

REDBLAZER

our
Connected
community



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HIGHLIGHTS



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7. Pyjama Day
8. York House Day
9. Windsor House Day



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10. Pyjama Day
11. Tudor House Day
12. Stuart House Day
13. Terry Fox Run



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1. Installation Service
2. Halloween
3. Carol Service
4. Welcome BBQ
5. Field Day
6. Field Day



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Our Connected Community

by Martha Perry '85, Principal



"Regardless of what the connection is, our school works hard to ensure that our connectedness reflects our values of excellence, respect, integrity, community, creativity, and spirituality."

—Martha Perry '85, Principal

fundamental to how we exist in the community. Beyond the people, many of our program facilities are in our community and through strong relationships nurtured over time, our connectedness endures.

Relationships are based on mutual trust, respect, and an ongoing effort to ensure their growth. As you read through this edition you will find many different examples of our connected community, from partnerships to the platforms that enhance them. Regardless of what the connection is, our School works hard to ensure that our connectedness reflects our values of excellence, respect, integrity, community, creativity, and spirituality. In doing this, we are deepening lasting relationships that enhance our community in wonderfully positive ways.

Enjoy this edition and join me in celebrating the variety and depth of connections that our wonderful School appreciates, values, and nurtures.

St. Clement's School is a wonderful model of what connectedness means. Much of who we are and how we approach things originates in, or contributes to, a connected community. Our small school, with girls from Grades 1-12 in one building, creates physical and emotional connectedness that lasts throughout the girls' time at 21 St. Clements Avenue and far beyond. Our current students and alumnae stay linked through relationships that are nurtured over time, across ages, and in depth such that there is a lifelong bond. Our girls and women, young and old, know and have important relationships with friends from other years and decades. When I graduated in Grade

13, I knew our Grade 1s and thus have experienced and can celebrate these wonderful connections that span a huge variety of ages.

As we co-exist and foster relationships within the building that will extend beyond it, so do we connect with, and develop ties with those outside our building. St. Clement's School is blessed to be a longstanding presence in a wonderful neighbourhood. As figurative 'children' growing up on the block, we have engaged with our neighbours: St. Clement's Church, and our changing residents and local retailers. As we have 'grown up' over 115 years, these relationships have continued to be

A Day in the Life of: *Clavdia Fournier '16*

8:19 a.m. If I don't have an early morning activity you'll find me running into school just before the bell rings.

8:20 a.m. Tuesdays and Fridays are assembly days. I sit with the rest of the grads on the benches at the back of the gym if I'm not making an announcement for an exciting House event.

8:50 a.m. We have a nine-day rotation of courses, so I check Edsby for my schedule. I always hope that I don't start with a Math class because it takes a while for my brain cells to really wake up. It's time for class. In Accounting class we're playing a stock market game where we're put in pairs and given \$100k to invest. Winning the game is going to be hard!

9:50 a.m. Periods two and three are testing periods. When I don't have a test during this time, I usually end up staring at the clock waiting for snack time to begin. In AP Calculus we've started studying for the AP exams taking place in May. This means we have a lot of mock exams and practice questions to do. I don't mind it because it's just reviewing what we already know (or are supposed to know—YIKES!).

10:55 a.m. Sometimes I go to Breakfast Club during recess. I like to buy a cup of goldfish or crackers and cheese. I believe that snack time is one of the most important times of day. How else am I supposed to get through period three?

11:05 a.m. Period three and four are the longest periods of the day: 80 minutes! If I have English during this period, occasionally we get a five-minute break halfway through the class to help us concentrate—thanks Dr.T! We have just finished reading *Hamlet* and are now doing a variety of mini-units and an independent study unit (ISU) on books that have been banned. I'm reading *1984* by George Orwell for my ISU and I have no idea what I should create a presentation on.

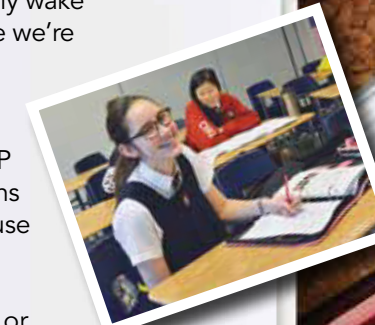
12:25 p.m. Occasionally I buy lunch from a nearby restaurant. On Tuesdays, I go to a House Head meeting where we talk about upcoming events. On the other days, I'm usually in meetings or at clubs so, although I'm able to eat, lunch certainly isn't a break. My favourite days are Marché days when Ms Agostino makes the most delicious food.

