upbringings that both students and parents go

being his usual strong, loud presence at home; while outside the home, he presented as a soft-spoken, obedient man to others. Mr. Tello also spoke of his childhood experiences of attending school not knowing English and



Natalie Gomez '16 (RIGHT) and her mother (LEFT) were among those who came to hear Jerry Tello speak on cultural disparity.

resonated deep for all in attendance—it reminded some parents of their own experiences as a child, simultaneously providing a glimpse for the students of what their parents have gone through. Mr. Tello concluded his story with his own

parents for who they are and what they can provide you, even if it's just emotional support. After the presentation, parents and students continued the discussion and shared their own stories which seemed to be quite similar to Mr.

“Mr. Tello also spoke of his childhood experiences of attending school not knowing English and his assimilation into American culture. This stage of his life turned into a denunciation of his heritage which ultimately clashed with his parents beliefs and feelings...”

through as minorities in society, but more specifically in an independent school setting. Mr. Tello narrated his upbringing by sharing his relationship with his parents in the racially divided 1960s society. For example, his father felt comfortable

his assimilation into American culture. This stage of his life turned into a denunciation of his heritage which ultimately clashed with his parents beliefs and feelings—a process that somewhat mirrors some of our own students' experiences here at Brentwood. His stories

evolution of self change, embracing his heritage despite, and because of, his upbringing. He reminded parents and students to get to know each other as individuals, adapt parenting according to what your child needs or is telling you, and understand your

Tello's in many ways. It was a bonding experience for all who attended. Through the power of his storytelling, Mr. Tello taught and reminded the LSA community the importance of appreciating our Latino Heritage by strengthening our familial bonds. ■

OVERHEARD

“I came home, and **shared everything with my family**, and it became a great topic of conversation”

—Elsa M.

“What an amazing event. I am so glad **Jerry was able to come and uplift our spirits as Latinos!**”

—Esther Marron

“Thank you so much for an amazing day! **It was incredible and my parents really enjoyed it.**”

—Luz Perez '16

“...Mr. Tello captivated his audience and **I found him inspiring.**”

—Harold Pleitez-Guerra

“**It really made me understand** what it means to be Hispanic.”

—Sammy V.

American Promise Screens for Parents

On Tuesday, April 19, Brentwood School screened the award-winning film, *American Promise*. This event was hosted by the Parent Alliance for Students of African Descent (PASA) and was held in the Lower School in the Arts & Athletics Building. It was open to all parents of Brentwood Students and students in Grades 7-12.

American Promise spans 13 years as Joe Brewster and Michèle Stephenson, middle-class African-American parents in Brooklyn, New York, turn their cameras on their son, Idris, and his best friend, Seun, who make their way through one of the most prestigious private schools in the country.

Chronicling the boys' divergent paths from Kindergarten through high school graduation at Manhattan's Dalton School, this provocative, intimate documentary presents complicated truths about America's struggle to come of age on issues of race, class, and opportunity [adapted from *americanpromise.org*].

After viewing the 80-minute version of the film, attendees broke into smaller groups to ponder the following discussion questions:

- What did you learn from *American Promise*? What insights did it provide?
- If you could ask anyone in the film a single question, whom would you ask and what would you ask?
- Describe a moment or scene from the film that you found particularly disturbing or moving. What was it about that scene that was especially compelling for you?

PASA had the vision to view this film in the Brentwood parent community to spark robust conversations surrounding issues of race and class. As imagined, the film was an excellent jumpstart to community-wide dialogue about these issues and allowed the audience to participate in courageous conversation surrounding the prominent themes of the film.

As Brentwood School moves forward in our commitment to diversity and inclusion, we hope to have more opportunities to connect and explore these and other issues. ■



STUDIO44

by **KYLE KOZLOFF**, Parents Association Chair

We couldn't think of a better way to honor 44 years of Brentwood School than with a night of music and dancing for everyone! So on March 11, 2016, a dedicated team of Parents Association volunteers transformed the Skirball Cultural Center into our very own nightclub, complete with glitter, glam, and two enormous disco balls.

Brentwood's own house band, Midnight Ball, kicked the evening off with funky sounds that got everybody shaking their groove things, and the dancing continued until the witching hour. This year, we continued our focus on making the Benefit an event for the entire Brentwood School Community, and we were thrilled to see so many parents and guardians from all divisions of Brentwood School joining faculty, staff, and administrators for a night of fun. And with no assigned seating this year, guests mixed and mingled with each other throughout the evening when they weren't dancing or bidding on one of more than 300 remarkable auction items solicited and donated by an incredibly hard-working Auction Committee.

Of course, none of this would have been possible without the record-breaking support of parents and guardians that chose to help underwrite the cost of the Benefit with gifts ranging from \$50 to \$15,000.

Remember, the Parents Association exists to support our school. With funds raised from the Studio 44 Benefit and Auction, as well as Eagle Wear sales and our Party Book series, we host school-sponsored events throughout the year that strengthen our bonds to each other and to Brentwood School. Our annual gift to the Brentwood School Endowment Fund is another way that we say "thank you" to the school that we love so much.

Here's a toast to another great year, and a special toast to you! ■





ROUGHLY CLOCKWISE FROM TOP: Decor at the Skirball set the perfect tone for the club atmosphere; Head of School Mike Riera served as MC; Benefit Co-Chairs Laura Dudley and PA Chair Kyle Kozloff rocked the dance floor; faculty band "Midnight Ball" provided great dance music for revelers on the packed dance floor.



“Midnight Ball kicked the evening off with **funky sounds** that **got everybody shaking their groove things**, and the dancing continued until the witching hour.”

Parent Association STUDIO44 Benefit Underwriters

We extend a special thank you to the following families for underwriting this year's Benefit:



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THANK YOU!

2015-2016 PARENTS ASSOCIATION PARTY BOOK HOSTS

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Kenny and Natalie Wolfe
Steven and Leah Yari
David Wong and June Yip
Sam and Tracy Yadegar
Fausto Zapata and Kathia
Molina-Zapata



Eagles Association Serves It Up

WEST CAMPUS

The Brentwood Eagles Lower School had a very successful campaign this 2015–16 school year. Pancake flipping...check! Ice cream sundae scooping...check! Harvest Festival...check! Kick-off cocktail mixer, billiard tournaments, Eagles end-of-the-year party...check, check, and check!! But it's more than just a checklist for the Eagles—it's the friendship, the bonding, the laughs, and the kids...let's not forget about the kids!

And, of course, we don't do it alone. Shout outs to our committee chairs: Eric Bunting and Seth Gerson (Harvest Festival), Rod Liber (Pancake Breakfast), Keith Sarkisian and Andy Howard (Ice Cream Sundae scooping). And Azu Mayorga, Victor Pesiri, Javier Murillo, Carlos Godinez, and the Facilities crew—these are the rock stars of the Eagles who do all the heavy lifting and make us look good



in front of our children. Our thanks to all.

Finally, after our two-year term of running the Eagles, it's time for us to pass the gavel. We leave the group in the very capable hands of Michael Geibelson and Andy Howard. They are an Eagles dream team. How lucky for the Eagles! —**Matt Hanna and Geoff Suddleson '90**, West Campus Eagles Co-Presidents

EAST CAMPUS

This has been another great year for the Eagles supporting our students, faculty, and sports programs in both the Middle and Upper Schools. Thanks to your spirited volunteerism, we were able to take part in over 20 events this school year. We thank you for your tremendous participation that allowed us to cook thousands of pancakes, grill hundreds of burgers, hot dogs, and sausages; increasing school spirit by manning the spirit wear booths; and coordinating the all-important food trucks.

You might ask yourself, "Why do most of the Eagles' events revolve around food?" That's an easy answer: how else would kids happily accept their parents being on campus in the middle of the school day? We get to be the cool parents that serve them food! But participating in Eagles events is not just about cooking. The Eagles are



East and West Campus Eagles leaders mix it up at the end-of-year mixer on May 4, 2016: Geoff Suddleson '90, Matt Hanna, Marc Dauber, Josh Raphaelson, and David Swift.



Eagles Grillmasters Sergio Lopez, Josh Raphaelson, and Miguel Pastur tend the flames at Homecoming 2016.

“Participating in Eagles events is not just about cooking. **The Eagles are about community. Our Community.** Who knew that **insightful conversations** about the transition from 6th to 7th Grade **could be had pouring orange juice into Dixie cups?**”

about community. Our Community. Who knew that insightful conversations about the transition from 6th to 7th Grade could be had pouring orange juice into Dixie cups, or that we could better understand the pressures of college applications by talking with a senior’s parent over a griddle? In our opinion, the real value of the Eagles is the opportunity to spend time with fellow parents talking about our kids, events at school, and making new friends.

We would be remiss if we didn’t say thanks to some people for their hard work in making this another successful year. Mark Freeman and David Swift, Middle School Eagles Vice Presidents; Bernardo Arabalo, Victor Pesiri, Javier Murillo, Carlos Godinez and the Maintenance team for always having everything set up perfectly; and a huge thanks to Nicole Asbee for making sure everything runs according to plan!

We are already looking forward to an exciting 2016–17 school year.

—Marc Dauber and Josh Raphaelson
East Campus Eagles Co-Presidents ■



School Calendar 2016–2017

- August 29** // K-12 First Day of School
- September 5** // School Holiday: Labor Day
- October 3** // School Holiday: Rosh Hashanah
- October 12** // School Holiday: Yom Kippur
- November 23–25** // Thanksgiving Break
- December 16** // Last day of school before Winter Break
- January 3** // Classes resume after Winter Break
- January 16** // School Holiday: Martin Luther King Jr.’s Birthday
- February 20** // School Holiday: Presidents’ Day
- March 24** // Last day of school before Spring Break
- April 10** // Classes resume after Spring Break
- April 14** // School Holiday: Good Friday
- May 29** // School Holiday: Memorial Day
- June 2** // 43rd Commencement Ceremony
- June 9** // 6th and 8th Grade Promotion; Last Day of School



THE FULL ALL-SCHOOL CALENDAR IS AVAILABLE ONLINE AT
www.bwscampus.com/calendar



BUILDING

A FOUNDATION

OF CHARACTER

The email arrived on a gloomy Monday morning in May to the inbox of Lower School Director Keith Sarkisian and was quickly forwarded with a string of exclamation points and smiling emoji. You could feel the gloom lifting campus-wide as faculty and staff opened the email and read the first line of the announcement: **“Congratulations, Brentwood Lower School has been named a 2016 National School of Character!”**

BY **SHIRLEY BLAKE**, DIRECTOR OF COMMUNICATIONS

For those who served on the Character Education Committee, **led by Lower School Counselor and Character Education Coordinator Laura Taylor**, receiving the exciting announcement was the culmination of a long process of discovery, evaluation, and self-reflection. And the icing on the cake? Learning that Brentwood was the only independent school and the only school in California designated this year. It turns out the journey to receive the accolade was, in fact, more meaningful than the destination, and **the challenge of completing yet another rather long and detailed application was the best way to recall where we started, to see how far we've come, and to anticipate where we are going.**

1999

Five years after the Lower School opened its doors on the West Campus, Lower School Director Dr. Dawn Cunnion hired Laura Taylor to be the first Lower School counselor. She immediately handed Laura the responsibility of creating a character education program from the ground up. While there were many programs available for schools and school districts to implement, Laura and Dawn worked to find one that could be customized for Brentwood. The Community of Caring program, founded by Eunice Kennedy Shriver in 1982, provided the foundation for designing a school environment based on core ethical values. As Shriver once stated, “In Community of Caring, we believe the quality of caring we give to our parents, to our brothers and sisters, to our families, to our friends and neighbors, and to the poor and the powerless endows a life, a community, with respect, hope, and happiness.” This was certainly the type of value-based learning environment Dawn and Laura were hoping to create.

