

# bws

BRENTWOOD SCHOOL MAGAZINE

FALL 2018





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### ON THE COVER

Figure drawing in 5th Grade is not only an artistic skill to learn, but a lesson in focus, centering, and the uncomfortableness of making mistakes, but not erasing. Art teacher Edy Levin guided her students through a detailed process of bringing a mannequin to life on the page, while trusting the process and, in the end, trusting themselves. See article on page 14.

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## Words From the Head of School

**DR. MIKE RIERA**

**I love giving tours of the construction site of our new Middle School with Victor Pesiri, our Director of Facilities.**

Victor loves construction and can describe any aspect of the building down to the most minute detail. From turbo fans in the parking garage, to the amount of rebar and concrete supporting the structure, to the numerous energy saving aspects of the building. I learn something new on every tour. In this regard, Victor and I balance each other for precisely this reason—my focus is much more on what will happen inside (and outside) of the building than the actual building itself.

This is akin to the magazine you are holding. The structure of every magazine is familiar—cover, binding, pages, table of contents. Different in every magazine, however, are the words, ideas, thoughts, and inspiration. This is how we view our new Middle School Building and renovated Upper School (and new Lower School Building soon to follow). It is all about the interactions, discoveries, and creativity that will occur in these state-of-the-art learning and teaching spaces. Combine these spaces, our creative teachers, and the inspiration of the Beldegrun Center for Innovative Leadership and we have a formula for unparalleled success for generations to come.

As you peruse this magazine, stop periodically to reflect on the past and wonder about the future of Brentwood, and how our school continues to get better. And know that all of our success, current and future, is built upon the strong foundation put in place by our alumni, students, faculty, and families. Thank you and please enjoy.

“...our new Middle School Building and renovated Upper School ... are **all about the interactions, discoveries, and creativity** that will occur in these state-of-the-art learning and teaching spaces.”





## OPENING SHOT

Donning hard hats and bright orange vests, the 5th and 6th graders and their teachers had the opportunity to walk through the construction site for a first glimpse of the building they will soon occupy. With a giant crane overhead, the students carefully walked through the parking garage under the building and then ascended the stairs to what will be the second floor.



# From Tamales to Salsa to Family Traditions

## Activities celebrate cultures from all over Latin America

by MEREDITH STORRS, Assistant Director of Communications

**As I stood in the center of the West Campus Arts and Athletics Building**, a few dozen giggling Kindergarteners swarmed in circles around me, buzzing from table to table and nibbling tamale samples from Ecuador, Guatemala, Chile, and various parts of Mexico. That day at lunch, Lower School students from all grade levels took turns observing the variety and nuances of how different Latin American cultures prepare this traditional dish.

Throughout the month of October, Lower School students had the opportunity to taste and see Hispanic heritage through a variety of special events. But unlike at some schools, where Latino heritage is often summarized by Día de los Muertos and restricted to Mexican

culture, Hispanic Heritage month organizer Sarinah De La Cruz wanted to showcase the diversity within the larger umbrella of Latin American culture. The month began with an opening video of some of our students sharing their family's heritage and their favorite part of that country's culture. Interspersed between trying a new Latin American drink each Friday (tamarindo, jamaica, and horchata), students also enjoyed a Cuban salsa dance party featuring La Palabra, soccer "FUN"damentals from a former Brazilian soccer player, Brazilian cheese bread (Pão de queijo) and chocolates (Brigadeiros), various classroom activities, and more.

Of course, taking a broader look at Hispanic culture doesn't

mean that Día de los Muertos ofrendas were absent—El Nido parents put together a beautiful altar to honor the dead, complete with marigolds, sugar skulls, and other traditional items. But in explaining

**"Hispanic Heritage month organizer Sarinah De La Cruz wanted to showcase the diversity within the larger umbrella of Latin American culture."**

the spirit of Día de los Muertos to Lower School students, Ms. De La Cruz, with the help of Brentwood parents Fausto Zapata and Vilma Haas, included information from other Hispanic countries about the different ways that each culture celebrates the life of their passed relatives. Both in the assembly and through posters on display, students learned about other traditions. For instance, Guatemala creates 40-foot kites with messages and pictures for their relatives and Colombia honors their loved ones at gravesites on Día de los Difuntos, or All Souls Day.

The month culminated with a short slide show of faculty and staff holding flags of their heritage and an after-school screening of the movie *Coco*.



Lower School students enjoy a Cuban salsa lesson and dance party during lunch.





Briana Monkarsch Benaron '10 shares her American Girl doll—dressed in a tiny Brentwood uniform—with a group of Lower School students outside of the Admissions suite.

## IN FOCUS


# Once an Eagle...

**Briana Monkarsch Benaron '10** joined the West Campus Admissions Team this year after attending Brentwood from Kindergarten through 12th Grade and earning a degree in business and marketing from George Washington University. Named by her Brentwood School senior classmates “Most Likely to Work at Brentwood,” Briana is thrilled to return to Brentwood. She explains:

“As I walked down the path from the Saltair parking lot toward the double doors of the main office, I couldn’t help but feel like Dorothy in *The Wizard of Oz*. ‘There is no place like home,’ I thought. Though I didn’t exactly meet a Scarecrow or a Tin Man in my tracks, I had followed my own yellow brick road. Having graduated Brentwood as a ‘lifer,’ I learned much about myself during my college years on the East Coast and my professional endeavors in business and marketing. I knew that my heart was in education, and that, essentially, my heart was back at Brentwood. My Brentwood School friends, classes, teachers, and experiences shaped the person I am today. The forces were so strong that they led me back to where I began as a shy, 5-year-old girl in my uniform on the first day of school. Witnessing learning, hearing laughter, and meeting prospective families, I smile. I am overcome with a sense of pride: I am invigorated by the ‘why’ behind Brentwood’s mission; I am excited to share Brentwood’s values of diversity, inclusivity, curiosity, and opportunity; and I am honored to be a new staff member at Brentwood.”

# bws MAGAZINE 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](http://bwscampus.com/BWSMagazine)

**Y**ou can check out a plethora of content only available online. Here's a small sampling of what we have posted so far for the 2018–2019 school year. Visit [bwscampus.com/BWSMagazine](http://bwscampus.com/BWSMagazine) and click each ⊕.

### ⊕ 4th, 5th, and 6th Graders Play in the Eagledome

NOVEMBER 30, 2018

Varsity Girls Basketball Coach Charles Solomon and his coaching staff offered a basketball clinic to the 4th Grade girls team that Ellie Novaes, Lower School PE Teacher and Coach, was coaching at the time. The clinic was a huge success. One thing led to another until the girls played an exhibition game during halftime at one of the Girls Varsity games...

### ⊕ Book Tasting in the 1st Grade

NOVEMBER 2, 2018

First graders walked into their classroom in October to find a delicious selection of books set up for them restaurant style, ready for them to taste! "Book Tastings" are happening all across the country, giving students a chance to stretch their literary comfort zones and engage in new types of books they might not be drawn to on their own in the library...

### ⊕ Middle School Service Leaders Visit Para Los Niños

OCTOBER 31, 2018

Members of Middle School Service Leadership traveled in October to Gratts Primary Center, a Para Los Niños school. The team created colorful buttons with inspiring messages for TK through 1st graders and spent time with them...

### ⊕ Three Ds in 7th Grade Human Development

OCTOBER 26, 2018

After a lesson on cyber-ethics and etiquette, 7th graders participated in an online Schoology discussion, sharing their reactions to several ethical dilemmas...

### ⊕ Top Ten Lists to Guide You Through the College Process

NOVEMBER 30, 2018

Brentwood's seniors are in the midst of their college admission process, while juniors will soon be gearing up to begin theirs. In the spirit of top ten lists, Middlebury College has created a few lists of their own to provide wise counsel to students and parents as they begin their college journey together...

### ⊕ Kindergarten Bubbles

NOVEMBER 16, 2018

The subject of magic often arises in a Kindergarten science lab. Some things look like magic, but are really just science in action. When we understand how something works, we get a greater understanding of the world and the interrelationship of its parts...



## CALLIGRAMS FOR VETERANS

⊕ In their art classes, Middle School students were introduced to an old art technique known as "calligrams"—images composed of written words that relate to the image being created. Students' project challenge was to honor a past or current Veteran by creating a calligram. They researched the national archives and current Veteran stories in search of an image or story that captivated their interests. A gallery of finished calligrams is online.





**“If pictures are worth a thousand words, how much is a soldier’s sacrifice worth to you?”**

—**Rebecca Dame-Seidler**  
Middle School Art Teacher

## UPPER SCHOOL NEWS



Upper School students listen attentively during a recent assembly about personal storytelling.

# Storytelling in Community Time ☺

by **DR. CAT ZUSKY**, Director of Student Life and Service Learning, Upper School

**A** well-told story can change your entire perspective on a person, idea, or situation. During a recent Community Time, the Upper School community had the opportunity to hear five beautifully told stories from faculty and students. Storytellers were asked to meditate on a turning point or “hinge” in their lives; seniors Alaman D. and Ayaana D., as well as faculty members Stacey Siegel, Susan Katz, and Ryan Bocuzzi, told stories of their own choosing to illustrate an experience of profound change. Students and faculty responded with great emotion; of the event, one Junior said, “The assembly opened my eyes to a lot of things that I miss in my daily life...I feel as though I’ve had a more positive outlook on life in the few days that have followed the assembly, and I loved how whole and together our community felt during the several stories.” Though the premise was simple, its impact was substantial. Hopefully, we will have the opportunity to truly listen to each other more often.



