

# lowS

BRENTWOOD SCHOOL MAGAZINE

FALL 2016





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## ON THE COVER

The Middle School PE department found a meaningful service project with The Heroes Garden, a part of the Veterans Food Program. The Heroes Garden needed immediate and long-term support, so 8th Grade PE classes began and will continue to work at the garden throughout the school year. Students have already harvested fruits and vegetables, weeded, planted, and fertilized many raised beds. Read more on page 30.

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FALL 2016

# bws

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## GO ANYWHERE

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### FEATURES

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14 **HUMAN DEVELOPMENT IN THE MIDDLE SCHOOL**

Middle School students engage in thoughtful discussions during Human Development courses that shape their identity, relationships, and future outlook.

---

24 **VETERANS AFFAIRS AGREEMENT**

Brentwood's ongoing partnership with our Veteran neighbors continues to flourish as we solidify an agreement to continue sharing space.

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34 **UPPER SCHOOL STUDENTS INVEST IN ELECTION**

AP Government students explore election politics and its influencers through an online investment market.

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### DEPARTMENTS

---

2 WORDS FROM THE HEAD OF SCHOOL

---

3 OPENING SHOT

---

4 BWS DIGEST

---

38 ALUMNI

---

52 GIVING

---

80 FINAL THOUGHTS

---

82 PARTING SHOT

---



## Words From the Head of School

**DR. MIKE RIERA**

**One of the chief goals of a Brentwood education** is what we call the “essential integration of academic excellence, emotional intelligence, and character development.” We believe that these three aspects of education are crucial in every child’s life, as well as every adult’s life. That is, through this integration we are guiding our students not only in doing well at school, but more importantly, in paving the way for them to live successful and meaningful lives as thirty-five year-olds and beyond.

As you thumb through this magazine, I believe you will see multiple examples of this Essential Integration. From our celebrations of diversity, to fostering a strong sense of self and social awareness through human development, to the intellectual high bar of our Hutson Lecture series, to the incredible contributions our alumni make in the world, the evidence is plentiful. The most impactful manifestation, however, can be attributed to our exceptional teachers and coaches who engage our students every day of their Brentwood experience. Enjoy!





## OPENING SHOT

Students soar down a two-story slide at our annual West Campus Eagles Harvest Festival, a FUN-raiser that brings together Lower School families for pumpkins, a petting zoo, bounce houses, treats, and more.



## Sunday, September 25, 2016 First-Ever All-Family Celebration of Diversity

**D**espite the intense SoCal heat on the last Sunday in September, the Middle School Field was packed with families enjoying the first annual All-Family Celebration of Diversity, sponsored by our Parent Affinity Groups. It was a day of amazing food representing an array of cultures, games for all ages, bounce houses, the reading corner led by Lower School Librarian Yapha Mason, and the popular Ice Breaker Bingo. It was a great day of community building and culture sharing! ■



TOP: Dr. Trina Moore-Southall, Director of Equity and Inclusion speaks. ABOVE: Lower School girls enjoy a silly moment in the bounce house. RIGHT: Ice Breaker Bingo requires participants to find someone who speaks multiple languages, who lives with a grandparent, or who doesn't eat turkey at Thanksgiving, among other fun facts. TOP CENTER: Students and their families work together to complete various obstacle activities. FACING PAGE: Ms. Mason's reading corner featuring books about an array of cultures and experiences.



### Don't miss the following Affinity Group events coming up in 2017:

**Asian Family Potluck**

January 22, 2017  
West Campus | 12:00 p.m.

**Lower School Black History Month Kickoff**  
February 2, 2017

**6th Annual African-American Read-In**  
February 7, 2017

**Celebrating Diversity:  
The Power of Personal Stories**  
February 9, 2017  
East Campus | 8:00 a.m.

**Middle & Upper School  
Black Student Association Lunch**  
February 14, 2017  
East Campus MPR | 12:15 p.m.

**Pride Project "GayLA" Dance  
(students only)**  
February 18, 2017  
East Campus MPR | 7:00 p.m.

**Lower School Family Reunion**  
February 24, 2017

**Latino Family Potluck**  
April 20, 2017  
Alumni Hall Cafeteria | 4:00 p.m.

**African-American Family Picnic**  
May 6, 2017  
East Campus MPR | 4:00 p.m.



## Grandparent Gathering

by **Dave Velasquez**

Assistant Head of School for Alumni Relations

**Forty grandparents, whose grandchildren span all three divisions** (Lower, Middle, and Upper), gathered on Monday, October 24 in the Student Life Center on the East Campus for our first official Grandparent Council meeting. This meeting provided an opportunity for grandparents not only to hear from our three Division Directors about special happenings and programs, but also to ask specific questions about the school, meet the Chair of our Parents Association and learn more about that important organization, including a special invite to Parent University.

Organizers of the meeting garnered ideas from grandparents about what topics they would like to see covered by Head of School Mike Riera at the Grandparent Education Night to be held on January 10, 2017 and heard grandparents' thoughts on how they would like to see our grandparent program grow. It was also a great opportunity for grandparents to get to know one another or reconnect with individuals they knew during their own children's time at the school.


The event was marked by a great deal of shared fellowship, warm conversation, and a delicious lunch. Our guests left with a better understanding of what the school offers and what makes our school community so special. ■

FOR MORE INFORMATION ABOUT GETTING INVOLVED WITH UPCOMING GRANDPARENTS ACTIVITIES AND EVENTS, PLEASE CONTACT DAVE VELASQUEZ OR CANDACE JOHNSON:  
[dvelasquez@bwscampus.com](mailto:dvelasquez@bwscampus.com)  
[cjohnson@bwscampus.com](mailto:cjohnson@bwscampus.com)

# bws MAGAZINE

is NOW  
online!

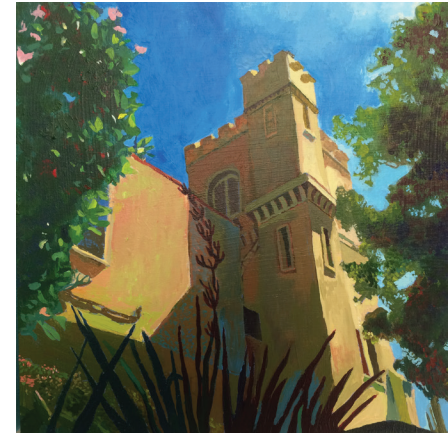


Not only can you access and share your favorite stories from **BWS Magazine in our new online format**, but as you read through our digital magazine, you will also find **links to additional galleries, stories, and more**. Throughout this issue, **keep your eyes peeled for online extras icons**  that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

[bwscampus.com/BWSMagazine](http://bwscampus.com/BWSMagazine)



Stop by the tower lobby to view Edy Levin's three views of the West Campus Admissions Tower.



## Edy Levin Lower School Art Teacher

**Edy Pickens Levin** began her artistic journey in South Carolina where she was influenced by her grandmother, a prolific artist, and her mother, a gifted pianist. After she received a B.A. in studio art from Hollins University in Roanoke, Virginia and an M.F.A. in painting from Indiana University, Edy moved to Los Angeles, where she began teaching at Brentwood School.

and drawing back into my routine. Outside of demonstrating techniques to my students, touching brush to canvas became a past-time, as did exercise and many other forms of self-care. In my formal art education, I was taught that creative expression should be a daily occurrence, if not an hourly one, so the lack of art-making weighed heavy on my spirits. When Goldie turned 18 months old, I decided it was time

**“The process to create the paintings was contingent on gratitude and personal wellness, both closely linked. I am able to recognize what opportunities, gifts, and resources are available to me and am extremely grateful to Brentwood School for providing them.”**

**As a professional artist, teacher, and mother of almost two-year-old Goldie, how have you been able to juggle all of your responsibilities and feed your artistic passions?**

After Goldie was born, it became very challenging to incorporate painting

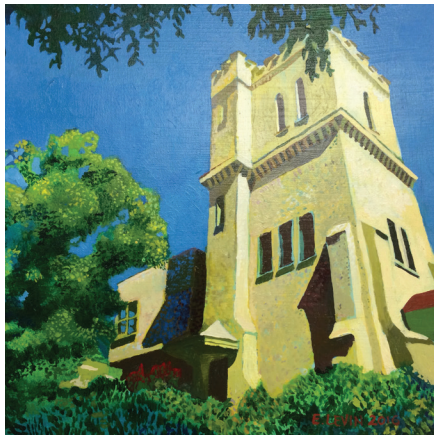
to tackle artistic pursuits once again. At that point, Brentwood's faculty inservice week culminated with a Wellness Day—an opportunity that led me to dedicate the rest of my summer to personal wellness, including making art at Brentwood.

### **Why did you find inspiration in the West Campus Tower?**

I chose the West Campus Tower as my focus because it has been a constant in my life for the past 17 years and has always intrigued me. When I first arrived at Brentwood for my interview to become an art teacher, I was instantly attracted to the structure. I later learned that it used to be surrounded by a green pasture with horses, long before this was a school. This especially interested me because I spent most of my life as an equestrian and a horse owner, and I often incorporate horse imagery into my paintings. I like to think that the West Campus art room, which sits at the base of the tower and is almost attached, was the horses' old stomping ground.

Many years ago, the Tower was the music room. It's where I met my husband while he was teaching a 4th Grade trumpet class in 2003.





