

Windrush Community



Annual Report 2009 – 2010

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WINDRUSH
SCHOOL

Where Minds Flourish



November 2010

Dear Windrush Friend:

I hope you enjoy reading the articles in this Annual Report for 2009 – 2010. They highlight some of the recent activities of our students, parents and guardians, and teachers, and are a small sampling of how the Windrush School mission of serving students and families by providing an excellent education grounded in

Progressive Principles is made real. As you read the stories about the trip to China that eight Windrush teachers made this summer, the parent-run Windrush Farm Stand, and the amazing activities of a few recent Windrush alumni, I hope you will keep in mind how they evoke our core values of excellence, authenticity, inspiration, community engagement and sustainability.

Windrush faculty and staff have worked over the last year to phase in objectives of our Strategic Plan. Key among these objectives were:

- **Completing a major revision of the curriculum scope and sequence which organizes curricula around interdisciplinary themes.** This allows for an active and inquiry-based approach, keeping learning engaging for both students and teachers.
- **Expanding the Mandarin Chinese and Chinese Cultural Literacy program, hiring Linna Fang to teach Mandarin both in Elementary Afterschool and as a Middle School elective.** Linna was named the “Teacher of the Year 2010” by the Association of Northern California Chinese Schools.
- **Transforming the community service program into a fully developed service-learning program.** The Service Learning Program is project-based learning that is driven by student interest and incorporates content learning, student experience, social action and reflection. An ongoing example is The Watershed Project in Dianne Driscoll’s Antares 3rd Grade. The class created an environmental action plan for our local marsh and mudflat habitat which the class visits to study the concept of environmental change.

At Windrush we rely on our community of parents, guardians, grandparents, friends, faculty and staff to support our activities through gifts of time and service as well as money. These individuals assist in the classroom, chaperone and drive to field trips, work at the farm stand, help with the Friday Lunch program, put on events like the Fall Harvest Fair and the Spring Gala, chaperone dances, serve on the Board of Trustees and various committees, bake and cook for bake sales and potlucks, speak at assemblies and, of course, give monetary gifts too. Windrush faculty and staff join me in expressing our thanks for your time and attention as well as your financial investment in Windrush. This Annual Report is for all of you.

Thank you.

Sincerely,

Ilana Kaufman
Head of School

Cultural Resolution

China trip brings new insight to Windrush community



The eight Windrush teachers

who traveled to China this summer returned with vivid descriptions, stunning footage, fresh teaching ideas, and closer to each other. Their weeklong itinerary was jam-packed with cultural activities and visits to historical sights that included the Forbidden City and Great Wall at Mutianyu as well as the Terracotta soldiers and horses in Xian. They also checked out the

Shanghai World Expo. The highlight was visiting a rural school in GuanAi, where the group met with about 30 Rural China Educational Foundation (RCEF) teachers to share ideas about reading and service learning projects.



“It was an amazing way to see China,” said Dana Rosenberg, the Health and Human Development

Educator. “One of our guides joked with us that we are officially Chinese because we saw so much.”

While visiting Xiaochao Primary School, the Chinese teachers discussed and shared examples of service learning projects and showed pictures and videos from projects they have led. Windrush teachers shared our school’s service learning philosophy along with project ideas. They were also able to work directly with some students.

Upon returning to Windrush, Dana shared one of the projects with colleagues, which involved sweet potato cultivation, a predominant crop in the region. She also showed a video documenting the project. Through her

continued on next page...

Top left: Amrit Chima, Amerika Sanchez, Dianne Driscoll, Jeanie McKenzie and Lisa Hensley atop the Great Wall.

Center right: Lion in the Forbidden City in Beijing

Center left: Lisa Hayle at Xiaochao Primary School





presentation, Windrush teachers learned new ways service learning can be used to teach an array of skills.

“We learned an incredible amount from the teachers and students,” Dana said.

Dianne Driscoll, 3rd grade teacher and Elementary Academic Program Director, also deeply enjoyed visiting the school, especially talking with teachers. “I was very inspired,” she said.

6th Grade Humanities Teacher Lisa Hayle remarked that the China trip “profoundly” affected her worldview. She learned that the United States and China “have much to learn from each other, and share responsibility for caring for our environment.” Lisa found visiting the school very interesting and was

impressed by a project that transformed 4th graders into political activists for an anti-smoking campaign in a nearby town.

“Being at the school and soaking in the dedication of the teachers, appreciating the hardships of their work conditions changed me,” Lisa said. “It was profound to see such teamwork and passion and openness.”