1:15 p.m. Back to class! Fourth period doesn't seem too long if I have one of my favourite subjects: Mandarin! I've been studying Mandarin in school for three years and it's really fun! 我最喜欢中文课!*

2:35 p.m. The last period of the day is always the hardest, but if I have a spare and no co-curricular activity, sometimes I get to leave school early!

3:35 p.m. At the end of the day the halls are busy because everyone is either rushing to go home, get to practice, go to choir, or any other after school activity. Most days I have a sports team activity after school. I have been on a sports team every term since Grade 7: basketball in the fall, badminton in the winter, and softball in the spring. The badminton season ended and I'm now trying out for softball. Wish me luck!

*I like the Chinese class most!



LEARN

It's not every day that an education conference features keynote speakers like Gloria Steinem and Arianna Huffington, the collaboration of associations that criss-cross the globe, and more than 80 different breakout sessions over the course of three days. That's what a group of St. Clement's educators, including Principal Martha Perry '85, Head of Middle School Carolyn Lamy, incoming Head of Junior School Katherine Hicks, Junior School Curriculum and LINCWell Teacher Leader Nancy Taylor, and Middle School LINCWell Counsellor Laura D'Angelo encountered when they touched down in New York City in February 2016 to attend the National Coalition of Girls' Schools (NCGS) inaugural **Global Forum on Girls' Education**.



LIKE A GIRL

The NCGS hosted the conference, entitled *Creating a World of Possibilities*, in partnership with pre-eminent educational organizations including the Young Women's Leadership Network, Girls' Schools Association of the UK, Alliance of Girls' Schools Australasia, South Africa Girls' Schools Association, and Canadian Accredited Independent Schools.

The 2016 Forum brought together over 950 leading educators, researchers, authors, and practitioners from 23 countries. It quickly became apparent that many shared connections and approaches transcend the distance separating girls' schools the world over.

"This was an incredible joining together of educators from around the world," says Martha. "It became increasingly evident, as we explored both big- and small-picture thinking and issues over three days, that no matter where in the world we are raising girls we are dealing with similar issues, like building confidence and resilience by allowing girls to learn, stumble and fall, and get back up again. It was very affirming." SCS is proud of the fact that our girls are, or are in the process of becoming, global citizens. This means that as a school, we need to have diverse conversations—which the Global Forum facilitated. "We become a little myopic if we just stick to our own culture," continues Martha. "Looking beyond our own walls broadens our vision—especially when we start looking globally in terms of research and problem solving techniques. Sitting

down with educators from the United Kingdom, the Philippines, Africa, and Australia was an amazing learning opportunity."

Faculty members Nancy Taylor and Laura D'Angelo agree. With the generous support of the Parents' Association, they attended the conference and led a roundtable discussion for conference participants entitled "Sprouting Minds: Building Mindfulness, Mindset, and Resilient Leadership within the Classroom." They highlighted key components of SCS's Sprouting Minds, a research-based classroom program created through LINCWell in partnership with Ryerson University and author/educator Rachel Simmons to address growth mindset, encourage resiliency, and provide coping strategies to promote wellness in Grade 5 and 6 girls. Nancy and Laura shared programming elements and work samples from Junior School students, to illustrate teachable components like increasing positive self-talk.

"We were given the gift of so many different perspectives on girls' education at the Forum," recounts Laura. "One of my favourite speakers was Kakenya Ntaiya, the Founder and President of the Kakenya Center for Excellence, a girls' boarding school in Kenya. She described how her life was supposed to follow the traditional path—she was engaged to be married at age 5. However, she had a different plan for herself, and negotiated with her father and the village elders to be allowed to leave her Maasai village after high school and attend college in the United States. No girl from her village had

ever done that before. The girl who grew up without electricity wrote papers on international relations and political science on the computers in the university library. Kakenya returned to her own community and founded a school so that other girls can learn too. It was incredibly inspiring."

