

CONVERGENCE



the view from here.

UCC 2024/25 - WRAPPED



ETHAN FREI
MANAGING EDITOR

If the 2024-25 school year had a view, it would look a little like this: layered hills in the distance, a great horizon bleeding through and into that last bit of light. It's not quite an ending, but a turning point. The kind you only recognize once you've gone past it. A moment suspended between what was and whatever comes next.

This year, we felt the rhythm of a school alive again. It all began with A-day, the once-green fields washed in a sea of blue and white. It was the kind of celebration that pulled us headfirst into the roaring traditions of the school. September also brought us reflection, David Suzuki's assembly reminded us that education isn't just about consuming and regurgitating information, but responsibility. And when the lights dimmed and the music kicked in at the Stewards' Dance, where we came together to enjoy the moment and each other's company.

In November, the spotlight shifted to Nuit Bleue. A night when the Upper School bands filled Laidlaw with sound, each and every note played over the foundation of practice, nerves, and pride. Winter came swiftly after, bringing with it the chill of the rink and the warmth of community spirit. Winterfest packed the arena as our Varsity and U15 hockey teams played fiercely beneath the boom of our cheers and chants. In the same season, flour flew and ovens roared during the Holiday Baking Competition. (Lincoln's tiramisu looked like it deserved every single cheer it got.)

With the new year, we were brought renewed purpose through newly formed organizations. Bags to Beds became more than just a CAS initiative, it was quite literally woven into House life and competition. Turning plastic into something meaningful showed how the efforts of small actions can go a long way in creating a lasting impact. Senior Jazz Night followed, a quiet function, but no less electric; it was an evening where each and every solo expressed thoughts and emotions that words never could.

When TEDxUCC debuted in the MB theatre, the focus once again turned outwards. Planet Forward reminded us that change doesn't start in the halls of governance, but in rooms like ours. And as the season turned once more, we found ourselves competing on the Oval for House Track—the true, final showdown of the Prefect's Cup. Amid intense competition and resounding cheers, every race and event tested the limits and potential of each House's finest athletes.

Now, we stand here at the edge, we look back and see how those events linked us all together. Except they weren't just events. They are moments that we will cherish forever, reminding us what it means to belong to something greater than ourselves.

To the graduating class of 2025, thank you. You've led us not with noise, but with your presence. You taught us to cheer loud, care more deeply, and pass on UCC's best traditions to those who follow.

We'll miss your noise, and we'll carry your rhythm forward. We'll be walking that path you all helped shape, never alone.



THE DE GIORGIO INTERVIEW



DEAN TROJNIAK & JACK ZAMBONINI
STAFF REPORTERS

Why is it important to you that students do not use their phones or laptops to game?

The problem with using phones at school is that they hijack your attention. This is the biggest thing with video games in particular—and to some extent, cell phones. Computers and phones can be great tools for learning, but when we start mixing them with gaming, it really messes things up. It gets to the point where a lot of stu-



dents admit that they spend too much time on them, which leads to a lack of focus and attention. It's very hard to task-switch between those two. With cell phones, it's the same idea. There's a lot of research showing that even having the phone nearby—on your desk or in your pocket—can be distracting. Even for adults, you can fall down rabbit holes. These things take your attention away from what you're trying to do. The biggest thing is to have a bit of self-awareness when you're getting distracted by the devices, and then have the willpower or motivation to put it away.

Are there acceptable times for phones? Do you believe that phones should be used when appropriate?

If it were up to me, I would ban them. Now, I do think there's value in having a gradual progression—so grade 9, absolutely not. Probably can't convince me otherwise. Grade 10, I'm not as firmly against. But I think by grade 11 and 12, there could be designated areas. I would separate those areas between academic and casual use. I don't think anybody below grade 11 should really have access.

You once referred to yourself as Batman, cleaning up Gotham from phone use and gaming. Do you think your efforts to reduce phone use should inspire others—especially older students—to be a "Batman" figure in their house meetings?

I think it's important for us to realize that the time you spend here is really important. From experience, you're going to face stuff and look back one day. And when you do, you're not going to say, "Man, I wish I spent more time on my cell phone." And while I

say that in jest, I actually really believe it. We need to return to more face-to-face interaction and doing things as a community. Being a leader doesn't mean you have a title or wear a Steward's white blazer. It means you uphold the values of our community. Since COVID, I think we've realized just how much we missed being with each other. We took it for granted. Now's the time to come back to that—more presence, more connection.