With a foundation established, Laura got to work. The core values were implemented soon thereafter—Trust, Respect, Responsibility, Honesty, Caring, and Community. That first year, Laura assembled large red binders for each faculty member, filled with grade-specific definitions, role-playing activities, discussion prompts, stories, lesson plans, resources, and detailed explanations of each core value and how to discuss them at every



“WE NEVER WANTED TO BE THE KIND OF SCHOOL THAT JUST HUNG POSTERS ON THE WALLS...WE KNEW WE NEEDED TO TAKE TIME OUT OF THE CURRICULUM TO ACTUALLY TEACH THE VALUES AND HAVE DISCUSSIONS.”
—LAURA TAYLOR



TOP: When Laura Taylor was hired as Lower School Counselor, she was given the task of creating a character education program.
BELOW: Core values of trust, respect, responsibility, honesty, caring, community, and diversity serve as the basis for all Community of Caring class discussions.

BUILDING A FOUNDATION OF CHARACTER

Weekly Community of Caring class meetings provide a safe and age-appropriate environment for students to have conversations about values, conflict resolution, diversity, and feelings. These class meetings have significantly improved students' ability to communicate their thoughts and feelings and share problem-solving strategies.



developmental level. Specialized training, targeted at incoming faculty and staff during the summer inservice week, allowed Laura to teach the values and methodologies that are such an integral part of our school culture to the newest members of our community. **Weekly Community of Caring class meetings were scheduled, wherein each classroom engaged in safe and open discussions on topics appropriate to each grade level.** Laura explains, “We never wanted to be the kind of school that just hung posters on the walls...we knew we needed to take time out of the curriculum to actually teach the values and have discussions, which is where the Community of Caring class meetings came into being.” Still a weekly activity, class meetings have significantly improved the students’ ability to communicate their thoughts and feelings and share problem-solving strategies.

She points out, though, that discussions about values, conflict resolution, diversity, and feelings are not relegated to 40-minutes every Friday. These topics are incorporated into every aspect of the curriculum. For instance, each grade level selects and continuously assesses its core literature program to ensure that the books provide myriad opportunities for rich ethical discussions to aid in the development of moral reasoning. Additionally, the science teachers emphasize how respect is key to environmental investigations; the art teachers provide activities that show how a community of students can create collaborative pieces; and the music teachers highlight the responsibility shown by successful composers to their craft. Class routines are established through a process of democratic discussion and reflect an emphasis on respect, autonomy, and responsibility.

One of the most noticeable outcomes from the establishment of the Community of Caring program has been the sense of community it created, never more apparent than in the grade level buddy programs. As Kindergarten teacher and parent Abby Green states, “I am so impressed with the way the older students constantly care for the younger students... they are paired together for a variety of activities throughout the year and, as a result, the loveliest of relationships are formed.”

Through the years, many new character-building initiatives were introduced to the program. For example, as an enhancement to weekly class meetings, **the 6th Grade Leadership Team created the Contain-it-Cube.** Each classroom has a box where, throughout the week, students can write anonymous questions or concerns that they would like broached in the Friday Community of Caring meeting. While groups are small to help students feel comfortable in sharing their feelings, the Contain-it-Cube further supports students who may not feel comfortable sharing concerns publicly. At the start of each meeting, the facilitator reads submissions and the class brainstorms solutions together. **Other initiatives include:**

- The “**Six Steps of Conflict Resolution**” was employed as a strategy to encourage active listening and emphasize self-expressive versus

DISCUSSIONS ABOUT VALUES, CONFLICT RESOLUTION, DIVERSITY, AND FEELINGS ARE NOT JUST RELEGATED TO 40-MINUTES EVERY FRIDAY. THESE TOPICS ARE INCORPORATED INTO EVERY ASPECT OF THE CURRICULUM.



The 6th Graders' three-foot by two-foot felt banners hang throughout the school year in the Lower School Arts and Athletics Building.

BUILDING A FOUNDATION OF CHARACTER

defensive communication. Faculty quickly learned that it was valuable for student conflict to be used as an opportunity for children to practice self-expression and problem-solving skills. With age-appropriate lessons on conflict resolution, interpersonal rupture becomes an opportunity for repair.

- **Kind Comments, 2nd Grade Pats, and 6th Grade Birthday Stars** are all examples of ways students actively learn the importance of giving and receiving compliments. Every grade participates in activities that allow students to give and receive compliments from each classmate throughout the year. Compliment activities teach students how to acknowledge the unique qualities within others and themselves by reflecting on individual characteristics, talents, and strengths.
- During the first week of school, it is a **6th Grade tradition for each student to design and create a banner** that displays a personal, meaningful phrase or quote. For example, banner quotes have read, “The best exercise on earth is to reach down and lift people up,” “I have failed over and over in life and that is why I succeed,” and “Life is 10% what happens to me and 90% how I react to it.” The 3' x 2' felt banners are showcased throughout the year in the Arts and Athletics Building. Every Monday at the start of the school day, two 6th Grade students share their banners, along with short essays which explain the significance of the quotes. Students and faculty are inspired as they listen to 6th graders apply abstract concepts to their lives, modeling valuable life lessons that promote good character and kindness.
- **Service Learning** is integral to character education and the Lower School’s full-time Director of Service Learning, Lisa Glick, ensures that all students have age-appropriate service experiences that link grade level curriculum to the core values. Whether the project is a student-run campus recycling program, distributing lunches for the homeless, buddying with local Head Start students, fundraising for international relief centers, visiting centers for the elderly, sending cards and candy to veterans and members of the armed services, befriending disabled students at a wheelchair-accessible playground, sorting food packs for shelters, or cleaning a summer camp for chronically ill children, Lisa meets with each class prior to the activity to ensure students understand the purpose and expectations of their service. They see the difference they are capable of making, and are able to discuss and journal their experiences in reflection meetings.
- **January is a month of dreams in the 4th Grade** social justice curriculum with the “I Have a Dream” Speeches. The students study Martin Luther King, Jr.’s “I Have a Dream” speech, identify an issue they feel passionately about, and, using a persuasive essay format, write their own “Dream Speech.” Subsequently, students select some of those dreams to come true. For example, one essay was about animal cruelty/awareness and the class traveled to the local animal shelter where students assisted animal shelter caretakers.

DURING THE FIRST WEEK OF SCHOOL, IT IS A 6TH GRADE TRADITION FOR EACH STUDENT TO DESIGN AND CREATE A BANNER THAT DISPLAYS A PERSONAL, MEANINGFUL PHRASE OR QUOTE ... EVERY MONDAY AT THE START OF THE SCHOOL DAY, TWO 6TH GRADE STUDENTS SHARE THEIR BANNERS, ALONG WITH SHORT ESSAYS WHICH EXPLAIN THE SIGNIFICANCE OF THE QUOTES.

BUILDING A FOUNDATION OF CHARACTER

2010

When Laura found the Character Education Partnership's (CEP) State School of Character application in her mailbox, she knew Dawn had placed it there. It was time for an outside entity to look objectively at our ten-year effort to weave character education into the fabric of Lower School life. The application was daunting and involved forming a committee, writing a narrative statement, and compiling evidence and examples of how Brentwood implemented the 11 Principles of Effective Character Education set by the CEP. It took some convincing, but Laura accepted the challenge, once again.

Character.org (formerly known as the Character Education Partnership) is a nonprofit that works with schools, districts, and organizations to develop a culture where young people thrive both academically and ethically. As stated on their website, "Character education is not new—and it is something we can all agree on. It was an important objective for the first U.S. public schools and today it is mandated or encouraged in most states. The current movement is simply a reminder of education's long history of stressing shared values and character." A school that demonstrates mastery of Character.org's 11 Principles through a rigorous application and evaluation is designated as a State School of Character (SSOC). If this designation is achieved, schools may proceed to apply to become a National School of Character.

The first application, submitted by the Lower School in 2010, resulted in the first of three SSOC designations, each valid for three years. Character.org, in collaboration with its California state sponsor, University of San Diego, found that the Lower School reached a standard of excellence within the state in the area of character development. The application was then forwarded to the national level for consideration. While CEP stated that the 2010 "overall [national] application [was] very strong, evaluators were left with some questions." The Lower School was urged to re-apply in 2011, with what Laura and the committee believed were fairly simple clarifications. The challenge was to describe the program, from its inception 10 years prior, while also sharing its growth and initiatives, within a limited space on the application. But **the celebration began after the Lower School received word that they were honored as a 2011 SSOC and NSOC, one of only two independent schools in the nation to receive the NSOC designation that year.** For Laura and the committee, the news came as a joyful relief after two years in the application process.



IT WAS TIME FOR AN OUTSIDE ENTITY TO LOOK OBJECTIVELY AT OUR TEN-YEAR EFFORT TO WEAVE CHARACTER EDUCATION INTO THE FABRIC OF LOWER SCHOOL LIFE.

BELOW, LEFT AND RIGHT: The real evidence of the Character Education program's success comes when you visit the West Campus and witness the palpable sense of caring the students have for one another.

2016

The NSOC designation holds for five years, at which time schools can re-apply. Having collected important data through the National Association of Independent Schools Assessment of Inclusivity and Multiculturalism (AIM), adding a core value—Diversity—and launching many new character education initiatives within the past five years, the Lower School was looking forward to another opportunity to receive feedback from Character.org. Accordingly, the committee then completed a new application in the fall of 2015, once again working diligently to share as much of the program and its results as possible within a limited application.