## Spring 2018 Athletic Accolades

### ◆ BASEBALL

- **James K. '19**, First Team

### ◆ BOYS TENNIS

- **Jonny Yaffe '18**, Singles Champion
- **Michael G. '19** and **Myles Goldman '18**, First Team Doubles
- **Arya A. '20** and **Leo B. '20**, First Team Doubles

### ◆ BOYS VOLLEYBALL

- **Michael D. '19**, First Team

### ◆ GOLF

- **Adam Schwimmer '18**, First Team
- **Chip O. '19**, First Team
- **Austin S. '19**, Second Team
- **Paul B. '20**, Second Team

### ◆ LACROSSE

- **Luke S. '19**, First Team
- **Brice L. '19**, First Team
- **Jonny B. '19**, First Team

### ◆ SOFTBALL

- **Emily J. '19**, First Team
- **Sophia Haass '18**, First Team

### FENCING MEN'S EPEE TEAM STATE CHAMPIONS

- **Anacan M. '19**
- **Ned H. '20**
- **Alec Z. '21**
- **Brandon Chien '18**
- **Theo T. '20**

- ◆ Gold Coast League honors



## SPORTS ALBUM







Student athletes recruited to play collegiate sports were celebrated at the annual Signing Day Ceremony in the spring. L-R, BACK ROW: Owen Daily '18, Adam Schwimmer '18, Nic Catalan '18, Aidan Reineman '18; FRONT ROW: Eli Brooks '18, Donovan Wong '18, Brandon Chien, '18; NOT PICTURED: Mateo Godoy '18, Zach Steinfeld '18, Gabi Yacobi '18.

## College Recruits

**Aidan Reineman '18**, Cornell University, Soccer

**Nic Catalan '18**, Wesleyan, Soccer

**Mateo Godoy '18**, Princeton University, Soccer

**Brandon Chien '18**, University of California, San Diego, Fencing

**Donovan Wong '18**, Colgate University, Football

**Adam Schwimmer '18**, Tufts University, Golf

**Eli Brooks '18**, Massachusetts Institute of Technology, Football

**Owen Daily '18**, Amherst College, XC/Track

**Zach Steinfeld '18**, Michigan, Crew

**Gabi Yacobi '18**, New York University, Fencing



**1** Jamai B. '20 leaps across the long jump pit. **2** James K. '19 swings away. **3** Nyah H. '20 prepares to hit the water. **4** Olivia I. '19 leads the pack.

## 2019 CALENDAR



# School Calendar

## Athletics Calendar

## Arts Calendar

## JANUARY

**January 7**  
Classes resume after Winter Break

**BTC Night of Scenes**  
January 17 at 7:30 p.m.  
EC Theater

**MS Music Ensembles Concert**  
January 24 at 7:30 p.m.  
EC Theater

**US Winter Sports Extravaganza**  
**January 11, 2019**  
Off Campus: At Crossroads

**January 21**  
School Holiday: Martin Luther King Jr.'s Birthday

## FEBRUARY

**LS Musical Theater Performance**  
February 1 at 6:00 p.m.  
February 2 at 2:00 p.m.  
WC Arts and Athletics Building

**MS Musical Performance:**  
***James and the Giant Peach***  
February 8 & 9 at 7:30 p.m.  
EC Theater

**Women's Choir Salon**  
February 13 at 7:30 p.m.  
EC Theater Lobby

**February 18**  
School Holiday: Presidents' Day

**EC Spring Sports Parent/Guardian Meeting**  
**February 21, 2019**  
EC Gym, 7:30–8:30 p.m.

**Orchestra Salon**  
February 24 at 3:00 p.m.  
EC Theater Lobby

**US Jazz Concert**  
February 28 at 7:30 p.m.  
Off-Campus

## MARCH

**March 2**  
**Parents Association Benefit:**  
**Brentwood Carnival**  
Museum of Flying, 6:30 p.m.

**US Musical Performance: *Xanadu***  
March 8 & 9 at 7:30 p.m.  
March 10 at 2:00 p.m.  
March 14 & 16 at 7:30 p.m.  
EC Theater

**MS Theater Company Performance:**  
**Original One-Acts**  
March 15 at 7:30 p.m.  
SLC

**5th Grade Musical: *Achilles' Heel***  
March 19 & 20 at 6:30 p.m.  
WC Arts & Athletics Building

**March 22**  
Last day of school before Spring Break

## APRIL

**April 8**  
Classes resume after Spring Break

**College Bound**  
**Student Athlete Night, Part 2**  
**April 10, 2019**  
MPR, 7:30–9:00 p.m.

**April 19**  
School Holiday: Good Friday

**All-School Art Show**  
April 22–25  
EC Pavilion

**US Dance Concert**  
April 26 at 7:30 p.m.  
EC Theater

**US Jazz Concert**  
April 27 at 7:30 p.m.  
EC Theater

## MAY

**US Spring Music Concert**  
May 3 & 4 at 7:30 p.m.  
EC Theater

**LS Spring Performance: 1st Grade**  
May 6 & 7 at 9:15 a.m.  
WC Arts and Athletics Building

## JOHN HUTSON MEMORIAL GUEST LECTURE SERIES



PHOTO BY BILL HAYES

FEATURING **Amor Towles**  
**March 10, 2019**  
East Campus Gym, 4:30 p.m.

We are delighted to announce that this year's Hutson Lecture Speaker is **AMOR TOWLES**, author of two *New York Times* bestsellers, *Rules of Civility* and *A Gentleman in Moscow*. Both of Towles' novels were widely translated internationally and optioned for a feature film and a miniseries, respectively. Tickets will be available online at [bwscampus.com/hutson](http://bwscampus.com/hutson) in February.



THE CURRENT ALL-SCHOOL CALENDAR IS ALSO AVAILABLE ONLINE FOR YOUR REFERENCE:  
[www.bwscampus.com/about-us/calendar](http://www.bwscampus.com/about-us/calendar)

## SAVE THE DATE

### LS Spring Performance: 3rd Grade

May 6 & 7 at 1:00 p.m.  
WC Arts and Athletics Building

### MS Music Ensembles Concert

May 7 & 8 at 7:30 p.m.  
EC Theater

### LS Spring Performance: 4th, 5th, and 6th Grade Instrumentals

May 8 at 9:00 a.m.  
WC Arts and Athletics Building

### LS Spring Performance: 2nd Grade

May 8 at 1:00 p.m.  
WC Arts and Athletics Building

### LS Spring Performance: 5th Grade

May 9 at 1:00 p.m.  
WC Arts and Athletics Building

### MS Dance Company Performance

May 10 at 7:30 p.m.  
EC Theater

### MS Theater Company Performance

May 16 at 4:00 p.m.  
MS Drama Room

### Madrigals Performance

May 19 at 7:00 p.m.  
Off-Campus

### 6th Grade Musical

May 21 & 22 at 6:30 p.m.  
WC Arts and Athletics Building

### BTC Performance: TBD

May 23 & 24 at 7:30 p.m.  
EC Theater

**May 27**

**School Holiday: Memorial Day**

### LS Kindergarten Musical

May 29 at 1:00 p.m. (Red)  
May 30 at 1:00 p.m. (Blue)  
WC Arts and Athletics Building

**JUNE**

**June 6**

**LS/MS Last Day of School**

**June 7**

**US Last Day of School**

**June 7**

**6th and 8th Grade Promotion**

## MINDFUL & BALANCED PARENTING

**January 26, 2019**

**East Campus, 8:45 a.m.**

Every other year, the Brentwood School Parents Association hosts Parent University, a conference on a wide range of parenting topics presented by a variety of outstanding guest speakers. The goal of this one-day event is to give our school community a unique opportunity to learn from parenting experts that specialize in issues and topics that we face in our daily lives as parents and guardians. **This year's ParentU will be open to the general public, so tell all your friends!**



FEATURING KEYNOTE SPEAKERS:

### Suniya Luthar

Professor of psychology and founding director of Authentic Connections

### Mallika Chopra

Media entrepreneur, public speaker, and published author

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# READY TO GO ANYWHERE

## CLASS OF 2018

Amherst College	The George Washington University
Boston University	The University of Edinburgh
Brown University	The University of North Carolina at Chapel Hill
Colgate University	The University of Texas, Austin
Columbia University	Tufts University
Cornell University	Tulane University
Dartmouth College	University of California, Berkeley
Duke University	University of California, Davis
Fordham University	University of California, San Diego
Georgetown University	University of California, Santa Cruz
Harvard University	University of Chicago
Indiana University at Bloomington	University of Connecticut
Johns Hopkins University	University of Miami
Lehigh University	University of Michigan
Loyola Marymount University	University of Notre Dame
Loyola University Chicago	University of Pennsylvania
Massachusetts Institute of Technology	University of Southern California
New York University	University of St. Andrews
Northwestern University	University of Washington
Princeton University	University of Wisconsin, Madison
Reed College	Vanderbilt University
Santa Monica College	Washington University in St. Louis
Southern Methodist University	Wesleyan University
Syracuse University	Williams College

# TRUST THE PROCESS

FIFTH GRADE STUDENTS LEARN  
THE ART OF MAKING MISTAKES  
THROUGH FIGURE DRAWING

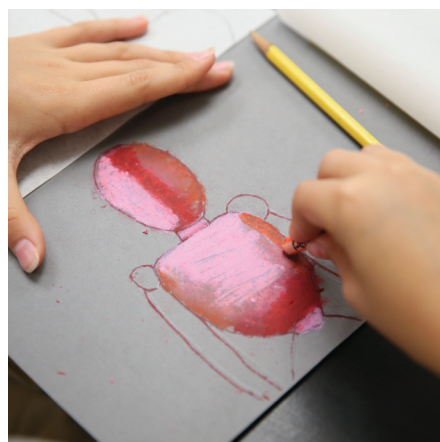
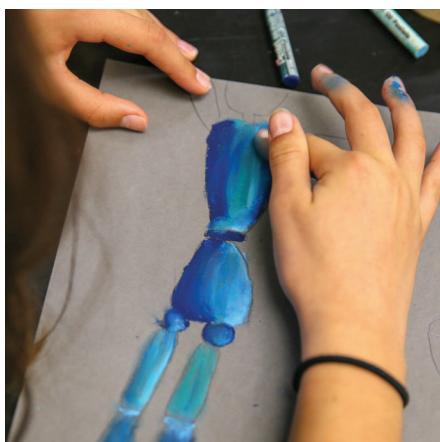
by **SHIRLEY BLAKE**, Director of Communications

**W**hen an elementary school art room transforms into a place for becoming centered, listening to one's intuition, embracing mistakes, and learning a new way to learn, students experience curiosity in its purest form. They also find wisdom to carry them through their last year at the Lower School.



