



In your opinion, what role does community engagement play in enhancing student success and well-being?

Community engagement is at the heart of school life. Schools offer a wide range of opportunities for students to connect and engage both within and beyond the walls of the school—assemblies, clubs, plays, sports teams, affinity groups, and community outreach, just to name a few. At the core of these experiences is a commitment to cultivating a sense of belonging. Belonging is not just important; it is a precursor to academic success. When students truly feel that they belong, they are more willing to take risks, try new things, and gain the confidence to grow. That becomes the formula for student success.

Belonging isn't about shaping students into who we want them to be; it's about accepting and affirming them for who they are. As author Geoffrey Cohen reminds us, everyone needs to feel they are part of a larger mission in order to thrive. Community engagement really is part of that larger mission. It builds connections among students and creates shared purpose. It strengthens their well-being, increases their openness to learning, and ensures they feel supported by both peers and adults, especially during challenging times.

Can you share a successful initiative you've led that significantly impacted the school's relationship with the community?

Last year, Winsor hosted our [Quadrennial Community Curriculum Day](#) as part of a school-wide conversation about the 2024 election. Students and

faculty spent the entire day engaged in civic discourse. Our theme, “Winsor Wildcats in Action: Civic Engagement and Bridging Divides,” featured a wide range of student-led workshops, guest speakers, and political leaders who interacted with students, faculty, and staff throughout the day. Parents and alums also participated in this special event.

What made the day especially meaningful was that students not only had the chance to learn about important policy and community issues, but also had the opportunity to lead by facilitating sessions on topics they care deeply about. We concluded the day with a panel of elected officials titled “All Politics Is Local.” It was inspiring to see our students actively engage with the issues that matter most to them and our city.

What was your first job?

My first job was in high school, working for a youth news service called Children’s Express, a nonprofit organization run and edited by children and teenagers. It was there that my passion for journalism and history was awakened. I had the opportunity to interview a wide range of people, including authors, historians, and entertainers. My favorite assignment was covering the Democratic National Convention in Atlanta. That experience cemented my identity as a news and political junkie, a passion I still express through my frequent [letters to the editor](#).

What’s a hobby or skill you’d like to learn, and what’s holding you back?

I’m an amateur podcaster, but I want to build some of the more technical skills to improve the quality of my work. As always, time is a factor in pursuing these interests, but I’ve signed up for an online course this summer. I would also love to sing in a choir. The sound and sense of community have always been powerful to me, but choir participation can be a big commitment. I’m currently looking for something that satisfies my passion without overtaking my time.

What are you most looking forward to this year?

This year, our school has the opportunity to welcome a new Head of School, Dr. Meredith Legg, and I'm looking forward to collaborating with her. I'm also excited for my fall elective class, Politics of Identity: Race, Class, and Gender in the United States. Each summer, I revise the course to ensure it reflects the most current issues, discussions, and readings on these topics. I'm particularly eager to introduce new case studies and to continue my longstanding [collaboration with Sidney High School in Montana](#).

SEMIQUINCENTENNIAL KIND OF LIFE

With the Semiquincentennial of the United States less than a year away, now is the time to begin thinking about how you and your students want to mark the 250th anniversary of our country. Here at Close Up, we're looking forward to our [America 250 Commemorative High School Program](#), a chance for students to examine our past, present, and future in Washington, D.C., and Philadelphia. We're offering this landmark experience twice in 2026—in April and June—so [fill out an interest form](#), talk to your Close Up rep, or go ahead and [register today](#)!



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