



VOL. 08
DEC. 2022

Greenwood

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PRINCIPAL'S MESSAGE

As alumni, you all joined Greenwood at different times in both the school's journey and your own personal journey. Some of you enrolled because you and your family shared our founders' vision for Greenwood back in 2002, before there was even a physical school building; some of you joined following our expansion and renovation in 2016, when our updated building opened up even more possibilities; and many of you joined at points along that path, as the school grew and flourished. You joined because you wanted to be both challenged and supported, or because you valued experiential learning, or because you wanted a school that wasn't afraid to do things differently (or maybe all three).

Our commitment to our founding values has remained constant over the last 20 years. No matter when or why you joined Greenwood, you were part of a community where teachers get to know students as learners and as people, where students find energy in both success and challenge, and where alumni choose and follow the paths that will bring them fulfillment. We have evolved since 2002, but that evolution comes from our recognition that we can always do better for our students by deepening our understanding of the challenges and opportunities facing us from day to day and from year to year.

We remain a close-knit community, and I have heard over and over again from alumni that **the people** are what made their time at our school truly special — that the friendships they made have endured long since graduation, and that their teachers pushed them to fulfil their potential while always having their backs. Building and strengthening those relationships is at the core of everything we do, and we are committed to ensuring that Greenwood is a warm and welcoming environment for every student who walks through our doors.

Twenty years after the school's founding, we are celebrating all that we have accomplished since 2002. Greenwood has been a consistent leader among Toronto independent schools, pioneering personalized learning for all and embedding Outdoor Education as a core part of the curriculum. As we look towards the future, we are dedicated to maintaining this entrepreneurial spirit and commitment to experiential learning, and to constantly looking for ways to improve the Greenwood experience for our students (see pages 4-5 for exciting developments on this front).

Greenwood has evolved since its founding, and will continue to evolve — but the values that drive us every day? Those aren't going anywhere.



Sarah Bruce, Principal

December 2022



Message from Our Alumni Executive

Greenwood Alumni Community,

We hope that you and your families are doing well. We would first like to wish Greenwood a happy 20th anniversary! We hope that you were all able to attend the big celebration hosted by the school on October 15th.

The Alumni Executive would like to extend a big thank you to Paul Forster '08 for his dedication to the Alumni Executive and role as President over the past three years. Paul will remain involved with the Executive in his new role as Past President! With that said, Jessie Lewis has taken on the role of President and Saul Lewis has been nominated to take on the role of Vice-President.

The Alumni Executive has been busy since we last "spoke"! Greenwood Alumni Connect has helped place alumni into new jobs and connect fellow alumni with mentors in their field of interest. The platform has also been a helpful tool to keep us updated on events and what is happening in the alumni community. If you have not signed up already, it is super easy and you can connect with your LinkedIn credentials. We highly recommend signing up today at alumni.greenwoodcollege.org. If you have any questions about the Alumni Connect platform, please do not hesitate to reach out to us by email at greenwoodalumniexecutive@gmail.com. We would be happy to help get you set up!

The Alumni Executive has loved getting back to in-person meetings and events over the last year, both locally and internationally. This past year, our Alumni Reunion at Greenwood returned with a bang! We had epic prizes, a live performance by The Tales, and more than 300 alumni (both students and staff) in attendance. That's more than 25% of all Greenwood alumni! It was a great opportunity for everyone to re-connect, get re-acquainted with the Lodge, and even meet some new babies who have joined the Greenwood community.

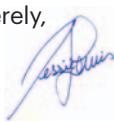
We also hosted an engaging climate change panel discussion on how we as individuals can take action against climate change, and what businesses and governments should be doing to help combat climate change. The power of the Greenwood community was truly felt by all who attended. We are grateful to alumni Isabel Duchesne '10 and Audrey Korngold '21, and to Kevin Kimsa, a Greenwood parent, for participating in the panel; we would also like to thank the school's Coordinator, Sustainability & Stewardship, Cassandra Della Mora, for moderating the conversation.

Our international chapters were quite active in 2022. We had an NYC meet-up hosted by Elly Rosenbaum '14 where seven alumni from across a variety of graduating classes gathered at Reichenbach Hall in NYC. Similarly, the UK Alumni Chapter met up at BrewDog in Shoreditch, London. This year, we anticipate additional international meet-ups and the long-anticipated return of Canadian university visits. Keep your eyes on the Alumni Connect platform and our Instagram page [@greenwood_alumni](https://www.instagram.com/greenwood_alumni) for additional information.

The Alumni Executive is hard at work to keep everyone together this year. We are planning a networking event that will be hosted in downtown Toronto, as well as additional initiatives focused on health and wellness. Please register for Alumni Connect to ensure you do not miss any of the exciting initiatives that the Alumni Executive has planned for this year!

If you have any thoughts or want to get involved in the Alumni Executive, please email us at greenwoodalumniexecutive@gmail.com or reach out to either one of us directly.

Sincerely,

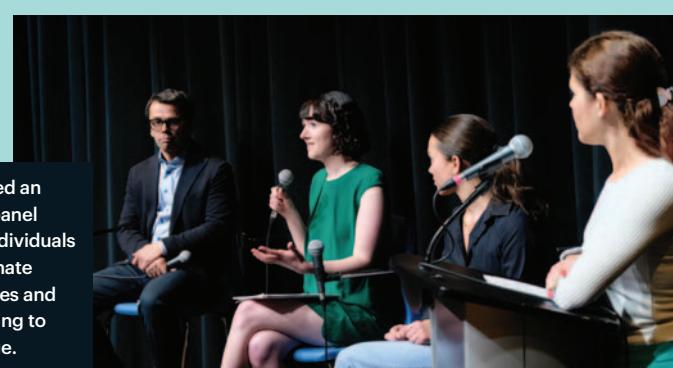


Jessie Lewis '09
President

Saul Lewis '11
Vice-President



Jessie Lewis '09 and Saul Lewis '11 are the current President and Vice-President of Greenwood's Alumni Executive.



The Alumni Executive hosted an engaging climate change panel discussion on how we as individuals can take action against climate change, and what businesses and governments should be doing to help combat climate change.



Our Alumni Reunion at Greenwood returned with a bang in May — more than 300 alumni (both students and staff) were in attendance!

ALUMNI EXECUTIVE MEMBERS 2022-2023

POSITION	NAME
President	Jessie Lewis '09
Vice-President	Saul Lewis '11
Past President	Paul Forster '08
Events	Ryan Boynton '08 Izzy Farag '17 Russ Reeves '11 Nicole Wallenburg '11
Young Alumni Chair	Kristina Désormeaux '22
Members at Large	Allie Hawkey '09 Martine Lloyd '10 Emily Wright '09
NYC Chapter Chairs	Mitch Reeves '09 Elly Rosenbaum '14
UK Chapter Chairs	Adam Brady '12 Lauren Karrys '12

Class Fund Update

Every year, we establish an endowed Class Fund in honour of our graduating class in the Greenwood College School Foundation. Most funds support student financial assistance; other areas of support include the Greenwood Centre for Teaching and Learning and experiential learning programs.

Enabling even more students to benefit from a Greenwood education is a major priority for the school. With that in mind, we are working to grow Greenwood's endowment, particularly funds allocated to student financial assistance.

ALL GIFTS TO CLASS FUNDS THIS YEAR WILL BE MATCHED! If you have been considering a gift to your Class Fund, there has never been a better time. Visit greenwoodcollege.org/annualappeal to see how far your gift will go.

See the chart below for a summary of each Class Fund and what it supports. The chart lists fund balances as of June 30, 2022.

Have a question about Class Funds? Feel free to get in touch with Carrie O'Neill, Interim Manager, Advancement at caroline.o'neill@greenwoodcollege.org or 416 482 9811 x 4236.

GRAD CLASS	WHAT FUND SUPPORTS	FUND BALANCE
2006	Student financial assistance	\$ 421,309
2007	School's area of greatest need	\$ 111,932
2008	Experiential learning programs	\$ 458,415
2009	School's area of greatest need	\$ 139,322
2010	Student financial assistance	\$ 295,902
2011	Student financial assistance	\$ 105,555
2012	Student financial assistance	\$ 98,975
2013	Greenwood Centre for Teaching and Learning	\$ 121,097
2014	Greenwood Centre for Teaching and Learning	\$ 60,143
2015	Student financial assistance	\$ 49,743
2016	Student financial assistance	\$ 24,324
2017	Student financial assistance	\$ 36,339
2018	Student financial assistance	\$ 89,275
2019	Student financial assistance	\$ 107,261
2020	Student financial assistance	\$ 54,984
2021	Student financial assistance	\$ 103,212
2022	Student financial assistance	\$ 72,488



Space to Dream

In the Spring of 2022, Greenwood had a once-in-a-lifetime opportunity to purchase a parcel of land south of the school — and we jumped at it. This land will not only meet our immediate need for green space, but will give us valuable room to think and dream for the future.