**What made the Tower particularly interesting to you from an artistic perspective?**

The Tower as an artist's subject matter is pure delight. Physically, it is a striking structure, standing starkly against the sky that almost never sees a cloudy day. Its northeast walls receive the sun's attention all morning and reflect the most beautiful golden hue. As the day starts to heat up, the walls absorb the westward moving light, shifting the colors into citrines and peaches, influenced and echoed by the surrounding hibiscus trees. It is a beautiful dance of color and light. I would walk around the building and photograph it from different angles. Finally, I chose my favorite three views and proceeded to sketch and mix paints for hours until I completed the paintings in early August. They now rightfully hang in the Admissions Office at the bottom floor of the Tower. ■

## Mike Cottone

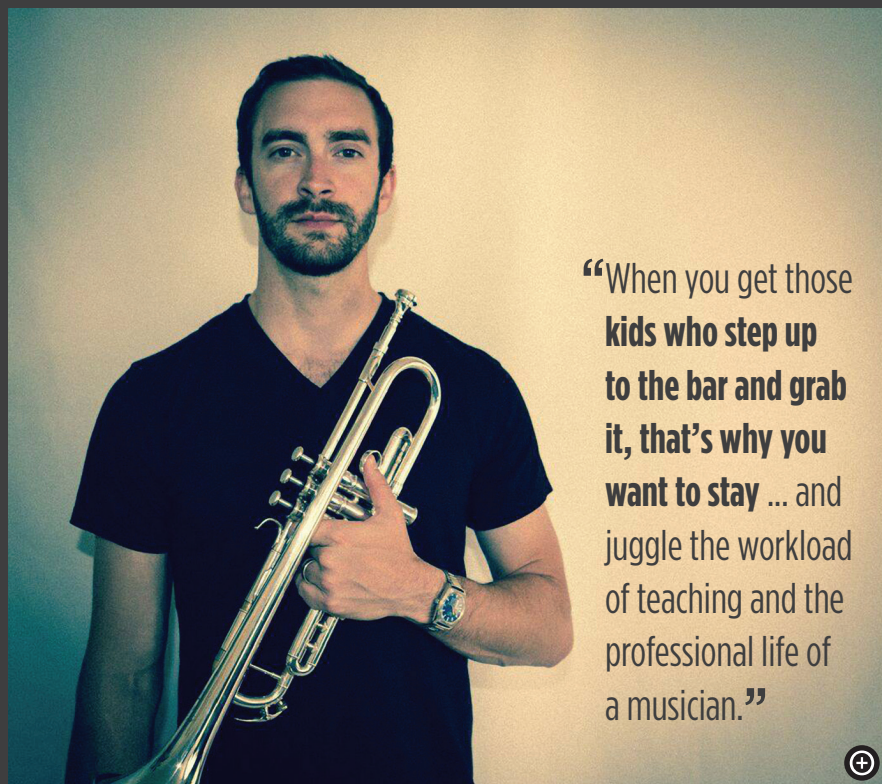
### Upper School Jazz Teacher

**O**ur three Upper School jazz bands (beginning, intermediate, and advanced/honors) are under the very capable direction of Michael Cottone, who joined the Brentwood School faculty in 2014. His professional life has been very busy lately—as an accomplished jazz musician, Mike jumps from school to the recording studio, to the jazz club, to the tour bus on regular rotation. His hectic schedule includes producing weekly concerts around Los Angeles and regularly performing as a studio musician and as part of an ensemble called Holophonor, which performs in LA and New York. He has toured with Bette Midler performing in major venues across the US and Great Britain, and tours regularly with YouTube sensation Postmodern Jukebox that recently

included sold out concerts at Radio City Music Hall and the Microsoft Theater.

Balance—finding a moment to breathe between his teaching life and professional life—is challenging, but Cottone says his young musicians feed his passion: “When you see a kid complete an assignment that was a challenge and see them go above and beyond... When you get those kids who step up to the bar and grab it, that’s why you want to stay, despite the schedule and the juggling and the workload of teaching and the professional life of a musician.”

Rehearsals in the music room at school are more about lessons in the real world: rehearsal etiquette, being quiet and focused at all times, and taking the material seriously so that students can learn the difference between good and great. ■



**“When you get those kids who step up to the bar and grab it, that’s why you want to stay ... and juggle the workload of teaching and the professional life of a musician.”**

## Spring 2016 Athletic Accolades

### GOLD COAST LEAGUE HONORS

#### SOFTBALL

- **M.E. C. '17**, 2nd Team
- **Alison J. '17**, 1st Team
- **Katie R '19**, 2nd Team

#### LACROSSE

- **Daniel Halper '16**, All League Attack
- **Max Kohl '16**, All League Midfield
- **Coltrane Marcus '16**, All League Midfield
- **Bodhi P. '17**, All League Attack
- **Elijah R. '17**, All League Defense
- **Will Tobey '16**, All League Defense

#### GOLF

- **Cameron Azoff '16**, 1st Team
- **Chip O. '19**, 2nd Team
- **Michael Swalwell '16**, 2nd Team
- **Adam S. '18**, 2nd Team

#### VOLLEYBALL

- **Albert Acosta '16**, 1st Team
- **Adam Benezra '16**, 2nd Team

### TENNIS

- **Kevin Hwang '16**, Doubles 1st Team
- **Carson Smith '16**, Doubles 1st Team
- **Johnny Y. '18**, Singles 1st Team

### BASEBALL

- **Jason S. '17**, 1st Team

### SPORTS ALBUM

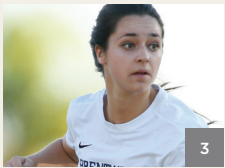




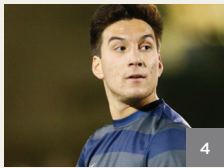
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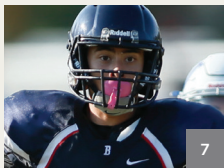
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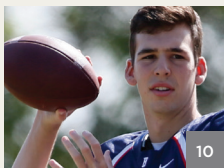
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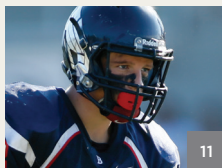
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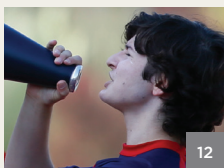
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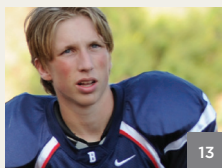
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12



13

## College Recruits

- 1 | **Kelly Bond '16**, Crew, Washington
- 2 | **Josh Davis '16**, Basketball, Wash U St. Louis
- 3 | **Katie Frizzell '16**, Soccer, Wesleyan
- 4 | **Alex Lee '16**, Football, Brown
- 5 | **Coltrane Marcus '16**, Football, Middlebury
- 6 | **Nick Medavoy '16**, Basketball, NYU
- 7 | **Harry Schwartz '16**, Football, Stanford
- 8 | **Henry Segel '16**, Football, Yale
- 9 | **Josh Seigel '16**, Golf, Swathmore
- 10 | **Holden Thomas '16**, Football, USC
- 11 | **Will Tobey '16**, Football, Johns Hopkins
- 12 | **Josh Wagner '16**, Cheer, Stanford
- 13 | **Kimball Winans '16**, Football, Trinity



3



4



5

- 1 | **Elijah R. '17** runs the ball down the field.
- 2 | **Katie R. '19** makes the catch for the out.
- 3 | **Kevin Hwang '16** returns a serve.
- 4 | **CIF Champion Bianca P. '18** leads the pack.
- 5 | **Jason S. '17** winds up for the pitch.

2016/2017 CALENDARS



School Calendar  
**Athletics Calendar**  
 Arts Calendar

JANUARY

**January 3**  
 Classes resume after Winter Break

**US Winter Sports Extravaganza**  
**January 6**  
 Off Campus: at Crossroads

**BDC Performance**  
 January 13 at 7:00 p.m.  
 January 14 at 7:00 p.m.  
 EC Theater

**January 16**  
 School Holiday: Martin Luther King Jr.'s Birthday

**Concert Singers Salon**  
 January 24 at 7:00 p.m.  
 EC Theater Lobby

FEBRUARY

**LS Musical Theater Performance**  
 February 1 at 6:00 p.m.  
 February 2 at 6:00 p.m.  
 February 3 at 6:00 p.m.  
 February 4 at 2:00 p.m.  
 WC Arts and Athletics Building

**No Limits 24-Hour Musical Performance**  
 February 5 at 2:00 p.m.  
 EC Theater

**Women's Choir Salon**  
 February 14 at 7:00 p.m.  
 Off-Campus

**February 20**  
 School Holiday: Presidents' Day

**EC Spring Sports Parent/Guardian Meeting**  
**February 23**  
 7:00 p.m. - 8:30 p.m.  
 EC Gym

**Orchestra Salon**  
 February 26 at 3:00 p.m.  
 EC Theater Lobby

MARCH

**US Jazz Concert**  
 March 2 at 7:30 p.m.  
 Off-Campus: Typhoon Restaurant

**US Musical Performance: *Guys and Dolls***  
 March 9 at 7:00 p.m.  
 March 11 at 7:00 p.m.  
 March 12 at 2:00 p.m.  
 March 16 at 2:45 p.m.  
 March 17 at 7:00 p.m.  
 March 18 at 7:00 p.m.  
 EC Theater

**March 24**  
 Last day of school before Spring Break

APRIL

**April 10**  
 Classes resume after Spring Break

**Choral & Orchestral Performance**  
 April 21 - 22 at 7:00 p.m.  
 EC Theater

**All-School Art Show**  
 April 24-27  
 EC Pavilion

**BDC Performance**  
 April 28-29 at 7:00 p.m.  
 EC Theater

**Madrigals Salon**  
 April 30 at 7:00 p.m.  
 Off-Campus

MAY

**MS Music Ensembles Concert**  
 May 3 at 7:00 p.m.  
 EC Pavilion

**Coastal Canyon League Track & Field Meet**  
**May 5**  
 1:00 p.m. - 6:00 p.m.  
 EC Field

**US Jazz Concert**  
 May 7 at 3:00 p.m.  
 EC Theater

**LS Spring Performance: 1st Grade**  
 May 8-9 at 10:30 a.m.  
 WC Arts and Athletics Building

**LS Spring Performance: 3rd Grade**  
 May 8-9 at 1:00 p.m.  
 WC Arts and Athletics Building

JOHN HUTSON MEMORIAL GUEST LECTURE SERIES



PHOTO BY BILL HAYES

FEATURING **Erik Larson**  
**January 29, 2017**  
 East Campus Gym, **4:30 p.m.**

We are delighted to announce that this year's Hutson Lecture Speaker is **ERIK LARSON**, award-winning author of *The Devil in the White City*, *In The Garden of Beasts*, and *Dead Wake: The Last Crossing of the Lusitania*. Tickets will be available online at [bwscampus.com/hutson](http://bwscampus.com/hutson) after January 4.



SAVE THE DATES

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

May 10 at 10:30 a.m.  
WC Arts and Athletics Building

**LS Spring Performance: 2nd Grade**

May 10 at 1:00 p.m.  
WC Arts and Athletics Building

**LS Spring Performance: 5th Grade**

May 11 at 1:00 p.m.  
WC Arts and Athletics Building

**Middle School Musical Performance: *Into the Woods***

May 13 at 7:00 p.m.  
May 14 at 2:00 p.m.