What is your record for the amount of phones you've taken in a day?

On our last fire drill I had 17 infractions—that's my season high. Might be my career high. I had a stack of phones, and the two secretaries really helped me out. I gave them a lot of phones; they were super helpful in my quest. Yesterday I was at 378 infractions this year. My goal is 500 by the end of the [2024/25] school year.

What is your most memorable or funniest phone catch?

One of the best ones was my sprint through the student centre. I pulled a full 'Cristiano Ronaldo' slide under two students with my hands ready, primed to snatch and grab their phones. Iconic moment.

Out of all the teachers, who do you view as your biggest rival for giving out infractions?

It's definitely Mr. Scatozza. But I have to say—Mr. Allen's been on a heater lately. He's starting to get in on the game, which is a good thing. It's a fun game we play with students, but also a way to grow as a school. With more teachers involved, we can start to build a stronger sense of community.

BEHIND THE BLAZERS (HEADS OF HOUSE)

MATTHEW TONG AND FERRARI ZHANG

EDITOR-IN-CHIEF & BLUE PAGE EDITOR

The Board of Stewards consists of ten heads of houses, eight portfolio stewards, and the Head Steward. The board meets every week during Monday flextime. Head Steward Chris Jagdeo has confirmed that there will be at least two open meetings that everyone can attend prior to the end of the year.

Each head of house has a prefect team and each portfolio steward has a council associated with their portfolio. Year 11s apply to be prefect through an interview process. Council applications, however, are open to every student, and happen at the beginning of each school year. The councils convene periodically to discuss related issues and initiatives, and if you are passionate about a particular portfolio, being in the council is a great way to have input into school policy. Typically, portfolio stewards allow students who are not on a council to attend one or two meetings, either to share their thoughts or simply to gain firsthand experience of how council meetings operate.

Describe the ideal Head of House.

(Jack Francis, Head of Orr's)



The ideal head of house can mean a ton of things, and can apply to a range of different people. The ideal head of house fosters a strong sense of community and pride around the house.

They bring their specific skill set to make sure everyone stays involved and feels like a part of something. That being said, they also need to be able to run and lead a group of prefects and be able to organize and delegate to make sure the house is run the best it can be.

What is your biggest promise to your house?

(Christopher Chung, Head of Mowbray's)

My biggest promise to Mowbray's is this: by the end of the year that my Prefect team and I are leading the house, every



member will be able to look back and genuinely say, "That was a fun year. I felt and experienced a Mowbray's that was taken to the next level. The house felt even more connected, cohesive, and organized than previous years." My promise of building lasting memories for Mowbray's will take concrete form through accomplishments such as better Prefect's Cup participation and performances, meaningful mentorship and brotherhood, and a renewed house spirit through fresh merch and an established chant that unifies Mowbray's.

What is one thing you will change from last year?

(Noah Lawrence, Head of Bremner's)



I will look to improve the opportunity to have the Year 8s bond with older students. Our house meeting will provide the opportunity for people to get involved. I will limit games where there is a maximum number of people playing at once. I will also include a lot more grade vs grade activities where the 12s and 8s will play against the 9s, 10s, and 11s. Including consistent mentor check-ins for the mentors to bond even more with the mentees is also very important to me.

What potential obstacles do you anticipate in your role, and how will you address them?

(Ethan Goonaratne, Head of Howard's)



I think fatigue is a common symptom of the IB and no doubt I'll start to feel it more leading into Year 12. The primary reason I wanted to be a Head of House was to improve the quality of my housemates via engaging and continuous involvement, so I'll need to stay really organised to navigate the stressors of deadlines, applications, and extracurriculars to achieve the goals I set for my house.

On the topic of goals, I think the nature of the Head of House role, at least for me, requires a lot of ideation to create meaningful change. However, even in my first month on the job, I've realised that a lot of my plans are the fault of blind optimism. To combat this, I've started to adapt to the limitations of the role, and it's helped me shift to a more pragmatic approach with achievable implementations. Overall though, I look forward to continuing the role next year, challenges and all.

How will you hold yourself accountable to your house?

(Liyang Yin, Head of Seaton's)



Accountability begins with transparency and clear communication—holding myself accountable involves directly informing the house about my progress in regards to my work as

Head of House. Additionally, through collaboration with my Senior House Advisor, Residential Advisors, other faculty members, prefects, and larger boarding leadership team, I will be sure to set collective tangible goals that are genuinely achievable given the short time frame. A key component of accountability is availability: all members of the boarding community understand that my door is always open to spontaneous conversations. Finally, the understanding that the Head of House position has high visibility and responsibility motivates me to try my best to be there for my peers, especially younger students navigating life away from home.