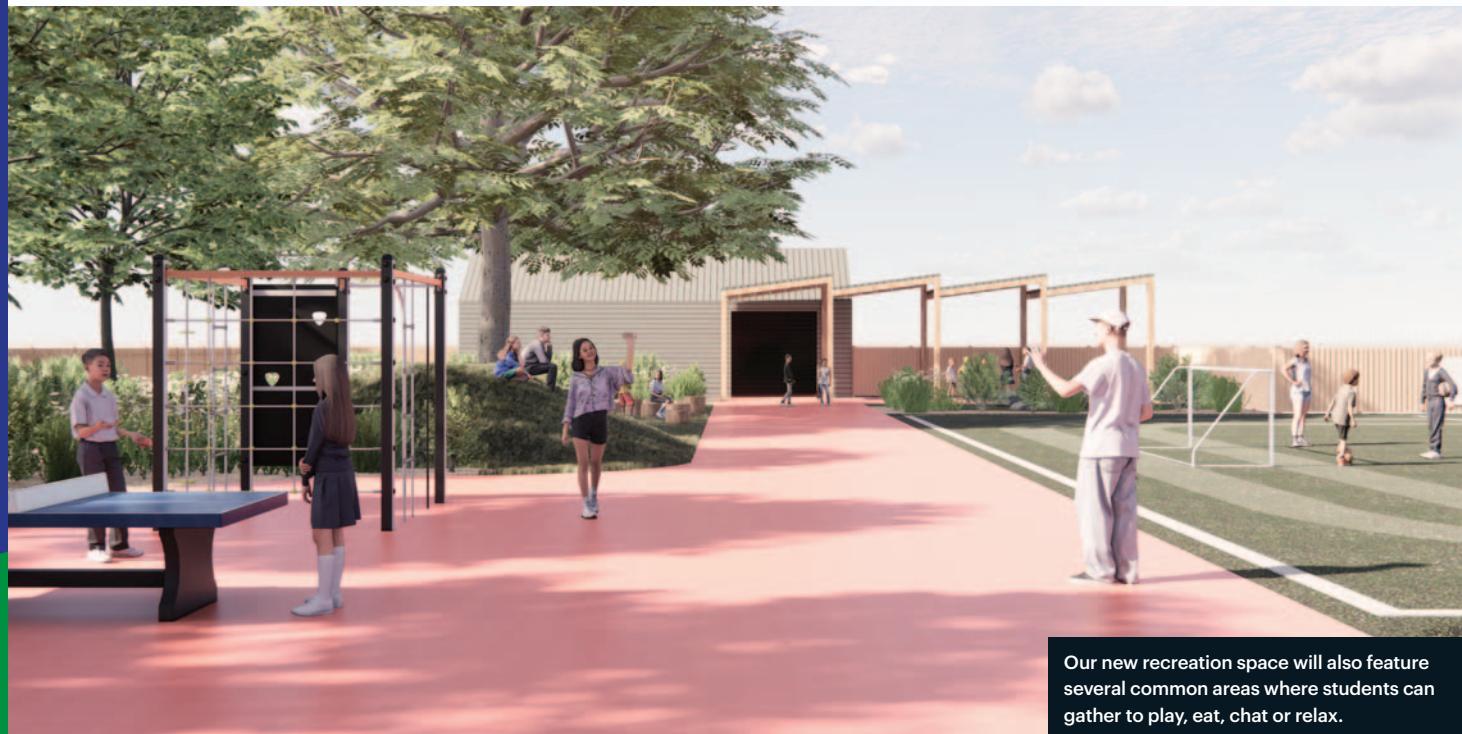
What have we purchased?

With prudent financial management and support from our community, Greenwood was able to purchase the plot of land encompassing the KFC and Wolseley Plumbing located south of the school on Mount Pleasant Road; we have also purchased four houses on Balliol Street. These properties will yield a lot sized at 63,000 square feet.

What are we planning to build?

Greenwood plans to develop a multi-purpose recreation space on the site that will meet a wide variety of student needs. The highlight of these new facilities will be an artificial turf playing field that will be converted into an artificial ice rink during the winter months. For Grizzlies athletes, this is a game changer. Teams will now be able to hold practices directly across the street from the school, turning travel time into valuable skill-building time. These facilities will also be available for use by our physical education classes for activities like soccer, flag football, rugby, hockey, ice skating and more.

Additionally, our new recreation space will include an outdoor classroom, multi-use recreation space and washroom facilities. We look forward to students using these spaces throughout the school day as a valuable opportunity to get outside and support their physical and mental health.



Greenwood Advisers: Champions and Advocates



From its early roots at the school's founding, our Adviser program has become an unmatched source of support for our students at every stage of their educational journey.

When the Ontario government introduced the new curriculum in 2000, they also brought in TAP—the teacher-adviser program. The idea was that teacher-advisers would meet with their advisees regularly and help them make informed choices at key transition points in their schooling.

Greenwood is always looking for ways to build upon our programming, and TAP was no exception. Our Adviser program started as a quick daily touch-base between students and their Advisers; today, this program provides unparalleled support for students throughout their time at Greenwood.

"The Adviser is a caring adult who will both support and champion students' individual needs," says Heather Thomas, Vice-Principal, Deputy Head of School. "This role is incredibly important because Advisers work with individual students to help them grow in any way that is needed, whether that be in the area of study skills, well-being practices, self-advocacy, or collaboration with others. Advisers truly care about their advisees and work to ensure that they have a personalized experience at Greenwood."

Check out the [timeline](#) on the next page to see how the Adviser program has evolved over the last 20 years.



"The Adviser program helps me with my school work and makes me feel like my thoughts are heard and taken into consideration. My Adviser is very helpful when it comes to my worries and helps me understand myself a little more." **Ellie Yantsulis '27**

"I enjoy being an Adviser because I get the chance to really get to know that group of students. The opportunity to build that connection between a student and an Adviser is special. As a Grade 7-8 Adviser, it's rewarding to see my advisees' growth throughout the two years that they're with me, from their first day at Greenwood to entering high school. It's always neat to see them in their senior years and I'm blown away by the young adults that they've become!" **Liz Wong, Adviser**





Timeline

2002-2004

The Adviser program starts with each student being assigned a “homeroom teacher”; homeroom groups had all classes together.

2004-2008

Each teacher is assigned an Adviser group; Advisers meet with their advisees at the beginning of each day for 10 minutes to touch base and deliver announcements. Parents and guardians receive a comment from the Adviser on their child's quarterly report cards, but Adviser meetings do not include structured programming.

2008-2011

Adviser meetings take place after school two days per week. Advisers check in with advisees and offer support as needed. Students who do not need homework support are exempt from the program. For a brief time during this period, Adviser is connected to the House Program, with all advisees in a group coming from the same House to create a school life connection; as the program continues to evolve, this becomes untenable and is discontinued, as it does not meet the school's goal of personalizing learning for students.

2011-2012

2011 brings several realizations that will have major implications for the Adviser program:

- Our Student Success Centre (SSC) offers outstanding support to students working with the SSC regularly, but every student can benefit from personalized support.
- Greenwood is delving further into character education, and we need a robust system that will support character growth.
- Students in Grades 11 and 12 need more consistency as they begin to plan their postsecondary journeys.

With these ideas in mind, we begin developing a new approach to the Adviser program that will meet all of these needs.

2012-2013

The first step in our new Adviser approach is ensuring that Grade 12 students have the same Adviser and Guidance Counsellor (previously, these could be two different people). This allows Guidance Counsellors to spend more time with each of their advisees and provide more fulsome support for postsecondary decision making.

2013-2014

As the next phase in our new approach, we start the two-year Adviser cycle for students in Grades 7-10. Students typically work with the same Adviser for Grades 7-8 and Grades 9-10. Being with the same advisees for two years allows our Advisers to build exceptionally strong relationships with students. Students have scheduled meetings with their Advisers throughout the year; Grades 7-10 focus on character growth, while Grades 11-12 focus on postsecondary planning.

We also launch our Adviser Report Cards this year. Written by Advisers in consultation with advisees, these reports provide a snapshot of students' growth in their civic, moral, intellectual and performance character over the school year.

2014-2015

An important goal for us is weaving the Adviser program into daily life at Greenwood. With this in mind, we begin offering a course-based Adviser program this year. We pilot the program, which is connected to a course called Advanced Learning Strategies: Skills for Success After Secondary School, with the Grade 11 class. This course helps students to assess their learning abilities, maximize their learning and develop a plan to help them meet their learning and career goals, in addition to allowing them to build a strong bond with their Adviser. Grade 11 students may opt out of this course; about 1/3 of the Grade 11 class opts out this year.

2015-2016

Adviser is again offered as a timetabled course for Grade 11s, with only 1/6 of the class opting out — parents/guardians and students alike quickly see the value in the course. We also extend the two-year Adviser cycle to Grades 11-12, giving students the opportunity to work with the same Guidance Counsellor for their final two years at Greenwood. We find that this has immense benefits for long-term postsecondary planning.

2017-2018

We continue on our journey to offering Adviser as a timetabled course for students in Grades 7-11 by implementing our Grade 7 and 8 Personalized Learning Skills (PLS) courses. All students in Grades 7 and 8 are automatically enrolled in this class, which helps them enhance their executive functioning skills and build self-awareness, self-monitoring, empathy and relationships.

Our Adviser Report Card also sees enhancements this year, with a more comprehensive look at students' character development and more student involvement in self-assessing character growth and setting goals for the coming year.

2018-2019

The final piece of our current Adviser program is implemented this year when the Grade 9 and 10 Adviser courses begin to run. All Grade 9 students take a timetabled Adviser course (Learning Strategies 1: Skills for Success in Secondary School); our Grade 10 Careers course, which is compulsory, is now also taught by the Adviser. As of this year, all students in Grades 7-11 have a timetabled Adviser course, with Grade 12 students meeting with their Advisers weekly as a group and individually on a biweekly basis.

2019-Present

While the support Advisers provide to their advisees does not change, the programming delivered via Adviser courses continues to evolve. Adviser courses now have a strong focus on both personal well-being and diversity, equity, inclusion and belonging.

“The relationships between students and teachers are such an important ingredient in the secret sauce that is our school community. The Adviser program has been at the centre of those relationships since day one. What has changed for the better over time is the programming and guidance that Advisers provide our students; what has not changed is the strong relationship between Advisers and their advisees, even after graduation. My own boys, who were fortunate enough to attend Greenwood, stay in contact with their Advisers to this day.” **Jamie Lougheed**,
Past Greenwood Staff Member and Parent

“Your Adviser becomes someone you trust. Your Adviser becomes someone who knows your learning style, knows what you need and knows how to support you.” **Taylor Davis '21**

Diversity, Equity, Inclusion and Belonging at Greenwood

As Greenwood moves forward with its efforts to foster a more diverse, equitable and inclusive community, it's important to us that we remain transparent and accountable to all members of that community. Diversity, equity, inclusion and belonging are an imperative of Greenwood's new Strategic Plan; we will continue to share our progress in this area and to provide opportunities for involvement and feedback from all community members.

For more information on last year's work in the areas of diversity, equity, inclusion and belonging, visit greenwoodcollege.org/DEI.

Greenwood's overall goal for our 2021-2022 diversity, equity and inclusion work was to create a strong foundation from which to build in the future. We need to know ourselves and our identities before entering into deep diversity and community work. With that in mind, our focus in 2021-2022 was equipping students and staff with the introspective tools and practices they needed to better understand themselves. "You can't do anything until you understand what you bring to the table," says Rachael Brownell-Swain, Director, Diversity, Equity, Inclusion and Outreach.

Staff Professional Development

Rachael developed a five-phase professional development plan for all staff for the 2021-2022 school year. Year 1 of the plan focused on building a solid understanding of anti-racism and anti-oppression education; in the years to come, all staff will build upon that foundation to create positive and inclusive communities at the school.