**MSDC Performance**

May 18 at 7:00 p.m.  
EC Theater

**Madrigals Performance**

May 21 at 7:00 p.m.  
Off-Campus

**6th Grade Musical**

May 23-24 at 6:30 p.m.  
WC Arts and Athletics Building

**BTC Performance**

May 25-26 at 7:00 p.m.  
EC Theater

**May 29**

**School Holiday: Memorial Day**

**LS Kindergarten Musical**

May 31 at 1:00 p.m. (Red)  
June 1 at 1:00 p.m. (Blue)  
WC Arts and Athletics Building

JUNE

**June 2**

**43rd Commencement Ceremony**

**June 8**

**Last Day of School**

**June 9**

**6th and 8th Grade Promotion**



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)



# CELEBRATING DIVERSITY

THE POWER OF PERSONAL STORIES

## Celebrating Diversity:

THE POWER OF PERSONAL STORIES

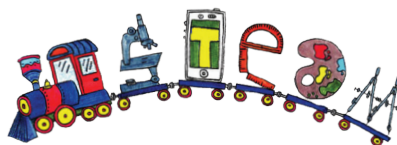
**February 9, 2017**

East Campus, **8:00 a.m.**

Every other year, the school sponsors an **all-day conversation of diversity issues for students in Grades 7-12 (parents are also welcome)**. Our goal is to provide a forum for all members of the Brentwood School community to discuss and grapple with issues related to diversity, as defined in terms of race, class, cultural identity, religion, family structure, gender, sexual orientation, learning styles, life experiences, and physical and mental differences.

**April 22, 2017**

East Campus, **10:00 a.m.**



**Brentwood School**

## STEAM DAY 2017

SCIENCE • TECHNOLOGY • ENGINEERING • ART • MATH

**STEAM Day is a day of doing.** K-8 students and families, as well as students from invited schools, will engage in hands on science, technology, engineering, art, and math at this event. Activities and tinkershops are planned and led by faculty, Middle and Upper School students, parents, and special guests.



# READY TO GO ANYWHERE

## CLASS OF 2016

Aalto University  
Bard College  
Barnard College (2)  
Boston University (5)  
Brown University (2)  
California State Polytechnic University, Pomona  
Chapman University  
Cornell University (2)  
Dartmouth College  
DePaul University  
Duke University (3)  
Emerson College  
Emory University  
Georgetown University (4)  
Johns Hopkins University  
Lycoming College  
Miami University, Oxford  
Middlebury College  
New York University (4)  
Northeastern University  
Northwestern University (5)  
Richmond, The American International College  
in London  
San Francisco State University  
San Jose State University  
Southern Methodist University  
Spelman College  
Stanford University (6)  
Swarthmore College  
Syracuse University (2)  
The George Washington University (2)  
The University of North Carolina at Chapel Hill  
Trinity College  
Tulane University (2)  
University of Arizona  
University of California, Berkeley (8)  
University of California, Davis  
University of California, Riverside  
University of California, Santa Cruz  
University of Chicago (4)  
University of Kansas  
University of Miami (2)  
University of Michigan (7)  
University of Pennsylvania (4)  
University of Richmond  
University of Southern California (6)  
University of St. Andrews (1)  
University of Washington (2)  
University of Wisconsin, Madison (2)  
Vanderbilt University  
Washington University in St. Louis (3)  
Wesleyan University (5)  
Yale University

## THE CASE

start off every year in 7th Grade Human Development sharing one of my favorite cases. Dr. Antonio Damasio once had a patient, Elliott, with a tumor. A surgery removed the tumor, but Elliott wasn't the same. Formerly a successful businessman and family man, Elliott could no longer keep his life together. He lost all sense of efficiency; everyday decisions that should have taken seconds to make took seemingly forever. "Making an appointment took 30 minutes, choosing where to eat lunch took all afternoon, even deciding which color pen to use to fill out office forms was a chore."

It wasn't long before Elliott's life fell apart. He lost his job and his family, and couldn't hold on to any new venture he started. What was even more striking was that despite the series of setbacks, Elliott remained an "uninvolved spectator" in his own life. "He was always controlled. Nowhere was there a sense of his own suffering...I never saw a tinge of emotion in my many hours of conversation with him: no sadness, no impatience, no frustration."

It turns out, the surgery to remove the tumor in Elliott's brain also damaged subcortical regions in the brain that process and regulate emotion. Damasio discovered that Elliott's "lack of emotion paralyzed his decision-making." What Damasio hypothesized is that emotions help us make some of life's most trivial decisions quickly and reliably, and our "gut" feelings (fed by our conscious and subconscious biases) play a huge role in our most critical and life-altering decisions as well.



**I share this story** in Human Development with 7th graders to drive home a point central to the purpose and experience in Human Development in the Middle School: the human ability to experience emotion and express feelings is deeply intertwined with our ability to reason, make practical and moral decisions, sustain deep and lasting relationships, and achieve in multiple dimensions, including academics. Furthermore, our emotions drive how we understand ourselves and how we understand others. And in today's world, it is absolutely critical that we understand our internal processes and biases and how they are shaped by our context if we want to coexist fairly and justly in our communities.

So what does this all mean for an average 12-year-old, one whom a parent or teacher might say is nothing but a ball of unbridled emotion, or one who appears to be "dead inside?" Trying to take this research and make something out of it for an adolescent must be some of the most messy work there is, knowing that we are working with a tsunami of hormonal, physiological, and neurological development during this period in human life.





## MIDDLE SCHOOL HUMAN DEVELOPMENT

# FOSTERING A STRONG SENSE OF SELF AND SOCIAL AWARENESS

by **RADHIKA KHANDELWAL**, Ed.M.  
Middle School Human Development teacher  
and Dean of the Class of 2021

## HUMAN DEVELOPMENT IN THE MIDDLE SCHOOL

At Brentwood School, the 7th and 8th Grade takes this body of psychological work seriously. Middle School Human Development uses key findings from rigorous research in the fields of neuroscience and psychology and applies it to the development of the adolescent mind and body in an educational context. The class' goals are two-fold: to develop within our students a strong sense of self and social awareness, and to equip them with skills and strategies to regulate emotions and manage problems.

The motivation behind this is simple. We know that the number one factor in academic engagement and achievement for middle school students is a positive social-emotional environment. This environment is marked by strong and positive student-teacher relationships, a space in which a child feels comfortable and safe expressing her perspective, and a space in which the child feels heard



Radhika Khandelwal's education focus lies in advancing social justice and equity, practicing restorative discipline, and helping youth find their authentic voices.

A STRONG  
SENSE OF SELF  
AND SOCIAL  
AWARENESS

**“We explore our assumptions and stereotypes of others and where they come from, our communication styles when we want to have our needs met, **qualities that make up individuals we admire and respect**, and more.”**





and valued. Simply put, we cannot ignore the role social-emotional awareness has in a child's academic and personal development.

The hard truth is these “safe spaces” are not created, packaged, and sold by companies. These spaces are created by the individuals who inhabit them. And for an individual to be complicit in the making of a safe and productive learning environment, she must know explicitly how to do so. Human Development strives to make these implicit skills explicit.

The class is broken down into three broad units: Identity, Relationships, and Sex Ed/ Substance Use. Within each unit, multiple topics are explored through group discussions, journaling prompts, short stories, videos, and other media sources. For example, the longest unit, relationships, asks students to explore interactions with key members of their life—parents, siblings, older relatives and mentors, teachers, friends (and foes), and people from other walks of life. We explore our assumptions and stereotypes of others and where they come from, our communication styles when we want to have our needs met, qualities that make up individuals

we admire and respect, and more. In our sex ed and substance use unit, we look at not just what drugs do to the body and brain, but also explore the underlying causes of turning to substances to alter our state of mind—curiosity, stress, a desire to conform. Our sex ed unit is progressive and comprehensive, exploring the necessity and beauty of understanding ourselves as sexual beings and the sexual and gender identity spectrum, while also imparting necessary facts on puberty and reproduction, on consent and safety, on gender-based stereotypes and sexist or sexually oppressive attitudes.

Within all of these conversations, a few things remain standard: a free-flowing exploration of diversity, and a deeper, more critical look at what Brentwood School's Core Values mean to Middle Schoolers. It is impossible to get through a class discussion on what consent looks, sounds, and feels like, for example, without exploring what we believe responsibility, respect, trust, and caring look, sound, and feel like. In this regard, Human Development brings to life Core Values in a real context for our students—whether it be for those students new to Brentwood, or for those who are joining us from the Lower School. Students are no longer humbly reciting a creed, but are rather beginning to see how the practice of certain values is rigorous, demanding, nuanced, vital, and high-stakes.

## ADVISORY PROGRAM

In addition to running the class, the Human Development team plans the advisory programming, which is another cornerstone to the Brentwood co-curricular experience. In advisory, students and their advisors explore various topics addressing diversity, core values, and digital citizenship weekly. Serving as a “sneak peek,” these conversations find room to grow in breadth and depth in Human Development classes. Advisors find this time incredibly valuable as they see what the Human Development teachers are blessed to see—young adults grappling with incredibly rich and complex beliefs and values. This year, we have focused on careful and intentional advisor training so that every adult on campus feels comfortable facilitating these socially conscious conversations. It is not easy work, but our faculty are committed to becoming true advisors—adults who listen, support, gently challenge when needed, and advise their students on topics outside their content area.

Middle School students carry lessons from their human development class into their identity-forming interactions at social events, lunch, and even passing periods.



## SELF-AWARENESS

As the antithesis to Damasio's patient Elliott, in Human Development there is a strong emphasis on understanding the self and the self-in-context. We spend a considerable amount of time practicing naming our emotions, where we experience them in the body, and what feelings they manifest as in our minds. By practicing the art of observing an emotion neutrally and giving it non-judgmental space in our bodies and minds, we not only give ourselves permission to experience the gamut of human emotion (a necessary permission to steer ourselves from sociopathic tendencies), but we also give ourselves a tool by which we can regulate emotion in high-stakes moments. For example, feeling stress in and of itself is not bad. Stress is a natural and often inevitable feeling. How we act out the stress is what we need to explore carefully in a moral and ethical framework. I always do a check-in after my Mindfulness Monday exercise (typically a 7-10 minute guided meditation). The responses often vary, but there is inevitably at least one student who shares how much she needed this moment. Most recently, a 7th grader afterward explained, "I've been so nervous about the Student Council elections all day. My heart felt like it was in my throat...I really want to win. It felt really good to forget about that for a while. I'm already feeling calmer." One mindfulness exercise helped this student name a sensation in the body, why she was feeling that way, what motivated that feeling, and how just checking in with herself helped her regulate that feeling.