Another conference theme that stood out? Health, wellness and inclusion. One of Nancy's big takeaways: we all need to consider how girls are supported and care for themselves, which is one of the reasons SCS created our LINCWell approach seven years ago. "Arianna Huffington's keynote address really accentuated the reality that sleep and personal care must be a priority for our girls, because stress and burning out are so detrimental to success," says Nancy. "In her talk, Arianna made the astute point that we take better

care of our cell phone batteries than ourselves. We're always so aware of the state of our phone battery—we need to be as aware of our own battery levels, and how to recharge."

SCS's contingent of attendees left the Global Forum captivated by the new ideas presented and discussions that occurred. "It was one of the best conferences I've attended," says Martha. "It also made me very proud of where SCS is as a school—it reinforced for me that we have the right things front of mind for high achieving girls."

"We departed with this sense that we're a small part of something big happening on a global scale that is about to take off," conclude Nancy and Laura. "It's a remarkable feeling."

Martha Perry's New Appointment



SCS is pleased to announce that Martha Perry '85 has been named President of the Board of Trustees for the National Coalition of Girls' Schools (NCGS). In this role, Martha will be responsible for leading the Board of Trustees in support of the NCGS. Looked to as a global thought-leader on best practices in girls' education, the organization's focus includes Advocacy, Networking, Research, and Professional Development.

NCGS has been a leading advocate for girls' schools, connecting and collaborating globally with individuals, schools, and organizations dedicated to educating and empowering girls for 25 years. Following the inspiring NCGS Global Forum in February, Martha is particularly excited about the implications for working alongside girls' school associations from around the world, furthering connections that were strengthened at the Forum. Congratulations, Martha, on this exciting and important appointment!



David Suzuki's Dirty Word

Appearing at a special SCS Assembly in November, thanks to the generosity of the Bacon family, Dr. David Suzuki didn't mince words, calling "disposable" out as the most repulsive in the English language. This statement, made as part of an impassioned talk the scientist, author, broadcaster, and Companion to the Order of Canada gave to the whole School, was one of many crucial points he shared to illustrate how we all have a key role to play as caretakers of our earth.

Dr. Suzuki also spent time talking about how interconnected we are with our surroundings, from the immediate environment around us, to the entire planet. This interconnectivity means that small gestures can have a huge impact—while we are each only one person, or collectively only one school, we have the power to change what we are doing to our environment. Dr. Suzuki made the point that all of us are part of the natural systems that make up our planet. Thus, what we do to the Earth, we do to ourselves—our actions today will reverberate in our future. That's a heavy statement, but also a hopeful and empowering one—every member of the SCS community can enact positive change.

Our own Eco Team knows that small moves can jump start something bigger. According to Eco Team Co-Head Clara Goodall '16, Dr. Suzuki's assembly message hit home and reinforced that the club is on the right track. "Dr. Suzuki's recognition that everything is interconnected, and that positive actions lead to positive change—and vice versa—really spoke to the Eco Team,"

*What's the worst thing you could say to David Suzuki?
It's just one word: disposable.*

recalls Clara. "Changes to daily habits that might seem so small they don't matter can actually make a difference. One person may not seem like enough, but when a whole community starts moving in the same direction, you will notice. Dr. Suzuki's visit solidified why the Eco Team is doing what we're doing."

The Team shares Dr. Suzuki's views on "disposable," and this led to a new initiative to take SCS's

discouragement of disposable hot drink cups one step further in order to get more students and staff involved. To launch it, Eco Team members needed the support of local businesses around SCS, which they successfully secured. Green "Eco Drink Cards" were distributed to the SCS community in March, which they can have stamped at their go-to coffee spots—Starbucks, Second Cup, Tim Horton's, Himalayan Java, and de Mello Palheta—as long as they are using a travel mug. Ten stamps enters the card holder into a draw for eco-friendly prizes.

"It's been gratifying to see how our local community jumped on board with this new initiative," adds Clara. "It's a pretty simple plan, but we can't make it happen without SCS staff and students agreeing to use the cards, and coffee shops around the School recognizing and stamping them. A simple travel mug can make a big impact when we're all rallying around an initiative."

In Dr. Suzuki's own words: Earth is our only home, and we all have a role to play in ensuring our home is welcoming and inhabitable for future generations.