**Art teacher Edy Levin** settled the class and started her lesson with a few affirmations for her 5th Grade students: "I am one of a kind. I am kind to myself. I am allowed to make mistakes because mistakes indicate progress and learning. I am supported in my learning."





**WITH WOODEN ARTICULATED MANNEQUINS  
ON THEIR DESKS, STUDENTS BEGAN TO  
LIGHTLY SKETCH THE OUTLINES OF THE FORM  
IN FRONT OF THEM—HEAD, TORSO, LIMBS.**



### TO GET A SENSE OF PROPORTION, STUDENTS WERE INSTRUCTED TO:

- **measure** the size of the head with their fingers and count how many heads tall the mannequin is
- **draw** multiple lines to find the limbs, like a stick figure drawing
- **show** all of their work—keep all of the lines, no erasing
- **continue** making multiple lines to define the legs, arms, and hands
- **remeasure** as needed, adjust the proportion markers, and define the midline for the spine.
- **keep** sketching
- **continue** forming shapes
- **do not erase**



## TRUST THE PROCESS

**T**hen began her lesson in centering. What does it mean to be centered? The students responded: grounded, present, quiet, listening to intuition, feeling confident. Before even picking up the pencil, Levin guides this discussion “so they can trust the learning process about to take place and practice making ‘mistakes’ as a way to render form with accuracy.” This was no ordinary 5th Grade art lesson.

With wooden articulated mannequins on their desks, students began to lightly sketch the outlines of the form in front of them—head, torso, limbs. To get a sense of proportion, they were instructed to measure the size of the head with their fingers and count how many heads tall the mannequin is. Then they were to draw multiple lines to find the limbs, like a stick figure drawing... show all of your work, keep all of the lines, no erasing. Continue making multiple lines to define the legs, arms, and hands. Remeasure as needed, adjust the proportion markers, and define the midline for the spine. Keep sketching, continue

forming shapes, and again, do not erase.

As the sketches started to take on an identifiable shape, ripples of frustration and confusion emerged across the room. “Mine doesn’t look anything like the mannequin.” “It’s completely off, and I don’t really understand this proportion thing.” “I’ll never finish this—it will take forever so why should I try?” Most difficult of the instructions was certainly the directive not to erase. Levin offers encouragement: acknowledge the lines that you are drawing and the shapes that you are forming as emerging “stories.” Allow them to reside in the process and don’t judge them as good or bad. Find your center. Repeat your affirmations. Pick up the pencil again.

Levin is not merely teaching her class the art of figure drawing. She is teaching them that drawing is a process they must learn to trust. “This type of drawing is encouraging them to practice a new way of learning,” she says. “The goal is not to actually draw the mannequin, but to experiment with a process that may be new or uncomfortable for them. The discomfort comes in asking the students to accept all of their lines—they are encouraged to draw lightly and keep all of their lines as evidence of their process, which is a newer concept for them, versus draw darkly and erase what they don’t accept, which has been their usual habit of work up to this point.”

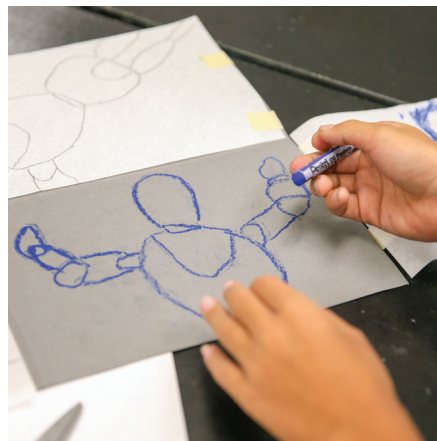
## MOST DIFFICULT OF THE INSTRUCTIONS WAS CERTAINLY THE DIRECTIVE NOT TO ERASE.



**"EVERY SINGLE ONE OF US HAS A DIFFERENT STYLE AND PERCEPTION OF THE MANNEQUIN. TRUST THE PROCESS, AND YOU ARE TRUSTING YOURSELVES." —EDY LEVIN**

Over the course of several class periods, the students took their sketches from pencil to pastels, choosing colors and dividing their mannequin drawings into four quadrants arrayed on a larger piece of paper as disjointed parts. Colors blended to form shading and depth, and small fingers smudged the borders and covered their pencil lines. The finished pieces were beautiful and varied—some transformed their original mannequin sketches into collages after they completed the pastel drawings as a means to encourage self-expression and allow freedom of choice within the disciplined lesson plan. But, as in most works of art, it was all about the journey and the process.

As 5th graders look ahead to the culmination of their Lower School years and their move to the new Middle School next year, they appreciated this opportunity to “find themselves” in this art form. They were given permission to define their mannequins through trial and error, through making mistakes, and allowing new styles to emerge. As Levin expressed so beautifully, “If it’s different from mine or the person next to you, it’s still true to form—to *your* perception of the form. Every single one of us has a different style and perception of the mannequin. Trust the process, and you are trusting yourselves.” Exactly the wisdom they need to carry with them to Middle School. ■



THIS PROJECT EXEMPLIFIES THE BELLDGRUN CENTER FOR INNOVATIVE LEADERSHIP (BCIL) CORE SKILLS OF COURAGEOUS RISK-TAKERS AND INSPIRED COMMUNITY BUILDERS. READ MORE ABOUT BCIL ON PAGE 18.

# Launching

## THE BELLDEGRUN CENTER FOR INNOVATIVE LEADERSHIP

by **DR. JOSH BERGER**

Director of the Belldégrun Center for Innovative Leadership



At a recent K-12 faculty meeting, I asked the students, teachers, and staff voluntarily serving on the Belldégrun Center for Innovative Leadership (BCIL) committees to please stand up and be recognized. It felt like half of the packed East Campus Theater rose to their feet. Launching this exciting new initiative, made possible by the extraordinary generosity and vision of the Belldégrun family, has been a truly collaborative and community-wide process.

My involvement began last year when Katherine McKellar, Upper School History Department Chair, and I researched dozens of University and K-12 Leadership Centers across the country to identify key similarities, differences, and implementation challenges. One piece of advice we heard frequently from Center Directors was that our launch would be much more successful if students and colleagues had meaningful opportunities to shape its direction. This led to K-12 students, faculty, staff, and alumni working in small groups to outline priorities for our upcoming BCIL. **We subsequently formed four committees comprised of nearly 75 student and faculty volunteers that I had the opportunity to lead with our outstanding co-chairs.** The commitment of each of these committees was exceptional, and I am deeply grateful for their hard work and inspiring contributions. Below is a brief summary of each committee's impact.



### **The Mission Statement and Core Skills Committee**

The Mission Statement and Core Skills committee began by reviewing the priorities of our K–12 faculty, students, and alumni. This group then engaged with a few key questions: How do we craft a mission inclusive of a wide variety of topics while not being so broad that it entails the whole school? How do we define innovative leadership? Which core skills should our center promote?

The committee crafted numerous potential mission statements and requested feedback from the other three committees. Eventually they embarked on an extensive word-smithing process, and twelve drafts later, they finally had the mission statement and core skills that will provide the framework for our Belldegrun Center for Innovative leadership (see sidebar).

### **Extracurricular and Special Events Committee**

*Co-Chair, Sarah Bishop*

The Extracurricular and Special Events Committee focused on extracurricular opportunities the Belldegrun Center for Innovative Leadership could provide that directly connected to our mission statement and core skills. What new events could contribute meaningfully to the Brentwood and/or extended Los Angeles community, and which events do we already have that could

## **BELLDEGRUN CENTER FOR INNOVATIVE LEADERSHIP MISSION STATEMENT**

The Belldegrun Center for Innovative Leadership prepares community members to engage with real world challenges and explore solutions within and beyond the classroom.

### **CORE LEADERSHIP SKILLS**

Through the integration of the following leadership skills, the Belldegrun Center for Innovative Leadership cultivates:

#### **Innovative Problem Solvers**

- Critical, creative, and design thinking
- Collaboration and co-creation; inspiring a shared vision
- Adaptability and perseverance

#### **Courageous Risk Takers**

- Brave thinking and actions
- Embracing failure as an opportunity to learn
- Being in the present

#### **Effective Managers**

- Breaking large projects into small steps
- Seeking and incorporating feedback
- Follow-through and accountability

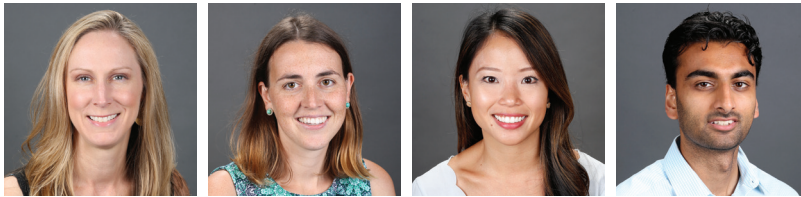
#### **Adept Communicators**

- Active listening
- Public speaking and group facilitation
- Media and digital literacy

#### **Inspired Community Builders**

- Cross-cultural fluency
- Empathy and conflict resolution
- Self-reflection and societal awareness

## LAUNCHING THE BELLDEGRUN CENTER FOR INNOVATIVE LEADERSHIP



Committee Co-Chairs guided the process of defining the Center.  
LEFT TO RIGHT: Sarah Bishop, Co-Chair of Extracurricular and Special Events Committee; Katherine McKellar, Co-Chair of Curriculum Resource Committee; Krissy Loo and Ronit Kumar, Co-Chairs of Facilities Design Committee

potentially be enhanced through collaboration with the BCIL?