Music Teacher Jeannie McKenzie attempted to collect Chinese lullabies, a pursuit she found rewarding in unexpected ways.

“We traded songs and everyone sang together, helping each other out with lyrics as they went along and ending in laughter,” Jeannie said. “One of the teachers told me that she had never had the opportunity to sing with the other teachers, and she seemed quite happy about the experience...I was reminded once again of the power music has to unite people, and the simplicity and accessibility of the voice as an instrument for building community.”

Lisa Hensley—Middle School Drama teacher, 8th Grade advisor, High School Liaison and Alumni Outreach Coordinator—was struck by the country’s incredible architecture. She was stunned by the sharp contrast between the ancient culture and modernization, the evidence of a rapidly changing society. She loved strolling through China’s narrow streets and alleys called hutongs. “We walked through one in Beijing the first morning and it was such a colorful and exciting place, even early morning,” she said.

From our travelers’ stories it is apparent the trip affected each teacher in compelling, profound and enduring ways that will enrich the entire Windrush community. Everyone returned from China with a new perspective and elated to share what they learned with their students and colleagues. ●

Top left: Forbidden City Temple in Beijing

Center left: Dianne Driscoll with a teacher and students from the Xioachao Primary School



The Fruitful Farm Stand

Every Wednesday at Windrush School,

children eagerly rummage through crates of organic produce to load Farm Stand boxes chockfull of fresh fruits and vegetables for subscribers. The Windrush Farm Stand—a revolutionary school fundraiser, likely the first of its kind—provides hands-on learning opportunities, and encourages healthy and environmentally sustainable habits. Thanks to the

Farm Stand, families have enjoyed succulent white corn, juicy nectarines, deep red beets and much more. Some children even eat kohlrabi now, which makes parents' hearts sing!

“Our goal is to encourage consumption of more real food while decreasing packaging,” said Farm Stand organizer Lucy Aghadjian. “And a fresh delivery of 1,000 pounds of fruit and vegetables [every week] seems like a great start!”

Lucy contends Farm Stand subscribers develop a new relationship with food.

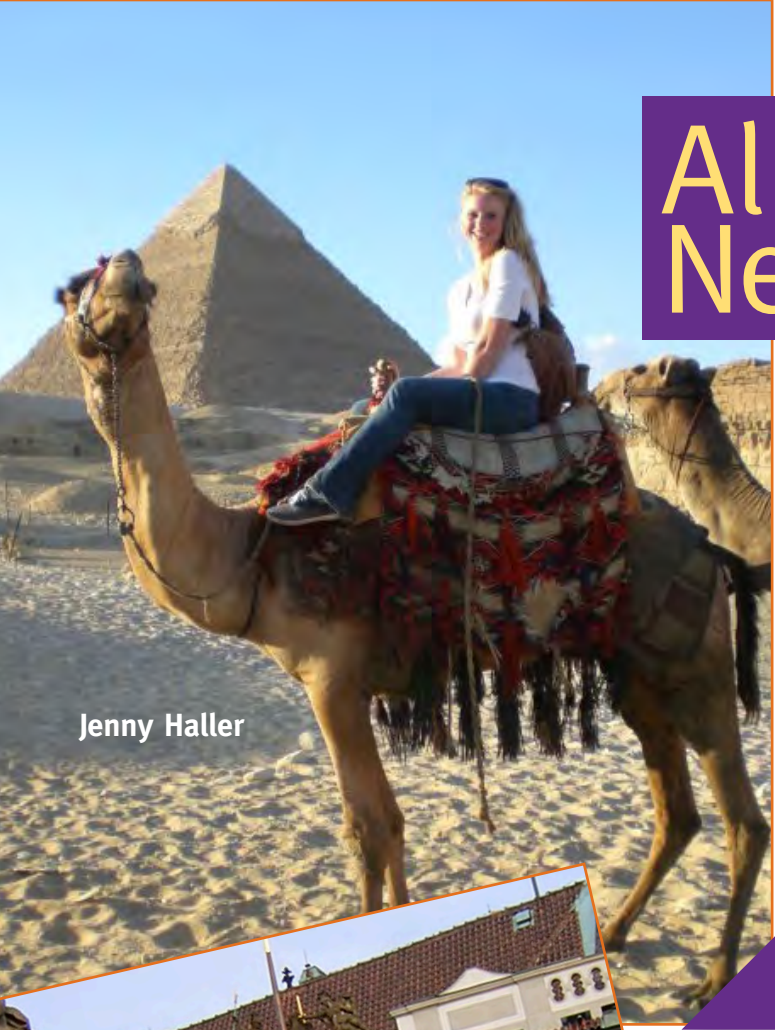
“The children have the opportunity to experience the sensations of real food—produce still has traces of dirt; there are new shapes and tastes: spring onions untrimmed and more than two feet long, cabbages bigger than most of their heads, carrots sweeter than most candy, and giant yellow globes of pummelo, which offer a citrus taste totally new to them. Families commit to buying fresh produce every week and therefore using it each week.”