Phase 1	Self-Education (anti-racism, anti-oppression, social justice, current expectations, culturally responsive pedagogy, curriculum)
Phase 2	Curriculum Gaps (developing units of study, making curriculum changes, examining course content)
Phase 3	Avoiding Performativity (developing classroom and community cultures, developing allyship behaviours, avoiding performative allyship, authenticity in all spaces)
Phase 4	Disrupting and Dismantling (positive intervention, redirecting, creating programming and policies)
Phase 5	Critical Allyship and Planning for Change (What does critical allyship look like in your interactions? Your workspaces? Your classroom? How do we plan for change in the coming year?)

RIDES Assessment

Greenwood has adopted the Reimagining Integration: Diversity and Equity in Schools (RIDES) model from Harvard University, a research-backed framework that gives schools the tools to support and measure deep work in diversity, equity, inclusion and belonging. We piloted this framework over the 2020-2021 school year with success.

In 2021-2022, our aim was to put the next steps identified in 2020-2021 into action while also looking closely at programs, practices and curriculum. Along the way, we continued to measure our progress in fostering diversity, equity, inclusion and belonging using the benchmarks we have created. We also explored additional lenses on school life and spheres of influence in order to identify more opportunities for growth and change.

Visit greenwoodcollege.org/DEI to read the RIDES Evaluation Report for 2021-2022.

Community Themes

We created themes for each term of the 2021-2022 school year that tied together the DEI work for that term. For example, Term 1 was “Identities”, with the first three months of the year focusing on Indigenous identities, 2SLGBTQIA+ identities and the legacy of identity, respectively. Each term began with community-building activities related to empathy, encouraging students to truly consider others’ perspectives and reflect on how they can be effective allies.

DEI Staff Advisory Committee

The new DEI Advisory Committee was created with the goal of encouraging staff members to explore their own areas of influence within the context of creating an equitable school grounded in anti-oppression and anti-racist thinking. Committee members examine existing systems and structures at Greenwood that may present barriers to equity and inclusion and present recommendations to school leadership based on their findings.

Panorama Survey

In the spring of 2022, we undertook a whole-school Equity and Inclusion Survey through Panorama, a company that delivers high-quality surveying tools for many communities and organizations. The results of the survey will establish valuable benchmark data that will inform policy, programming and systemic growth at Greenwood moving forward; we will track progress on these benchmarks through repeating the survey in the future.

What's Next

We engaged deeply with issues concerning the development of equity, inclusion and diversity within our community in 2021-2022, and we are excited to continue and build upon this work for 2022-2023. Areas of focus for this year include:

- Centring student voice
- Social justice
- Curriculum review (both content and instructional practice)

We look forward to sharing our progress on this important work with you.



As part of our Black History Month programming, Canadian entrepreneur Taylor Lindsay-Noel shared her incredible story of breaking bias. Taylor persevered through a devastating accident that paralyzed her from the neck down to build her own successful business.



The Tour for Humanity visited Greenwood in 2021-2022 and returned earlier this year; this mobile classroom was designed to inspire and empower people to raise their voices and take action against hate and intolerance.



Greenwood held its first official Pride Parade in June of 2022! Students created posters, decorated the windows and sidewalk, and celebrated and showed allyship for the 2SLGBTQIA+ community.



May was Asian Heritage Month and Jewish Heritage Month. We learned as a community about influential Asian and Jewish artists throughout the month; students also sampled Asian and Jewish foods and learned about their significance.

Back in the Building: Returning to Greenwood to Teach

The students have become the teachers! Meet two Greenwood alumni who have joined our full-time teaching staff.



➲ **KARA GANI '15**

Kara earned her BPHE from Queen's University and her MEd from OISE. She completed a teaching placement at Greenwood in Spring 2022 before joining the staff as a full-time Health and Physical Education and Science teacher in September 2022.

When did you know you wanted to become a teacher?

I knew I wanted to become a teacher about halfway through my undergraduate degree. I volunteered in schools coaching and leading rugby workshops and that definitely sparked my interest. I began seeking more opportunities in education and tutoring, which solidified my decision to work in education.

What drew you back to Greenwood to teach?

I've always known Greenwood to be an incredibly unique and top-tier school. When I spoke to my university friends about their high school experiences, they said they wouldn't do it over again — but I felt the exact opposite way! I've always had such an incredible connection to the school and as soon as I knew I wanted to become a teacher, it was a no-brainer that I would pursue Greenwood. The individualized learning and teaching philosophies here are one aspect that I love, but the community feel and Outdoor Education programs are so brilliantly special and truly unmatched.

How has Greenwood changed since you were a student? How has it stayed the same?

Other than there being an entirely new half of the building, it honestly feels like I never left! Even when I was in university, I felt so connected to the community that coming back as a teacher was seamless. Greenwood continues to deliberately work to improve the student experience, which in turn has incredibly positive impacts on the staff experience. I admire how much work goes into diversity, equity, and inclusion for every person in the building, which shows how much the school cares about every individual who enters the community.

What has it been like working with staff members from your student days?

It has been so rewarding to work with staff members who were a part of my fantastic experience as a student! I feel so privileged to continue to learn from each staff member, old and new. As this is my first year teaching at Greenwood, I have some incredible mentors and people who have helped me and I feel so thankful to have this experience.





"I know that I am supported as a teacher, just as much as I knew I was supported as a student," Callie says.

"As a student, I loved the opportunities and programs that were available to me," says Callie Bowman, seen here (left) on Spirit Day in 2008.



CALLIE BOWMAN '09

Callie earned her BSc at Mount Allison University and her BEd at OISE. She first joined Greenwood as an Apprentice Teacher in 2018 before becoming a full-time Math and Science Teacher in September 2019.

When did you know you wanted to become a teacher?

I always had the idea in the back of my mind, but I wasn't certain I wanted to pursue teaching until I worked in Greenwood's Main Office as an administrative assistant in the winter of 2016. I found that I really loved the energy around the school, and that was when I decided to apply to teachers' college.

What drew you to come back to Greenwood to teach?

The energy that Greenwood has is special. As a student, I loved the opportunities and programs that were available to me; I wanted to be a part of giving those opportunities back to students.

How has Greenwood changed since you were a student? How has it stayed the same?

Because I started as a student when Greenwood was only in its second year, a lot has changed! Physically, the building is totally different. A lot has also changed with regards to the extracurricular opportunities available, including the Outdoor Education program, sports and clubs. However, so much about the culture has stayed the same.

What has it been like working with staff members who were here when you were a student?

This was definitely a huge adjustment when I started! Having to shift how I referred to other staff members (from calling them Mr. or Ms., to using their first name) was definitely strange at first, but now I'm much more used to it. Now that I'm a few years in, I don't think about that nearly as much as I did in my first year or two!

What is your favourite part about working here?

Just like when I was a student, the best thing is still the people. The care that the staff members provide not only to the students but also to one another is really special. I know that I am supported as a teacher, just as much as I knew I was supported as a student. The Outdoor Ed trips are also just as great as I remember them!

Securing the Environment for the Future

As climates change and more people become eco-conscious, the need to examine our impact on the environment grows. Here are four Greenwood grads who have chosen to work in fields related to sustainability.



➲ KRISTEN ELDER '13

Kristen is the Bike Education Instructor Manager at HUB Cycling in Vancouver, BC. HUB is a not-for-profit organization dedicated to removing barriers to cycling in Metro Vancouver while cultivating the health, environmental, and economic benefits of active transportation.

Shortly after she graduated from the University of Guelph, Kristen was invited on a cross-Canada road trip heading to Vancouver – and she didn't need much convincing to say yes. "Although I didn't know much about Vancouver, I knew it was surrounded by water, trees, mountains and bicycles," she said. "That was enough for me!"

Before moving out west, biking was just another recreational activity for Kristen. "I bought my first adult bicycle a few months before my road trip," she says. "I told myself that no matter what, I was going to use this new bike as my primary means of transport." That dedication led her to jump at the opportunity to join HUB Cycling as a Bike Education Instructor; instructors teach a variety of bike safety courses, including Bike to School programs. "It was a job that would introduce me to the world of active transportation and build on my previous work as an outdoor educator – sold!" she says.

More than three years and three roles later, Kristen continues to enjoy working with HUB as the organization's Bike Education Instruction Manager. She now scouts, hires, trains, manages and advocates for about 25 seasonal Bike Education Instructors, in addition to refining HUB's curriculums and building new resources. "HUB is a small but mighty non-profit organization operated by wholesome and dedicated staff on a mission to get more people cycling more often," she says. "I believe riding a bicycle is a fundamental skill that everyone should know, and I am proud to play a measurable part in helping others uncover the vast benefits of cycling for themselves."

Kristen has seen HUB's work have a significant impact on the community. The organization has delivered programming to over 13,000 people already this year, but "to realize the true impact of that reach, I often talk about 'the ripples,'" Kristen says. "It can start with putting a bike in the hands of one student, newcomer to Canada, or adult for the first time, and witnessing how a little guidance and encouragement has them pedalling within the hour. These are some of the most gratifying moments of my job because I know this is only the first ripple. A new skill has been unlocked, their family and friends will hear about it, and there will be bike rides in that person's future. Those subsequent, exponential ripples build a community of happier and healthier people."

What advice does Kristen have for someone interested in getting into cycling or bike commuting? "Don't overthink it!" she says. "All you need is a bicycle and a helmet. Make sure the bicycle is safe to ride by inspecting it or bringing it to a bike shop for a tune up, and then start small and work your way up. If you're looking to rekindle your interest in biking, plan a fun excursion to a local park or coffee shop. If you're curious about commuting by bicycle, try choosing one day a week or month to bike to school or work."

Kristen appreciates the emphasis placed on outdoor education at Greenwood. "Those experiences grew my love for being active outdoors and opened my eyes to incredible places like BC," she says. "But more than that, they validated the exceptional skill building and personal growth that can come from taking students out beyond the walls of the classroom. That has helped me believe even more strongly in the impact of the work I'm doing right now."



As HUB Cycling's Bike Education Instruction Manager, Kristen Elder '13 scouts, hires, trains, manages, and advocates for about 25 seasonal Bike Education Instructors, in addition to refining HUB's curriculums and building new resources.