Building on the success of our Entrepreneurship class in the Upper School, the committee brainstormed the launch of community-wide entrepreneurial competitions. We also became a sponsor school for the Los Angeles Hackathon that brings together 6th through 12th Grade students from across the Los Angeles area to address real world challenges.

Beyond special events, this committee designed an incubator where community members can receive BCIL support in launching their entrepreneurial or civic-minded ideas. We already have students taking advantage of this opportunity through connecting with Sarah Bishop, our BCIL Extracurricular Innovator and Collaborator.

An additional feature of this committee's contributions involved launching a themed BCIL speaker series designed to provide students an interactive setting in which they can engage with young professionals who are doing meaningful work that directly connects to their interests. This group also discussed the creation of engaging leadership workshops the BCIL could provide both within and outside our Brentwood School community.

### **Curriculum Resource Committee**

*Co-Chair, Katherine McKellar*

The Curriculum Resource Committee examined how the BCIL could continue to integrate the BCIL mission and skills into our K–12 curriculum, incentivize student and teacher participation, and provide summer and cross-disciplinary curricular opportunities. The committee recommended establishing one Curriculum Innovator and Collaborator faculty member per division who, in addition to teaching, would support colleagues by researching models of successful BCIL-related projects, courses, and experiences.

These Curriculum Innovators and Collaborators are working individually with faculty members in all three Divisions and co-chairing an ongoing BCIL Curriculum Resource Committee that provides cross-divisional opportunities for teachers to work on their own practice and plan peer-to-peer professional development for K–12 colleagues. They are also hosting BCIL curriculum think tank meetings by division. Many teachers have already reached out to our Curriculum Innovators and Collaborators from a wide variety of subject areas, and their impact will be immediately felt with the design of new projects and courses directly connected to our BCIL.

### **Facilities Design Committee**

*Co-Chairs, Krissy Loo and Ronit Kumar*

The facilities design committee researched and visited some of the best Innovative Leadership Centers from across the country. They also surveyed and interviewed Brentwood students and faculty to better understand what would bring community members to the BCIL and what the ideal facilities would include. Eventually committee members had opportunities to meet with the architects and project managers to express their collective vision. They ultimately decided on a few interconnected spaces.

The innovative and collaborative space provides opportunities for activities such as pop-up pitch competitions, guest speaker series, and leadership workshops. It also includes conference rooms for small group collaborations and a couple of adjoining offices where students can get the support they need to launch their leadership initiatives.

The fabrication lab will allow students to bring their prototypes to life, support a hands-on approach to curriculum, and enable robotics and engineering activities to flourish with 3D printers, laser cutters, woodworking tools, and other devices. ■



# ONE PIECE OF ADVICE WE HEARD FREQUENTLY FROM CENTER DIRECTORS WAS THAT OUR LAUNCH WOULD BE MUCH MORE SUCCESSFUL IF STUDENTS AND COLLEAGUES HAD MEANINGFUL OPPORTUNITIES TO SHAPE ITS DIRECTION.

"My overall experience on the BCIL committee was truly inspiring as it was one of the first times I was able to work as an equal with an adult."

— **Reza S. '20**

"I loved watching the mission statement morph into the 12th and final version. Finding just the right words was a journey, and it was an honor to be a part of this grassroots effort."

— **Adrienne Agena**

"I have gained life skills such as interviewing, collaborating with people my age and beyond, and being a part of a team-based project."

— **Mandi M. '19**

"One of my favorite memories from this process was seeing so many familiar faces from the Brentwood adult community during the first meeting and how the room couldn't contain the level of intellect that was in it."

— **Gavin G. '19**

"I had the wonderful opportunity to collaborate with our K-12 faculty, staff, and students, as well as educators from across the country in an unprecedented way. Hearing their insights on how we can create and design a Center that inspires and supports students and teachers beyond the classroom has been extraordinary."

— **Krissy Loo**

"I had a lot of fun working with many groups of people throughout the school, and finally presenting to the respective different divisions of student and faculty. It was nice to see the center morph from a skeletal structure to what it has become already."

— **Jackson R. '21**

"I was in awe of the process and outcomes when I saw the committees together presenting for the K-12 faculty meeting and fully realized the groundswell of enthusiasm for our new Center."

— **Sarah Bishop**

"I have loved working on my BCIL committee. I enjoy how I feel equal to the faculty in our meetings, as I feel comfortable to brainstorm with them and innovate together."

— **Wyatt S. '19**

"Although it is still in its early stages, I know that the BCIL will have an extremely positive impact on Brentwood students, and I am proud to have been a part of the BCIL's inception. It's so amazing to see all the progress the BCIL has made in the past 6 months."

— **Chloe S. '19**

"I have really enjoyed being a part of the BCIL planning process, and it has opened my eyes to the amount of hard work and thought that goes into each decision at school."

— **Zach W. '20**

"I felt very supported and respected when sharing my opinions. It was very exciting to see this new idea coming to life at Brentwood."

— **Emily K. '19**

"A highlight in working on the missions committee was collaborating with our students. This experience of learning, thinking, and producing together foreshadows the BCIL process of purposefully creating a product together."

— **Dr. Trina Moore-Southall**

"I loved working with like-minded peers who are all motivated by one mission of inspiring leadership and innovation. I'll never forget any part of the experience."

— **Ronit Kumar**



The Belldegrün family has enduring ties to Brentwood School spanning more than 30 years.

BACK ROW: Mia Belldegrün Funt '01, Sam Funt, Ron Belldegrün '04, Karrie Belldegrün, Dan Belldegrün '08

FRONT ROW: Arie Belldegrün, Rebecka Belldegrün, Neve Funt, Rafael Funt, Leo Belldegrün, Kelly Belldegrün, Ben Belldegrün '94

*an interview with*  
**REBECKA and ARIE BELLDEGRÜN,**  
*benefactors for THE BELLDEGRÜN CENTER*  
*FOR INNOVATIVE LEADERSHIP*

**The Belldegrün Family** has been closely associated with Brentwood School since 1987 when Ben '94 was an applicant for 7th Grade. In 1995, Mia '01 entered 7th Grade and Ron '04 and Dan '08 joined the first 4th Grade and Kindergarten at the newly opened Lower School. Rebecka served as Chair of the Board of Trustees from 1998 to 2001. It is with this legacy in mind that **Dave Velasquez**, Director of Alumni and Parent of Alumni Engagement, **recently sat down and talked with Rebecka and Arie to understand their motivation for their gift to the Belldegrün Center for Innovative Leadership.**



“MANY THINK YOU ARE EITHER BORN A LEADER, OR YOU ARE NOT. HOWEVER, WE SINCERELY BELIEVE THAT, GIVEN THE OPPORTUNITY AND THE RIGHT TOOLS, YOU CAN CHAMPION A NEW GENERATION OF INNOVATORS AND ENTREPRENEURS BY A FOCUSED, CONCENTRATED EFFORT...” —REBECKA BELLDEGRUN

***What led you to your decision to support and to name the Belldegrün Center for Innovative Leadership?***

**Rebecka Belldegrün:** First and foremost, our love for Brentwood School. Many think you are either born a leader, or you are not. However, we sincerely believe that, given the opportunity and the right tools, you can champion a new generation of innovators and entrepreneurs by a focused, concentrated effort to create a sector within a school devoted solely to this purpose.

**Arie Belldegrün:** I think it's a compelling message... If you are born an entrepreneur, great; we can make you an even better entrepreneur. If you are not born an entrepreneur, we can provide you with the best tools and environment to prepare you for success as an individual, not just as part of a group.

**RB:** And we are speaking to leadership and innovation in all areas, not limited to business or the biotech world. Innovation that encompasses all sectors, including the arts, music, science, sports, politics, and non-profit endeavors.

**AB:** You shouldn't have to wait until graduate school to begin researching and finding your true, life passion! Brentwood School offers an excellent program, committed to preparing youth with tangible skills to genuinely succeed as innovators...this unique discipline gives Brentwood students a great advantage within local communities and on a broader, national level.

***What are your goals for the Center?***

**RB:** Our hope is that students can take the strategic skills they've acquired through the program and implement them into the real, working world. Of course, our goal is for the Center to raise dynamic world leaders and for future youth to follow in their footsteps.

**AB:** Teaching innovative leadership is a highly-skilled profession, and not everyone can teach it. You must develop teachers and educators that specialize in this area. Josh [Berger] brings an unparalleled level of experience and commitment to this specialty, and I'm confident his

leadership will produce incredible results. Looking to the future, I believe the Center will develop a talented, vibrant team that will inspire students and faculty from all over the world.

***Short-term and long-term, what do you hope the Center will accomplish?***

**RB:** We want to see this initiative come to life through the united commitment of the faculty to create real world partnerships that will distinguish this program. It's also of the utmost importance that the program cultivate an environment of inclusivity, where each student feels encouraged and inspired.

**AB:** Rebecka and I are both physicians. She branched out to pursue real estate, hotels, and a host of other businesses, and I went on to develop critical pharmaceutical drugs. We didn't always know exactly how to proceed; surely we had a bit of luck, but we weren't educated on how to become leaders in our fields. This program will change that. Students will have new opportunities to change the landscape of innovative leadership.

***How has Brentwood School impacted your family throughout the years?***

**RB:** We feel privileged to have our four kids graduate from Brentwood, and to find that they were all very well-prepared for college and beyond. We're grateful that each of our kids valued their experience and greatly benefited from their years at Brentwood, which is why we're excited to give back! Furthermore, to this day their closest friends are still those they met at Brentwood School.