What's the most meaningful connection you've made at SCS?

My French teacher, Mme Collins. People say she was born to teach. From the first conversation I had with her, I could tell she cared so much about her students.
Lauryn Kennedy
Grade 9

The teachers. Their passion for the subjects they teach makes me excited to learn.
Sophie Briggs
Grade 7

Julia Fast '16 started off as my babysitter and became one of my first and best friends at SCS. She is graduating this year, but I know we will stay connected.
Elley DeBienne
Grade 6

My babysitter, Alexa Hawk-Sackman '18. Sometimes we meet in the SCS library just to read together. I am happy to call her my friend even though I'm in Grade 2 and she's in Grade 10.
Sophie Grosfield
Grade 2

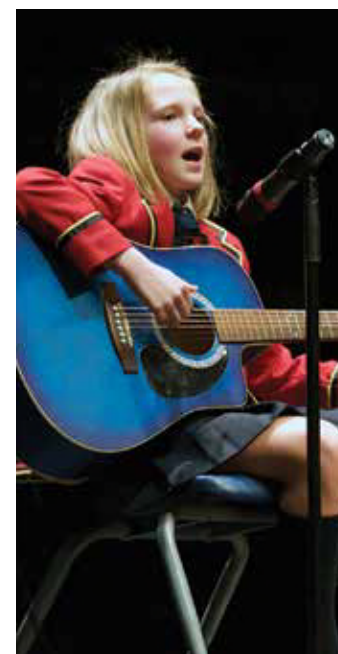
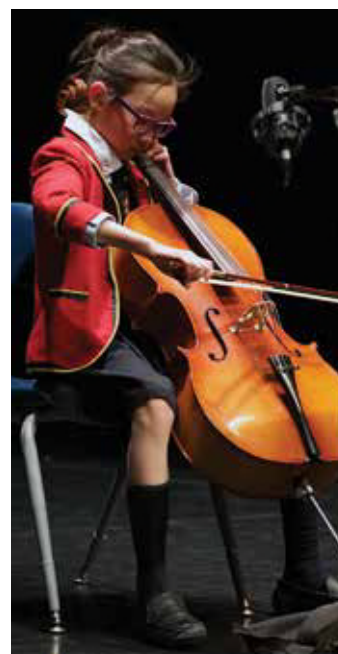
My community and the people in it. We take part in many different organizations in our community and, through that, I have learned a lot about how I can participate and make our neighbourhood a better place.
Claire Lunan
Grade 8

Some of the girls in the Senior School. They are my mentors and an inspiration for things I may wish to do when I'm older.
Gabrielle Katz
Grade 8

Through the Grade 10 Native Studies course, I have made connections with students and teachers at First Nations Public School, traditional musicians and dancers from Moose Factory, and had my interest sparked about the many problems that Canadian First Nations people face today.
Grace Sarabia
Grade 11

I have been a cast member in four of the Senior School productions and, each year, I make like-minded friends who share my passion for theatre.
Mary Tooley
Grade 12

POWELL HALL Presents



Bandtastic

Favourite SCS band? No need to pick just one. Bandtastic, SCS's annual performance by music students in Grades 7-12, showcased all of our Upper School talent.

Oreo Night

Upper School students and friends channelled their inner x-factor, revealing all manner of talents.

Alice in Wonderland—Middle School Production

Our Middle School cast and crew fell down the rabbit hole into a curious world when they presented two performances of *Alice in Wonderland* in November.

Junior School Christmas Production

It's as much of a holiday tradition as shortbread and Santa: Grades 1-6 presented spirited takes on the festive season, from a Grade 1 retelling of the Nativity Story, to a musical plea for a snow day.



Lumina: Elevate Design

From *Gossip Girl*—fashion inspired by New York's Upper East Side—to architectural muses—pieces inspired by the Colosseum and the Golden Gate Bridge—design reached new heights with three performances of SCS's annual student fashion design production.

Recital Night

In January, SCS performers teamed up in small groups or took to the stage solo to share their musical talents with our community.

The Diary of Anne Frank—Upper School Drama Production

At the end of February, cast and crew from the Upper School presented *The Diary of Anne Frank*, a poignant drama based on the writings from Anne Frank's diary during World War II.