The third SSOC award was announced early in 2016, followed by an on-site evaluation by Character.org to determine if the Lower School would retain its NSOC designation for another five years. The evaluator arrived on the West Campus ready for a full day of interviews with parents, faculty, students, and administration in April. She observed classroom instruction, recess and lunch, and had many opportunities to listen to how students spoke to and interacted with one another and with their teachers. It was a day designed to immerse the evaluator in Lower School life, and she was impressed, as noted in her report: “Brentwood Lower School knows that character education cannot be taught in isolation; their program caters to the whole child.” As we look ahead to many more years of enhancing our character education programs, this type of assessment is extremely valuable. In retrospect, Laura explains, “The real reward was to receive commendation and feedback from a recognized standard of excellence, which affirmed our efforts and will guide our continued growth.”

“There are a lot of schools that can teach the traditional core subjects and do it really well,” said Dawn. “We’re also creating students who really have a strong moral compass and can go out there and be ethical leaders.” We truly expect our character education program at the Lower School to “walk the talk” of our Statement of Purpose, cultivating effective students whose self-awareness and empathy compel them to think creatively and act ethically. **While honors and accolades such as the National School of Character designation provide an objective affirmation that we are fulfilling our stated goals, the real evidence of success comes when you visit the West Campus, feel the palpable sense of community, watch the older students caring for the littlest Kindergartners, and hear a conflict between two children transform into a hug and a shared resolution. ■**

MANY THANKS TO LAURA TAYLOR, CASSY CLARKE, ABBY GREEN, KELLY HEARD, WHITNEY HEIL, AND DR. SUZANNE LYONS FOR THEIR HARD WORK AND THOUGHTFUL DEDICATION TO THE CHARACTER.ORG SSOC AND NSOC APPLICATIONS, AS WELL AS FOR CONTRIBUTING TO THIS ARTICLE.

WE TRULY EXPECT OUR CHARACTER EDUCATION PROGRAM AT THE LOWER SCHOOL TO “WALK THE TALK” OF OUR STATEMENT OF PURPOSE, CULTIVATING EFFECTIVE STUDENTS WHOSE SELF-AWARENESS AND EMPATHY COMPEL THEM TO THINK CREATIVELY AND ACT ETHICALLY.





IT'S OUR TURN YWC 2016

I AM beautiful

LIFE IS GOOD!
BWS

IT'S OUR TURN

We are Changemakers

Strong independent woman

NOTHING IS IMPOSSIBLE
I'M POSSIBLE

Girl POWER!

I AM...
Fantabulous!!
BWS

Women are POWERFUL
BWS

NOTHING IS IMPOSSIBLE
I'M POSSIBLE

A popular addition this year was a photo booth, where participants could write empowering slogans on chalkboards.



The third biennial “It’s Our Turn: Young Women’s Conference at Brentwood School,” held on Saturday, January 30, 2016, made an impression on more people than ever, drawing nearly 1,000 young women in Grades 7-12 from over 90 schools and organizations throughout the Los Angeles area. Starting with an onpoint **keynote address by Jess Weiner**, this year’s Conference made a splash on **social media**, and discussions started at the Conference were furthered at the **Gender Equity Forum** held in the Upper School the following week, and in years past at Georgetown University’s “**Own It Summit**” organized by Alana Snyder ’12.

READ MORE ON THE FOLLOWING PAGES.

CELEBRATING FULL RANGE FEMALES

BY **JESS WEINER**, KEYNOTE SPEAKER

Growing up, I understood all too well what it felt like to not see yourself reflected in mainstream media and culture. While I knew plenty of smart, talented, boss women in real life, it didn't seem that diverse, multifaceted women were appreciated on a larger scale. So I was determined to help shape a culture that celebrates a full range of amazing females.

As a Confidence Expert, I now know that the journey to confidence is messy, and there is no single finite destination. It's why we have to continue to find ways that fuel, excite, and challenge our minds, spirits, and hearts. I love "It's Our Turn" (which I've participated in twice now) because it offers a space and resource for young women to refuel and recharge their confidence not available when I was a teen girl.

It's incredibly powerful to stand in front of more than 900 girls and deliver a very important message: you matter and you are enough. What's even more inspiring is looking out into the crowd and seeing so many engaged, eager young women gathered on an early Saturday morning for a common goal—to take action and to transcend popular culture's portrayal of young women.

The following are three important takeaways from the Young Women's Conference at Brentwood School by which I hope young women everywhere can feel empowered:

1. SHARE IDEAS

Every girl has her own special brilliance to own—and she should! Not only does "It's Our Turn" give women and girls the opportunity to impart wisdom and share new ideas, but we are also given the gift to hear these ideas that help guide our journeys. This powerful exchange is key to fueling creativity, inspiration, and passion.

2. LIFT ONE ANOTHER

This conference focuses on our culture's need to elevate conversations around confidence and empowerment while also elevating each other. We all know it takes a village to achieve big goals, and if the goal is to create a better world for women and girls to thrive in, then it starts with a community that supports and encourages one another.

3. AMPLIFY YOUR VOICE

This one is tough. You might not feel totally comfortable speaking up in front of a crowd, or you might not know how to articulate your thoughts perfectly, but it's so important to say what you have to say—the world needs to hear your voice! Not only is your voice a tool for your own growth, you just might change someone's life with it.

I've dedicated more than 20 years to changing the way we think, see, and talk about women and girls. This is what I've come to learn about creating change:

It takes an entire collective to create change.

We have to do something. Anything.

Small if you can, BIG if you are willing. ■

“IT’S INCREDIBLY POWERFUL TO STAND IN FRONT OF MORE THAN 900 GIRLS AND DELIVER A VERY IMPORTANT MESSAGE: YOU MATTER AND YOU ARE ENOUGH.”



Jess Weiner, acclaimed writer, speaker, and founder of “Talk to Jess,” has been a keynote speaker and panelist at the past two “It’s Our Turn” Conferences.



At the end of the Gender Equity Forum Day, actor and former pro football player Terry Crews was interviewed by Maria Shriver.

UPPER SCHOOL HOLDS GENDER EQUITY FORUM WITH PANEL FEATURING MARIA SHRIVER

BY **JACLYN L. '19**, FLYER STAFF WRITER
REPRINTED FROM *THE FLYER*, ISSUE 4, FEBRUARY 5

ON FEBRUARY 3 DURING THE SCHOOL DAY, AN EVENT TOOK PLACE IN AN EFFORT TO ADDRESS THE PRESSURE BOYS FEEL GROWING UP IN TODAY’S SOCIETY. Students in Grades 9 through

12 watched a film entitled *The Mask You Live In* followed by a panel of speakers, which included gender and violence prevention educator Jackson Katz, Ph.D., Middle School teacher and football coach Jake Ford, Theresa Rogers, mother of openly gay athlete Robbie Rogers, and Jerry Tello, an expert on community building and relationships.

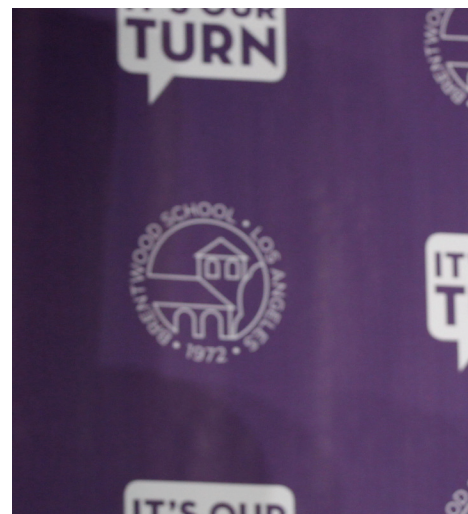
“The documentary itself was not only about men and boys, and how they are supposed to appear in the world, but also women and girls and how they are impacted and exposed to many behaviors and mindsets stemming from the hyper-masculinization that exists in our society today,” said Upper School Counselor Rob Jost.

In recognition of the full scope of gender discussions, Girl Impact Seniors Jade S., Nyla R., Erica B., and Luz P. helped plan this day, together with Seniors Shayan S., Christopher S., and Junior Brandon L. At the end of the day, Maria Shriver interviewed Terry Crews, actor and former football player. Crews is known for being the face of Old Spice, appearing in various major commercials for the brand. He is also known for playing Julius on the sitcom *Everybody Hates Chris*.

“I was involved in this event because the feminist movement is a huge movement, but there is no movement on masculinity,” said Christopher S. “There are a lot of problems that many men don’t know that they have, and if we all take time to recognize men and how they really are more than how they are portrayed, there would be a start for the future.”

To this end, Girl Impact Week changed its focus to gender equity. “Gender Equity Week provides a fantastic opportunity for our community to explore important topics related to gender. The ‘It’s Our Turn: Young Women’s Conference,’ *The Mask You Live In* screening and panel, the town hall meeting, and our student discussion groups provide varied formats for students and faculty to engage in meaningful dialogue,” Josh Berger said. ■

At the 2016 "It's Our Turn Young Women's Conference," Alana Snyder '12 shared her experience in setting up Georgetown University Women In Leadership (GUWIL), an organization inspired by her involvement in the Brentwood's "It's Our Turn" Conference in 2012.



IT'S OUR TURN FIVE STEPS TO OWNING IT

BY ALANA SNYDER '12

NOW THAT "IT'S OUR TURN: YOUNG WOMEN'S CONFERENCE AT BRENTWOOD SCHOOL" HAS HAD THREE SUCCESSFUL ITERATIONS SINCE 2012, the cohort of people who have been inspired and changed by this event has grown exponentially. Thousands of girls from throughout Los Angeles have participated in this event and are now walking the path of their lives with a transformative sense of empowerment, armed with tangible ideas to make their lives meaningful and to impact the lives of others.

I was thrilled to be asked to share the process for creating the Georgetown University Women in Leadership (**GUWIL**) group with attendees at the this year's "It's Our Turn." These five steps helped me recreate my own version of "It's Our Turn," and bring a similar, successful event to Georgetown's community.

In one of my first weeks as a freshman at Georgetown University, I found myself at the activities fair searching for something similar to "It's Our Turn," but found nothing. So I began the journey to start a group myself. The group's mission is to provide an environment where members can learn and grow through three focus areas: careers, connections, and community. Part of the original programming of the group was the "**OWN IT Summit**," modeled on "It's Our Turn" Conference, held on the Georgetown campus for the first time in the spring of 2014. There have now been three amazing "**OWN IT Summits**" with hundreds of attendees and incredible speakers, in addition to the weekly meetings we host to foster a community of women who support one another and aspire to post-graduate leadership positions in many avenues of life.

After branching out to do my own thing and then coming back to Brentwood to speak at this year's conference, I had a whole new appreciation for the effort that goes into Brentwood's event. It was nice to

be able to enjoy the day as a participant, rather than as a planner. Without having to think about the endless details—making sure that speakers make it to the right place at the right time, there is food where it is supposed to be, and everything both onstage and backstage runs smoothly—was both a relief and an odd feeling. As a participant, I enjoyed the entire, inspirational day. Here are some notes from my breakout session.