How will you work with prefects and advisors?

(Jackson Yip, Head of Scadding's)



I work with my prefects by delegating them to specific roles. In Scadding's we have a prefect for community, Prefects Cup, finance and house meeting. This permits prefects to have specific roles within the house and allows them to set their own goals. We try to schedule

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Scadding's leadership meetings biweekly and invite our Senior House Advisor. In these meetings, we set small goals that will get us to our overarching goal and to have the most success in the Prefects Cup.

How will you strengthen house spirit?
(Johnny McGrath, Head of McHugh's)



I plan to strengthen house spirit through participation. Whether it is through house meetings, sports, trivia, or just everyday life, my plan is to make sure everyone feels safe and welcomed inside the UCC community. In developing participation, students will realize how fun games and events can be when everyone participates. Another way I will strengthen house spirit is by taking action for initiatives that are non-academic. Instagram, emails, chats, and more are the kinds of activities that kids can find amusing and/or fun in times of stress and anxiety due to workload or busy lives.

What lasting impact do you hope to leave in your house that lasts beyond the end of your term?

(Daniel Ogunlaja, Head of Wedd's)

The impact I hope to leave in my house is one of reliance. I've seen how busy Grade 12 life can get, and as much as I want to give my all to my house, there's only so much one can give. This is why I'm going to rely on my prefects and housemates to reach places I can't, and to use their gifts and



skills to help my house. In turn, I will focus my efforts on reaching places others can't and being so who can be relied on in times of urgency. This may make me a little less available in the more lenient things, but I hope that by doing this, I can teach my house to learn that they don't have to do everything, and the reason we are a brotherhood is because we can rely on each other.

What house activities do you want to add / bring back to the calendar?

(Patrick Cowling, Head of Martland's)



I would like to bring back the school-wide talent show that took place last year, but instead as a house competition. Grade representatives will compete against each other in various categories. House points will then be awarded to the winners from each grade, voted on by a committee.

As this is a central responsibility of all HoHs, how will you improve mentorship for new students and Y8s?

(Jack Bratty, Head of Jackson's)

Something I often shared with our incoming Year 8s at Norval is that your house plays a powerful role in shaping your UCC experience.



Over my time at the College, I've come to believe that engaging fully with your house community is one of the best ways to feel at home and realize you belong to something greater than just a school. As Head of House for Jackson's, or as I like to call it, the facilitator of our brotherhood, I'll pass on that message with a guiding principle: you get out what you put in. To improve mentorship for new students and Year 8s, I'll encourage members to step beyond their comfort zones, whether by sharing ideas during house meetings, socializing across grades, or building stronger, more consistent connections with their mentors/mentees. While house sports tend to be divided by grade, I want to foster more full-house bonding through initiatives like fantasy leagues, active group chats, and cross-grade competitions during house meetings. Through leadership rooted in connection and unity, I aim to give every new Jacksonite a welcoming, meaningful transition into their new brotherhood.



BEHIND THE BLAZERS (PORTFOLIO STEWARDS)

MATTHEW TONG AND FERRARI ZHANG
EDITOR-IN-CHIEF & BLUE PAGE EDITOR

Athletic Steward, Laurence Fiorini



What is one thing you will change from last year's BoS?

One thing I'd change from last year's BoS is the recognition for our athletes. We have so many students putting in work across all sports, and that deserves more praise. I'll introduce Athlete of the Week/Month on the social media page to spotlight their efforts and build a stronger culture of appreciation.

What potential obstacles do you anticipate in your role, and how will you address them?

One potential obstacle is low student engagement, especially for events outside of

major sports. To address this, I'll focus on better promotion—through the athletics page, assemblies, and social media—and work closely with my Athletic Council to create events that are actually fun and student-driven. By listening to what people want and making athletics feel more inclusive, I can help boost turnout and energy across the board.

What channels will you use to share updates and receive feedback? How will you hold yourself accountable to the school?

By repopulating the athletics page, I will be sharing all updates regarding athletics at the College so everyone stays in tune with what's going on around the school. When it comes to feedback, I see my Athletic Council as a primary source. Since my council will be composed of members from all grade levels (8-12), I'll be able to gather feedback based on what they're hearing from their peers, allowing me to under-

stand a wide range of perspectives.