For some students, and for certain situations, it understandably takes more than a few breathing techniques as a response to a personal need. So, by asking young adults to name the facets of their identity and personality and take ownership of these facets, and answer questions such as, "Who am I? What are my likes and dislikes? What are my strengths and weaknesses? What motivates me? How do I feel when certain things happen or don't happen? How do I act on those feelings?" Human Development aids in fostering a sense of healthy self-esteem and worth, and also prepares individuals to make the best decisions they can for themselves in critical moments.

Consider this. How many times have you come across a story about a teenage boy pressuring a girl to send him a nude selfie, and the girl obliged? Were one of the first thoughts that raced across your mind, "What were they thinking?!"

In Human Development, we explore scenarios such as this and many others that pertain to middle school life to give students a chance at preparing for those moments when a strong sense of self and self-advocacy need to be called upon in full force. We practice these scenarios as a way of going through something in "slow motion"—dissecting scenarios as if they were case studies. In the case of pressure to comply to dubious requests via social media, we explore questions like, "What are my own boundaries with friends? How do I know when someone respects me? What would happen to me if I decided to opt out? Why do I want to do this? What would the worst case scenario look like? What else am I missing?" Taking time to practice answering these self-reflective and metacognitive questions is a valuable way to understand one's behavioral patterns and advocate for one's needs.





“Expresate” or “Express Yourself”—Human Development class projects train students to understand and express their emotions in a thoughtful and connective way.

“We practice these scenarios as a way of going through something in “slow motion”—dissecting scenarios as if they were case studies...Taking time to practice **answering these self-reflective and metacognitive questions is a valuable way to understand one’s behavioral patterns** and advocate for one’s needs.”



A STRONG  
SENSE OF SELF  
AND SOCIAL  
AWARENESS



## SOCIAL AWARENESS

The brain is wired to connect—humans are, after all, social beings. But social awareness, or the ability to understand and respond to the needs of others, is a skill that has to be explicitly cultivated and promoted.

And we often forget that our children may not really know how to notice the needs of others, or even know what the interpersonal skills are in order to engage healthily with someone else.

I often have a lesson in which I ask my students, “You know when you’re talking to a friend about a problem you’re having, and you really just want her to hear you out? Let’s say you start off by saying, ‘I just failed this test and I’m so upset with myself,’ and her first response is ‘OMG! That totally happened to me last week...I had this big American Studies exam on Thursday but then on Wednesday I didn’t get home till 9 and...’ And before you know it, the story is no longer about you? Does anyone here know what I’m talking about? [Hands shoot up]. Hmm. Okay, tell me, what does that feel like?”

And thus ensues a phenomenal discussion about what it feels like to not be heard. The point of this scenario is not to make any student feel ashamed for not being a “good listener.” The student may have felt that they were making a genuine

attempt at empathetic connection. The point of this scenario is to show that actually, good listening is a set of multiple nuanced skills that need to be taught, learned, and practiced, and that perspective-taking is a prerequisite to empathy. Sitting in and exploring someone else’s perspective, a key tenet of strong interpersonal skills, must take place in order for “empathy” to thrive. The “teaching” of this skill is happening implicitly as much as it is happening explicitly, non-stop, in our classes.

Take this example:

Davey: I’m just really sad, because I think my dog is about to die. He’s 15 years old. He’s been throwing up non-stop for a week.

*[Hands raise up to respond to Davey, and Jill immediately responds].*

Jill: You know, I have a couple goldfish and they look like they’re going to die. But my mom says it’s because I haven’t cleaned out the tank in a long time. I’m pretty sad about that too.

Me: Okay gang, let’s take this in and pause for a couple seconds. I want you to think about how Davey sounded when he was sharing with us. Did anyone notice anything about him? When you raise your hands again, let’s make our goal to focus on Davey. What thoughts do you have for him? What questions? If Davey’s story made you remember one of your own, it’s great to know you have that connection. But just hold on to it privately for a few minutes. Let’s stick with Davey for a while.

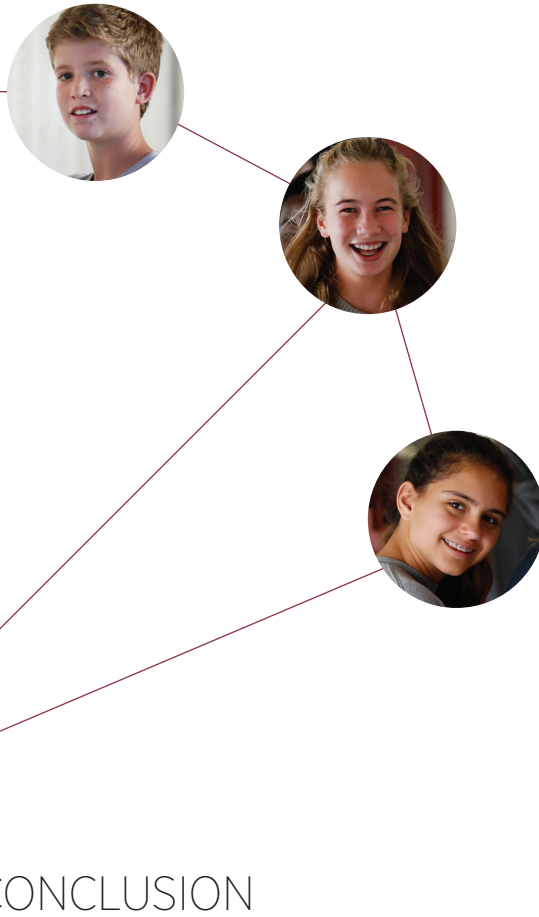


“...thus ensues a phenomenal discussion about what it feels like to not be heard...The point of this scenario is to show that actually, **good listening is a set of multiple nuanced skills that need to be taught, learned, and practiced**, and that perspective-taking is a prerequisite to empathy.”

Making space during the school day to develop social awareness is important on and off the field.



A STRONG  
SENSE OF SELF  
AND SOCIAL  
AWARENESS



## CONCLUSION

Some may argue that Human Development is a vestige of an antiquated belief system about what constitutes the human experience. Note, however, that middle school students are not explicitly being taught how to self-reflect, find space in their heart for multiple perspectives, or learn how to be kind to oneself and to others, anywhere save for those few schools where a class is dedicated to this concept. For most students, these lessons stop in primary school.

Even the most up-to-date research begs us to consider the ramifications of ignoring the impact modern society and its trimmings (burgeoning technology usage, social media, a hyper-focus on success and achievement, an exposure to unfiltered, often contradictory images and messages about acceptable social and political behavior) have on the social, emotional, and academic development of young adults. ■



“... the most up-to-date research begs us to **consider the ramifications of ignoring the impact modern society and its trimmings** ... have on the social, emotional, and academic development of young adults.”





Conversations from Human Development classes often spill over into lunchtime banter as middle schoolers learn to connect with one another and appreciate their differences.

## THE MIDDLE SCHOOL HUMAN DEVELOPMENT FACULTY

**Jake Ford** graduated from UCLA with a degree in psychology and then earned his Master's in psychology from Pepperdine University. He worked for 15 years for the LA County Department of Children and Family Services as a child abuse investigator and supervisor. Married with two young children, Jake began at Brentwood nine years ago as the Middle School football coach, then became a Middle School teacher three years ago as well as the Head Coach for Varsity football.



**Lee M. Herzog** graduated in 2015 from Psychoanalytic Center of California (PCC) as a certified psychoanalyst and is a licensed psychologist. He graduated from California School of Professional Psychology in 1999 and trained at the Reiss-Davis Child Study Center as a post-doc fellow for two years and stayed on staff for three years after as well. He also received his MBA from the Wharton School in 1991. He currently teaches in the Psychoanalytic Psychotherapy Program at PCC. In his twelfth year at Brentwood School, Lee has been teaching Human Development and providing services as the Middle School Counselor during this time, while also serving on the Middle School administration team for the past 12 years. Lee and his wife Jessica have two children, Samuel '22 and Sofia '19. Lee also coached the Brentwood Varsity tennis teams for boys and girls from 2005-2012, earning 6 CIF Team titles, and two CIF Individual titles.

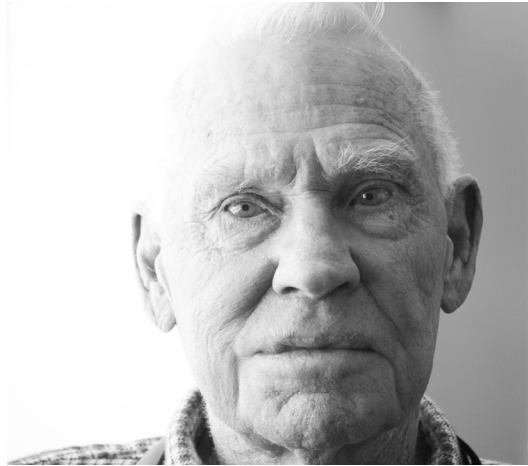


**Radhika "Rad" Khandelwal** earned her B.A. in psychology from Scripps College and her Ed.M in Human Development and Psychology from Harvard Graduate School of Education. She began her teaching career as a founding middle school teacher at a charter school in South LA before coming to Brentwood. This is Rad's third year as the 7th Grade Dean and her fourth year teaching Human Development. Her education focus and passions lie in advancing social justice and equity, practicing restorative discipline, and helping youth find their authentic voices. In her free time, she remains actively involved in the South Asian arts and culture scene.





THIS PAGE: Brentwood students create deep and meaningful relationships with veterans through a whole host of activities and programs.  
OPPOSITE PAGE: Honors Photography students joined in the Veterans Portrait Project this year. Upper photo by Jonathan Y. '18; lower photo by Lina D. '17.



# VA & BWS

AN ENDURING PARTNERSHIP

by **GENNIFER YOSHIMARU**  
Assistant Head of School for Advancement



One hundred and twenty-eight years after the 1888 deed transfer by Bandini de Baker and Senator John P. Jones, the beautiful land on which the West Los Angeles Veterans Administration sits is now poised for a twenty-first century update. With an expanded administrative team at WLA VA, a focused master plan, supportive legislation, and dedicated community partners, this objective will be accomplished. To date, three partnerships have been formalized to support VA in achieving their vision—Brentwood School, UCLA, and City of Los Angeles Department of Recreation and Parks.