MAX ROBINSON '16

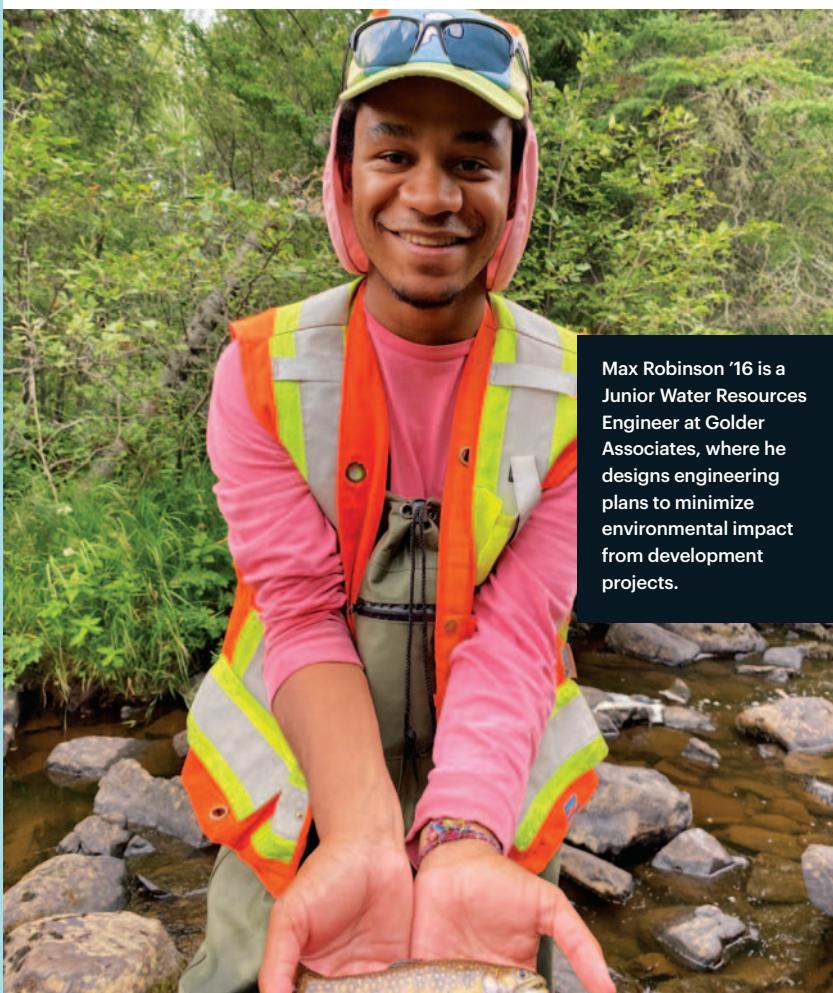
Max is a junior water resources engineer at Golder Associates. In his work, Max strikes a careful balance between protecting the environment and accommodating urban development. His projects at Golder Associates take him to a variety of different settings as he assesses the company's environmental impact.

Max Robinson '16 remembers a formative moment back in Grade 9 that shaped his career interests. He recalls watching a Government of Canada commercial that urged civil engineers to create sustainable practices in order to protect the environment for future generations. "I instantly felt compelled to answer the call as I felt passionate about preserving the quality of the lakes and rivers that made my childhood so memorable," Max says. After Greenwood, he studied at Queen's University where his fourth-year capstone project gave him the opportunity to explore coastal engineering. He designed concepts to address the Toronto Islands' flooding issues.

After graduating from Queen's, he found a position with Golder Associates where he could design solutions to mitigate impact on water resources. His work takes him to various locales to conduct research about water bodies to create low-impact development (LID) plans. This past summer, he spent five weeks in Thunder Bay to assess the impact that proposed transmission lines would have on the aquatic ecosystems in the region. Some of the research had to be very hands-on. "Many times this meant getting our hands wet and conducting electro-fishing tests to catch fish and take a closer look at them," says Max. "Other times we weren't as lucky and had to climb down steep cliffs or pull our ATVs out of thick bogs among the trees. But it was fun either way."

Today, Max's work is even more integral to the development process due to shifting political and environmental needs. "I believe that processes are changing with sustainability in mind and a lot of that has to do with the continued pushback from conservation authorities and concerned residents who want to protect the environment around them," Max explains. "This helps drive the discussion to improve the sustainable practices and designs being implemented in residential and aggregate developments throughout the GTA." There is a good mixture of challenge and innovation that comes with planning LIDs in order to ensure that the ecosystem still maintains balance in some form. For example, building a building may result in less groundwater absorption and thus, Max will need to consider strategies in the development plans to ensure that the groundwater is replenished.

Max credits his success at school to the efforts that Greenwood staff made to be available when he needed more clarity on certain topics or feedback on assignments. His time at Greenwood also helped him develop soft skills in time management and communication. "I was able to grow as a communicator and see a positive growth in my writing and time management skills," Max recalls. These skills help him in his day-to-day tasks at work and in life. Looking forward, Max hopes to one day work in the coastal engineering field.



Max Robinson '16 is a Junior Water Resources Engineer at Golder Associates, where he designs engineering plans to minimize environmental impact from development projects.



Stefan Crampton '07 works with the Impact Assessment Agency of Canada to determine the environmental, social and economic impact of various infrastructure projects.

STEFAN CRAMPTON '07

Stefan is a project manager with the Impact Assessment Agency of Canada (the Agency). Operating out of the Agency's Vancouver office, Stefan analyzes proposed major infrastructure projects for their environmental, social and economic effects. The Agency's reports go on to advise the federal Minister of Environment and Climate Change's decision on project proposals.

Nature and its wonders have fascinated Stefan from an early age. "Ever since I was a kid, I've always had an interest in nature," says Stefan. His time at Greenwood helped nurture that passion through various Outdoor Education trips. When he was looking for postsecondary programs, Stefan found McGill University's Environment Major really intriguing. After his application was accepted, packing up and moving to Montreal was a no-brainer for Stefan. "It was really eye-opening because at that time, the [focus on] environment wasn't really what it is today," he says. "Today, all of our politicians are speaking about it, but back in 2007, it wasn't as popular."

While at McGill, Stefan had the opportunity to do a field study abroad program. For four months, he – along with 25 other students – stayed in Panama to gain practical field experience studying tropical ecology, biology, development and sustainability. "It was an incredible experience and I highly encourage any student to do a study abroad program if they're able to," Stefan recommends.

Once he graduated from McGill, Stefan took a year to go solo-backpacking around South America, as his time in Panama made him excited to explore more of the continent. During his backpacking adventures, Stefan also carved out time in internet cafes to research and apply to graduate programs. "One day in the Bolivian Amazon, I found an internet cafe and I saw that one of my applications had been accepted," he recalls.

At the time, there were only two reputable graduate programs in Resources and Environmental Management: one at Dalhousie University and the other at Simon Fraser University (SFU). Because he was eager to experience life out on the west coast, Stefan gladly accepted SFU's offer to their Master's program. While he completed his Master's thesis, Stefan applied to many co-op positions and interviewed with the Canadian Environmental Assessment Agency (now the Impact Assessment Agency of Canada). He started working with the Agency as a co-op student and then contract employee, before he was offered a permanent position.

As a project manager for the Impact Assessment Agency of Canada, Stefan reviews project proposals for major infrastructure projects such as ports and large mines. Along with his team, he consults with the public and Indigenous groups that would be potentially impacted by the development. During this multi-phase process, the Agency will review the proponent's proposals (including their mitigation proposals) and assess the environmental, economic and social effects. "What I find most rewarding is that each project is never the exact same," he says. "You're engaging with different interest groups and looking at something different."

Even though he's always had a deep interest in the environment, Greenwood helped him to apply his interest outside of intellectual pursuits. He fondly remembers a Grade 11 OE trip kayaking in British Columbia and his winter OE trips. "Those experiences were really instrumental to give me the confidence to be in nature," Stefan says. "If I could do this in Grade 11, then of course I can do it now." Living in Vancouver, he applies his adventurous spirit to back-country camping and many other outdoor activities.

Securing the Environment for the Future

continued

ERIN APPELBE '17

Erin recently earned her BA with Combined Honours in Sustainability and History, along with a Certificate in Indigenous Studies, from the University of King's College and Dalhousie University. She plans to become a teacher.

The idea of studying sustainability resonated with Erin most strongly during her time at Greenwood. "It was a combination of the Green Industries and Regional Geography courses that first inspired me," Erin says. Greenwood's project-based Regional Geography course is integrated with the Grade 11 Fall Outdoor Education trip to British Columbia. "Learning about the history and interconnected ecosystem of Kyuquot Sound and getting to know the Kyuquot and Checlesht First Nation families was a treasure," she says. Erin then worked at West Coast Expeditions, the outfitter running the Regional Geography trip, the following summer. "That time in my life amounted to a huge shift for my future and determined my academic and future career paths," Erin says.

Erin's postsecondary journey took her to the east coast, where she studied Sustainability, History and Indigenous Studies at the University of King's College and Dalhousie University. During her time in Halifax, she became interested in the city's Climate Action Plan through an interview and conversation she had with the founder of iMatter Halifax, Lily Baraclough; iMatter is a youth climate action organization that works to hold local governments accountable for their inaction on climate change. "I was inspired that, as young adults, we can have a voice and hold our representatives accountable," Erin says.

Erin joined iMatter just after they had successfully pushed to ban plastic bags city-wide. The group continued to meet regularly with various city councillors to advocate for climate policy; Erin was nervous to be involved in these meetings at first, but she's glad she pushed through. "It was a good experience in arguing one's case with researched arguments to steer a decision in one's favour," she says.

Erin's studies taught her that even 'sustainable' solutions aren't perfect or carbon neutral. While this is difficult information to process, she feels it's important to know. For example, lithium batteries are rechargeable, but creating them can disrupt marine ecosystems and species. "However, that doesn't mean we shouldn't enact change," Erin says. "Moreover, we must learn from communities and cultures, both past and present, to find solutions that work with the environment and aren't as harmful to the planet." Racial discrimination in environmental policy-making is a related issue that Erin feels should be spoken of more. "A great book on this topic is *There's Something in the Water* by Ingrid Waldron, a sociology and health professor at Dalhousie who collaborated on a documentary with Elliot Page on the issue," Erin says.

As a future educator, Erin hopes to take the experiential learning approach used by Greenwood classes such as Green Industries and Regional Geography. "It's one thing to be taught from a textbook and through slideshows, but it's another to go out into the field and learn," she says. "Meeting people and hearing their stories is far more impactful."

Most importantly, Erin wants to foster students' passions, love of learning and belief in their own abilities. "I wasn't always a high-achieving student," Erin says. "Due to auditory processing delays and my struggle with mathematics, I gave up on myself. The arts and humanities weren't valued at my school prior to Greenwood, and so I felt less-than and incapable. I don't want any other student to feel that way. Sometimes it takes finding a topic you love to see the path forward. I would not have achieved Double Honours if it weren't for professors, teachers, and mentors believing in me."