Connecting with our Community



"You can't imagine how much we appreciate everything your girls do for us each year!...For us, it's such fun to have young people around, especially ones as impressive and creative as your group yesterday. Lots of laughs and camaraderie...I hope this will continue as a St. Clement's/St. Clement's collaboration into the future."



—St. Clement's Church's
Community Lunch Program



"For the past several years, your students have helped us tackle the Red Door Shelter holiday donations and we are very grateful. Volunteers help make it possible for Red Door to continue to provide shelter and support to more than 500 families every year. The Red Door has been on the front lines of delivering support services to abused women and homeless families for over 30 years. Without your help we would not be able to continue offering the level of services that are critical in helping them safely re-establish themselves in the community with strength, dignity and independence. Thank you again for your support in helping end family homelessness one family at a time."

—Red Door Family Shelter



"The young ladies, I hope, enjoyed their visit with our clients and I am sure the clients were very pleased to see them. Thank you for including Yorkminster in your Community Day. I am always happy to see young people, as I hope today's youth will be the volunteers of tomorrow."

—Yorkminster Park United Church
Meals on Wheels



Community Day in Numbers

21

organizations were supported by

436

students and

72

staff for a total of

1,086

community service hours,
benefitting

6

different social causes.





Cambodia

One of the most important elements of St. Clement's curriculum is the blend of in-class and experiential education. As a member of Round Square, our model of experiential education takes a holistic approach to learning built around six IDEALS: Internationalism, Democracy, Environmentalism, Adventure, Leadership, and Service. For the service element, Round Square offers International Service Projects that bring together students from schools across the globe to work as a team in some of the poorest regions of the world. These projects are physically demanding and have real local value.

Over the winter break, three SCS students embarked on a Round Square International Service (RSIS) project in Siem Reap, Cambodia to help rebuild a classroom at a local school that had been destroyed by a storm. They also taught English and spent time with the children who would benefit from the classroom they were rebuilding. For each, this trip became much more than a service project. These are their reflections.



FULL CIRCLE by Taylor Nagamatsu '17

I was drawn to this trip because I wanted to participate in a service project.

The team from all over the world, the locals that we worked with, the beautiful country, the culture, and the food all contributed to my experience. Each day, I found myself feeling tired but accomplished.

Some highlights of this trip were my failed attempt at

making a basket, getting to know the global team of students, the Old Market where we bartered for items such as elephant pants, and, although it was filled with tearful goodbyes, the last day when the trip came full circle.

I learned a lot! I learned to lay bricks, plaster walls, and mix cement, and I learned about myself. I learned that I am stronger physically and mentally than I originally thought, and I learned to reflect more often than I normally would.

MORE THAN MEANINGFUL by Chelsea Aristone '17

It is incredible to think that I was able to gain so much and see such a different perspective by travelling to one place for ten days with a group of 21 wonderful people. My reason for going on this trip was to complete a service project, but it ended up being a life-changing experience.

Originally, I thought I would be going to Cambodia to simply help a community by laying down some bricks and helping the locals improve their school. After spending time with the local labourers and children, I see now that

they've had a profound impact on my life. They were not only patient with us as they taught us new skills, they also showed me how being positive, smiling, and truly living in the moment can make a difference in what we get out of each day.

We often spend so much time planning and anticipating things that when they actually happen we miss them in the blink of an eye. During our trip, I found myself taking the time to simply exist. There were moments throughout our trip when we would find ourselves just sitting there, taking in our incredible surroundings and actually

realizing where we were and what we had been given the chance to do.

This trip and the people I met—both the locals and my global peers—were able to give me something more meaningful than I could have ever asked for: something that's hard to put into words.

LOOKING UP by Ellen Taylor '17

I chose to go on this trip because I wanted to complete a service project to give back to others, but I could not have foreseen the impact that it would have on my life. I was excited to meet new people from around

the world yet anxious about travelling.

During my time in Cambodia, my anxiety vanished and was replaced with a growing self-confidence. I attribute this change to the supportive, open environment that was built by my teammates and the locals. The Cambodian people demonstrated a determined work ethic that inspired our team daily, ultimately helping us to achieve our goal of rebuilding an English classroom. I asked the locals a lot of questions about their daily lives, opened up to my team members, and pushed myself to try new things, including saying a new Khmer word each day

and eating a silk worm at a silk farm.