Starting something new is hard. You've all been there. Even starting the work is daunting, so you put it off. We all suffer from procrastination and that's OK for homework, but you don't want to procrastinate in setting the direction of your life. That sounds so obvious, but so many people do it, especially women, who have a tendency to put others before themselves. Trying something new is uncomfortable because

you've never been there before, but you'll never know if you can do it until you just start.

STEP ONE: JUST DO IT

Starting **GUWIL** was tough, but once we received approval from the University, we set out to build our brand: we asked ourselves what we wanted to stand for and then built both a mission and a vision statement. These would be the guiding principles that influenced every decision we made henceforth.

STEP TWO: SET THE TONE

Now you've got yourself started and you have your goals, but what do you need to make those a reality? You need to figure out what resources you have at your disposal and how you can best utilize them for actionable results. When I went through this step in founding **GUWIL**, I knew I shouldn't be re-inventing the wheel, as they say. Knowing tons of women's organizations



“TRYING SOMETHING NEW IS HARD ... BUT YOU’LL NEVER KNOW IF YOU CAN DO IT UNTIL YOU JUST START.”

exist on various college campuses, I set up meetings with other group leaders to figure out what they were doing that they felt was working. Perhaps even more importantly, I asked them what wasn’t working so I would know what to avoid.

STEP THREE: GET ORGANIZED
You now have goals, and you know what you need to make them happen, but now you need to determine how to make them happen. How much time do you realistically need? What goals are priorities? Which goals are long-term? All of these questions come down to one thing: strategy.

STEP FOUR: MAKE A SCHEDULE
Since you have your goals, you know at what

pace you need to go to see results to make this idea a functioning reality. You also need to figure out how your endeavor impacts your community and who is going to participate in this venture.

THE FINAL STEP: BUILD A TEAM
You now have a general idea of how the subsequent four steps will look. A strong team will help you get there and make the final outcome richer.

So, whatever your venture: start thinking about an idea you have; maybe it’s something you thought would be cool, but you never acted on it. Perhaps it’s an idea for a mobile app you think would be useful, or it’s a philanthropic initiative, or it’s a conference just like “It’s Our Turn.” ■



THE “IT’S OUR TURN” SOCIAL MEDIA STORY

In 2016, the “It’s Our Turn” experience reached more people than ever, thanks to use of the hashtag **#itsourturn2016** on Twitter and other social media networks by our conference attendees and featured guests.

» **@bws_itsourturn** mentions on MTV News and via special guest Nicole Richie raised awareness of the conference to over 100,000 people

» **#itsourturn2016** reached over 16,000 people, making over 60,000 impressions across various

» **Olympic Gold Medalist** Jordyn Wieber, who was a last minute addition to the conference schedule, generated the most liked post with over 15,000 likes by her followers. ■

 **START CURIOUS. STAY CURIOUS. GET CONNECTED.**

Working with partner schools in our area, Brentwood School has taken a leadership role in finding groundbreaking ways to reduce the number of cars driving to our neighborhood for school-related purposes.



THE 

TRANSPORTATION

REVOLUTION

by **NA'EEM SALAAM, CFO**

IT MAY SEEM ODD TO TALK ABOUT TRAFFIC REDUCING PROGRAMS AS “REVOLUTIONARY,” but convincing a significant population of Angelenos to leave their cars behind and opt for alternate mobility methods is just about that dramatic a change. Imagine a day when driving in a car alone will be an act as frowned upon as throwing trash out of your car window. How do we get there and why should we? And why is Brentwood School gearing up to lead this revolution?

As part of the constantly evolving landscape of education in Los Angeles, schools are faced with a unique challenge that requires collaboration, innovation, and out-of-the-box thinking in order to find solutions. This challenge is the issue of traffic in general, and of that caused by the commute to and from school in particular, as well as the negative environmental impact of a growing number of cars on our Los Angeles city streets and roadways. Working with partner schools in our area, Brentwood School has taken

a leadership role in finding groundbreaking ways to reduce the number of cars driving to our neighborhood for school-related purposes. In short, next year will mark a new era for transportation (aka “mobility”) at Brentwood. Under the direction of Councilman Mike Bonin, Brentwood School is working with its internal and external constituencies to finalize some revolutionary mobility plan ideas.

THE PARKING LOT

Traffic on Sunset Boulevard continues to worsen—many believe exponentially so.

THE **TRANSPORTATION** REVOLUTION



Many students already enjoy taking the bus to and from school every day, and many other students—and parents—look forward to using expanded transportation options.

Traveling between the East and West Campuses can often take up to 20 minutes to travel a mere half-mile. In an effort to mitigate school traffic on Sunset and surrounding streets, the current Covenant with Brentwood's immediate neighbors (RNBS) and the Brentwood Homeowner's Association (BHA) requires that we not increase cars to the East Campus from our currently allowed number for the next 30 years even if enrollment grows. On top of this, Councilman Bonin is urging all schools to work together to reduce traffic, and is insisting upon this when approving new Conditional Use Permits (CUPs). Our response, in typical Brentwood form, has been to move past the required and take a leadership role in working to reduce local area traffic issues. And the school is collaborating with other schools to assist them in doing the same. Leading a revolution gives the school an opportunity to fulfill its own mission in a very outward way.

IDEAS ARE EMERGING

In the first of what will be a series of Transportation Workshops, parents, faculty,

and staff met on a recent Saturday morning in April with Dr. Mike Riera and other administrators to assess the current situation, to look at what is coming, and to brainstorm ways to reduce traffic. While some of these ideas are still in a developmental stage, the goal is to create a mobility plan that can serve as a model for traffic mitigation to be used by other schools and school communities across the country.

Here are a few of the ideas under consideration and in process for East Campus:

- Additional bus routes, including one way and round trip options
- Increased carpool requirements to three Brentwood School student riders per vehicle
- State-of-the-art carpool software to incentivize and facilitate carpools throughout the year—CarpoolToSchool.com
- Bus service from the Expo line directly to the Village Gate entrance of East Campus.
- Remote parking lots for students to park or get dropped off, and then to catch a Brentwood School bus/van to campus

Through proper resource management and expansion of services, Brentwood School is aiming to provide our neighbors with mobility options to help them travel without the need to drive themselves.

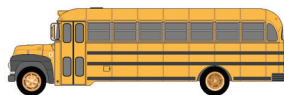
- Faculty/Staff carpool incentive program
- Brainstorming ways to handle after school pick-up's with multiple activities on campus.
- Ask yourself, "Who else can I give a ride to if I pick up my child at school?"
- Bus sharing program with other Sunset Corridor schools to implement more robust busing options for their families
- The creation of a new position on campus: Transportation Manager. This person will be an expert on the details of our various programs, as well as have a customer service orientation while working with families to learn about and choose from the different transportation options available.

COLLABORATION IS ESSENTIAL

Brentwood is taking an innovative and multifaceted approach to developing a holistic mobility plan. We are looking to expand our efforts by reaching far beyond reducing the school's own traffic impact to include helping our partner schools reduce their impact as well. Then, through proper resource management and expansion of services, Brentwood School is aiming to provide our neighbors with mobility options to help them travel without the need to drive themselves. We are extremely excited about the possibility to partner with not only our peer schools, but with the residents and businesses in the community as well. We believe Brentwood School has a wonderful opportunity to lead this call to action to reduce the traffic footprint and to create

a program that makes moving around the neighborhood more convenient for our neighbors—a true revolution.

Taking the lead on reducing traffic on our campus, at other schools, and ultimately along the Sunset Corridor, requires complex problem solving skills and creative thinking in abundance. It means coming together as a school population, as well as with the greater West Los Angeles community. In other words, it is an incredible learning opportunity for all of our students and adults. And, most importantly, it is an example of the expectations we have for all of our students and graduates: to look for and take the extra steps to improve the world around them, wherever they are—in class, on the playground, away at college, at work, and yes, sitting alone in their vehicles on Sunset Boulevard. ■





What a memorable 12 months it has been for our alumni relations team and for our hardworking Alumni Steering Committee!

It is certainly a pleasure and honor for me to work closely with both Emily Manning Ellis '94, our Director of

Alumni Relations, and Gregg Colvin '90, President of the Alumni Association. This year we have hosted 25 alumni events, brought back the popular "In the Boardroom" Speaker Series, helped to launch a new grandparents' program, reconnected in various ways more alums to their alma mater, and increased both participation in and dollars raised for the Brentwood Fund.

I do hope you will enjoy reading the entire alumni section and class notes and, as you do, that certain teachers, coaches, classmates, and memories come to mind. I invite you to stay connected to the school in whatever ways you can, to participate in the Brentwood Fund, and to "give back" whenever possible. Your involvement serves to make our school community even stronger and reaffirms the adage: Once an Eagle, Always an Eagle!

Dave Velasquez (Mr. V)

Assistant Head of School for Alumni Relations





The "East of the 405" cocktail party was held on February 25, 2016 at EP & LP Rooftop Bar.



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OFFICE OF ALUMNI RELATIONS

Dave Velasquez
Assistant Head of School
for Alumni Relations

Emily Manning Ellis '94
Director of Alumni Relations

ALUMNI ASSOCIATION EXECUTIVE COMMITTEE 2015/2016

Gregg Colvin '90
President

Jeff Ehrenpreis '95
Vice-President

Kirsten Seagren Schaefer '92
Secretary

At Large
Adam Friedman '94
Wendy Marantz Levine '91
Scott Sandler '92
Gregory Sung '96

KATY TUR '01

Chasing Politics in Front of the Camera

Katy Tur '01 is a correspondent for NBC News covering the 2016 Presidential Election. Tur was formerly a foreign correspondent, crime reporter, tornado chaser, and “defensive specialist” on the Brentwood JV volleyball team.



Katy Tur discusses Donald Trump and the 2016 race for the White House with Kristen Welker, Andrea Mitchell, and Hallie Jackson on “Meet The Press” with Chuck Todd. March 27, 2016.



In the Brentwood School *Aerie* yearbook, I announced I was destined for the Supreme Court. In college, I decided that what I actually meant was the operating room. But as it turned out, I’ve spent my career in front of a camera.

I’m a TV reporter. Is that an odd leap? A terrible fall? Not really. I always knew I wanted a job where the course of someone’s life was on the line. Now, you could say I found one where the course of everyone’s life is on the line.

I cover Donald Trump’s Presidential campaign.