The idea of studying sustainability resonated with Erin Appelbe '17 most strongly during her time at Greenwood, particularly in her Green Industries and Regional Geography classes.

New Ventures Abroad

↓ **JEMMA BRIDGES '17**

Jemma took the opportunity to study at The New School's Parsons School of Design when she graduated from Greenwood. The experience living and studying in New York City has given her incredible exposure to life in a brand new city.

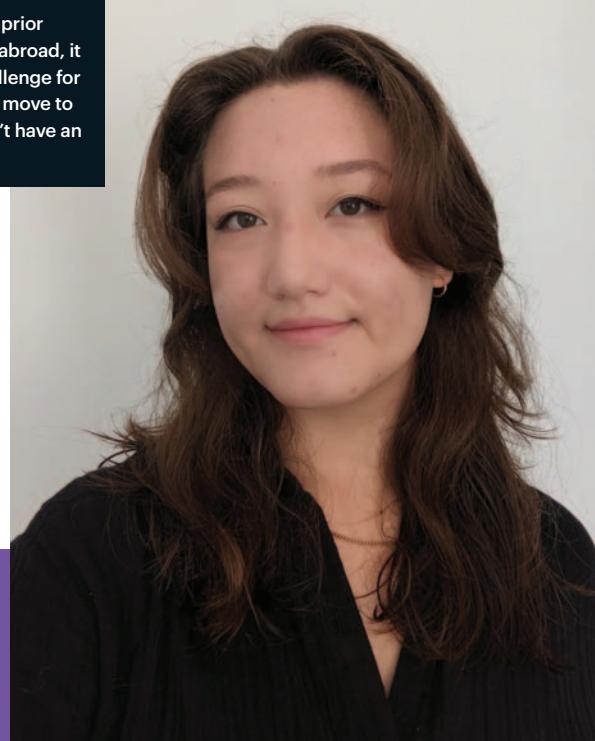
Jemma always knew she wanted to study design in some way or another and her previous study abroad experience in Paris, France, made her eager to try living in another city. While she was researching different programs, she felt particularly drawn to Parsons School of Design at The New School because the program was specifically geared towards establishing an art career. She decided to attend the industrial design program at Parsons which allowed her to combine different elements of engineering, psychology and business with her passion for art. "I was lucky to study under professors who have worked at NASA, OXO and West Elm and they definitely made the program so much more exciting and valuable," Jemma says.

Even though she had prior experience studying abroad, it was a whole new challenge to move to a city where she didn't have an established network. "It really pushed me to start fresh and curate that network myself," Jemma says. Her time in New York City teetered between fantastical moments and the mundane. "Sometimes you feel like you're in a coming-of-age movie where you get to run around a great city full of opportunity and sometimes you're waiting for the train next to a rat eating a bagel," she recalls. The bustle can be invigorating for someone new to NYC. Now she lives in Brooklyn, where she can enjoy some more quiet compared to the Manhattan scene.

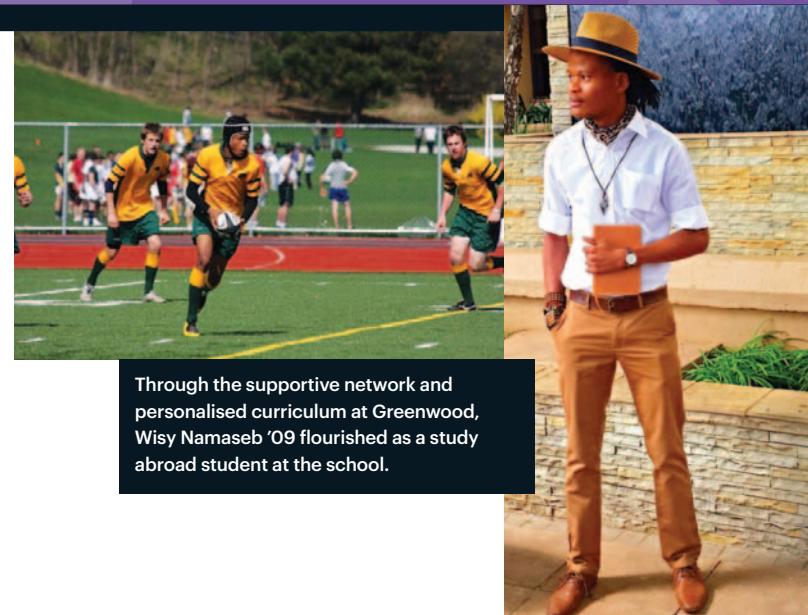
Jemma's advice to Greenwood students? "If you have the opportunity or resources to study or live abroad, you should absolutely take it," urges Jemma. "I've heard more stories of people who regret not studying abroad than people who did and hated it."

Jemma is thankful that Greenwood was so accommodating with her different learning habits and interests. She takes that same empathy and understanding to her present work as an elementary school art teacher. "My time at Greenwood helped me be more supportive to my students and gave me so much appreciation for the teachers who taught me," says Jemma.

Even though she had prior experience studying abroad, it was a whole new challenge for Jemma Bridges '17 to move to a city where she didn't have an established network.



Studying abroad can open doors to new opportunities and experiences. Here are two Greenwood alumni who took the leap to study abroad.



Through the supportive network and personalised curriculum at Greenwood, Wisy Namaseb '09 flourished as a study abroad student at the school.

↗ **WISY NAMASEB '09**

Wisy joined Greenwood as a study abroad student from Namibia. He talks about his journey adjusting to a new way of life and how he adapted thanks to Greenwood staff and the community. He currently works as a management consultant and entrepreneur.

Wisy's first time on an airplane was the flight that took him from Namibia to Toronto. Not only that, but his family remained in Namibia while he resided with a sponsoring family for his studies. "Greenwood offered a safe learning environment," says Wisy. "It had a secure, close-knit family of students, teachers and parents that provided a safety net for me at a time where I had to leave my own family behind." Through this supportive network and personalised curriculum at Greenwood, Wisy flourished as a study abroad student here.

"Relocating from a lower-income country to a first-world nation is a double-edged sword," Wisy remembers. "On the one hand, you are nervous about adjusting to a new norm, and on the other, you are excited about the opportunity to learn and grow. I felt both, but more the latter." His family comes from a nomadic, Khoisan background, so adjusting to new environments came easier for him. The additional support from John Fraser, Elizabeth McCallum, Fred Dalley and Sue Dalley made Wisy's socio-economic transition to Canada much smoother. "I always believed that one grows outside their comfort zone and, in retrospect, I doubt I would have been where I am now without studying abroad and the support received from my family abroad," Wisy says.

One of the challenges Wisy faced while studying in Canada was navigating a new culture. With differences in dress, behaviour and interaction at play, Wisy sought to strike a balance between fitting in and maintaining his identity. Wisy did relish the opportunity to build a network here in Toronto and experience all that the city (and its weather) could offer.

If anyone asks him if they should study abroad, Wisy's answer would be a resounding, "Go!" The new possibilities and relationships that one can build can set up many opportunities in the future.

Wisy credits Greenwood for paving the way to get him to think beyond the box. "I tip my hat to Greenwood, to be honest," Wisy says. "Not only do I 'think outside the box', I also think 'there is no box'." This attribute has helped him greatly in his current role as a management consultant and entrepreneur in South Africa. Even though he was only in Canada for two years, that brief amount of time had a profound impact on his perspective.

Artificial Intelligence, Real Applications

Artificial intelligence and machine learning are advancing rapidly—and they are already solving thorny problems. Meet two alumni working in the tech field and learn more about how artificial intelligence is leading to big changes for the better.

MEGAN MARRELLI '09

Megan is a Senior Program Manager at Meedan, a non-profit organization that helps journalists investigate and disseminate critical information.

Megan Marrelli has worked in several aspects of journalism, from writing for news websites to being an Associate News Producer on *Patriot Act with Hasan Minaj*. And as she moved through the industry, she began to feel like the business model for journalism is failing. “We need to find new ways to engage with audiences, monetize subscriptions and report on things that are important,” Megan says.

This feeling is part of what attracted Megan to her current role as a Senior Program Manager at Meedan, a non-profit organization that helps journalists investigate and disseminate critical information during events like elections, wars and epidemics. Meedan builds software for newsrooms and designs programs with the goal of strengthening journalism and, critically, combating misinformation.

The COVID-19 pandemic really drove home for Megan and her colleagues how much problematic misinformation is out there. “We set up a pop-up newsroom within Meedan that I ran, delivering COVID-19 health content to users and newsrooms on demand,” Megan says. “I became very aware of all of the different narratives online, and some of them are just wild.”

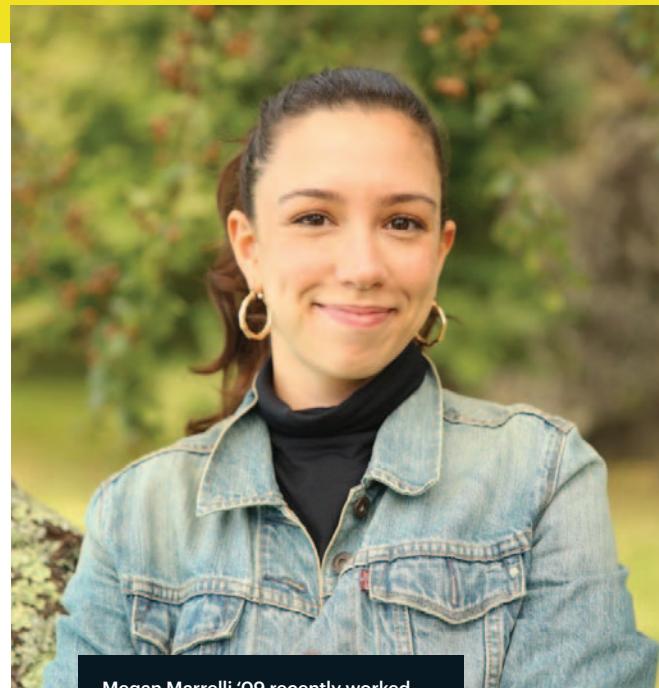
One of the major challenges with online misinformation lies in where it is posted. “Platforms like Facebook can take down false information because they can see it,” Megan says. “Closed messaging spaces are really hard to moderate, especially encrypted ones like WhatsApp, so it’s a lot easier for misinformation to swirl around in there.”