With the help of students and parents, the Farm Stand has provided weekly boxes of carefully selected fruits and vegetables from a variety of local organic farms to the school community and surrounding neighbors since 2007.

With the help of students and parents, the Farm Stand has provided weekly boxes of carefully selected fruits and vegetables from a variety of local organic farms to the school community and surrounding neighbors since 2007. Fresh produce is far more tasty and healthy than supermarket produce for several reasons. Within a week of harvest, natural sugars in fruits and vegetables turn to starches and it takes seven to 14 days for many items to get to supermarkets. The average food product in the United States travels more than 1,500 miles, causing 10 times more carbon emissions than local food. A significant amount of one's food bill pays for packaging, waste that is significantly reduced through buying fresh produce.

“When kids get excited about why certain produce comes to them during specific seasons and how those items nourish their minds, bodies and spirits with season-specific vitamins and minerals, it's a fabulous moment,” said Ilana Kaufman, Head of School. “I remember giving a student—who had never been beyond the supermarket for his produce—his first Pink Lady apple. I asked him to just pause, to close his eyes and to really taste and smell the fruit. After a few bites, he looked up at me a bit dazed and said, ‘Ilana, this tastes like green apple candy, but better! And now I get it, green apple candy is trying to taste like nature.’” ●

Alumni News



Jenny Haller

Dylan Bulkeley-Krane, Class of 2005, is a sophomore at Stanford University where he plans to major in Political Science. He is the director of the Stanford Speakers Bureau, a student-run group that arranges campus speakers. Dylan hopes to line up former U.K. Prime Minister Tony Blair, his Holiness the Dalai Lama, writer/commentator David Sedaris and screenwriter Aaron Sorkin among others. In 2008, Dylan interned for Illinois Senator Dick Durban, and for Governor Arnold Schwarzenegger in 2009. This summer, Dylan worked on a research team for Stanford's sociology department examining the political influences of boarding houses during the early decades of the U.S. Congress. Before going to Stanford, Dylan graduated from The Branson School, where he was class president his sophomore/junior year and student body president his senior year. He was on the lacrosse team, swim team and acted in several plays, which furthered his drama career that began at Windrush.



Christian Chesterman

Christian Chesterman, Class of 2005, recently returned from living in Slovakia as an exchange student in a small ranching town. He will attend Southern Oregon University this fall, where he will major in Outdoor Adventure Leadership. Christian graduated from Campolindo High School. The summer before his senior year, he volunteered with Amigos de las Americas, an international organization that offers community service opportunities for youth. Christian stayed in a Panamanian jungle village, where he supervised construction of a bridge and taught English and hygiene classes. The experience greatly improved his Spanish and whetted his appetite for travel. He has many aspirations that will take him abroad. He plans to become an international river-rafting guide, join the Peace Corps, and also “teach under-privileged youth the glory of communal sports in order to prevent gang violence and give them a healthy way to express themselves physically.” During high school, he was president of the Mythology Club for one year and vice president of the Quiz

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Alumni News

Bowl for two years. He was also captain of the JV Volleyball team for two years and captain of the Ultimate Frisbee team for one year. “Windrush taught me to never give up in the face of adversity,” Christian said. “I was taught that nothing could possibly hold me back if I put my mind to overcoming the issue. Nobody has the power to stop you but yourself, so you have to just push, no matter what.”

Jenny Haller, Class of 2003, will complete her undergraduate studies at the University of California, Davis this spring. She recently interned at a local elementary school, as she wants to earn her teaching credential and Master’s in Education. Since leaving Windrush, she graduated with honors from St. Mary’s College High School and traveled to Ireland, England and Egypt. Jenny’s older brother Jason, Class of 2000, recently returned from playing American football in Italy. He started playing football at Windrush and then played at Occidental College. “Windrush gave me the opportunities to be a part of different activities and sports, as well as really see what my strengths are in academics,” Jenny said. “I have also taken many friendships from Windrush and continue to have them to the present day.”