I was involved with the Board for a few years and then served as Chair, during which time I had the opportunity to gain an "inside look" at the true culture of the school and the active sense of community, which is a direct reflection of the sincere commitment from the teachers, staff, and administration. Our gratitude, respect, and admiration for the school are beyond words! ■

# ONE SHUTTLE VAN TWO VETS AND A WEDDING

A MODERN LOVE STORY  
ABOUT MARY & GARY

BY GENNIFER YOSHIMARU  
ASSISTANT HEAD OF SCHOOL



**Life is a fascinating journey, made even more interesting by the occasional surprise.**

The story you are about to read is an excellent example. In this particular turn of events, a shuttle van transformed into a wedding coach and a public safety officer became a groomsman.

Every Wednesday, Brentwood School runs a shuttle to and from Westwood Village for the Veterans living in Building 209. For many, this is their only trip off VA grounds and an important opportunity to engage with the world beyond the VA. They can shop, dine, see a movie, or simply stroll around the Village.

Brentwood School Public Safety Officer Stephan Mkrtchyan is the driver for the route. He has



developed a warm rapport with the “regulars” proving that, when humans connect, even something as basic as a weekly van ride can be the conduit for new friendship. Around Brentwood School, Steve is respected for being professional, responsible, and very efficient. Most were not, however, aware that he has a giant heart...until last spring. It happened in June, during one of the Wednesday trips, that two of the frequent riders told Steve they were going to get married.

Gary and Mary are both Veterans and residents of Building 209. They met shortly after moving into the permanent supportive housing that opened in May 2017, the first in what will be a series of housing units dedicated specifically to the most vulnerable Veterans as part of the Greater Los Angeles VA Draft Master Plan. Gary and Mary wanted to tie the knot at City Hall, but didn't have transportation and needed some help with details. The fact that Steve was the person they asked for assistance is a wonderful affirmation of how relationships and trust can grow in unexpected ways.

Steve, being the rule follower that he is, let Mary and Gary know that he'd be honored, yet would first need approval from his supervisor. As is protocol, Steve asked Bernardo Arabalo, Brentwood School Director of Public Safety, who then checked with me as the liaison between our school and VA. Being equal parts romantic and practical, I needed more details in order to determine how we might help them celebrate a lovely union.

The email from Bernardo below aptly captures the spirit: “Steve spoke with the happy couple and they related the following:



## WITH STEVE ACTING AS THEIR WITNESS, GARY AND MARY SAID THEIR VOWS, EXCHANGED RINGS, AND SHARED A KISS.

- They have no additional guests
- They do not have flowers
- They need a witness (and asked Steve to do this)
- They do not have a suit or dress
- They do not have plans after the appointment at City Hall
- They do not have funds for much but they have *love!!!*

So... there you have it. Please let me know what we can do to help make this happen. Transportation should not be an issue. If you can set up a meal somewhere, Steve has volunteered the transport. Anything else we can do to make this happen, just let us know. *P.S.* Rumors that Steve and I do not have hearts have been greatly exaggerated! We do have hearts. We just leave them at home where they are safe. Let me know what we can do. Thank you!”

So it was that Groomsman Steve picked up Mary and Gary in their wedding coach, flowers

in hand, and took them on what turned out to be a true adventure. After trying three different City Halls in the Greater LA area, things finally came together at a little wedding chapel on the other side of downtown Los Angeles. With Steve acting as their witness, Gary and Mary said their vows, exchanged rings, and shared a kiss, all captured by volunteer photographer (and Brentwood School Events Coordinator) Marc Rudisill. The newlyweds were then treated to a celebratory lunch at a romantic Italian restaurant before returning home to Building 209.

Though back at the same spot where it had all begun, everything—and everyone—seemed different, magically transformed by the wonderful turn of events that had unfolded between their morning departure and their afternoon arrival as a married couple. ♥

PHOTOS BY MARC RUDISILL  
BRENTWOOD SCHOOL EVENTS COORDINATOR



As the 2018-19 school year began, I was struck by the fact that I have spent way more than half of my life at the school. This community has, over the years, truly become my “family,” one whose members now span generations, and I am so grateful and fortunate that my days continue to be filled with so many wonderful interactions with both alums and parents of alums.

For me, there are many constant reminders of how quickly the years have passed. Thirty years ago I attended Andy Howard '94's Bar Mitzvah; in early November I attended his son Josh's (now a Brentwood 7th grader) own Bar Mitzvah. Every Wednesday I meet with my advisee group of ten juniors, one of whom is Brayden whose parents, Greg '82 and Heather '84 Thomas, I met during my first year at Brentwood when they were just 10th and 8th graders. Daily I interact with at least one of the 12 alums, ranging in graduation years from 1985 to 2014, who now work at their alma mater. And every day I have the privilege to work closely with Emily Manning Ellis '94. The two most recent alums joining us are Billy Kaplan '04 and Brianna Monkarsh Beneron '10.

During Grandparents' Day each spring at the Lower School, I so enjoy seeing folks whom I first met when I interviewed their children for admission and later counseled them regarding their college choices. Over the intervening years, we have grown older together while sharing so many happy and sad life events. And whenever I go out to lunch or dinner, I can count on the outing being enhanced by running into at least one alum or parent of an alum.

It is my hope that, during the remaining months of this school year and next, my final and 40th year at the school, I will have the special opportunity to connect with or hear from many more of you. You have truly enhanced my life in so many ways and you continue to do so daily.

I have no doubt that you will enjoy reading the entire alumni section and, as you do, reflect back on that “younger you” and on the people and experiences that helped to mold and influence who you are today. And, whenever possible and in your own way, please “give back” to the school.

Once an Eagle, always an Eagle!

Dave Velasquez (Mr. V)

Director of Alumni and Parent of Alumni Engagement







Bryce Caster '10 and Bryan Hudson '09 cheer the Eagles on to victory at Homecoming.



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#### OFFICE OF ALUMNI AFFAIRS

**Dave Velasquez**  
Director of Alumni  
and Parent of Alumni Engagement

**Emily Manning Ellis '94**  
Director of Alumni Relations

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#### ALUMNI ASSOCIATION EXECUTIVE COMMITTEE 2018/2019

**Wendy Marantz Levine '91**  
President

**Jeff Ehrenpreis '95**  
Vice-President

**Jared Cohen '94**  
Secretary

At Large  
**Allison Abell Schwartz '97**  
**Bryce Caster '10**  
**Amy Colvin '91**  
**Gregg Colvin '90**  
**Bryan Hudson '09**  
**Scott Sandler '92**

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## 40 LOVE

## Serving a Future to a New Generation

BY MALCOLM HENDERSON '06

**Sports have always had a significant impact on my life.** Most kids in my neighborhood choose to play one of the most popular sports—basketball, football, baseball, or soccer. For me it was tennis.

I have always felt as if I did not choose tennis but the sport chose me. My coach showed up to my school in Inglewood, California and asked my principal to help him select kids for a new tennis program. At nine years old I signed on to participate in a unique tennis and educational development program. Six kids were chosen from all over Southern California for a long-term scholarship that provided two hours of after-school tennis instruction every day and weekly educational tutoring assistance. I was the only kid in my neighborhood who played tennis or even owned a tennis racquet. The first time I held a racquet, I did what most kids do; I positioned myself in a baseball stance and proceeded to swing for the fences.

At the time I had no idea of the opportunities and the impact the sport would have on my life. My coach, Jess Asper, was fully invested in the process of developing our small group into student-athletes. He used tennis as a platform to make an impact on kids' lives.

He also recognized that the best opportunity for me to compete at the junior level and to receive a meaningful education was to attend a school like Brentwood. Among our first student mentors for our program were some of the top high school players in Southern California who were also members of the Brentwood varsity tennis team—Sean McKean '01, Eric McKean '03 and Chris Dennis '01. As a young tennis player, I looked up to them and always wanted to take my game to their level. They were playing top level tennis as well as receiving a top quality education.

Our parents knew that the long commute to Brentwood in LA traffic and other obstacles were of little concern when compared to the opportunities provided by a Brentwood School education. Our families knew we could compete with top level juniors as members of the tennis team but, more importantly, that we would also receive an excellent education. Three of the six kids from our program, including myself, Lauren Burnett '06, and Cory Burnett '07, were able to gain admission to Brentwood as well as to be awarded sufficient financial aid to make it possible for us to attend.

At the time, Brentwood was in the midst of a prime era for both middle school and upper school tennis. Both boys and girls teams were dominant. The first time I walked into Brentwood's gym, I was struck by the numerous tennis banners that draped from the ceiling. Our boys and girls middle school tennis teams included some of the top ranked juniors in Southern California.

Our high school tennis teams were no different. A championship banner was the standard.

Once I graduated from Brentwood, my racquets collected dust in my garage. After I graduated from the University of Arizona, I only played tennis recreationally with friends. I started to work in real estate and began to play with a few Brentwood alumni.

Years went by, and I received an unexpected call from a childhood friend with whom I had played tennis in my original youth program. She had continued to work in the tennis industry and had started to coach a group of kids from her community. She asked for my help in starting a youth development program that would ignite the passion for tennis in inner-city youth.

Together we worked to set up an organization similar to the model which had provided me with an opportunity to gain admission to Brentwood. We established a non-profit known as the **40 Love Tennis Foundation**. We aim to use the sport of tennis as a platform to develop tennis, education, and mentoring programs that will impact kids' lives.

Currently, **40 Love** is working to build out tennis and education services at our facility in Inglewood, California. We have formed a partnership with the City of Inglewood to offer tennis services, along with after school classes and seasonal camps, at the eight courts located at Edward Vincent Jr. Park.



We have started to spread our influence to local Inglewood schools and into the community with the added support of leaders such as Councilman George Dotson and Mayor James Butts.