What lasting impact do you hope to leave in your portfolio that lasts beyond the end of your term?

I want to leave behind a real spark—more spirit, more turnout, and more energy around athletics. Whether you're playing, in the crowd, or just showing up, I hope people feel more connected to sports at UCC even after my term ends.

Favourite teacher?

I sincerely don't hold any favourites, however I strongly value the relationships I have built over the past few years with Mr. Heffernan and Mr. McGuire, my basketball coaches.

Favourite place in Toronto?

Ramsden Park - super underrated place to play some pickup basketball.

Community Steward, Josh Golger



What is one thing you will change from last year's BoS?

One thing I want to change from last year's Board of Stewards is how we operate—as a team rather than as individuals. Last year saw some great initiatives, but they often felt siloed. If we work together across portfolios, we can deliver stronger, more unified initiatives that touch every aspect of student life. With the diverse talents on the BoS, collaboration will be key to making a real difference.

What potential obstacles do you anticipate in your role, and how will you address them?

Grade 12 is a big year—between university applications, academics, and everything else, time management will be tough. To

stay effective, I'll create a Community Council made up of strong, dedicated students who want to lead change. That way, our initiatives won't fall on just one person, and we'll be able to accomplish more through teamwork and shared leadership.

What channels will you use to share updates and receive feedback? How will you hold yourself accountable to the school?

I'm a straight-up communicator. I'll use assemblies to give updates directly to the student body, and I'm always approachable in the halls if you want to share feedback. You can also email me anytime at josh.golger@ucc.on.ca. Accountability starts with visibility—if people see I'm putting in the work and staying open to feedback, that sets the tone.

What lasting impact do you hope to leave in your portfolio that lasts beyond the end of your term?

I'm proud of what we built with Founders Cup, and I want to make it a yearly tradition. I also want to leave behind a strong and motivated Community Council ready to carry the torch. I want the community role to be known for empowering students, driving initiatives, and building passion for bettering UCC, even after I'm gone.

Favourite teacher?

I've had a lot of great teachers, and I wish I could make a teacher all star team. But I have to shout out Mr. Denstedt—he's been with me since day one and has always had my back.

Favourite place in Toronto?

Honestly, the UCC boarding house. The guys there are welcoming, it's a great vibe, and I spend so much time there it almost feels like home. That said, I can't not mention Harbor 60—it's hands down the best steakhouse in Toronto. It's a once-a-year birthday treat and never disappoints.

BEHIND THE BLAZERS (PORTFOLIO STEWARDS)

Creativity Steward, Alfred Liu



What is one thing you will change from last year's BoS?

I plan to implement my two new initiatives to help foster creativity: the UCC Creativity Archive and the Dream Fund.

As stated within my speech, the Creativity Archive will be a digital space where everything related to the arts can be posted and saved for anybody to view at any time. The Dream Fund will provide small cash grants (available via application) to help kick-start any creative project, ranging from the arts to even business proposals.

What potential obstacles do you anticipate in your role, and how will you address them?

The main obstacle that I foresee is the amount of work that comes with Year 12. I will do everything that I can to best manage my time and accomplish everything that I promised.

What channels will you use to share updates and receive feedback? How will you hold yourself accountable to the school?

I will send out emails about anything I plan to run or any events that relate to my portfolio so that students know what is going on. Additionally, my social media will be open to discussions about all things

related to creativity. In terms of holding myself accountable, every steward has set and noted down their own goals for the upcoming year. I will refer to my set of goals to ensure that I bring everything I promised to life.

What lasting impact do you hope to leave in your portfolio that lasts beyond the end of your term?

Both the Dream Fund and UCC Creativity Archive are things that I want to exist long after I leave the school. I want them to become a part of the culture at this school so they can inspire creation long past my time at the college. I also want to note down the entire process so it can be passed down to the next steward.

Pluralism Steward, Will Rowley



What is one thing you will change from last year's BoS?

I think Matty did a fantastic job in his role as the previous pluralism steward, so I aim to capitalize off his successes and build on the momentum he has generated. Aligning with Mr. Jugoon and Ms. Jagdeo's administrative pluralism goals, I hope to seek out opportunities to incorporate pluralism into our classes on a systematic level, as the NBE3U course has shown that building material into the courses is much more effective than a lecture at a Monday assembly.