I’ve chased the Republican candidate through more than 100 cities across America, where I’ve ordered more than a 100 sides of fries, and heard thousands of his followers cheer, jeer, and chant his signature lines. Build a wall! Bomb the sh-t out of ISIS! I’ve interviewed supporters dressed head-to-toe in cammo and others dripping in diamond jewelry. I’ve been to Iowa. Sixteen times.

This wasn’t supposed to be my life in 2016. I had been living in London, working as a foreign correspondent reporting from Indonesia, Nepal, and the Swiss Alps. At home in my flat, I hung my last painting and planned a Sicilian dream vacation with my chain-smoking, scooter driving, French boyfriend. I was a cliché. It was wonderful. And then it was over.

As I write this, my shoes, clothes, and couch are in a shipping



“Brentwood gave me a very particular set of skills: the ability to research, synthesize, and simplify complicated and often dull information, and then find a way to make it compelling.”

Katy Tur interviews Donald Trump at Trump Tower July 7, 2015 about the controversy surrounding his then nascent campaign. Afterward Trump angrily told Tur she “could never be president.”

container somewhere on the Atlantic, en route to a storage unit somewhere in America. That’s where it all will stay until Donald Trump is or isn’t our 45th President. Both his future home and mine are in your hands, dear voter.

But if you really want to get into it, Brentwood is to blame.

I mastered the infamous “Brentwood Five-Paragraph Essay,” and once you figure that out, you can do anything. I’m kidding. But I’m not. Brentwood gave me

a very particular set of skills: the ability to research, synthesize, and simplify complicated and often dull information, and then find a way to make it compelling.

Oh, and the ability to do it fast. Like ten minutes ago fast.

These were not skills I had when I showed up for my first day of 9th Grade, pimply, nervous, and out of breath from the school’s stairs. But the teachers hounded me. Mr. Lysaght drilled conformity, then creativity. Mr. Koransky showed me

the joys of American Politics. Mrs. Wallace taught me to push through my hive-inducing stage fright and deliver an oral argument. (I still believe Heathcliff was redeemable.)

I cried and kicked, but by Graduation Day, I had it locked down.

I made some pretty cool friends, too. When a blustering billionaire called me “little Katy” in front of millions, they came to my defense. “Hey Donald, only we get to call Katy little.” ■

PETER SANDERS '94

Living a Flexible Life

No two days the same.

I suppose that's the closest thing to a mantra I would have, were I the mantra-having type. It's a theme that has woven throughout my professional career, and is true today, as I sit in my office at Los Angeles Fire Department Headquarters.

For the past two years, I've been the Department's Public Information Director, a fancy title for chief spokesman, and the first civilian to hold the position in the LAFD's 130-year history. Much of my life has prepared me for this job, but I hadn't really factored Brentwood into that equation until July 29, 2014, when I found myself standing knee-deep in torrents of water on Sunset Boulevard.

A huge pipe had ruptured a short while before, sending millions of gallons of water cascading down Sunset and onto the UCLA campus. I was dispatched with my colleagues to handle the swarm of media that had descended upon the scene as the geyser of water shot unabated into the sky. Standing there, I reflected upon how I had driven that stretch of Sunset Boulevard hundreds of times to and from Brentwood and how all these years later it seemed so surreal to be knee-deep in a catastrophic flood on a crystal clear summer day.

As I think more broadly about how Brentwood impacted my life, one word comes to mind: "flexibility." Brentwood provided

me the flexibility to pursue disparate interests and allowed them to develop or fade at a natural—if compressed—pace. Journalism, theater, English, and creative writing were subjects and experiences I pursued with some passion.

My resumé now reads like a dizzying kaleidoscope; paramedic, journalist, Deputy Mayor, Navy Reserve officer, Public Information Director.

As a paramedic I got my adrenaline rush while learning the art of working quickly but never hurrying. No two days the same. After a few years as a medic in San Francisco and then Austin, Texas, I pivoted and returned to LA and



(THIS PAGE): LAFD Public Information Director Peter Sanders '94 updates the press on April 9, 2015 after a car plunged into the harbor in San Pedro. (OPPOSITE PAGE): Sanders speaks to the media at a press conference atop L.A. City Hall East regarding aerial drone safety regulations on August 12, 2015. In the background (left to right): LAFD Assistant Chief Steve Hissong, LAFD Captain Kristina Kepner, and CA Assemblymember Mike Gatto.

“A huge pipe had ruptured a short while before, sending millions of gallons of water cascading down Sunset ... **Standing there, I reflected upon** how I had driven that stretch of Sunset Boulevard hundreds of times to and from Brentwood and **how all these years later it seemed so surreal to be knee-deep in a catastrophic flood** on a crystal clear summer day.”



grad school at USC, with the goal of writing for *The Wall Street Journal*.

I knew nothing about business and cared even less about it, but I loved writing and nobody in newspaper journalism did it better in the early aughts than the reporters at the WSJ. I was hired as a reporter there in the autumn of 2004.

Seven years later, I'd had my fill at the *Journal* and moved across the aisle to media relations. Politics was a foreign planet, but I liked the idea of the hustle and bustle at LA City Hall and, soon enough, I had another title as the Deputy Mayor for Communications. Two more years, no two days the same.

In 2011, I joined the Navy Reserve as a Public Affairs Officer. I was assigned to the Naval Base in Coronado, doing media relations and public affairs for the United States Pacific Fleet. The Navy is a hulking and terrible bureaucracy, but dynamic, powerful and perfectly efficient at just the right moments. It's ideal for part-time work and I enjoy doing my small part of service.

Naturally, in the Navy, no two days the same. ■

THURSDAY, JANUARY 28, 2016

1991 CIF Basketball Champions

25-Year Reunion

AT BRENTWOOD SCHOOL

The only team in the school's history to win a Boys' Basketball CIF Championship reunited during halftime of the Varsity vs. Campbell Hall game. Current parent and team member Scott Sandler '92 noted, "It was a very memorable evening to reunite with my fellow team members and Coach Bob Ingram. We all enjoyed catching up and reminiscing, and even after 25 years that championship run remains a highlight of our years at Brentwood." This event was especially meaningful to the players not only because their Head Coach Bob Ingram was there to celebrate, but also because the varsity were playing Campbell Hall, the same team that Brentwood beat in the CIF finals twenty five years ago. Coach Ingram remarked to his players, "To all of the team members, Coach Bain and our dearly departed Coach Hutson, a big thank you from me for all of your hard work and sacrifice to make such a celebration even possible. As the years have gone by, my appreciation of and gratitude for all that you gave has increased. You were and still are a remarkable group of young men. 'Go Eagles!'"



Returning to the court are: Alex Mayer '92, Jeff Howarth '92, Simon Kinberg '91, Kevin Gifford '93, Mark Kessler '93, Justin Alvarado-Brown '92, Kevin Rille '92, Scott Sandler '92, and Coach Bob Ingram

NOVEMBER 5, 2015
MARCH 16, 2016
In the Boardroom
Alumni Breakfast Series
 AT BRENTWOOD SCHOOL

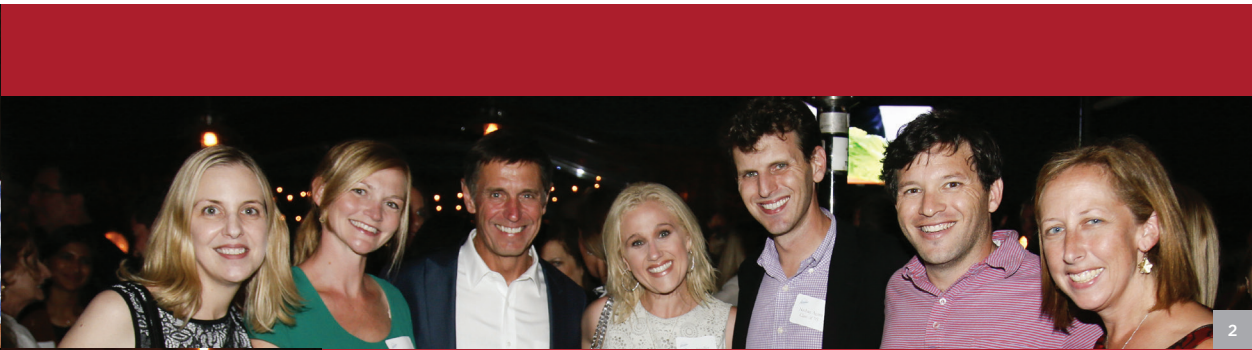
We were thrilled to bring back our much-loved speaker series this school year. On November 5, 2015, business innovator, civic leader, and philanthropist Rick Caruso (BWS parent of Alex '08, Greg '10, and Gianna '18) hosted a very insightful talk about his company, Caruso Affiliated, and shared many of the visionary business plans that have led to his success today.

On March 16, 2016, we hosted a “Brentwood in Hollywood” panel comprised of alum Fred Savage '94, Actor/Director, current parent Erik Feig, Co-President at Lionsgate Motion Picture Group, and parent of alum Nancy Josephson, Partner/Agent at William Morris Endeavor. Actor Devin Sidell '98 moderated this panel. Each panelist contributed very helpful insight for becoming successful in Hollywood, and also shared how the Brentwood school community plays a part in their lives today.



1 Nicole Glantz '11, Samira Cohanim '11, Steven Greitzer '09, and Will McCabe '08 | 2 Elizabeth Elson '92, Beth Freedman, Mike Riera, Tracy Sandler '96, Nathan Agam '95, Eric Freedman '96, and Wendy Marantz Levine '91 | 3 Vanessa Labrada '11, Kaiya Gales '11, Colin Pak '11, and Sam Licker '11 | 4 Shalilta Masih Antebi '87 and Sheri Roberts '95 | 5 Michelle Meepos '09, Iman Nanji '09, Tamara Miller, Judy Meepos '07, Ashley Kenyon '07, Jasper Quiroz-Hansen '09 | 6 Greg '82 and Heather '84 Thomas and Dave Velasquez | 7 Michael Praw '95, Seth Gold '95, Stacey Lubliner '95, and Noah Pollack '95

1 Led by Assistant Head of School for Alumni Relations, Dave Velasquez, both of the breakfasts in this series were extremely valuable for the alums who attended, and we look forward to hosting our next event in technology/new media this fall. | 2 In the Boardroom Entertainment Panel: Devin Sidell '98, Erik Feig, Nancy Josephson, and Fred Savage '94 | 3 Rick Caruso and Dave Velasquez



SEPTEMBER 30, 2015
Alumni Fall Cocktail Party
AT THE BUFFALO CLUB



JANUARY 5, 2016
 Young Alumni Luncheon:
 Classes of 2012–2016
 AT BRENTWOOD SCHOOL



1



2



3

1 Cay Enns '87, Halle Ihenacho '16, Diana Gonzalez '14, and Frania Navarro '14 | 2 Tamara Miller and Natasha Lee '15 | 3 Lucia Riera '14, Leila Ardehali '14, Connor Ko '14, and Lara Mashayekh '16 | 4 Drew Park and Sarah Amaya '15



4



LSA Alumni Panel: Ivan Gamez '13, Tony Hernandez '13, Natalie Cardenas '13, Diana Orozco '12, and Sergio Hernandez '02

JANUARY 7, 2016
 LSA Alumni Student Lunch
 AT BRENTWOOD SCHOOL

We hosted our very first Latino Student Association (LSA) Alumni Panel this year. Alums **Ivan Gamez '13**, **Tony Hernandez '13**, **Natalie Cardenas '13**, **Diana Orozco '12**, and **Sergio Hernandez '02** returned to speak to students over lunch, giving advice about college and sharing stories from their Brentwood School experience. This lunch series has become a valuable resource for students. The school hosted alumni/student lunches for both the Black Student Association (BSA) and LSA this school year, and we look forward to continuing our affinity group alumni programs next year.