Since our founding in 1972, Brentwood School and the West Los Angeles VA have collaborated closely for the benefit of Veterans. This longstanding, supportive relationship has included countless hours of direct service to Veterans, access to shared facilities, substantial physical improvement and careful maintenance of land, as well as significant income to VA from lease payments.

The future structure of our relationship became uncertain, however, in June 2011 when a lawsuit filed by the ACLU on behalf of plaintiff partners argued that VA had not honored the original deed and was obliged to make better use of its nearly 400 acres in West Los Angeles.

The ACLU and VA reached a groundbreaking settlement in 2015, forging an agreement to work together as partners

in the transformation of the WLA VA campus. Understanding that the chance of rehabilitation is greater for Vets who live in supportive housing with all of the needed services in one place, the partners committed to work in coordination with key Federal, State, local, and community stakeholders, as well as non-profit entities in the development and implementation of a comprehensive master plan.

“Brentwood School reflected seriously on our decades-long relationship and imagined additional and greater ways to make a positive, meaningful impact on the lives of Veterans and their families.”

LEFT: At our Veterans Day Assembly, students listened to a panel of Veterans from four different wartime generations. MIDDLE: The Madrigals singing group shared a beautiful a capella rendition of "Lean on Me." RIGHT: Veteran Carrie Gray shared her experience as a woman serving in the military during the Gulf War.



“For more than a year, we worked to identify the most needed services and resources we could offer....”

The new partners’ collaboration on a vision to create a true community consisting of housing, healthcare, and educational, recreational and vocational resources included multiple town hall and other open forum sessions for input from Veterans, Veteran Service Organizations, neighborhood councils, and other community groups. During that time, Brentwood School reflected seriously on our decades-long relationship and imagined additional and greater ways to make

a positive, meaningful impact on the lives of Veterans and their families. For more than a year, we worked to identify the most needed services and resources we could offer, meeting with multiple Veterans, advocacy groups, ACLU representatives, VA staff and administrators, and government officials to inform our thinking. The result was the inception of the Veterans Center for Recreation and Education at Brentwood School (VCRE), which is based on four

cornerstones: 1) exclusive and extensive access for Veterans; 2) educational, vocational, and recreational opportunities for Veterans and their families; 3) enhancements and additional facilities; and 4) security and accountability.

The Los Angeles VA Framework Draft Master Plan, published in January of 2016, put forth a roadmap for the successful transformation of the WLA VA campus that included community partnerships and allowed for some leasing of the land. However, full implementation of the plan depended upon the passage of the Los

Angeles Homeless Veterans Leasing Act, introduced by Senators Feinstein and Boxer and Congressman Ted Lieu to authorize the development of permanent supportive housing and services for homeless Veterans and their families. It was approved by both the House and the Senate in September, and President Obama signed it into law on October 3, 2016.

We are proud to say that the Department of Veterans Affairs recently announced our revitalized agreement, noting that it will “secure more robust in-kind services, increased financial



Brentwood jazz student poses with a Vet during the Stand Down event.

## VA & BWS

compensation, and additional opportunities benefitting Veterans and their families.” The new lease between VA and BWS preserves the northern 22 acres leased by Brentwood School as an athletic complex and green space to be used for recreational and athletic activities. According to Dr. Mike, “BWS students and faculty are excited about the opportunity to become even more engaged with Veterans, and this will strengthen the entire community. In addition to market-rate rent, the substantial in-

kind services represent a flexible menu of options that can be adjusted based on the needs and preferences of Veterans. Among the services currently being utilized are:

- Year round access to the athletic complex during exclusive use hours
- 120 VA scholarship spots to Summer at Brentwood for children and grandchildren of Veterans in VA programs
- Free tickets to special events and programs (i.e. movie screenings, Hutson Lecture Series, performing arts events, athletic games)
- Veteran Donation Drive
- Regular and ongoing free educational services to Veterans and their families—courses, seminars, workshops, and clinics
- VA access/use for events such as Veteran-focused concerts, movie nights, and softball leagues, etc.
- Construction of joint-use capital improvements and capital upgrades to the athletic fields and complex
- Web-based support to conduct master scheduling for the Veteran-related activities, events, and services
- Development of a website to describe and address available options and schedule

“The new lease between VA and BWS preserves the northern 22 acres leased by Brentwood School as an athletic complex and green space to be used for recreational and athletic activities.”

“State-of-the-art support for those who serve our country should be the status quo, and together we can lead by example.”

As Ann Brown, Director of the Greater Los Angeles Healthcare System noted in a recent VA news release, “Partnerships with community groups, like Brentwood School and UCLA, are critical to revitalizing the West LA campus and providing Veterans the experiences and services they need and deserve.” Brentwood School looks forward to playing an important role in helping to manifest the modern version of the 1888 vision of Bandini de Baker and Senator John P. Jones by creating a home for our Veterans that is both the heart of the Los Angeles Veteran community and a national model for what is possible. State-of-the-art support for those who serve our country should be the status quo, and together we can lead by example. ■

## A Reflection on the Summer at Brentwood Veteran Scholarship Program

by **Lainey Sevillano**  
Summer at Brentwood Veteran Liaison

Just like many of our Veteran families, this was my first experience with the Summer at Brentwood program. It was a privilege to serve the Veterans and their families. I was eager to be their link between VA and our program, and I enjoyed meeting the families and getting to know them. I loved hearing about their love and excitement for our program. For example, after telling a Veteran that I was able to move things around and offer his daughter one of the scholarships, he wrote me an email saying, “I just spoke to my daughter and I don’t think I can hear from my right ear, since the screaming of excitement was pretty loud. Thank you so much for all you’ve done to accommodate my little girl.” Another Veteran was grateful that our program brought him and his daughter closer than ever: “Sometimes I don’t want our car rides to and from Brentwood to end because I love hearing about her day at camp.” Finally, I loved witnessing the BWS community and the VA community come together as one happy summer camp family. To no one’s surprise, some friendships even extended beyond summer camp: VA kids were invited to playdates, birthday parties and special gatherings by BWS kids. Like many of our Veterans and their families, the Summer at Brentwood staff can’t wait for summer again! ■



Students make gingerbread houses and new friends at Summer at Brentwood.



“Students find the work rewarding and challenging ... Many of them live for instant gratification, peer “likes,” and immediate acknowledgment of their efforts. By contrast, the delayed gratification of **their gardening work will offer lasting memories** ... when the garden bears the fruits of the labor...”



## 8th Grade PE Classes Dig in at the Heroes Garden

by **Betsy Hall**  
Middle School Director of Service Learning

**Sometimes the best opportunities** come at exactly the right moment. So true! Ours is the Heroes Garden. The Heroes Garden grows fruits and vegetables as part of the Veterans Food Program.

The Middle School PE department was looking for a meaningful service project that provided students the chance to work. PE teachers Paul Radenberg and Nicole Ryan made it very clear that the project needed to be one that taught our students a skill, a trade, and/or something that they don't do at home.

During a phone conversation in August, Allison Griffith, volunteer and program coordinator at the West Side Food Bank shared that the Heroes Garden needed immediate and long-term support. She quickly put me in contact with Bruce Rosen, Executive Director of the Bandini Foundation and the rest is, as they say, history. 8th Grade PE classes began and will continue to work at the garden throughout the school



OPPOSITE PAGE: The 8th Grade Girls P.E. class weeds the garden; the Heroes Garden instructor teaches proper gardening technique. THIS PAGE: Students harvested tomatoes and carrots of all shapes and sizes.



year. So far, students have harvested fruits and vegetables, weeded, planted, and fertilized many raised beds. And, there is much more work to be done.

Students find the work rewarding and challenging. Being able to complete a specific task in a short amount of time is important to this age group. Many of them live for instant gratification, peer “likes,” and immediate acknowledgment of their efforts. By contrast, the delayed gratification of their gardening work will offer lasting memories. I can’t wait to see the looks on their faces when the garden bears the fruits of the labor, offering more free, farm-fresh produce for Veterans and their families. Smiles abound. ■

## The Veteran Portrait Project

by **Rachel Clouser**  
Upper School English

**This project** began five years ago, my first year offering the Literature of War and Conflict course. Kate Savage had done a portrait project outside of school, and she was inspired to bring something like it to Brentwood. James Hughes approached me about working together—my students would write biographies and Kate’s would sketch portraits of Veterans. We would focus on individual stories of people through conversations. What I wasn’t prepared for was how invested my students became in their interviews. Now in our fifth year, I have the pleasure of watching these connections occur again and again; I have seen my students cry along side a veteran as he recalled being taken as a prisoner of war, I laughed as a veteran became so impressed with a student he tried to recruit her to join the military, and I have seen students’ faces fall when I have the conversation about “their” vet passing away. We now have close to one hundred veteran biographies—stories of men and women who served our nation. ■

by **Kate Savage**  
Upper School Visual Arts

**Each year** the Veteran Portrait project has grown in scope and depth. This year we had more student artists than ever participate, and veterans from two additional homes at the VA shared their oral histories. More women Veterans participated this year too. Not only did Drawing and Composition students create portraits, but students from Michael Knight’s AP Studio Art class and Alex Donis’ Honors Photo class also participated. This year we dedicated more time with the Veterans than previous visits. All students returned to art class with funny, interesting, and moving stories that they repeated to each other with laughter or serious tones as they tried to convey each Veteran’s story in the background of their portraits. Over the years, many students later have recounted to me that this project was one of their most meaningful experiences in art class, and for some, even their whole high school experience. I know of at least two former graduates who wrote about this for their college essays. ■



Veterans pose with their portraits at our Veterans Day Assembly held on November 10.



“There had to be **more than 1,000 people** there and our **incredible kitchen team** fed them all a beautiful barbeque lunch.”

At the Stand Down event, the Upper School Jazz Band performed, Veterans and VA officials spoke, non-profits offered various resources, and our kitchen team served lunch.



# The Greater Los Angeles VA Stand Down

by **Gennifer Yoshimaru**, Assistant Head of School for Advancement

Members of the Brentwood School community joined forces with hundreds of other volunteers to manifest the second annual Greater Los Angeles VA Stand Down, Homeless-to-Housed, on October 20.



A Stand Down is a collaborative event coordinated between VA, government and community agencies, and community advocates serving the homeless Veterans. The term is coined from the practice of providing a safe retreat and secure place to recover for units returning from combat operations during the Vietnam War. Veterans experiencing homelessness still live in traumatic conditions similar to combat, often without the services needed to survive. Events like this one assist by providing supplies

and services to homeless Veterans, such as food, shelter, clothing, health screenings, and VA Social Security benefits counseling. Veterans can also receive referrals to other assistance such as health care, housing solutions, employment, substance use treatment, and mental health counseling.