What potential obstacles do you anticipate in your role, and how will you address them?

I anticipate that a challenge of my role will be managing the plethora of ideas and ini-

tatives members of the community bring to the table. I want to do as much as possible, but not if that means the things I do end up lacking value. This means I'll have to prioritize ideas that will have the greatest impact.

What channels will you use to share updates and receive feedback? How will you hold yourself accountable to the school?

I am lucky to have many wonderful faculty members overseeing my role, including the pluralism coordinators Mr. Jugoon and Ms. Jagdeo, as well as Mr. Walker, and they along with the BoS will be sure to keep me accountable with loads of constructive feedback to guide me.

What lasting impact do you hope to leave in your portfolio that lasts beyond the end of your term?

One of my goals for the pluralism portfolio is to create a greater interconnectedness between the culture/affinity/action group

heads through joint initiatives. In my opinion, pluralism can't really be plural if it is secularized, so broadening the scope of our actions and working closely together will certainly have a positive impact on the community.

Favourite teacher?

I've enjoyed my time with every teacher at this school, but I think Ms. Wells's brownies in Y9 have stuck with me the most. Walking into UCC for the first time and being greeted by those was a treat I've remembered to this day.

Favourite place in Toronto?

My favourite place in Toronto has to be Queen/King West in the summer. The streets fill up when the sun comes out and you can't sleep because of the music. The energy and culture is unmatched anywhere else in the city.



BEHIND THE BLAZERS (PORTFOLIO STEWARDS)

Service Steward, Matthew Tong



What is one thing you will change from last year's BoS?

This year's BoS mission statement emphasizes fostering a united and healthy community while promoting accessibility and transparency. I think last year's BoS did a great job (ex. open town halls), but I still see room for growth in building a stronger sense of community. Service can play a role in this, and I'll be working closely with other portfolios to integrate service opportunities that bring people together and strengthen our school community.

What potential obstacles do you anticipate in your role, and how will you address them?

I anticipate that it might be challenging to get everyone equally excited about service, as I realize that not every student naturally shares the same passion for it as I do. To address this, I hope to engage young-

er students early, helping them find their footing in service so it becomes a part of their school experience. I also think starting new initiatives isn't always necessary; if we connect service to students' existing interests (think sports charity competitions, arts fundraisers, etc.), we can build engagement. By meeting students where their passions already lie, I hope to make service feel more personal.

What channels will you use to share updates and receive feedback? How will you hold yourself accountable to the school?

The service council will be a key feedback channel, with grade reps to promote events/initiatives to their respective grades and reporting back on student sentiment. I also plan to make a service calendar/board where opportunities will be posted in a visible, centralized space. I'm considering incorporating an anonymous message box as part of that to ensure honest feedback, which will help me stay accountable.

What lasting impact do you hope to leave in your portfolio that lasts beyond the end of your term?

I want to lay the foundation for future Service Stewards to make a real impact. My platform is two-fold: making service easily accessible to everyone regardless of their interests, and inspiring students to get involved. I believe that inspiration starts early; when younger students get involved, they grow into upper-year leaders ready to build on this work. Bags to Beds is part of my lasting impact, but I hope to create a culture where students feel empowered to take initiative, find causes they care about, and use their skills to give back.

Favourite teacher?

Super hard pick—all of them are awesome—but if you forced me to choose, Ms. Rielly and Mr. Anderson. I always look forward to our random post-class chats. Shoutout to Mr. Macan and Mr. Cooper from my formative years.

Favourite place in Toronto?

Rogers Centre. Nothing like a good ball game on a Friday night.

Learning Steward, Hudson Vandermeer



What is one thing you will change from last year's BoS?

I think this may be a common sentiment from most of the board this year but simply their engagement with the community, whether that be via social media or through initiatives supported by the entire board. I think it is of utmost importance to make sure everyone in the UCC community knows that the board is working hard to better everyday life, support students, make resources more accessible and support laughter and fun within the college. The board should speak for the student body and represent them in a meaningful way to teachers, faculty and administrators; that is exactly what we plan to do.

What potential obstacles do you anticipate in your role, and how will you address them?

The obvious ones include: the assessment calendar (and other issues surrounding assessment timing), dealing with teachers and administration to resolve and integrate feedback on curriculum, opening up access to extra help with teachers and the CFL and making sure mental health/well-being resources are readily available. In all honesty, there isn't much in my role that I can do to fix the assessment calendar. I am currently working on implementing CFL information sessions into seminar and flex-times so that students are more informed about the support pillars available to them.