It has been a joint effort by my friends, family, and the Inglewood Community to grow the **40 Love Tennis Foundation**. This endeavor is so personal because of the impact and opportunities both the sport and my Brentwood experience had on my life. **40 Love** is dedicated to providing many of the same values that my Brentwood experience helped instill in me throughout my developmental years. I truly feel that our efforts will give many youths a path to a promising future, on and off the tennis court.

It can be an overwhelming experience starting to grow your own non-profit organization.

Throughout the past few years, my Brentwood friends have supported me every step of the way. The same group of friends I met when I entered the school in 7th grade have continued to support me in growing the **40 Love Foundation**. Among my initial supporters, consultants, and donors were many Brentwood alumni. I am so grateful that I was still in contact with so many Brentwood alums who were all doing incredible things in their careers. One of my closest friends, Kevin Yamazaki '06, had formed a successful tech and innovation company from the ground up, and I knew I could count on him for general business advice along the

way. I reached out to another close friend and **40 Love** volunteer, Anthony Amato '06, for advice on messaging and marketing. Some of our biggest supporters, Matt Landstrom '05 and his wife Amy Golfarb '05, organized one of our first fundraisers and have continued to volunteer in our programs.

When I graduated from Brentwood, I never knew how closely I would keep in contact with so many of my former classmates. I came to the school looking to join a top-level tennis program and left with a quality education and many lifelong friends. I am incredibly grateful for the support, advice, and donations from members of the Brentwood School community throughout our initial years of growing this special program.

I am also grateful to administrators like Dave Velasquez who provided me with the opportunity to join the Brentwood family and to my teachers and coaches who nurtured me, both inside and outside the classroom, throughout my six years at the school. ■

Corey Burnett '07, Malcolm Henderson '06, and Lauren Burnett '06 are among the Brentwood alums who found their way to BWS through tennis.

**“40 Love is dedicated to providing many of the same values that my Brentwood experience helped instill in me throughout my developmental years. I truly feel that our efforts will give many youths a path to a promising future, on and off the tennis court.”**



## A SUCCESS STORY

# Brentwood's Summer Internship Program



**ZACH BINDER '03**  
AND **EDEN WEINBERG '13**



In the Spring of 2014, Zach Binder '03 found himself in search of viable candidates for a new internship program at the fast-growing marketing firm where he served as COO.

Having little time and little success relying on local job fairs and internet postings, he turned to Brentwood School and Director of Alumni and Parent of Alumni Engagement Dave Velasquez and the fledgling internship program to help fill the role. After a series of interviews coordinated by Mr. V, Binder and his team hired Eden Weinberg '13, a Brentwood Alum who had just completed her first year majoring in Advertising at Boston University.

"Mr. Velasquez was incredibly helpful during the interview process," says Binder. "He took such an enthusiastic interest in making sure the internship would be successful and meaningful for everyone involved."

While the internship was only slated for a few months, the team wasted no time getting Weinberg acclimated to the work and taking an active role in projects, team

communication, and key initiatives. "I felt unbelievably fortunate for the opportunity to intern with Zach that summer. I had never had an internship where my boss gave me the chance to get involved in such important projects. In previous internships, I felt like I was a cog in a wheel. But the team actually carved out time to teach me about strategy and tactics, invited me to join important meetings, and take a stab at things that I had never done before. If they hadn't given me those chances, I really don't think I would have the confidence to be where I am today," says Weinberg.

The internship was such a success that Weinberg was asked to return for another internship before returning to BU for her senior year; she continued to stay in contact with Binder and his team throughout her college career. Whenever she was home from school, she would often stop by the office and have lunch with the team.

By the time Weinberg was preparing for her college graduation in the summer of 2017, Binder and his business partner Cynthia Johnson had been laying the groundwork for a new company.

Bell + Ivy Co-Founder Cynthia Johnson, explains, "We knew that our first hire was going to be crucial. We wanted someone committed, hungry, and willing to grow with us quickly. But we also wanted to



work with someone that we knew, someone that could help our team feel like family.”

Naturally, Binder and Johnson considered hiring Weinberg to help launch their business.

Binder explains how they considered their options. “Eden’s time with us as an intern really gave us a glimpse into her incredible work ethic and personality. She was constantly seeking out ways to learn something new and be of service at the same time. Even though our company was very young, we decided to make her an offer for the first full-time position with our new company.”

At the time, Bell + Ivy was still operating out of a home office and coffee shops, so Weinberg was apprehensive at first. “I had a lot of questions about the future, but the decision was really simple in the end. This was an opportunity I couldn’t pass up. I knew that if

I didn’t accept the offer I would always regret it, so I said yes,” Weinberg explained.

In the summer of 2017, Weinberg became Bell + Ivy’s first full-time employee. Since then, the company has quickly grown into a thriving full-service agency, employing over a dozen employees and serving clients nationwide in a variety of verticals including healthcare, technology, and entertainment. Less than a year after Weinberg took on her new role, Bell + Ivy acquired an established public relations firm to expand its service offerings.

“We simply could not have come this far without Eden by our side,” says Binder. “She comes to work every day with energy and a level of competency and commitment that you seldom find in the hiring process these days.”

Weinberg recently celebrated one year as Bell + Ivy’s Creative

“I have learned more in one year of working with Zach and Cynthia at Bell + Ivy than I learned in four years of college. **They entrust me with tremendous responsibility and amazing projects** that are not accessible to many of my friends in entry-level positions.”

—Eden Weinberg

Marketing Manager. Reflecting on her experience and the journey that got her here, she says, “Not to diminish the value of an incredible college education, but I have learned more in one year of working with Zach and Cynthia at Bell + Ivy than I learned in four years of college. They entrust me with tremendous responsibility and amazing projects that are not accessible to many of my friends in entry-level positions. Their trust is the reason I have grown so much, and that is priceless to me.”

Unexpectedly and thankfully, the Brentwood School internship program ended up providing much more than just three months of on-the-job experience. The program created the foundation for a successful business that was years away from launching and a key position that was years away from even existing. Both Weinberg and Binder are grateful for the experience brokered by Brentwood School and Mr. V. Eden looks forward to continuing the tradition and hiring her first Brentwood School intern for Bell + Ivy this coming summer. ■



In the last 12 months, the Bell + Ivy team (pictured in early 2018) has doubled in size, acquired a local PR company, and expanded its operations in California and Nevada.





MAY 10, 2018

## Thank You Celebration in Appreciation of Our Club 1972 & North Quad Society Members

AT THE HOME OF ANDY '94 AND JENNIFER HOWARD

**1** Andy Howard '94 and son Ryan '26 with Ally (Rinella '96) and Mike Ostrowski  
**2** Mark Tuohy '98, Dave Velasquez and Danielle Tuohy | **3** Emily Ellis '94 with  
 Josh '94 and Kelsey Donfeld | **4** Scott Sandler '92 and Jeff Ehrenpreis '95  
**5** Steven Greitzer '09, Hannah Bender '08 and Max Masuda-Farkas '13 | **6** Guest,  
 Nate Ament '04 and Nigel Lifsey '02 | **7** Dana Kaufman, Jennifer Howard, and  
 Stephanie Praw







**JUNE 10, 2018**  
**All-Alumni Family BBQ**  
 EAST CAMPUS



**1** Taylor, daughter of Emily Ellis '94, taking the leap of faith | **2** Adam Weg '02 with his daughter, Polly | **3** Tim Dietenhofer '79 with his son Joey '31 and daughter, Grace '28 | **4** Jessie Martinez '02 with his wife, Maria, and daughters, Staci and Kaylee | **5** Javon Frazier '96 and Erika Green Frazier '96 with their daughters, Chloe and Quinn | **6** Tyrone Hinderson '10 and Bryce Caster '10





AUGUST 15, 2018  
 Alumni Summer  
 Cocktail Party  
 AT THE BEACH CLUB



**1** Kendall Rhode '10, Olivia Penfold '08, Lauren Feder '07, Niki Valner '12, Emily Feder '05, Briana Monkarsh Beneron '10, and Stephanie Feder '10 | **2** Gary Rosen '91, Duncan Rolph '91, and Gregg Colvin '90 | **3** Justin Kobylt '14, Connor Ko '14, Leila Ardehali '14, Brandon Warren '14, Francesca Palamara '14 and Lucia Riera '14 | **4** Robert Richman '94, Scott Birdwell '94, Natalie Novom Bennett '94, and Emily Manning Ellis '94 | **5** Phil Pecsok '85 and Dave Velasquez | **6** Melissa Gruenthal '10, Derwin Aikens '10, and Tevin Bishop '10





OCTOBER 10, 2018  
 Alumni Fall Cocktail Party  
 AT TIATO

1 Wendy Marantz Levine '91, Bryce Caster '10, Jeff Porter, and Amber Winsberg Handman '91 | 2 Alumni laugh over an old memory shared by Mr. V | 3 Shakari Gault '04 and Veronica Green '03 | 4 Nigel Lifsey '02 and Randall Johnson '04 | 5 Billy Kaplan '04 and Matin Roshan '08 | 6 Andrea Cuttler '03, Lauren Aspell Adler '03, and Jason Rogers '01





## ALUMNI WALK OF HONOR PATIO, EAST CAMPUS



40-YEAR REUNION JUNE 9, 2018

# 1977 & 1978





## Share Your Story

**Brentwood School alumni do some pretty amazing things once they leave the nest.** Climb the world's highest peaks, teach underserved populations at home and abroad, work at the largest Fortune 500 companies, start their own non-profits, invent, create, perform, and so much more. **The reach of our growing alumni population and the breadth of activities in which they are engaged is showing the world that Brentwood alumni make a difference in all kinds of meaningful ways.**

Just like the two Alumni Profiles found in this magazine, **your journey may inspire and make a difference to our readers.** Are you engaged in an interesting service project at home or abroad? Does your job help those in need? How are you sharing your creativity with others? Has your path since Brentwood taken some interesting turns along the way? **We'd love to learn more.** Please contact the Alumni Relations Office at [alumni@bwscampus.com](mailto:alumni@bwscampus.com) and **share your story** today.