Meedan’s technology, Check, tackles this problem. Check is an AI-supported fact-checking program which allows journalists to analyze closed messaging spaces, hone in on misinformation and respond efficiently to large volumes of false claims. In 2022, Megan used Check as part of a collaborative reporting project with four media outlets, including Telemundo and Univision, to fight Spanish-language misinformation ahead of the midterm elections in the United States. Check connects a newsroom’s WhatsApp account to a database; users can then contact that account to check whether an article they have received is true or not. If the news outlet has an article debunking submitted information, the database will automatically send it to the user; if not, the database logs the submission. Reporters can then use the database to get a sense of the misinformation out there and to decide what they need to debunk.

“Check allowed us to bring in audience questions and then deliver fact checks at scale,” Megan says. The volume of requests the software can handle allows for more false information to be debunked more quickly, which is critical to preventing misinformation from taking hold. “Using AI also allows us to intercept information in that space in a way that other people can’t, because it’s encrypted,” Megan says.

Meedan works in partnership with newsrooms all over the world to cut through misinformation; Meedan will also sometimes partner directly with platforms on content moderation issues. “It’s a really interesting and new way of looking at how we can iterate on the media industry,” Megan says.

The environment at Meedan supports collaboration and creativity. As a manager, Megan strives to create a feeling of “psychological safety” for her team. She wants them to know that their ideas and thoughts are valued and to feel safe sharing new ideas. That feeling of psychological safety is one of her standout memories from her time at Greenwood. “I really recall being in classrooms at Greenwood and feeling that I could always try out an idea, and it would be met with appreciation and a response of ‘okay, let’s test that out’,” Megan says. “Greenwood teachers really want to help you learn. My teachers were definitely role models for me in terms of the level of commitment I want to bring to everything I do.”



Megan Marrelli '09 recently worked on a collaborative reporting project on the midterm elections in the United States using Meedan's AI-powered software, Check; Check allows journalists to analyze closed messaging spaces, hone in on misinformation and respond efficiently to large volumes of false claims.

“I really recall being in classrooms at Greenwood and feeling that I could always try out an idea, and it would be met with appreciation and a response of ‘okay, let’s test that out.’”

➲ OWEN SMITH '17

Owen is a Software Development Engineer at Amazon.

Owen has always been interested in building and creating, even if it wasn't with programming. However, he learned to code in his senior years at Greenwood — and that new learning ignited a spark. "The general philosophy was for students to take control of their learning," Owen says of Greenwood's approach. "I was encouraged to be curious and to seek opportunities to be technically creative."

Owen went on to study Computer Science at McGill University. In his third year, he began to seriously focus his attention on machine learning. "What piqued my interest was the vast applications of artificial intelligence," he says. "I became fascinated with how computers learn and how we can leverage their power to solve real-world issues. I also found that I could incorporate my other hobbies into my coding projects in a way that I had never explored before." This curiosity compelled Owen to take more machine learning courses and seek out research opportunities.

Today, Owen works for Amazon as a Software Development Engineer. He works in the Supply Chain Division, helping to implement and maintain algorithms to determine how packages are spread amongst warehouses. "Our team's algorithms use various machine learning models," Owen says. "These algorithms aid Amazon's global supply chain by distributing packages across warehouses based on a list of constraints like demand and storage. It's a critical component of Amazon's flagship website, and I'm honoured to be working on it."

One of Owen's long-term goals is to join Google's DeepMind team. DeepMind is on the leading edge of artificial intelligence, demonstrating the awesome power of machine learning; in 2020, DeepMind made headlines with its AlphaFold program, which can determine a protein's 3D shape from its amino-acid sequence. "I have been following DeepMind's research since they released AlphaStar in 2019; AlphaStar is a self-learning AI designed to play the video game StarCraft 2 with the capability to defeat professional players," Owen says. "In my final year of university, I got the opportunity to work with a professor who once interned for DeepMind. The team has pushed the limits of machine learning research, and I would love to one day be a part of that."

There is a lot to be excited about regarding artificial intelligence, Owen says. "It's impacting almost every industry. DeepMind recently released AlphaTensor, an extension of the AlphaZero model, to solve fundamental mathematical problems like matrix multiplication. Mathematics is at the core of so many aspects of technology, and changes to solving these problems will have a ripple effect leading to many technological advances."

Owen Smith '17 works for Amazon as a Software Development Engineer, helping to implement and maintain algorithms to determine how packages are spread amongst warehouses.



In 2020, Google's DeepMind team made headlines with its AlphaFold program, which can determine a protein's 3D shape from its amino-acid sequence. Credit: DeepMind



Community Snapshots

Take a look at some memorable moments from a remarkable 2021–2022 school year at Greenwood!



We had two very fluffy visitors at Greenwood in early March! The two lambs gave our students a welcomed brain break.



Greenwood OE is back and students were overjoyed to spend time in nature.



Senior students in French and in Food and Nutrition classes collaborate to prepare some tasty crêpes.



Flashback Friday Dress Down had all the grades putting on their best threads!

Our Grade 9 students ran the first Entrepreneur Fair at Greenwood, featuring many handmade items and goods.



Terry Fox Run was a blast! As per tradition, students were decked out in their House colours for the Run. Each House raised money for the Terry Fox Foundation.



Students prepare lunches as part of our outreach programming with Youth Without Shelter.



The Junior Play rehearsals were back in full swing as students practised the choreography for *High School Musical*.



And all of that hard work paid off when the students put on three performances in May!



Students intently working on their case study for the Business Case Competition. A selection of guest judges evaluate the proposed solutions brought forth by each group.



Arts Week saw plenty of artwork throughout the building along with musical performances from our students.



Spirit Day returned once again to Serena Gundy Park. Each House brought their A game for the House Cheer and for the House activities.



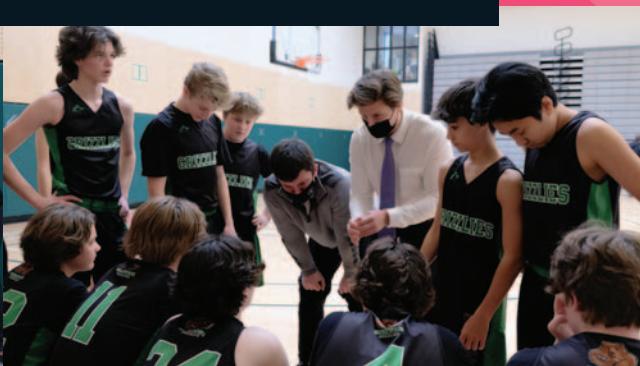
Headship elections finally gave students the opportunity to meet the Heads of Student Leadership candidates in person! Griz was also present to add some fun to the Meet and Greet.



Our Grizzlies are back and they competed across several sports. Our Junior Girls' Volleyball team and Junior Boys' Basketball DIII team both won the CISAA Championships — and fun fact, the teams were coached by Greenwood alumni Callie Bowman '09 and Geoff Roberts '13 respectively.



On top of our Pride Month in October, we also had a Pride Parade in June. Grade 7 and 8 students adorned with pride flags and posters walked around the neighbourhood. Many passersby also gave our parade a honk of support!



Grade 8s posed before tossing their caps off at the end of Celebr8 — marking the beginnings of their next stage as high school students.



Class Notes



2006

Meg Blair is Vice President, People & Culture at MindBeacon. **Aaron Loach** and his wife bought a house in Nanaimo, BC, in 2021. Aaron also completed his undergrad in Physical Education and Coaching at Douglas College, and subsequently his Bachelor of Education at UBC. He is currently a teacher teaching on call on Vancouver Island. **Jenn McNeil** is a Field Marketing Manager at Benify in London, UK. On February 24, 2022, **Gillian Roberts** and her husband, Luke Gibson, welcomed their third child, Bennett Alexander Gibson. Bennett joins older siblings Teddy and Isla.

➡ Gillian Roberts '06 and her husband welcomed their third child, Bennett Alexander Gibson, on February 24, 2022.

2007

Kyle Carpenter is an Associate Creative Director at Wunderman Thompson Canada. Last year, his work was recognized by the Cannes Lions International Festival of Creativity and was named one of Fast Company's Most Innovative Designs of 2022. However, he's most proud of having married Lydia Beck on June 4, 2022. **Alexandra Egan** is a Senior Consultant, Employee Benefits at HUB International. **Arianne Flemming** is Chief Operating Officer at Informal Systems. **Matt Greey** is an Energy Engineer at MCW Custom Energy Solutions. **Nick Lynch** is a Landscape Designer at James Corner Field Operations in New York City; he earned his master's in Landscape Architecture from Harvard University in 2018.



➡ Nick Lynch '07 is a Landscape Designer at James Corner Field Operations in New York City.



2008

Michael Adair is a Content Curator at theScore. **Darcie Blair** and her husband, Matt, welcomed their daughter, Taylor Savannah Timmins, on May 17, 2022. They are living in Oakville and loving getting to know their little girl! **Claire Bourgeois** is practicing as a pre-licensed therapist at Evolutionary Psychotherapy and Holistic Healing in Kingston, New York; she is also completing her master's in Mental Health Counseling & Wellness at New York University. **Ryan Galligan** is a Director at The Crazy Canuck Agency. **Sara LaFond** got engaged on September 10, 2021, then got married on September 10, 2022, to Devon LaFond! Devon is a fellow Torontonian and went to North Toronto. Sarah and Devon first met when they were working at a nightclub when they were 19 and a quick 10 years later it was Bumble that reunited them. It was a perfect day with 100 of their closest friends and family in attendance. There were 11 Greenwood grads at the wedding; **Brock Colterjohn** was one of Devon's groomsmen (and Devon was one of Brock's groomsmen at his wedding last October!). **Brittany Wong** married Benjamin Skoff on August 6, 2022, at the Aga Khan Museum in Toronto, ON. **Tessa Lewis** and **Sara LaFond** were in the wedding party.

➡ Sara LaFond '08 married Devon LaFond on September 10, 2022. Eleven Greenwood grads were in attendance! From left to right: Sean Kern '07, Tessa Lewis '08, Brock Colterjohn '08, Lachlan Plant '07, Tom Wilson '07, Michael Stanley '08, Ryan Boynton '08, Sara LaFond '08, Brittany Wong '08, George Fleming '08 and Darcie Blair '08.