There had to be more than 1,000 people there and our incredible kitchen team fed them all a beautiful barbeque lunch. Special donations from alums and parents made it possible for us to assemble 200 toiletry bags for female Vets, and a clothing drive yielded enough wardrobe options to literally fill a large tent, knee high in clothing with only an aisle in the middle. Best of all, a combo from our Upper School Jazz program performed at the opening ceremony.

While there are far too many to capture them all, here are just a few of my favorite moments:

- After our student band finished playing their set, a Vet came up and started jamming on the keyboard (he was really good!) and our drummer sat back down and jammed with him.
- A Brentwood dad who came to help noticed that the male Vets were all asking about T-shirts in larger sizes and we didn't have a whole lot of them. His shift finished, and about an hour later he was back with boxes of brand new t-shirts in large sizes. When I asked him how he'd managed that,

he simply and humbly said, "Oh, I know a t-shirt guy."

• In the clothing tent, another one of our parent volunteers was helping a Vet pick out some things for himself, and he loved the special attention. When they were done, he thanked her for helping him and her reply was, "No, thank you for what you've done for me." His whole posture shifted and his eyes welled with tears.

The vision of VA to transform its West LA campus into a true community for Veterans is underway, strengthened by an impressive network of allies. We look forward to playing an even bigger role in next year's event and, more importantly, to being a key partner in the manifestation of the VA's master plan. ■

**"The vision of VA to transform its West LA campus into a true community for Veterans is underway, strengthened by an impressive network of allies. We look forward to playing an even bigger role in next year's event."**



# INVESTING



# IN POLITICS

UPPER SCHOOL STUDENTS IN ADVANCED PLACEMENT

UNITED STATES GOVERNMENT AND POLITICS CLASSES

USE INVESTMENT GAME TO FORECAST ELECTION OUTCOMES



W

**hat an incredible year** in the history of our country to be enrolled in a United States Government and Politics class! From the top candidates down to the smallest California proposition, there were so many perspectives to consider. Though only a few of our seniors were able to vote in this election, we couldn't pass up the opportunity to cultivate the importance of civic engagement and to find strategic moments for value-based dialogue in the Upper School.

Meanwhile, 33 juniors and seniors in two of our Advanced Placement United States Government and Politics classes had a unique opportunity to learn about the candidates and issues by making real money investments in a popular Internet prediction market, *PredictIt.org*.

When school started this fall, students were divided into ten teams and given one hundred dollars per team to engage in our project. Before we began investing, students collaborated within their teams to identify American core political values, just as Brentwood has its own core values. This allowed us to talk about political topics from a more neutral perspective. As a class, we settled on liberty, equality, individualism, and self-government as the central American values. So instead of sharing personal opinions about a topic or candidate, we could evaluate them by whether or not they uphold these central American values. For example, instead of saying, "I think the candidate's comment was rude," a student might say, "The candidate's comment violates the value of equality by suggesting that..." As we began the game, each team chose to play on behalf of a non-profit that embodies one of these core values.

The online market, PredictIt, is a project created and run by political scientists at Victoria University of Wellington in New Zealand. Our 33 Brentwood students joined thousands of participants in the USA and around the world to make trades on potential political outcomes. In the process, they also contributed to the research done by the scholars behind the market in fields of study as diverse as microeconomics, political behavior, computer science, and game theory. Among other information, prediction markets allow scholars to see how big of a gap appears between what people will tell a pollster and what people will actually do when money is on the line.

**THROUGHOUT SEPTEMBER AND OCTOBER, TEAMS WORKED TOGETHER IN PERSON AND IN OUR SCHOOLGY DISCUSSION GROUPS TO AGREE ON TRADING POSITIONS IN MARKETS BOTH GENERAL (THE PRESIDENTIAL ELECTION) AND SPECIFIC (VARIOUS CALIFORNIA BALLOT PROPOSITIONS).** At first, many students thought that they'd simply do the research, make their investments, and then sit tight until Election Day, but it quickly became apparent that events could drive the prices in their markets. For example,

# WHAT THE STUDENTS SAY



## THE PROJECT REQUIRED THAT STUDENTS CONFRONT THEIR OWN PERSONAL BIASES:

"I learned that I was going into polls with strong biases based on the outcome I was hoping for, so I had to become better at seeing all sides of an argument."

—Caitlin C. '17

"I've been surprised by how devoted people are to a cause. I often see people commenting and buying shares for their preferred candidate or cause, even if it is definitely going to lose."

—Elan Z. '18

"I learned that I am able to put aside my own desires for political outcomes when looking at positions to obtain."

—Eve L. '18

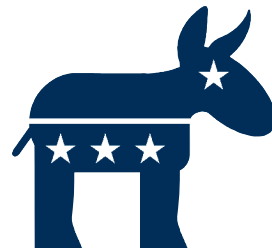
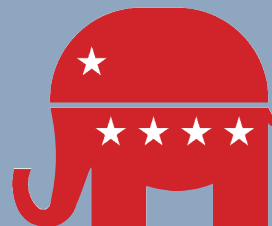
"Everyone may not share the same beliefs as me. Many of the predictions that were winning were against what I believed. I had to make predictions against my own views since information showed that it was going to win."

—Audrey F. '17

## THEY LEARNED THE VALUE OF GOOD RESEARCH...

"I bet a dollar that Trump's campaign manager would still be his campaign manager by the end of the month. Little did I know that Trump's campaign manager had quit two days before I made the investment."

—Jackson C. '18



## ...AND DISCOVERED NEW WEB RESOURCES TO FIND BALANCED PERSPECTIVES FOR AND AGAINST AN ISSUE. THEY FINISHED THE GAME MORE ENGAGED IN POLITICS AND MORE PREPARED TO UNDERSTAND THE ISSUES:

"Surprisingly, our PredictIt game really interested me in politics and political discussions, something I have never really been this interested or invested in until now."

—Jonah S. '18

"I now keep up with congressional elections outside of California. Waking up every morning to check the market was always exciting."

—Harrison H. '17

"I truly felt something was on the line, and I noticed that both sides of almost every position can be backed up in a seemingly valid way in some article, which can be quite misleading and frustrating."

—Noah M. '17

## SOME OF THE LESSONS LEARNED WENT BEYOND THE REALM OF POLITICS:

"I learned that it can take me a while to get the hang of something like this, but if I'm persistent and do my research, I can be successful."

—Ben G. '17

"I learned that I need to be better at listening, but I am a good leader."

—Robbie R. '17



## INVESTING IN POLITICS



Students crowd around their laptops looking for new investments to make, as they research present-day political issues, historical precedents, social and behavioral theories, and any other information that might affect their outcomes.

when Hillary Clinton announced that she had pneumonia, the price of the “Yes” position in her becoming president took an understandable hit. Students quickly conferred that weekend to decide if this was a signal to dump their positions or if, on the other hand, it presented an opportunity for some teams to beef up holdings at a temporary bargain price.

As the school year unfolded, students realized that if they wanted to gain an advantage over competitors they would need to move beyond the investment markets that everyone instinctively knew about. Students began to research specific Congressional races around the country. Others realized that they could make good profits through short-term investments in weekly polls around issues and approval ratings.

Although understandably anxious at first about how their work would be graded—“Will it hurt my grade if I make an incorrect prediction?”—students quickly realized that for this assignment, the process of engagement and research was what counted in assessing the work. Still, nobody likes to lose and each student had their eyes on the prize of contributing all the cash at the end of the game to their team’s chosen non-profit organization. As AP USGovPol students committed to the game, the Schoology groups quickly filled with discussions, links to research, graphs, and even screenshots of text chains among teammates.

Weekly check-ins revealed that one team got off to an early lead, most teams stayed in the running right through the fall, and one team was pretty quickly nearly eliminated. **NOT ONLY DID THE GAME GIVE CLASSES THE OPPORTUNITY TO DISCUSS THE UNDERLYING POLITICAL CANDIDATES AND ISSUES, BUT IT ALSO OFTEN RAISED THE TOPIC ABOUT HOW RELATIONAL STYLES AND PLAYER TEMPERAMENTS WERE SHAPING INVESTMENT DECISIONS IN BOTH POSITIVE AND NEGATIVE WAYS.** Like most Americans, everybody was pretty ready for the game to end on Election Day, and so all teams liquidated their positions the next day as we proclaimed a winner. Despite a major plot twist at the end of the presidential campaign the winning team of Robbi R. '17, Jackson C. '18, Max C. '17, and Warren S. '17 still ended with a modest profit for the entire 60-day game. Some team members had previously volunteered at PATH (People Assisting the Homeless) in Hollywood and they had chosen to play on its behalf. PATH works to help homeless Angelenos transition out of homelessness; the team unanimously agreed that this mission supported the American core political value of equality for all. With the game behind them, Team PATH would soon send a \$500 check to their chosen service organization.

Now that this game has concluded, students are already moving on to research and select their own dream sub-cabinet appointments in the new presidential administration. ■



“**O**nce an Eagle, always an Eagle,” rings so true, as it speaks to why Emily Manning Ellis '94 and I genuinely enjoy the important work we do. Our goal is to keep our alumni family, now numbering 3500 plus,

closely connected to their alma mater through an increasing array of different events and frequent communications.

As the end of summer approached, I began to look forward to our Beach Club alumni cocktail party, the first of many fun-filled fall events, as it signifies the beginning of yet another school year, one filled with many interactions—in person, via emails, on Facebook or LinkedIn, and over the phone—with our terrific alumni all over the country and world.

I do hope you will enjoy reading the entire alumni section and, as you do, that certain teachers, coaches, classmates, and memories come readily to mind. This is a very exciting chapter in the life of our school so I invite you to stay connected in whatever ways you can, to participate in the Brentwood Fund, and to “give back” whenever possible. As alumni, you are the school’s best ambassadors and your enthusiastic involvement serves to make Brentwood an even stronger, more dynamic school community.

**Dave Velasquez (Mr. V.)**

Assistant Head of School for Alumni Relations







Mr. V speaks to the class of 1986 at its 30th reunion held on June 11, 2016.



