

# Triple Win

BY THEA MARIE ROOD • PHOTO BY NASH ROOD

It's the norm to have winners and losers in just about any business deal. A "win-win" is something of a rarity. Getting a "triple win" is almost non-existent. Surprisingly, however, that is exactly what Granite Bay High School's media instructor Zachary Weidkamp has to offer.



Formally called the Client Partnering program, the premise is both simple and brilliant: A local business contracts with GBHS media students to produce a customized professional video (win). In return, the business makes a tax-deductible donation for a classroom iMac, thus paying a fraction of what this type of video production costs elsewhere (win). And the students not only get to use the iMac at the film industry standards, they gain real-world commercial film-making experience (sweetest win of all).

"The challenge is these are high school students—and companies think, 'Can they really hit the target?'" says Weidkamp, who is passionate about his students gaining a professional portfolio before they graduate. "But I can tell you, you will be able to use this product. We are not just going

through the motions so (you) can write a check and make a donation."

In fact, GBHS Media Productions has the ability to do aerial cinematography, promotional video and commercials, digital animation, cinematic filming, live broadcast and events. Meaning Weidkamp's students can create any type of video for any type of business. "We want clients to feel like it's worth it," says Weidkamp.

"It might be filming an event, so it's 20 minutes long and we are mainly producing titles; or maybe it's a five minute promo with lots of editing."

GBHS Media has a growing list of interested businesses and has already produced videos for Caltrans and California High Speed Rail. Both of these projects were brokered by Sam Hassoun, president of Global Leadership Alliance (GLA), a consulting firm that special-

izes in partnering, mediation and dispute resolution.

"The three Caltrans videos are on their government website," says Hassoun, who is also the father of a GBHS media student. "And the High Speed Rail video has been used successfully in several ways...so we hope to bring more of our clients to the (high school) program."

Another big plus for business? It makes sense financially. The cost of donating an iMac is around \$2,100 and is not only tax deductible but a bargain compared to the going rate for a professionally produced film. An "explainer video" that start-ups need before they can even begin trolling for funding, for example, often costs 10 times this amount. "A Kickstarter campaign is what you need to get money — which means you don't

have a lot of money [yet]," agrees Hassoun. "But an iMac is not a lot of money. And it's tangible — we didn't have to just write a check and wonder what the school did with it. We bought the computer, we had it shipped here."

Donors are also honored permanently in the media classroom with a donor wall plaque (including the company name and logo), as well as an iMac plaque, mounted

GBHS media students Will Oscar and Chris Hurley work on one of the two donated iMacs. Despite being the film industry standard, the majority of the department's computers are 5-year-old hand-me-down PCs.

### QUESTION ABOUT THIS 'TRIPLE WIN?'

Contact GBHS Media Productions through Zachary Weidkamp, at [zweidkamp@rjuhsd.us](mailto:zweidkamp@rjuhsd.us).

You can also check out previous GBHS Media productions at [youtube.com/channel/UC7C8HP8iQJXnHZcCum211cw](https://www.youtube.com/channel/UC7C8HP8iQJXnHZcCum211cw) or <https://vimeo.com/gbhsmedia>

right on the computer their donation purchased.

And the iMacs are critical, Weidkamp believes, to his students' future film careers. "Macs are the dominant industry standard in pretty much all media — video and film, music production, advertising," he explains. "The (school) district doesn't want to purchase Macs because they can't support them, don't have people to work on them, which I understand. But students will lose out on internships — will lose out on jobs — because they don't know how to use the (industry standard)."

His students' future success as filmmakers is in fact what this is ultimately all about. Weidkamp's been urged to cut to the chase: Why not

just put out the word to GBHS parents and have them hand you the iMac money, make cash donations? But he argues that removes the professional component for the kids. "The client gets a high quality vid-

eo," says Weidkamp. "But it also really diversifies the students' experience." To produce a video for actual living, breathing business clients goes well beyond simply completing a classroom assignment for a

grade. "Students here want to have a real-world application," he adds. "Kids (already) have access to cameras and editing software, so when they come into this media program, they need to be challenged."