2009

James Diamond is a Back End Developer at Valnet, an online media publisher, in Montreal, QC. After several years working in publishing at House of Anansi Press, **Joshua Greenspon** is studying to be a Library Technician at Seneca College. **Jessie Lewis** got married to Alexander Karayannides last year! **Aidan Weinrib** is Head of Partnerships at WizeHire, an HR tech that's bringing recruiting solutions to small businesses and hiring managers.

➡ Jessie Lewis '09 (centre) married Alexander Karayannides last year! In attendance at the wedding were close Greenwood friends (left to right) Molly Merkley '09, Aidan Weinrib '09, Emily Wright '09 and Raleigh Seldon '09.





2010 **Andrew Chalmers** is a Software Development Manager III at Amazon. **Corynn Fowler** is a freelance wedding, family, and portrait photographer in Toronto. **Emma Hambly** got married on September 9, 2022. She also started a new job as an Editor, Graphic Novels for the Wattpad WEBTOON Book Group in February 2022. **Hope Kearns** started a new position this past winter at SickKids Hospital as a Nurse Practitioner in the Complex Care Program. Hope married David Merrithew at a wedding in Toronto in April 2022; coincidentally, David started teaching at Greenwood for the 2022-2023 school year!

↳ Hope Kearns '10 married David Merrithew in Toronto in April 2022; coincidentally, David started teaching at Greenwood for the 2022-2023 school year!



2011

Jenni Diamond is an Occupational Therapist and the Director of Occupational Therapy at the Neurology Centre of Toronto. Jenni is also the Founder of Jenni Diamond Health, an online platform that helps new and expecting moms exercise safely. **Cel Jackson** and **Gina Gooderham** got married in Florence, Italy, last year. 10 Greenwood alumni were in attendance! This summer, **Lexie von Hahn** and her partner, Constantin, welcomed twin boys, William Andrew and Henry Bennett, into their family.

↳ Lexie von Hahn '11 and her partner, Constantin, welcomed twin boys, William Andrew and Henry Bennett, into their family last summer.

↳ Cel Jackson '11 and Gina Gooderham '11 (centre) got married in Florence, Italy, last year. Greenwood alumni in attendance included (left to right) Nicole Wallenburg '11, Ashley Csiszer '11, Geoff McFarlane '11, James Madell '11, Dave Jackson '07, Victoria Gooderham '08, Connor Stinson '11, Jenny Jackson '08, Dave Bigauskas '11 and Lisa DeGeer '11.



2012 **Alison Abbott** is a Marketing Manager at TELUS. **Jessica Brennan** is completing the Assaulted Women and Children's Advocate and Counsellor program at George Brown College. **James Haggart** is Commercial Surety Manager Canada and Vice President at Swiss Re Corporate Solutions. **Hugh Kidd** is a Project Manager at Block Plan Studios. **Montana Kimele** earned her MA in Gender Studies & Community-Engaged Education and Social Change from Claremont Graduate University in 2021; she is currently a Social Media Marketing Consultant.

↳ Tara Morris '13 is building a career in creative direction for music and art-focused immersive experiences and is completing a Masters in Architecture with a focus on Fiction & Entertainment at Sci-Arc in Los Angeles. She also loves to paint!



2013

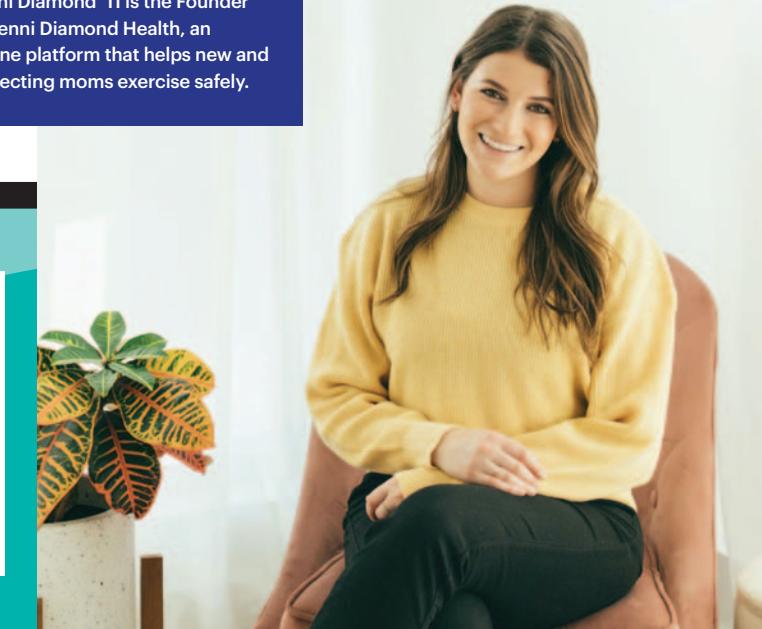
Cole Abugov is an Associate, Acquisitions and Development at Marlin Spring. **Stefanie Csiszer** is an Account Manager at Power Play Production Group Inc. **Hannah Dawson** is currently working at Gavi, the Vaccine Alliance, as part of the Public Policy Engagement team. She primarily focuses on pandemic prevention, preparedness, and response, and works with several external partners such as the World Health Organization, the Coalition for Epidemic Preparedness Innovations, and civil society partners. **Neil Gin** is an Associate at iCapital. **Alexis Green** is a Podcast Producer with the Toronto Star. **Anne Hughes** graduated with a Master of Social Work degree (MSW) from the University of Toronto. She is working at SickKids Hospital as the social worker for the inpatient psychiatry and eating disorders unit, and in the Eating Disorder Day Hospital program. **Tara Morris** says Hi! Life is good (+ still figuring it out!). She's building a career in creative direction for music and art focused immersive experiences. She makes music videos and teaches animation. She is completing a master's in Architecture with a focus on Fiction & Entertainment at Sci-Arc in Los Angeles. She's also the VJ for a Web3 Music Festival called Zoratopia!

Class Notes continued

→ Jenni Diamond '11 is the Founder of Jenni Diamond Health, an online platform that helps new and expecting moms exercise safely.

2014

Katie Andrade is a Copywriter at Mejuri. **Sophie Beaton** is an Associate at Cassels Brock & Blackwell LLP. **Eric Dawson** is the Property and Activities Manager at Dimensions Retreats in Algonquin Highlands, ON; Dimensions is a wellness retreat combining neuroscience and neurobiology with traditional plant medicine. **Justin May** is a Senior Consultant with Oliver Wyman, a management consulting firm. **Bryden O'Gallagher** earned his MSc in Molecular Biology in 2021; he is currently a Research Associate with GRO Biosciences.

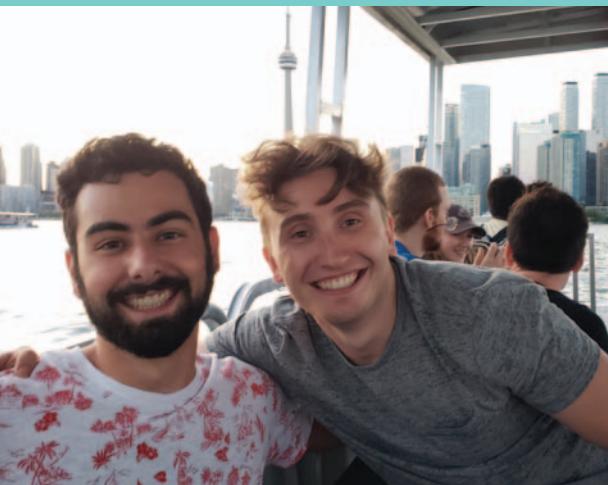


→ John Hughes '15 is working as a business development specialist at Canada Snowboard.



2015

Sisley Comish is a Partner Management Specialist at Too Good To Go, an online marketplace for surplus food. **Devon Fleck** is an Alternative Investment Sales Specialist at Forum Equity Partners. **John Hughes** is working as a business development specialist at Canada Snowboard. **Joe Larkin** is a Design Engineer at Multimatic Inc., a company supplying components, systems and engineering services to the automotive industry. **Britlyn MacLaren** is a Sales Associate with CBRE. **Tyler Pace** is a Carpenter Assistant at The Conscious Builder.



2016

Rachel Aber is studying medicine at Tel Aviv University in Tel Aviv, Israel. **Lizzy Blair** is a Registered Nurse at SickKids Hospital. **Ciaran Farah** is an Analytics Engineer at PartnerStack. He recently started competing in competitive Pokemon again; he travelled to Brazil in November 2022 for the Latin America International Championships and is planning to go to Japan for the world championships in August 2023. **Jonathan Kovacs-Litman** is an Account Manager — Partnerships at The Gaming Stadium. **Harrani Rajasegar** earned her Master of Education with a concentration in Policy, Curriculum, and Leadership from the University of Ottawa in 2021; she's currently the Partnerships Coordinator at Future Design School. She feels privileged to work alongside thought leaders in education who are truly passionate about amplifying learning around the world.

→ Ciaran Farah '16 (pictured left with Ben Mitchell '16) recently started competing in competitive Pokemon TCG again; he travelled to Brazil in November 2022 for the Latin America International Championships and is planning to go to Japan for the world championships in August 2023.

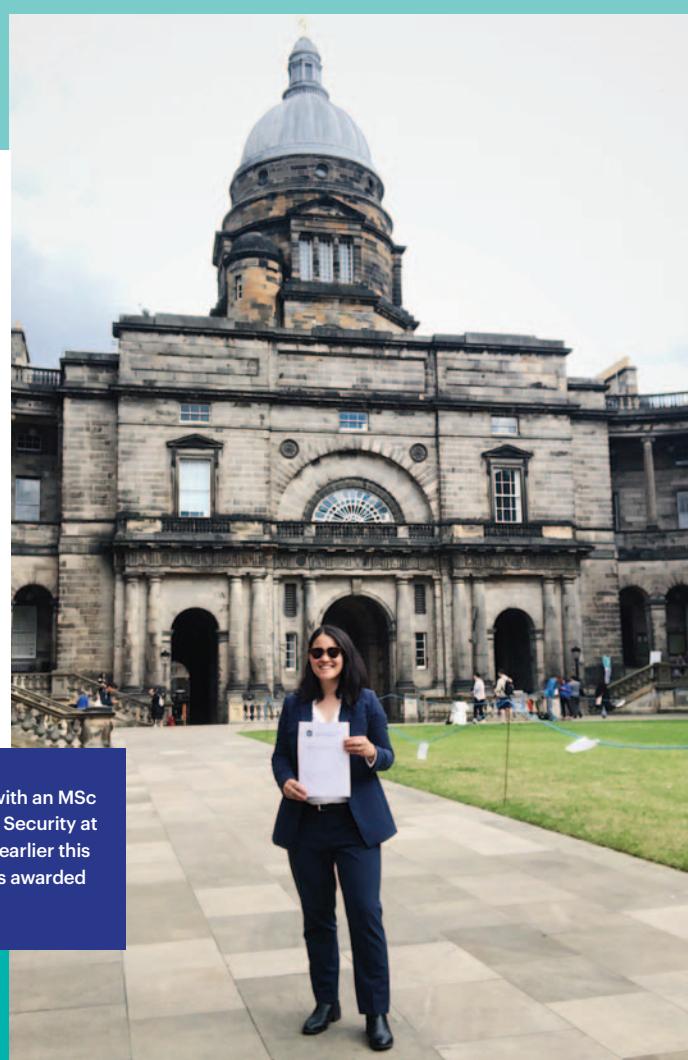
→ Harrani Rajasegar '16 earned her Master of Education with a concentration in Policy, Curriculum, and Leadership from the University of Ottawa in 2021; she's currently the Partnerships Coordinator at Future Design School.