Elizabeth Preuss

Elizabeth Preuss, Class of 2004, currently attends Drexel University in Pennsylvania where she studies Criminal Justice as she aspires to be a Forensic Scientist. She hopes to intern at a DNA lab next summer. Elizabeth graduated high school from San Domenico School for Girls in San Anselmo where she was involved with the Dance Ensemble and Theater Arts. In 2007, she traveled to Scotland to perform in the American High School Theater Festival at the Edinburgh International Festival. She currently performs with Drexel University’s Dance Ensemble. “Windrush helped me see that you shouldn’t be afraid to go for something, even if it seems out of reach,”

Elizabeth said. “The teachers helped me believe in myself because they believed in me.”

Jonas Specter, Class of 2006, is a senior at El Cerrito High School and will attend Hampshire College in Amherst, MA in 2011. While in high school, Jonas has played baseball and was on the debate team for three years. During his junior year he served as his class’ student teacher. Jonas will spend five months of the upcoming school year living on an Israeli kibbutz. He remarked that Windrush helped him improve his social skills and become more considerate. “I am genuinely grateful for the opportunity I had to attend Windrush,” he said. ●

Windrush Community

Windrush School gratefully acknowledges the current and alumni families, former students, grandparents and special friends as well as foundations and corporations that generously supported Windrush during fiscal year July 1, 2009 – June 30, 2010. We are fortunate to have a community of such dedicated supporters. With your support, we will continue to provide an education that enables students to meet the future with confidence, competence, resilience and grace. The following list includes all gifts to the school.

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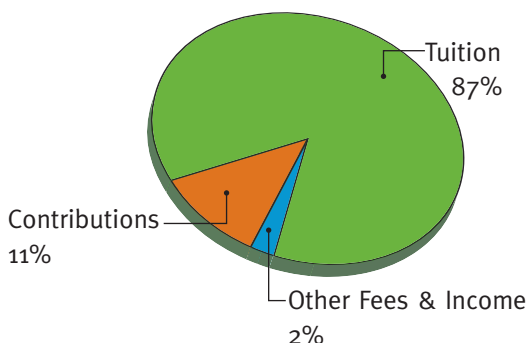
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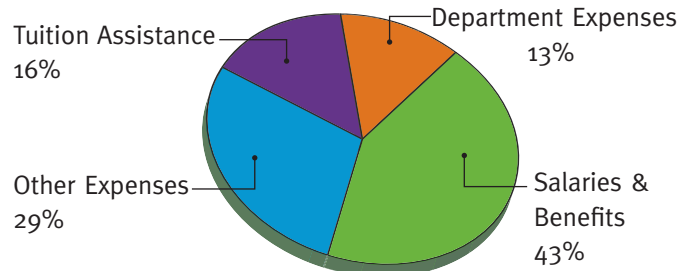
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Windrush School financial picture at a glance...

2009 – 2010 Revenue



2009 – 2010 Expenses



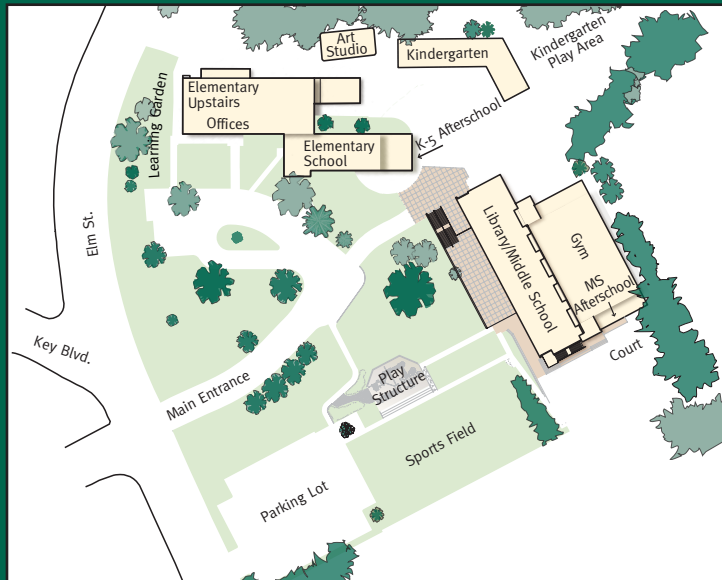
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