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## CONTENTS

---

- 38 ALUMNI NEWS

---

- 40 PROFILES

---

- 43 EVENTS

---

- 47 REUNIONS

---

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## OFFICE OF ALUMNI RELATIONS

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**Dave Velasquez**  
Assistant Head of School  
for Alumni Relations

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

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## ALUMNI ASSOCIATION EXECUTIVE COMMITTEE 2016/2017

---

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**Scott Kaufman '95**

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## MICHAEL GREEN '93

## From Brentwood to Naval Academy to Military Medical Career

So many amazing opportunities I have had in my life are a direct result of my attending Brentwood. The school provided a comforting but challenging environment that prepared me for life.



**“...my athletic ability came directly from my mother whose quickness and agility chasing down a 12-year-old boy is matched by none.”**

I entered Brentwood in 1987 and although my elementary school was 98.9% African American, the transition wasn't as much of a culture shock as it should have been. Most children at this age are just as uncomfortable, goofy, and clumsy as I was. I played sports and made friends quickly but academics were much more challenging. I didn't see a problem getting a C or two, but my mother certainly did. I learned this lesson when she received my lackluster report card. That day I discovered my athletic ability came directly from my mother whose quickness and agility chasing down a 12-year-old boy is matched by none. Did I mention my mother drove me to school past burning buildings during the L. A. riots because she didn't believe me when I said school was cancelled?

Brentwood offered me the opportunity to succeed but did not provide any handouts. Both the teachers and coaches held students and players accountable for their actions and their effort. When I

arrived at the Naval Academy, I had no doubt I had the tools to succeed.

The Academy accepts students from all 50 states, bringing with them varied backgrounds, religions, and personalities. Being one of seven African Americans in my grade at Brentwood, baptized Catholic, and living outside the neighborhoods of my classmates taught me to embrace all types of people quickly.

I was fortunate to play on the Men's Basketball team and we experienced some success the school hadn't seen in a while. While I played sparingly until the end of my freshman year (similar to my experience playing football and basketball in high school), I relied on the lessons I learned as an athlete at Brentwood. Put on your uniform, go to practice, listen to your coaches, and things will turn out for the best. Over the next four years our team played in the NCAA tournament twice, an accomplishment that I would never have been a part of if not for



“I relied on the lessons I learned as an athlete at Brentwood. **Put on your uniform, go to practice, listen to your coaches, and things will turn out for the best.**”

Coach Brown’s and Coach Ingram’s mentorship.

Two deployments at sea, the tragic events of September 11th, a marriage and three beautiful children later, I entered medical school at the University of Maryland at Baltimore at age 30. After four years of medical school, four years in residency, and deployments to Afghanistan and the Persian Gulf, I’ve become a Navy Emergency Medicine Physician serving with the greatest fighting force the world has ever known—the United States Marine Corps.

I met so many wonderful people while I was at Brentwood. Genuine, funny, sincere and kind-hearted people that I am proud to call my friends. Tough but caring teachers that recognized my potential and wouldn’t settle for anything less than the very best I had to offer. My time at Brentwood holds a very special place in my heart. ■



Alum Michael Green '93 has formed many families over the years: (TOP) his nuclear family; (MIDDLE) military family; and (BOTTOM) medical family.

## JOSH WAGNER '16

## No Limit to Service

by **TONY JOHNSON**, Upper School Theater Department and Varsity Cheer Coach

Josh Wagner graduated from Brentwood as the Class of 2016's Valedictorian and is currently a freshman at Stanford University. One of the many meaningful moments of his Brentwood career was when he began his commitment to an organization called No Limits, which teaches children with hearing loss the skills to succeed in school and in life through its national theater program and educational centers. As a result of this experience, Josh created the No Limits Club, organized fundraising events, volunteered at the No Limits center, and produced multiple 24-Hour Musicals, an improvised musical created in just 24 hours. His dedication has been so exemplary, No Limits honored Josh with the prestigious Spirit of Leadership Award at their annual gala on Saturday, October 22.

**“It came together because of Josh’s willingness to never hear the word ‘no.’ He only saw possibilities. Josh invited me to go and see No Limits. After visiting their facilities, I see why Josh is so passionate and giving of himself. Josh carries each child he has met in his heart.”**



Josh with his father Lloyd, mother Simone, and brother Alex '13 at the No Limits Annual Gala on October 22, 2016.

**H**ow do you concisely describe Josh Wagner? A tenacious heart! That's how! Tenacious is defined as, "not relinquishing a position, principle, or course of action; determined." When I first met Josh, he appeared as this unassuming, docile little freshman. He was cast in a small part in *Three Sisters*. He sang a song with a fellow classmate. Bold, if you ever heard him sing! In true Josh fashion however, he was persistent until he found a way to make the song work. Little did I know that young boy would continue to be an unyielding, brave person. Then there is heart, which can be defined in many ways like love, passion, and strength. When Josh decides to do something, he has a love and a passion for it. Whether it's playing the sax, cheering at football games, or learning at school, he always gives everything he has and a little more. At Brentwood, he was known to sit in on classes he already had taken, just to see if something new was being taught. He is and always will be a lifelong learner, who will forever go a bit farther than most. It's no wonder he was Valedictorian.

I've had the pleasure of working with Josh in many ways, but it's his work with No Limits for Deaf Children, a charity that helps deaf and hard of hearing children, that



has impressed me the most. A few years ago, he came to me with the idea of a “24-Hour Musical.” In essence, a musical is put together in 24 hours to raise money for a charity. It has become a popular model in colleges across the United States. Josh thought, “Why not Brentwood School?” No matter the obstacle, he found a way—through sheer will—to make sure it happened. Need a place? How about the East Campus Theater? The only available date is on Super Bowl weekend. No problem. Need a band to play the music? Enter Honors Jazz Band. Time and time again, he was met with challenges, yet he persevered, and the show came together. It came together because of Josh’s willingness to never hear the word “no.” He only saw possibilities. Josh invited me to go and see No Limits. After visiting their facilities, I see why Josh is so passionate and giving of himself. He carries each child he has met in his heart. Now he is being honored by No Limits for all of his contributions with the Spirit of Leadership Award.

Congratulations to a remarkable Brentwood Eagle! ■

IF YOU ARE INTERESTED IN LEARNING MORE ABOUT HOW YOU CAN SUPPORT NO LIMITS AND THEIR GREAT WORK, PLEASE VISIT THEIR WEBSITE, [WWW.NOLIMITSFORDEAFCHILDREN.ORG](http://WWW.NOLIMITSFORDEAFCHILDREN.ORG).

## EVENTS

### JUNE 12, 2016 All-Alumni Family BBQ BRENTWOOD SCHOOL PAVILION



**1** Dana Meepos Emmer '03 and daughter Grace with Andrea Kane Gurman '03 and daughter Madison  
**2** Scott Sandler '92 and daughter Tate | **3** Ted King '83 and daughter Ava | **4** Rosie, daughter of Danny Moloshok '00



1

### MAY 12, 2016 Thank You Celebration in Appreciation of Our Club 1972 & North Quad Society

Hosted by Michael and Ronnie Kassan,  
parents of Alex '95, Brett '96, and Adam '99



2



3



4



5



6

**1** Alex Kassan '95, Brett Kassan-Smith '96, Michael Kassan, Mike Riera, Adam Kassan '99, and Ronnie Kassan | **2** Jeremy Weiner, Michelle Adelman Weiner '97, Nathan Ament '04, and Alexandra Piunno | **3** Gregg Colvin '90 and Andrew Riley '08 | **4** Robert Lockhart and Erica Spearman Lockhart '93 | **5** Michael Praw '95 and Doug Praw '94 | **6** Jason Goldberg '91, Andrew Wolfberg '88, and Doug Buchalter '92



4



5



SEPTEMBER 28, 2016  
**Alumni Cocktail Party**  
 THE BUFFALO CLUB



**1** Dr. Mike addresses alumni at the Buffalo Club | **2** Matthew Coe-Odess '08, Alex Miller '08, Evan Glenn '08, and Johanna Middleton '07 | **3** Bryce Caster '10, Michael Grasso, Sabrina Bral '11, Cay Enns '87, Cindy Maloney '87 and Tamara Miller | **4** Violet Wallach '97 and Judith O'Hanlon | **5** Yma Winton '11 and Emily Manning Ellis '94 | **6** From the Class of 91: Wendy Marantz Levine, Jason Goldberg, Amanda Glazer Kolodny, Kate Phillips Wiczuk, Matt Epstein, David Romanelli, Amy Stanton, and Dave Velasquez



**AUGUST 24, 2016**  
**Summer Beach Party**  
 THE BEACH CLUB



**1** Shakari Gault '04, Veronica Green '03 and Shauna Newman '03 | **2** Alumni mingle at the Beach Club | **3** Shalita Masih Antebi '87, Daisy Hatch Gauck '93, Sheri Roberts '95, and Hilary Hatch Skinner '87 | **4** Ian Schiffer '13, Dave Velasquez, and Ivan Gamez '13 | **5** Kevin Bral '11, Eli Geschwind '12, Sabrina Bral '11, Nicole Glantz '11, Oliver Higgins '03, Will McCabe '08, Steven Greitzer '09, and Jordan Sholem '11

**OCTOBER 7, 2016**  
**12th Annual**  
**Alumni Poker Tournament**  
 in support of the Alumni Endowment Fund  
 for Financial Aid



**1** Top Ten Poker Winners: Ron Tzadik '96, Mia Goldwyn, Aaron Gafni '98, Brian Bergman '98, Colin Garrity '90, John Ilius, Benno Ashrafi '96, Perrin Disner '98, Danny Moloshok '00, and Andy Howard '94 | **2** Alumni Poker Night in Alumni Hall | **3** 2016 Champion Benno Ashrafi '96



THE SCHOOL'S FIRST 40-YEAR REUNION!

REUNIONS



JUNE 4, 2016 40-YEAR REUNION

1975 & 1976

SEE MORE PHOTOS ONLINE [www.bwscampus.com/alumni](http://www.bwscampus.com/alumni)



JUNE 11, 2016 30-YEAR REUNION  
1986

# 1996

## 20-YEAR REUNION

JUNE 11, 2016



NORTH QUAD, EAST CAMPUS

JUNE 11, 2016 10-YEAR REUNION



2006

SOUTH QUAD, EAST CAMPUS



# 5-YEAR REUNION JUNE 10, 2016

Q'S BILLIARD CLUB  
WEST LOS ANGELES

# 2011



## Letter from the Outgoing Chair of the Board of Trustees

**David Wong**

**T**he 2015/2016 school year demonstrated the vibrancy of our community in many ways. Among the projects and events that brought our community together are a renewed partnership with VA, a focused effort on creating a paradigm shift in transportation, our third “It’s Our Turn: Young Women’s Conference,” the Hutson Memorial Lecture featuring basketball legend Kareem Abdul-Jabbar, the launch of an enhanced Grandparents program, and a third National School of Character award – none of which would have been possible without another record-breaking year of giving to the Brentwood Fund.