## Get connected...



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**Brentwood School Alumni Network**



**@bwsalumni**



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## FRONT LAWN, EAST CAMPUS



JUNE 9, 2018 30-YEAR REUNION  
1988



# 1998

## 20-YEAR REUNION

JUNE 9, 2018



NORTH QUAD, EAST CAMPUS



JUNE 9, 2018 10-YEAR REUNION



2008

SOUTH QUAD, EAST CAMPUS





# 5-YEAR REUNION

JUNE 1, 2018

Q'S BILLIARD CLUB  
WEST LOS ANGELES

# 2013



## Letter from the Chair of the Board of Trustees

**Lance Milken '94**

**Y**our ongoing support of our school positively impacts every student. Thanks to your investment of time, energy, and personal resources, Brentwood School delivers excellent academic and extracurricular programs, maintains a strong financial aid program, recruits and retains outstanding faculty and staff, and maintains two beautiful campuses.

The strength of the Brentwood Fund is a key factor in the overall health of Brentwood because tuition alone does not cover all of the school's expenses. The Brentwood Fund's success plays a crucial role in sustaining the comprehensive educational experience from which each student benefits. Impressively, as a result of your generosity, the Brentwood Fund supported the school's operations by contributing a little more than \$4 million for the 2017–2018 school year. In addition, the Parents Association efforts nurtured our sense of community and the PA end-of-year gift strengthened the school's endowment by \$440,000.

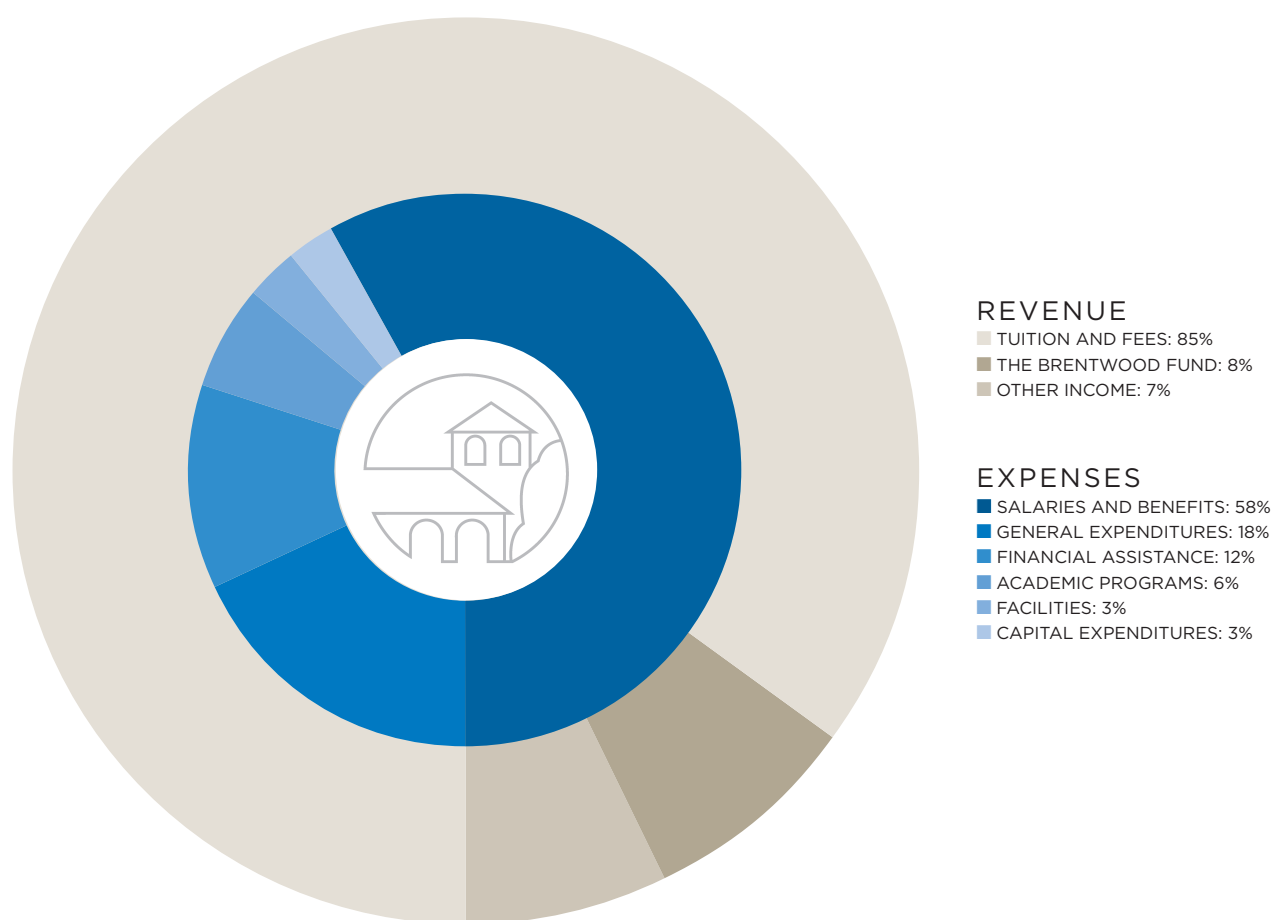
On behalf of the Board of Trustees, I thank you for your dedication to our school and for your philanthropy. There are many causes worthy of your support, yet few so positively impact your own children and the others with whom they learn and grow. Please know that everyone here is most grateful that you choose to invest generously in Brentwood School.



# FINANCIAL OVERVIEW

## 2017/2018 OPERATING REVENUE \$47,534,450 (unaudited)

Brentwood School's operating budget is funded primarily by tuition income and by annual Brentwood Fund gifts from parents, grandparents, alumni and their families, faculty, staff, and friends.



**LOOKING AHEAD:  
BUDGET OVERVIEW 2018/2019**  
2018/2019 Operating Revenue: \$49,698,046



## BOARD OF TRUSTEES 2018/2019

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**Brian Lee**, Secretary  
**Ben Nazarian**, Treasurer

**Erika Aronson**  
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**John Tipton**  
**Nadine Watt '86**  
**Sam Yadegar**

## VOLUNTEERS PHONATHON VOLUNTEERS 2017/2018

Thank you to our incredible Phonathon volunteers, listed below. This wonderful group generously spent an evening reaching out to their fellow Brentwood School parents, and we give them our heartfelt thanks for their efforts!

## BRENTWOOD FUND CAPTAINS

**Ryan Gutierrez**—Lower School  
**Judy Burkow**—Middle School  
**Cece Karz**—Upper School

## GRADE CAPTAINS

**Brett Kassan-Smith**—Kindergarten  
**Eric and Beth Freedman**—1st Grade  
**Stephanie Flitcroft**—2nd Grade  
**Jeremy and Michelle Weiner**—3rd Grade  
**Nathan and Kimm Agam**—4th Grade  
**Sahara Pynes**—5th Grade  
**Sanjay and Leela Kuttemperoor**—6th Grade  
**Ken and Katrina Carlson**—7th Grade  
**Erica Lockhart**—8th Grade  
**Allison Mellon**—9th Grade  
**Laura Dudley**—10th Grade  
**Tanya Hekimian and Pierre Brogan**—11th Grade  
**Tasnim Shamji and Gary Romoff**—12th Grade





## VOLUNTEERS

Page Adler, Arynah Ajani, Amin Ajani, Tracey Bailey,  
Sandy Barger, Dom Bautista, Lara Beebower,  
Lisa Bender, Rod Bickerstaff, Kathleen Black,  
Tanya Brooks, Allyson Bunting, Gilles Chiasson,  
Sharyn Church, Julie Cohen, Shawn Costa,  
Sami Davoodi, Rosie DiLorenzo, Jill Eckmann,  
Robert Eckmann, Nancy Emmanuel, Lani Fauvre,  
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Kerry Lyon Grossman, Sarah Milken, Terry Mitchell,  
David Nathanson, Kingsley Ossueta, Mindy Paige,  
Tammy Patterson, Audrey Prins, Luisa Romoff,  
Richard Rubin, Faruque Sikder, Pauline Sjoenell, Jake  
Smith, Cheryl Spound, Richard Statter, Allison Statter,  
Jennifer Sternberg, Melody Taheri, John Tipton, Mark  
Walker, Julie Weiss, Eva Williams, Jennifer Woodle,  
Rozi Yacobi, Tracy Yadegar, Dina Yaghmai Payvar



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**Erika Aronson**  
**Laura Dudley**, Parents Association Chair, ex officio  
**Marc Ezralow**  
**Lani Fauvre**  
**Calista Flockhart Ford**  
**Irwin Gold**  
**Tom Gordon**  
**Ryan Gutierrez**  
**Jamie Halper**  
**Scott Klein**  
**David Kohl**  
**Brian Lee**  
**Tanya Lopez-Brooks**  
**Jimmy Lustig**  
**Wendy Marantz Levine '91**, Alumni Association President,  
ex officio  
**Sarah Milken '93**  
**Loren Montgomery '87**  
**Ben Nazarian**  
**Angela Reddock-Wright '87**  
**Michael Riera, Ph.D.**, Head of School, ex officio  
**Eden Romick**  
**Nadine Watt '86**  
**David Wong**



## PHILANTHROPY AT BRENTWOOD SCHOOL

Thank you for your ongoing investment in our community! The vibrant and inspiring Brentwood School experience that we value is dependent upon more than just tuition dollars alone. The dedication of our school community through volunteerism and philanthropy helps to sustain the Brentwood School that we all love. We count on each and every family to embrace the spirit of generosity by participating through the three buckets of philanthropy:

### BRENTWOOD FUND

The Brentwood Fund is our school's top philanthropic priority because it provides 10% of this year's total budget. Every student benefits directly from your generosity. By making a donation to the Brentwood Fund you're directly supporting key aspects of our school, such as financial aid, professional development opportunities for our teachers, robust student programs, arts and athletics, an innovative curriculum, among many other opportunities. Gifts to the Brentwood Fund also provide excellent preparation for college and beyond, help to build a phenomenal alumni network, a valuable experience in leadership in service, and lessons for a lifetime.