JANUARY 22, 2016
San Francisco
Alumni Cocktail Party
AT THE PRESS CLUB



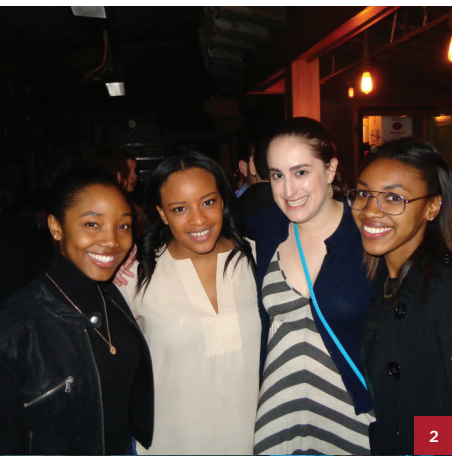
1 Simon Janpanah '09 and Logan Hansen '08 | 2 Carter Maslan '83, Judith O'Hanlon, Janet Vaccaro Pero '83, and Nick Earl '83 | 3 Judd Tennant '14, Tara Nikkhoo '15, Judith O'Hanlon, and Gaby Cuevas '14 | 4 Emily Manning Ellis '94, Dana Glazer Marineau '94, David Forst '94, Daisy Hatch Gauck '93, and Julie Jares '91 | 5 Guest, Steven Lee '09, Yu-Chien Ni '09, and Cliff Zimmerman '09



FEBRUARY 25, 2016
East of the 405
Alumni Cocktail Party
AT EP & LP ROOFTOP BAR

1 Amanda Gardner Paul '97 and Jessica Gardner Gusow '96 | **2** Chris Contopoulos '00 and Dave Velasquez | **3** Adam Strom '93, Natalie Novom Bennett '94, Emily Manning Ellis '94, and Adam Friedman '94 | **4** Johanna Cronin '07, Niki Valner '12, and JP Dudzinsky '07 | **5** Alex Allen '06, Jonathan Donfeld '02, Brent Marlis '02, Michael Kohl '02, and Lauren Koepple '02 | **6** Naila Dharani '12, Oliver Higgins '03, and Andrew Riley '08





2

APRIL 15, 2016
Washington DC
Alumni Cocktail Party
AT 1905 BISTRO & BAR



5



3



4

1 Brennan Ross, Eden Bonbright '13, and Gretchen McCune '87 | 2 Raven Morgan '14, Corey Burnett '07, Kelly Gleischman '06, Chanell Ross '15 | 3 Alex Haskell '04, Sam Kussin-Shoptaw '05, Ben Kussin-Shoptaw '10, Sarah Holt, and Emily Manning Ellis '94 | 4 Vadim Reytblat '11 and Alexandra Joy | 5 Rob Montz '01 and Dave Velasquez



2



3

APRIL 16, 2016
New York Alumni Cocktail Party
AT THE HOME OF JILL (BORUT '96) AND JOHN FOLEY



4



5

1 Kendall Rhode '10, Charlotte Pokoik, and Katie Funk '10 | 2 Nicole-Juliet Friedman '12, Ford Phelps '14, Alejandro Cervantes, and Francesca Messinger '12 | 3 Lisa Gati Tessler '95, Natasha Ellis '93, Erin Cohen Berk '93, Melissa Dishell '92, and Michele Wissot Kolevzon '95 | 4 Ashley Liu Ristau '97, Lee Moulton, Jill Borut Foley '96, Kelechi Wami '00, Jennifer Okafor, Otu Henshaw '00, and John Foley | 5 Adam Harwood '03, Lindsay Safran '04, Tyler Stypinski '04 and Jana Wayne '04

OUTGOING TRUSTEES

Many thanks to our **outgoing Chair of the Board of Trustees** and these **three outgoing Trustees** who served with a deep commitment to our community.



David Wong's election as Board Chair, part way into his second term as a Trustee, came at a pivotal time in the school's history. With the 30-year Master Education Plan poised to work its way through the Conditional Use Permit Process, the renewed covenant with the Residential Neighbors of Brentwood School being finalized, and the longstanding partnership with the Veterans Administration evolving, the responsibility to guide the school's Board of Trustees was

a significant one. As President and Founder of DHW Capital, a private investment firm which targets growth capital investment opportunities offering superior long-term capital appreciation potential, David is an astute businessman and savvy negotiator. David's remarkable strength as a strategic and abstract thinker proved invaluable to the on-going work of securing the future of the school. And, David's logical mind is an excellent counterpart to Dr. Mike's outgoing style and intuitive reasoning. Beyond Brentwood, David's other philanthropic involvement includes serving as Co-Chairman of the Harvard Class of 1985 Gift Committee, on the Board of the Stanford Graduate School of Business Trust and as an Associate of the Milken Institute. David is an avid skier

and tennis player and enjoys coaching youth team sports. He lives in Brentwood with his wife, June, and three boys, Justin '12, Dylan '15, and Griffin '19.

Over the past three years, he has helped to navigate the school through many complex issues with diplomacy and grace. In fact, David was so successful in the role of chair that the board extended his term for a third year. We are, indeed, fortunate that he still has two remaining years on his final term as a Trustee as continuity and institutional perspective remain key as the school finalizes the work begun during David's tenure. ■



Marla Messing served on the Board for nine years, from 2007–2016. She was Secretary for one year, Vice Chair for three years, and chaired the Advancement and Governance Committees for two years each. Marla served on every standing committee of the board, as well as on numerous ad hoc committees: Head of School Transition (Chaired), Head of School Support, College Networking, Capital Campaign, Debt Financing, VA Task Force, and Master Plan Implementation. Marla never does anything but her very best and most thorough work. As President and CEO of FIFA Women's World Cup, her leadership set the stage for the USA's first victory. She brought that same winning spirit, boundless energy, and laser focus to her work on the board, and Brentwood School has benefitted tremendously from her service. ■



Michael Nyman has been a Trustee for nine years, from 2007–2016, during which time he was Secretary for two years and Vice Chair for one year. Michael chaired the Governance Committee for one year in addition to serving on that committee for each year of his tenure. He also served on the Advancement, Audit, Long Range Planning, and Education Committees, as well as on numerous ad hoc committees: VA (Chaired), Security, Head of School Support and Transition, and External Affairs. Michael truly understands the complexities of board stewardship and has been a valuable support to four different board chairs during his tenure. He also contributed his exceptional talents to the school’s re-branding efforts and communications strategies. ■



Abbas Ardehali served as a Trustee for three years, from 2013–2016, and participated on the Advancement, Audit, Education, and Long Range Planning Committees during his tenure. He is the director of the UCLA Heart and Lung Transplant Program and has been an innovator in the field since 1999. He also has a Master’s degree in chemical engineering. Abbas’ analytical mind and expertise in the sciences added insight and perspective that enhanced the work of the board. Prior to becoming a trustee, Abbas was a member of the Technology Task Force. ■

INCOMING CHAIR OF THE BOARD OF TRUSTEES

David Nathanson ’94 is the second alumnus to lead our Board of Trustees. He is an articulate spokesperson for the mission of the school as he experienced a total transformation over the course of his six-year experience. From socially uncomfortable and academically modest as a 7th grader to senior Prefect elected by the entire student body in the 12th Grade, David received the Faculty Award, given to the senior who has grown the most, both as a person and as a student, during his years at Brentwood School.

We were prophetic in writing in his college recommendation letter that “we are convinced that the growth we have witnessed is only the beginning and that the natural leadership abilities which he possesses will continue to blossom on your college campus and beyond.” David is presently the Head of Business Operations for Fox Sports Media Group. He earned a Bachelor’s degree from the University of Pennsylvania, graduating with honors, and holds an



MBA from the Anderson School of Management at UCLA. Currently, David is a member of the Young Presidents Organization (YPO) and serves on the board of Mapleton Investments, Falcon Waterfree Technologies, Annenberg Cultural Center, and USC Annenberg School Center for the Digital Future. He and his wife, Sabina, have three children—Nina ’29, Alec (3) and Nolan (newborn).

David shared the following about being selected to be our next Board Chair:

“It is a true honor to serve as Board Chair for the next two years. My closest friends are still my classmates from the Class of ’94; much of the personal growth I experienced as a teenager came at the guidance of Brentwood teachers, administrators, and coaches; and some of my fondest and proudest memories occurred during my tenure as a Brentwood student. I look forward to working with Dr. Mike and the Board of Trustees to serve a community that has given me so much.” ■

GOODBYES TO...

Eric Hogenson
Director of Summer ProgramsBY AMANDA KELSON,
ATHLETIC DIRECTOR

I am humbled and honored to have been selected to write on behalf of my dear friend and colleague, Eric Hogenson. Eric joined Brentwood's Lower School K-6 Science Department as an associate teacher a few weeks into the start of the 2003 school year. The long ponytail that stretched halfway down his back, coupled with his late September start, raised a few eyebrows among the young students. You see, a certain Brentwood parent had begun his bid to run for Governor of California at just about the same week that Mr. Hogenson joined the Lower School. A few of our 4th Grade students were convinced that Eric was an undercover Secret Service Agent embedded in the faculty! Thankfully they were wrong and Brentwood benefited from Eric's service for the next 14 years.

After spending (six) years in Lower School Science, Eric moved east down Sunset Boulevard to

join the Middle School Science Department teaching (Earth Science and Math).

In the summer of 2009, he joined me as Assistant Director of the Summer at Brentwood program. He continued with the program each summer until he became the next Director in the spring of 2012. Some of my fondest memories as colleagues are of our planning sessions for camp. We would get together for hours on end and brainstorm day camp themes, activities, games, and classes. We fed off each other's energy and creativity. No idea was too outlandish...it was camp after all! No one has a bigger heart than Eric. He has an insatiable thirst for knowledge, a passion for teaching, a natural ability to lead, and a sincere love and appreciation for all students.