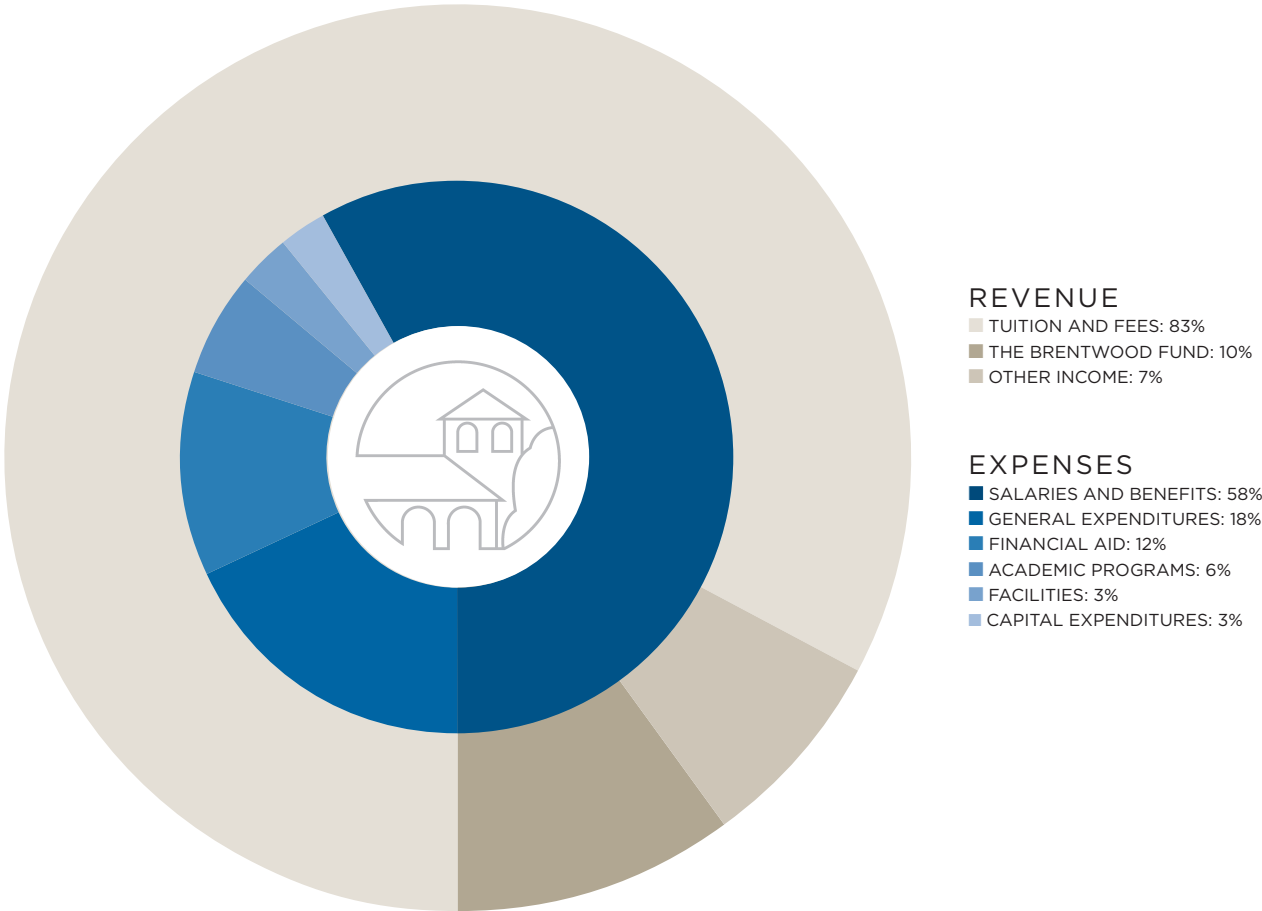
The Brentwood Fund plays a critical role in sustaining the comprehensive educational experience from which each student benefits. Your support enables the school to reach for and maintain excellent academic and extracurricular programs, recruit and retain outstanding faculty and staff, improve campus facilities, keep current with advances in technology, and maintain a generous financial aid program. In short, it fuels the essential integration of academic excellence, emotional intelligence, and character development.

Your generosity last year set a new standard in philanthropy, with gifts totaling a remarkable \$4.2 million. On behalf of the Board of Trustees, please accept our sincere thanks for your support and dedication to our school. We know that you are asked often to contribute to worthy causes and are grateful that you choose to invest in Brentwood School. As always, we sincerely appreciate your ongoing generosity.

# FINANCIAL OVERVIEW

## 2015/2016 OPERATING REVENUE \$43,577,000

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 2016/2017**  
2016/2017 Operating Revenue: \$44,698,000



## BOARD OF TRUSTEES 2016/2017

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**Ben Nazarian**  
**Ron Radziner**  
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**Michael Riera, Ph.D.**, Head of School, ex officio  
**Eric Schiffer**  
**Nadine Watt '86**  
**David Wong**

## VOLUNTEERS PHONATHON VOLUNTEERS 2016/2017

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

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





## GRADE CAPTAINS

- Kindergarten—Mark Bliss  
1st Grade—Steve and Amy Howe  
2nd Grade—Beth and Eric Freedman '96  
3rd Grade—Nathan and Kimm Agam  
4th Grade—Dana Kaufman  
5th Grade—Gilles and Sherri Chiasson  
6th Grade—Ken and Katrina Carlson  
7th Grade—Erika Lockhart  
8th Grade—Leslie Kitay-Satenberg  
9th Grade—Laura Dudley  
10th Grade—Tanya Hekimian  
11th Grade—Tasnim Shamji  
12th Grade—Elizabeth Mitiku and Gary Romoff



## BOARD OF TRUSTEES 2015/2016

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**Michael Riera, Ph.D.**, Head of School, ex officio  
**Eric Schiffer**  
**John Tipton**  
**Nadine Watt '86**



## PHILANTHROPY AT BRENTWOOD SCHOOL

The vibrant and inspiring Brentwood School experience 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 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](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 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](http://bwscampus.com/support/ways-to-give) or request a form via email from Candace Johnson, Director of Annual Fund, at [cjohnson@bwscampus.com](mailto: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](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 Alyssa Brakey at [abrakey@bwscampus.com](mailto:abrakey@bwscampus.com).

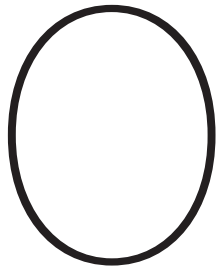
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## BACK TO SCHOOL at Parent University

by **KYLE KOZLOFF**, Parents Association Chair



Alison Park led the Parent University workshop.



**“Alison Park**, Education consultant and founder, Blink Consulting, led participants through an intimate workshop about the importance of being willing to have uncomfortable conversations with our kids...”

**On Saturday, November 19**, more than 230 Brentwood School parents and guardians, along with invited guests, went “back to school” to participate in this year’s Parent University, a day-long series of speakers and workshops that focus on the many joys and challenges of parenting.

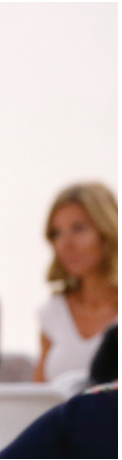
The Brentwood School Parent’s Association (PA) sponsors several events that serve to strengthen the bonds that we share as parents and guardians, and Parent U is one of the most rewarding.

This year we were especially fortunate to kick off the event with a private session for Brentwood families conducted by Alison Park, education consultant and founder, Blink Consulting. Ms. Park led participants through an intimate workshop about the importance of being willing to have uncomfortable conversations with our kids (as well as fellow parents and guardians!), and how these conversations can provide opportunities for growth and understanding in our school community and the world at large. Ms. Park has worked with Brentwood School students, faculty, and the Board of Trustees over the past year, and it was a privilege for the parent body to be able to share in her wisdom and experience.

The day continued with presentations from five additional

speakers, each of which was worthy of its own keynote address! Michele Borba, Ed.D., spoke to Lower School Families about raising caring, successful, and resilient kids. Michael Bradley, Ed.D., offered real-world advice, strategies, and techniques for navigating the often tumultuous teenage years. Jean Kilbourne, Ed.D., explored the troubling trends in ramped-up childhood sexuality, and gave practical advice about ways to effect change in our kids’ lives. Josh Ochs focused on digital citizenship and how to teach our kids to analyze and monitor their digital profiles. Finally, Coach Reed Maltbie, M.S., M.A.Ed., shared wisdom about making sports a positive, healthy and rewarding experience for kids, and the importance of learning to “let go and let do.”

Special thanks go out to Second VP’s of Education and event co-chairs, Mary DeConcini and Carla Liber, as well as event co-chair Leana Greene, for putting together a remarkable day for our entire Brentwood School Community.



## OVERHEARD

“Dr. Bradley reminded us that at the end of the day, **our job is** not to raise an ivy-leaguer, but **to raise the parents of our grandchildren.** Brilliant!”

—Upper School Parent

“Alison helped me to see that if we think about the perspectives and experiences of others, **we can address uncomfortable topics and elevate our discussion in a non-judgmental way.**”

—Middle School Parent

“The entire day was so beneficial. **I found myself continuing the conversation with my extended family during our Thanksgiving Holiday.** I am so glad I made the decision to attend!”

—Lower School Parent

“I was nervous about being forced to engage with Brentwood Families that I had never met before, but I have to say **I was surprised by how many struggles that we had in common, even coming from such different backgrounds** and with different aged kids.”

—Middle School Parent

# 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  
and does not discriminate on the basis of age, race, color,  
creed, sex, sexual orientation, or national or ethnic origin.

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



**Brentwood School**  
100 South Barrington Place  
Los Angeles, CA 90049

Address Service Requested



## PARTING SHOT

Lower School girls enjoy the warm California sun at our first All-Family Celebration of Diversity.

**PARENTS OF ALUMNI:** Please forward this publication to your alum(s) and keep Brentwood School informed of updated addresses.