What channels will you use to share updates and receive feedback? How will you hold yourself accountable to the school?

It's not easy. I will most likely rely on my council to provide feedback and hold me accountable. This is the reason why I am currently prioritizing building a strong council that represents the student body well and is filled with engaged and com-

mitted students. Additionally, the learning year reps will serve as an indicator to me of the general feelings of each grade towards assessments and the academic environment. The council as a whole will work to implement as much feedback as possible from students and we will hold each other accountable for creating initiatives to help remedy issues that may arise.

What lasting impact do you hope to leave in your portfolio that lasts beyond the end of your term?

It is not so much that I want to leave a lasting impact or legacy on the school. Of course I would love to make changes that benefit all students for the foreseeable future, but my goal currently is to ensure that any project or initiative that I start is continued for years to come by the next learning stewards and those that follow. The connections I build and the pressing issues I find will 100% be relayed to the next learning steward if I cannot resolve them within the tenure of my term.

BEHIND THE BLAZERS (PORTFOLIO STEWARDS)

Sustainability Steward, Keon Abbaszadeh



What is one thing you will change from last year's BoS?

One thing I think can be improved is communication between the board and the student body. I felt like I didn't know what the BoS was planning and how they were making an impact. As a member of the sustainability council, I was able to see first-hand what we were doing, but I'm not sure the general student body did. I want to make our operations as transparent as possible, and keep all of you up to date on our initiatives. This could be through monthly newsletters or open meetings where we showcase our progress and hear your feedback.

What potential obstacles do you anticipate in your role, and how will you address them?

The largest barrier that I foresee is student engagement. Most students think that sus-

tainability is too big of a problem to tackle, or that it isn't their responsibility to deal with. The way that I see it, however, is that no impact is a small impact. That is why I want to host initiatives and events throughout the year that are tailored to your interests, and make you want to get involved. This could be through cooking classes where you simultaneously learn about sustainable agriculture, or thrift shop pop-ups where you can refresh your wardrobe and reduce clothing waste. By making sustainability fun, relevant, and easy to engage with, I hope to shift the mindset from "not my problem" to "my opportunity".

What channels will you use to share updates and receive feedback? How will you hold yourself accountable to the school?

The main way I will communicate with the school regarding sustainability is through social media, and specifically our Instagram account. You can follow us @ucc_sustainability for updates throughout the year about all of our initiatives and how you can get involved. We will con-

stantly be sharing our progress, and have response boxes on our story where you can share your ideas. As well, always feel free to email me at keon.abbaszadeh@ucc.on.ca if you have any questions or concerns, and I'll get back to you as soon as I can.

What lasting impact do you hope to leave in your portfolio that lasts beyond the end of your term?

I don't hope to leave a physical impact like more plants or more events, but an impact on your mindset. I want sustainability to feel less like a chore and more like a natural part of how we do things at school. If I can help even just a few people see that small actions matter, I'll know I've done my job.

Favourite teacher?

It's got to be either Mr. Paschalidis or Mr. Moon. There's something about their accents that's really engaging.

Favourite place in Toronto?

BMO Field #GoReds

Wellbeing Steward, Derek Gu



What is one thing you will change from last year's BoS?

I wasn't on the board last year so I don't know how it was exactly. However, I hope this year's board will be more open with their objectives with the rest of the school. Overall just being more interactive and open with the community.

What potential obstacles do you anticipate in your role, and how will you address them?

Time management. My time management is already lacking so especially with all the

tasks added to my load, I will need to work 10 times harder. Being busier will definitely push me more so naturally I hope to build better habits so I can keep up with everything.

What channels will you use to share updates and receive feedback? How will you hold yourself accountable to the school?

Face to face. Whoever wants to know any updates can talk to me, I'm not scary. I will refrain from sending schoolwide emails because, truthfully, not many people care or read them. I purposefully didn't make many promises in my steward campaign so that I wouldn't struggle to keep true to unrealistic promises. However I will still keep myself accountable to the school by being open and honest with others.

What lasting impact do you hope to leave in your portfolio that lasts beyond the end of your term?

Make the role more serious and respected. People sometimes think of this role as "not as important" as the others like learning or community, so I want to set up the next wellbeing stewards to do great things as well.

Favourite teacher?

Can't pick one.

Favourite place in Toronto?

My house.