Collaborating with Eric is one of my favorite things to do. He's creative, knowledgeable and flexible. He always brings great ideas to the table but is willing to change and adapt them to meet the needs of as many students as possible. He's constantly looking

for a cool demo or video to show his students to help draw them in and get them engaged and excited about Physics. The thing I'll miss most about Eric is these collaborative sessions when we would plan for classes together.

Current Summer at Brentwood Assistant Director, Jonathan Arriarán shared these words about Eric, "To know Eric is to love the guy. Among his many professional talents, my favorite is the genuine and distinct relationship he establishes with every student and every colleague. Our summer programs have evolved tremendously, in size and in substance, through Eric's astute guidance and direction. From watching him, I have learned a great deal about how to simultaneously manage several professional tasks, be an involved family man, and continuously grow as a person."

If he can teach in two divisions, why not all three? Eric transitioned once again from Middle to Upper School. He has taught Physics to 9th graders and this past year served as the department chair for Upper School



Science all while continuing to build the Summer Programs. As if all of this wasn't enough to fill his plate, Eric has served on the Diversity Committee, been an advisor in both Middle and Upper Schools, played guitar and sung vocals at Parents Association Benefits, and can be regularly seen on the sidelines cheering at games with his wife Cat and sons Charlie and Marcus.

Eric leaves us in June to start a new chapter. He will be joining the administrative team at Laurence School as the Director of 3rd-6th grades and K-6 STEAM Innovator. Let's blast off one last bottle rocket, raise one final sno-cone to our beloved Eric Hogenson. Cheers to you my friend. You have not only left your stamp on Brentwood the school, but you have left it on hundreds of us you have shared memories with over the past 14 years. Thank you for making Brentwood School a better place for everyone. ■



Mark Segal
Middle School Director
BY TRACY EASLEY, MIDDLE
SCHOOL SCIENCE TEACHER

Most people would agree that their years in middle school were probably not their favorite years in education. It takes a talented, dedicated group of educators to deal with the social, emotional, and mental rollercoasters most kids this age ride on a daily basis. And it takes a truly dedicated leader to create, support, and foster an environment where both faculty and students can thrive. We found that level of devotion in our Middle School Director, Mark Segal.

My first real interaction with Mark came in the summer of 2012. He personally invited each member of the Middle School to meet with him, in his or her own neighborhood, for coffee or lunch. The conversation I had with him centered on my own life experiences, my family, and a shared love of baseball. We didn't talk school issues or classes that day. He wanted to get to know me. Looking back on that day, I now

realize how important personal relationships are to Mark.

Few of us, if anyone, ever beat Mark to work. Most mornings you could find Mark at his desk, working on a project, responding to a parent email, or on the phone talking with his young son on his own ride to school. His door was open and welcoming. Whether it was a tough day with a student or a personal matter involving family, Mark's standard greeting was, "How can I help?"

As one of his grade level Deans, I witnessed firsthand Mark's dedication to the 12- to 14-year-olds left in his charge. Whether they were visiting his office to talk fantasy football, raid his candy stash, or have a serious disciplinary conversation, the students left feeling listened to, heard, and understood. As a faculty, he challenged us to think creatively and held us accountable—for his own sake, but on behalf of the families who entrusted us with their child's growth

and development. It always came down to Mark asking, "What's in the best interest of the student?"

Under Mark's leadership, many of the year-end ceremonies like our Pillar Awards and Promotion have become more student focused, giving middle schoolers greater opportunities to express themselves. Our newly expanded Exploratory time now includes "community time" where all members of the Middle School come together to celebrate special events, promote cultural awareness, and enjoy guest speakers. He supported the creation of the Maker Space with its 3-D printer and encouraged kids to take newly created electives like Robotics Innovation Design and Mixed Media Studio. Class sizes in math were reduced with the emphasis placed on full time faculty and their ability to work with students of all levels. Again, these changes were made always with

the students in mind. He wanted the middle school to stand on its own and not get lost "in the middle".

Mark has been a fixture on campus from day one. Whether he was cheering kids on at a weekend football game, eating with them at a family potluck dinner or clapping along side them at a Middle School jams, you knew Mark was there. And his absence will be felt.

For Mark, his wife, Judith, and his son, Logan, it's a return to a state (Minnesota) he loves, to weather I'll never have enough layers to dress for, and to family. And at the heart of it all, that's just what the Brentwood community was for Mark--family. I, along with the rest of the middle school community, wish him nothing but the best. The dedication he shows to a profession we all love is limitless. ■

FOND FAREWELLS TO RETIREES...



Jeff Porter
Upper School
Mathematics teacher
and Girls Varsity
Volleyball Coach
BY MARLA TORRE, UPPER
SCHOOL MATHEMATICS
TEACHER

Jeff Porter and I arrived at Brentwood together in 1977 along with 17 other new teachers. As of now, Porter (as I affectionately call him) and I are the “last ones standing.” And next year he will be gone. No more DiMaggio (#5) to my Torre (#6) (Yankee numbers assigned to us by Patrick Brown in reference to our seniority line-up at graduation). For me, it’s hard to believe that it’s been almost 40 years since we first met and became good friends teaching and coaching alongside each other—he, biology and volleyball, and I, math and tennis. He has been a valued friend and colleague, not to mention a great golf buddy. Porter, Des Cannon, Bobby Ingram and I played many memorable rounds together. Have you heard the story about Porter, a runaway golf cart and a lake? Well, maybe later...

When we first arrived at Brentwood, Porter and

I shared a tiny, Harry Potteresque office under the old stairwell in the North Quad along with another colleague, Jody Viscum. There was a constant battle controlling the temperature in that office...I liked it warm and Porter didn’t. One day I came to the office to see a sign that Porter had hung commemorating the “Marla Torre Memorial Oven.” I got the message. Those early years were fun...we were all so young and full of energy and enthusiasm. The enthusiasm still remains, but the energy is definitely waning. In all those years, Porter has been an integral part of the science department creating stimulating and thought-provoking curriculum for all aspects of biology, zoology and anatomy. His students have benefitted from his passion both inside the classroom and out.

And so, Porter was the natural go-to person to develop an amazing 9th Grade Retreat. For years and years, he had those 9th graders canoeing and setting up camp for three memorable days on the Colorado River. It was

this 9th Grade Retreat that took many of our “city-slicker” students out of their element for the very first time, and they would all come back with stories of “survival.”

His other passion outside of the classroom has become legen... wait for it...dary. In the early years, as he was in the beginning stages of developing his volleyball coaching style, I was a little bit jealous. He could spot a young 7th Grade girl with good athletic ability and before you know it, Porter would turn her into a great volleyball player. He did this year after year after year, and created the volleyball dynasty that has won a multitude of CIF Championships not to mention two State Championships and Coach of the Year awards. Those banners hanging in the gym will forever be a tribute not only to the girls’ skills and teamwork but also to a great coach. Many of his athletes recently had a chance to thank him in person since he also retired from coaching this year. Every one of them talked about the impact that being a part of the volleyball team

and having been coached by Jeff Porter had on their lives. That’s what a great coach can do.

But I must say, even having witnessed a number of those championship games, I don’t think I ever saw a smile on Porter’s face as big as it was the day he came down the aisle to marry Addy. The day that Addy and her girls (Marissa, Meghan, and Kelly) became a part of his life was without a doubt the happiest day for him. And, he has enthusiastically gone from CoPo to GranPo...what a great transition!

And now, Porter, you get to enjoy the fruits of your labor. We will miss you at our friendly Thursday morning Fantasy Golf drafts (I guess you can still do it by email. What lies ahead for you only time will tell. But I have a sneaking suspicion that you’ll still be keeping a tab on those of us remaining here at Brentwood. Once an Eagle...always an Eagle. Congrats Porter! We will miss you. ■



Susan Hardisty
6th Grade teacher

BY FRANCINE PAM, 5TH
GRADE LEAD TEACHER

When the new Brentwood Lower School opened its doors in 1995, it was an exciting, once-in-a-lifetime opportunity for the people on the original faculty. Teachers from all over the city, with vastly different experience, all came together. We shared ideas, and we worked to create a learning institution that would redefine L.A.'s independent school community. And amid all this opportunity and professional good fortune, one charmed moment still stands out to me. It was 21 years ago when I met Susan Hardisty for the first time.

Susan had been teaching for 27 years at that point, and she had worked at several other schools about town. She had a big presence and a smile that could light up a room. I admired her from the start. She sparked a lively classroom. Much of that was due to her brilliant teaching of her favorite topics: ancient Greece, math, and literature. But

there was a dedication to her craft that went beyond merely delivering information. She has always had a way of interacting with her students and sharing her life's experiences. Her knowledge, so deeply embedded in her soul, along with her worldly travels, her love of reading, and wild sense of humor translated into a gift to all of her students. Susan created a supportive learning environment and connected beautifully with everyone. I remember thinking that Brentwood School found someone very special in Susan.

I've had the pleasure of knowing Susan for all these years. What began as colleagues teaching in classrooms next door transformed over the course of time. Late afternoons spent talking, sharing, and laughing have turned into a friendship unlike any other. Susan is a dear friend who has been and continues to be an important part of my life every day.

As Susan finishes up her 48 years of teaching, she has much

to be proud of in her accomplishments at Brentwood School. She leaves behind a proud legacy: founding faculty member of the Lower School, 6th Grade teacher extraordinaire, math specialist, mentor, friend, and hero to the many students who have been inspired by the Hardisty ways.

Susan has a great deal to look forward to in her next adventure. As she cruises the streets of Los Angeles in her sporty red convertible, she will have much more time to spend with her children: her granddaughter, Riley; her soon-to-be next grandchild; good friends; and her smaller, more furry family members: Toby, Lucy, and Katie.

Susan, I offer you a heartfelt thank you, on behalf of the so many people to whom you have given so much. ■

“Susan’s knowledge, so deeply embedded in her soul, along with **her** worldly travels, her love of reading, and **wild sense of humor translated into a gift to all of her students.**”

HELLOS TO...



Adrienne Agena
Director of Admissions,
West Campus

Adrienne Agena begins her role as Director of Admissions, West Campus on July 1. Adrienne comes to Brentwood from The John Thomas Dye School where she has been a Kindergarten Teacher and Admissions Committee member for the last 20 years. During her time at JTD, Adrienne has served as the Director of Kindergarten Summer School, teacher mentor to new faculty, and led numerous school committees. She has held positions at Sunshine Preschool and The Center for Partially Sighted. Adrienne received her BA in Psychology from Mount Saint Mary's with an emphasis on Early Childhood and her Master's in Education and Psychology from Pepperdine University. She is the parent of two Brentwood School students, Gennesey '18 and Karynna '20.