### PARENTS ASSOCIATION

The Parents Association enriches our school by supporting programs and events to deepen the connection of our community. The PA's major fundraising efforts are The Party Book and Spring Benefit. PA proceeds support the school's endowment.

#### BENEFIT AND AUCTION

Participation is through the following opportunities:  
event underwriting, purchasing tickets for events, and donating or purchasing auction items. Your generosity will make a difference.

#### PARTY BOOK

When you host or co-host a party and/or purchase admission to parties it is an excellent way to connect with other families and learn firsthand more of the benefits that Brentwood School offers.

### CAPITAL CAMPAIGN

The Capital Campaign is an exciting part of our 30-year Education Master Plan. A capital pledge, typically paid over several years, is an addition to your annual giving and completes your investment in the exceptional educational experience that is Brentwood School.



# WAYS TO GIVE

Your contribution to the Brentwood Fund will make an immediate and lasting impact on the student experience. We are a 501(c)(3), not-for-profit, organization, making gifts tax deductible to the extent of law. Here are the ways you can make contributions to the school:

**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](http://bwscampus.com/support). You may also make gifts via credit card online (Visa, MasterCard, and American Express) at [bwscampus.com/give](http://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 stock transfer 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/securities](http://bwscampus.com/securities) or request a form via email from Ally Durlester, Director of Annual Fund, at [adurlester@bwscampus.com](mailto:adurlester@bwscampus.com).

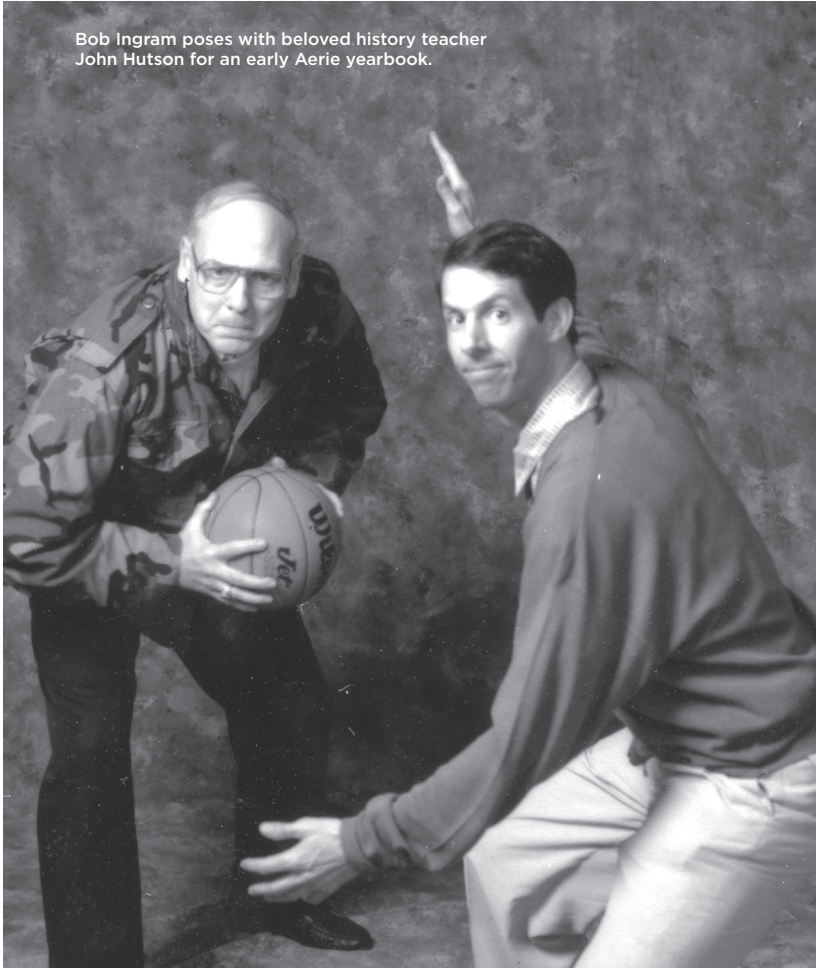
**MATCHING GIFTS** Many corporations will match philanthropic donations made by their employees. This is a great way to maximize your gift. You could possibly double or even triple your gift with a corporate match. Simply send us the appropriate paperwork from your employer's human resources or personnel 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](http://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](mailto: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 Director of Major Gifts, Alyssa Brakey at [abrakey@bwscampus.com](mailto:abrakey@bwscampus.com).

**PLEASE NOTE:** Brentwood School is not engaged in rendering legal or tax advice. For advice and assistance in specific cases, the services of an attorney or other professional advisor should be obtained. The purpose of this page is to provide general information only. Please be aware of tax code revisions. State laws govern wills, trusts, and charitable gifts made in a contractual arrangement. Advice from legal counsel should always be sought when considering these types of gifts.

Bob Ingram poses with beloved history teacher John Hutson for an early Aerie yearbook.



## GRATITUDE

by **BOB INGRAM**, Lower and Middle School Latin

**According to Cicero**, the famous Roman public speaker and statesman, gratitude is not only the greatest of virtues, but also the parent of all the others. I would like to provide a framework for this ever so important virtue by sharing a couple of signature moments in my own life that hopefully will demonstrate just how fortunate I have been.

**At age two**, I contracted osteomyelitis, a disease passed down to me by my mother. In both cases, my mother's and mine, there were no antibiotics that effectively curbed the disease. We both were fortunate to survive. In my case, Children's Hospital in downtown Los Angeles was my home for a considerable length of time. At one point in my stay there, my temperature rose to 108 degrees. In fact, it hovered there for over a week, causing my doctors to suggest that there would be a decent chance of brain damage or even death. With no change in sight, the doctors warned that I might not survive another evening. Family and friends were called in to say their last goodbyes. Fortunately—or by the grace of God, as I see it now—my temperature eventually started to subside thanks to constantly repeated ice baths. Eventually, I was cleared to go home, but relegated to a wheelchair for six months.

Apparently, **one of my older brothers came up with a brilliant plan to make my life in a wheelchair more palatable. He tied a rope from the back of his bike to the wheelchair and took me on some exciting rides.**

Evidently (although I certainly don't remember) I thoroughly enjoyed these rides until one day we hit a bump in the driveway and the wheelchair tipped over. Out came Mr. Ingram, face first onto the cement and now minus his four front teeth. Oh, well, there went my budding acting career.

By the time I had reached elementary school and had fully recovered from my disease, I was made aware of just how close I had come to death's door. Hearing this story from my parents certainly has helped me to be more mindful and grateful for every breath that I take and for the good health that I have enjoyed since that time.

After graduating from Harvard School and then matriculating to Claremont College, I embarked upon a business career.



By the age of 23, I was well on my way to achieving considerable monetary success when a momentous event took place in my life. One of my high school football coaches contacted me, offering me a job as a Varsity Assistant coach. The opportunity was tailor-made for my particular situation because I was done with my work downtown by 3:00. By the end of the football season, I realized that coaching—although not as lucrative—was more enjoyable than my business ventures.

The crucial moment came when a Math teacher in the Upper School named Nancy Birdwell was pregnant with twins and made the decision not to return for the second semester. As a result, the school was looking for someone to take over her duties for the rest of the year. Miraculously, as I see it, I was offered the job. Now, truth be told, I was not given much time to decide. At age 23, I was not in the habit of enlisting my parent's advice, but the gravity of this decision, and the short amount of time I was given to make up my mind, convinced me that consulting my parents would be worthwhile. Fortunately, for me, they told me what deep down in my heart I had wanted to hear. Do what you are passionate about, rather than take the safer route.

So, the rest is history, folks. I have now been at Brentwood School for 44 years, doing what I love, and learning from my students and colleagues every day. I have been blessed beyond belief to learn from every administrator I have worked for, as well as the wonderful teachers and coaches that have been supportive and tolerant of my many shortcomings. **The students have kept me young—at least until I look in a mirror—and have given me far more than I have given them.**

Oprah Winfrey drives home my point beautifully: "Every morning when I open the curtains for that first look at the day, no matter what the day looks like, foggy, rainy, overcast, or sunny, my heart swells with gratitude that I get another chance." ■



Bob Ingram's first BWS yearbook photo compares nicely with his most recent.

**TELL US WHAT YOU THINK.** *BWS Magazine* welcomes correspondence from readers relating to magazine content. Reach us at *BWS Magazine*, 100 South Barrington Place, Los Angeles, CA, 90049. Or email us at [bwsmagazine@bwscampus.com](mailto:bwsmagazine@bwscampus.com).

# bws

**Brentwood School Magazine**  
is published twice a year by the  
Brentwood School Office of Advancement.

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**Brentwood School** was founded in 1972  
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Brentwood School inspires every student to:

Think critically and creatively.

Act ethically.

Shape a future with meaning.

Core Values: Trust, Respect, Responsibility,

Honesty, Caring, Community, Diversity



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## PARTING SHOT

The Upper School Winter Dance Concert, "Le Cirque Rouge," featured student choreography from the Brentwood Dance Company and a guest aerialist performance by senior Alex B. For the show, the East Campus Theater was transformed into a full-blown circus with majestic white tigers and their expert tamer, graceful tightrope walkers, a snake charmer and her snake, magicians, acrobats, mimes, exotic birds, and much more.

PICTURED: Jona M. '20