2017

Quinten Arrizza is a Real Estate Analyst with ACM Advisors. **Olivia Burdett** graduated from the University of Guelph with a Bachelor of Engineering in Mechanical Engineering in April 2022. **Roz Duffield** is a Staff Accountant at Deloitte and is pursuing her CPA designation. **Spencer Janes** is a Sales and Production Coordinator with the Ontario Spring Water Sake Company. **Katie Mowat** graduated with an MSc in Global Crime, Justice and Security at the University of Edinburgh earlier this year; Katie's dissertation was awarded First-Class Distinction and she is in the process, with her supervisor, of getting it published in numerous academic journals.

→ Katie Mowat '17 graduated with an MSc in Global Crime, Justice and Security at the University of Edinburgh earlier this year; Katie's dissertation was awarded First-Class Distinction.





◀ Brittany Wong '08 married Benjamin Skoff on August 6, 2022 at the Aga Khan Museum in Toronto. Tessa Lewis '08 and Sara LaFond '08 were in the wedding party.

2018

Conor Alexander graduated from McGill University with distinction, earning a BA in International Development (Major) and Management (Minor); Conor is currently completing a JD degree at Queen's University. **Jordan Goodnough** graduated from Queen's University with a BSc in Chemistry this past spring and is currently completing a Master of Green Chemistry and Sustainable Industrial Technology at the University of York in the United Kingdom. **Matthew Phillips** is an Investment Banking Analyst at TD Bank. **Sam Senko** recently completed a Quantitative Trading Internship at Jane Street in New York City and will graduate with a BMath and BBA double degree from the University of Waterloo and Wilfrid Laurier University next year. He will return to Jane Street full time after graduation.



◀ Darcie Blair '08 and her husband welcomed their daughter, Taylor Savannah Timmins, on May 17, 2022.

2020

Mara Baker is studying Nutrition at Syracuse University. Mara is also the President of the SU Club Swim Team and a recruit intern for Syracuse Football; as a swim team member, she qualified for the College Club Swim National Championships in Atlanta, GA, in April 2022. **Eton Carrington** is studying Engineering at the University of Victoria. **Nicole Moskovitch** is studying Computer Science at Western University and is the Vice-President of Events for the Western Computer Science Undergraduate Society. **Emma Oland** is studying Biochemical Engineering at Queen's University. **Graham Palmert** is completing his third year of the joint BBA and Financial Math double degree program at Laurier. He is enjoying playing intramural soccer and basketball and is a part of both the Best Buddies program at Laurier and the Laurier Sales Association.

2021

Bella Clyde is an Electrical Engineering student at the University of British Columbia; she is also part of the university's AgroBot design team. **Anna de Pencier** is studying Biochemistry at McGill University. **Matt Kaul** is studying Commerce at Mount Allison University. Matt has also founded a seasonal car detailing company called Wax Magic; Wax Magic works out of a car club in Leaside and specializes in Porsche paint corrections and routine cleanings. This past summer, Matt employed three fellow Greenwood alumni: **Charlie Gormely '21, Wes Jones '21** and **Sam Ketcheson '21**. **Kate Morris** is a sophomore at Wake Forest University; Kate also works on campus as a lifeguard. **Megan Turvey** is studying Law and Criminology at the University of Sheffield in the UK.



◀ Matt Kaul '21 founded Wax Magic, a seasonal car detailing company; this past summer, he employed three Greenwood alumni.

Guess Which Year!

Guess which years these photos are from!
Answers on the bottom of the page.



Staff Notes

What are Greenwood's staff members up to these days? Check out the notes below to find out, and be sure to follow us on Instagram @greenwoodcollegeschool for more staff updates throughout the year!

→ **JANELLE WATSON**

"Now in my second year as Greenwood's Director, Grade 7 and 8, I am loving the challenge.

"Ironically, my kids are now in Grades 7 and 8 as well! They are both VERY into friends and sports (no surprise!)! Lili is playing ultimate and soccer, and Leo is playing hockey with Forest Hill AA. He's looking forward to upping his game, while our family is looking forward to travelling to the away tournaments!

"We bought a vintage RV in 2020 to travel Ontario during the first pandemic summer and used it to trek to Tremblant in 2021, including mountain biking and hiking. We've had lots of cottage time and camping the past three summers, so can't complain. Leo's a Kilcoo boy now and Lili goes to Glen Bernard Camp in the summer, so my husband, Dino, and I like to head off to mountain bike, go RVing and do winery tours at every opportunity!"



↓ **SAM CLARK**

Mr. Clark's daughter, Lucy, is approaching her second birthday and he and his wife, Robyn, welcomed their second child (another daughter) in December.



→ **ANTHONY COSTA**

Anthony Costa remains at Greenwood and has had a variety of roles at the school in his 16 years. He's currently the school's Dean of Students, which means that he gets to spend a lot of time working with individual students as needed. From goal-setting sessions and creating support plans all the way to finding lost cell phones, he enjoys problem solving with people. He's still coaching soccer and playing as much as his knees will allow! Now living in Mississauga with his partner and their son, Caden, life has changed quite a bit in the last two years and the adventure of parenthood is one that he and his partner love.



→ **TRISTAN KRYSCIAK & CONNOR MCFARLANE**

Ms. Krysciak and Mr. McFarlane got married in early August in an intimate ceremony at the Annex Boutique Hotel and Wine Bar — with Lub as the officiant!



← **VANESSA FLORAS**

Ms. Floras is back from leave and excited to be working with the Centre for Teaching and Learning team.

If any alumni are interested in coming in as a guest speaker for the science students, she would love to hear from you!



↑ **RACHEL BAKER**

Ms. Baker's son, Ben, was born in April 2022.



← **CHRISTINE JOANNOU**

"I got married in February 2022 and I obviously had to take a calculator photo in my wedding dress (ha!)."



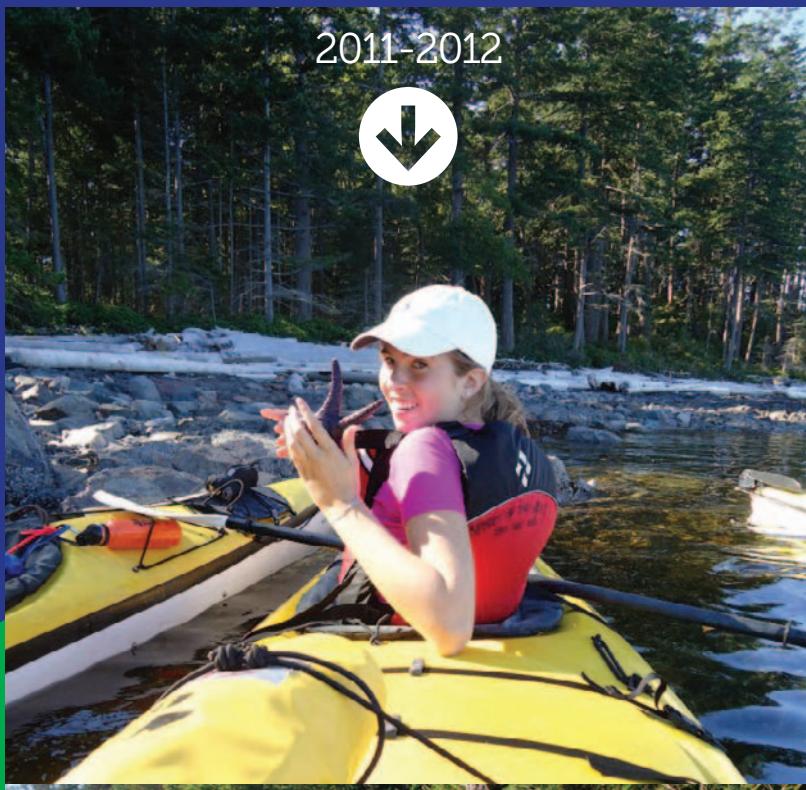
→ **ERIN PORTER AND DOUG BROWN**

Ms. Porter and Mr. Brown continue to be active members of the Greenwood community, going on 15 and 14 years at the school, respectively. Ms. Porter has recently moved from being a math teacher to the guidance department and continues her work on student leadership development in the senior grades. Mr. Brown continues to teach drama, advertising and philosophy — and, of course, can often be found sharing his love of music and film with anyone and everyone in the hallways and through our clubs.

In 2021, Mr. Brown and Ms. Porter's youngest daughter, Maddie, was diagnosed with Type 1 diabetes. It has been a challenging journey learning to manage a chronic illness and becoming advocates for the safe care and wellbeing of their child. It is not a journey, however, that they have begun alone. The Greenwood community continues to be a place of immense support and care. The students, their families and Greenwood staff who know about Maddie's diagnosis frequently offer them words of encouragement, demonstrate a thoughtful understanding of their situation and help them to manage the additional load that their lives now have. It reminds them how the relationships fostered at Greenwood truly are the heart of the school and they are extremely grateful.

They wish all their former students the best. They still think and speak of you often.

Then & Now



The Grade 11 trip to BC is a favourite memory for so many Greenwood students, so it's not surprising that alumni often ask "Do you still do that trip?" The answer is yes! All Grade 11 students have the option to participate in a hiking or sea kayaking trip on Vancouver Island as part of our Fall Outdoor Education program. Students taking our project-based Regional Geography course spend their trip exploring the physical, cultural and economic geographies of Kyuquot, BC.

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