“Despite the ever changing times, seeing young children mature into young adults has been one of the most meaningful aspects of my career as a Kindergarten teacher. The Brentwood School motto of “Start curious, stay curious, go anywhere, and make a difference” are words that mirror my philosophy. It is an honor to be the Lower School Admissions Director at Brentwood School where I will be able to meet the developmental needs of elementary aged children who are then allowed to reinvent themselves on the East Campus in the adolescent years. Being a parent at Brentwood School, I already appreciate the dynamic environment and special community that it is. I can't wait to join the Admissions team and be a part of the Brentwood Lower School.” ■



Diane Oliveira
Middle School Director

Diane Oliveira assumes her new role of Director of the Middle School on July 1. Diane was most recently the Head of the Middle School at Good Shepherd Episcopal School in Dallas, TX, and has also served as Dean of Students, Assistant Head of Middle School, Academic Dean, Head of Instructional Leadership, and Physical Education Department Chair at Good Shepherd since joining the school in 2000. Diane has also taught and coached at Hockaday School in Dallas and Bancroft School in Worcester, MA, during her 28 years in education. Diane received her B.S. in Physical Education from Springfield College in Springfield, MA and her M.S. in Educational Leadership from the University of New England in Biddeford, Maine.

“I am honored to join the Brentwood School community! I have had opportunities to meet with students, parents, faculty, staff, and administrators. The importance of community, school culture, and commitment to excellence has been echoed by all constituencies. I enjoyed witnessing this firsthand when talking to students, visiting classrooms, meeting with teachers, watching the Spelling Bee, and taking part in the 7th Grade Welcome Day, to name a few. A challenge and priority for me will be learning the names of all of the 7th and 8th Grade students as quickly as possible! I appreciate the warm welcome I have received and look forward to being part of this amazing school community.” ■

Faculty/Staff Anniversaries

5

5 YEARS

Debora Acciarito
Tina Evans
Whitney Heil
James Hughes
Maggie Lara
JD Lopez
Christina Makdisi
Esther Marron
Andrew Park
Scott Perloff
Jamie Persad
Mike Riera
Kala Savage
Riki-Ann Serrins
Jawaan Wallace
Gennifer Yoshimaru
Cindy Zecena
Cat Zusky

10

10 YEARS

Judy Adler
Carol Bailey
Josh Berger
JK Hilbert
Mitch McDiffett
Michele Ogilvie
Fred Rible
Arturo Santos*
Patty Shepherd
Dusty Smith

15

15 YEARS

Salomon Andres
Erik Becker
Mario Franco
Zita Hernandez
Bob Kahn
Amanda Kelson
Jaime Moran
Visith Nguon
Celia Piñon
Nicole Ryan
Kate Savage
Tracy Stangel
Jake Willens

20

20 YEARS

Yapha Mason

25

25 YEARS

Daniel Gannon
Susan Deeley-Wells

40

40 YEARS

Judith O'Hanlon

“The importance of community, school culture, and commitment to excellence has been echoed by all constituencies. I witnessed this firsthand when talking to students, visiting classrooms, meeting with teachers, watching the Spelling Bee, and taking part in the 7th Grade Welcome Day ... and I look forward to being part of this amazing school community.”

—Diane Oliveira

*CURRENTLY ON LEAVE



PHILANTHROPY AT BRENTWOOD SCHOOL

The vibrant and inspiring Brentwood School experience that we value is dependent upon more than tuition dollars alone. The dedication of our school community through volunteerism and philanthropy helps sustain the Brentwood School we all love. We count on each and every family to embrace the spirit of generosity by participating in the following ways:

BRENTWOOD FUND

Brentwood Fund dollars are spent the same year in which they are given, so your gift goes immediately to work in the operating budget. By making a donation to the Brentwood Fund, you directly support key aspects of the school, such as financial aid, academic and extracurricular programs for our students, professional development opportunities for our teachers, and care and maintenance of our facilities.

PARENTS ASSOCIATION

The Parents Association offers activities and volunteer opportunities that enhance our sense of community at Brentwood School. All funds raised become part of the Parents Association's year-end gift to the school's endowment fund.

THE BENEFIT AND AUCTION

Your participation by becoming an event underwriter, buying tickets to the event, and/or donating or purchasing auction items makes a difference every year.

THE PARTY BOOK

When you host or co-host a party and/or purchase admission to parties, you have fun, meet new people, and benefit Brentwood School all at the same time.

MAJOR GIFTS

Major gift efforts target improvements to our facilities for better teaching and learning, as well as enhancements to our endowment for a more secure future. When asked to be a part of such efforts, including capital campaigns, your contribution leaves a lasting legacy. Major gifts are separate from, and in addition to, donations made to the Brentwood Fund.

WAYS TO GIVE

Brentwood School is grateful for your support. Your gifts reflect your belief in our vision and core values. We are a 501(c)(3), not-for-profit, organization, so your contributions are tax deductible to the extent of the law. There are a number of ways to contribute:

CASH, CHECK, OR CREDIT CARD Your cash gift is tax deductible to the full extent allowed by law. To access the Brentwood Fund Gift Form, please go to bwscampus.com/support. You may also make gifts via credit card online (Visa, MasterCard, and American Express) at bwscampus.com/give or by contacting Terry Fate in the Office of Advancement at (310) 889-2638

SECURITIES You may achieve tax savings by making your gift via stocks or other capital assets. If you donate appreciated, marketable securities that you have owned for more than one year and one day, you may receive a charitable deduction for the full market value on the date of the transfer. Neither you nor Brentwood School would be required to pay capital gains tax on this type of gift. If you have securities that have decreased in value, you may be able to take a deductible loss when you sell the stocks and donate the proceeds. To access the Gift of Securities Form, please go to bwscampus.com/support/ways-to-give or request a form via e-mail from Candace Johnson, Director of Annual Fund, at cjohnson@bwscampus.com.

MATCHING GIFTS Many corporations will match philanthropic donations made by their employees. This is a great way to maximize your gift. You could possibly double or even triple your gift with a corporate match. Simply send us the appropriate paperwork from your employer's human resources or personnel department, and your gift to Brentwood School will be matched according to your company's guidelines. If you are not sure if your company has a matching gift program, please go to www.matchinggifts.com/brentwood.

GIFTS-IN-KIND We are pleased to receive gifts of goods or services that may provide a budgetary savings to the school or fulfill a particular departmental need. Per IRS guidelines, the school will provide a letter noting donated items. We recommend you consult your tax advisor to explore the tax benefits specific to such a gift. For questions about gifts-in-kind, please contact Advancement Assistant, Josh Melnick, at jmelnick@bwscampus.com.

GIFTS THROUGH ESTATE PLANNING Donors may wish to consider giving through such means as a will, life insurance, a bequest, or a charitable trust. These types of gifts have a noble destination—to help secure the future of our school. Your generosity not only impacts the lives of our current students, but also has long term benefits for students who will pass through our doors for years to come. These gifts may also help reduce estate and inheritance taxes. We encourage you to speak with your financial planner when considering this type of gift. For more information about planned giving, please contact Alyssa Brakey at abrakey@bwscampus.com.

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Listen + SHIFT

by **RADHIKA KHANDELWAL**, 7th Grade Dean;
JAWAAN WALLACE, Director of College Counseling;
 and **GENNIFER YOSHIMARU**, Assistant Head of School for Advancement

At Brentwood School, we understand that nurturing a climate of mutual respect and inclusion is an ongoing process. We also know the importance of pursuing a learning opportunity when one arises, as happened when the East Campus buzzed with a range of reactions to an off-campus event. On May 24 and 25, we took time away from the school's regularly scheduled classes to involve Middle and Upper School students in **specially-crafted reflections and conversations about diversity and inclusion that we called Listen + SHIFT.**

These activities were the first in what will be a series of opportunities to encourage sincere respect for one another's differences and viewpoints and authentic dialogue, even when the conversations are difficult and the perspectives varied.

While Azure Antoinette, spoken word artist and friend of Brentwood School, had a plan for the 7th and 8th Grade Listen + SHIFT workshops, it was quickly evident that we needed to change course when the students opened with questions like, "Why are we so scared of this topic?" and "Why has no one told us what diversity means to them? I only know what I think it means." We realized that we couldn't deceive ourselves into believing that our middle schoolers needed a "soft opening" to deeper talks about race relations, social justice, inclusion, and diversity. They have been ready.

The Middle School students spent nearly 90 minutes in small groups, sharing these questions and their perspectives with each other. Sometimes we forget that young adolescents are quietly observing and absorbing all of the adult rhetoric and debate that is swirling around them. Not surprisingly, the students were asking the adult facilitators some really pointed questions when given a chance. These kids are clearly thinking about the social and emotional climate in the Middle School, and aren't afraid to ask. We had to ask ourselves: Are we afraid to listen?

Listen + SHIFT gave the Middle School community a chance to reexamine what we expect of our students, and what

OVERHEARD

"It really opened up how I felt about the situation because I had one thought that I thought was right. It gave me different points of view which helped me everywhere."

—Middle School Student

Listen + SHIFT cards were distributed when individuals entered a break-out session and also when they left. Each person was asked to write a word that described their feelings before and after the discussions.



kind of climate we need to curate for them so they can grow up to be empathetic, justly analytical individuals. There is much work to be done, but we know we can do it and must do it...because our kids are waiting.

While the circumstances that led to the creation of Listen + SHIFT day were less than ideal, the entire Upper School community united in dialogue about how to make Brentwood a more supportive and inclusive environment for everyone. Listen + SHIFT offered Brentwood a clean slate. It provided a safe space for us to engage in difficult discussions, but more importantly, to respect one another as human beings.

Our goal was to reinforce that, no matter what side of an argument you may be on, the values of respect, empathy, and compassion should always be at the forefront of our interactions with one another. Maya Angelou once said, "I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."

Ultimately, this will further strengthen us as a community because Listen + SHIFT will form the foundation necessary for us to reevaluate the way we treat each other. If we all make the effort to be a little kinder, a little more respectful, and show a little more empathy, we have the power to set the example for what it truly means to be a community of caring. ■

bws

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Brentwood School inspires every student to:

Think critically and creatively.

Act ethically.

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Core Values: Trust, Respect, Responsibility,
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Los Angeles, CA 90049

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PARTING SHOT

Rafe Forman '16 (third from the left in the front row) was selected by his classmates to give the Commencement student address at the 42nd Commencement Ceremony on June 3.

In his speech, Forman said, "We can't control winning; we can only control whether or not we play the game in accordance with our values. If we do that, we are enough—aside from anything we might accomplish."