One of the most memorable moments for me was coming out of my room to see the most beautiful sunset I've ever experienced. I gathered my team so we could enjoy the view together. Just looking up and sharing the moment with my family of 21 days, I was happy. I find that we often focus solely on getting from A to B in the fastest way possible. Our new friends in Cambodia taught us to look up and appreciate each step of our journey together. It is my hope for our community to try to look up from our busy lives once in a while.



THE GIFT OF KNOWLEDGE

Ellen, Chelsea, and Taylor wanted to find a way to give back to the SCS community for the incredible experience the RSIS project afforded them.

"We decided that the best gift we could possibly give our fellow Clementines is the gift of knowledge," said Ellen.

They started an RSIS Book of Knowledge that includes information about travel, education, and life that they've learned through their experiences.

Chelsea added, "Our hope is that future students who go on these adventures will add to this book in order to share their thoughts and ideas with our community."

The social side of SCS

When our girls are exploring other corners of the world through service trips or when information about an experience closer to home—like All House Day!—needs to be shared within our immediate community, we turn to Edsby as our internal social media feed and tool to stay connected. The community that has been cultivated at St. Clement's throughout its history is a point of pride for the School. Today, this sense of community is not limited to the halls, classrooms, and surrounding neighbourhood; it extends into the digital space via Edsby, but also Facebook, Instagram, Twitter, and LinkedIn.

What are the benefits of an independent school building its community online? For starters, it allows us to listen and connect with the people who matter most to the School: our girls, their families, alumnae, prospective students, and other peers. Here are a few other reasons why we're social:

- **Digital connection:** Spirit Week, spring concerts, early morning soccer practice: Instagram provides a daily snapshot of SCS life. Our social platforms are also places for our students, their families, alumnae, and staff to connect when distance and time create barriers to doing so offline.
- **Marketing tool:** it adds another dimension for prospective students and their families to get to know the character of SCS beyond brochures and open house events. It also allows us to extend invitations to great SCS events, such as our LINCWell Speaker Series featuring experts on girls like Rachel Simmons and Dr. Lisa Damour.
- **Conversation starter:** it creates opportunities for us to converse with and share news with both our immediate community and our peers in education, be they associations we belong to or other schools.

Haven't joined the conversation yet? You can like and follow us at:

-  /StClementsSchoolToronto
/StClementsSchoolAlumnae
-  @scs_clementines
-  @stclementsschool
-  /company/st.-clement's-school

Learning Goes Both Ways

Most of us have likely never observed a smudging ceremony. A group of St. Clement's students in Nora Scott's Native Studies course, including Tait Gamble, Michaela Hill, Christine Wong, and Kaitlyn Cheung, all '18, had the opportunity to participate in one—and it made a profound impression. A smudging ceremony is a purification ceremony performed in many First Nations cultures, involving the burning of herbs like sage and cedar. It occurred as part of a fairly regular school day at First Nations Public School in downtown Toronto, but it was a moment that resonated for the girls who travel to the school each week to volunteer as reading buddies. The girls are working with the Grade 1 and 2 students on reading skills, but they are learning just as much themselves.

"I teared up during the smudging ceremony," recalls Tait. "Seeing these little kids executing something so special and meaningful for us was really moving."

Christine agrees: "Learning from a group of people who are intrinsic to Canada and our history as a nation, and watching a ceremony like this firsthand was really powerful. Seeing it in person brought a lot of our classroom learning and discussion to life."

SCS and First Nations PS, a school of approximately 95 students from JK to Grade 8, have been community partners since 2007. The reading buddy opportunity is open to any SCS student who is taking the Native Studies course. Our girls are assigned to buddies, whom they are

introduced to on Community Day in Term 1. Beginning in Term 2, and for the remainder of the school year, the girls see their buddies every Wednesday morning.

It's an important requirement that only SCS students who are taking Native Studies participate in the partnership.

The reason for this was apparent to Michaela on Community Day. "Small talk at First Nations PS is different. That struck me right away. The kids weren't talking about what they had planned for the holidays. In order to really interact with them, you need to be conscious of how you talk. Ms Scott's class gave me that self-awareness."

Still, the young students at First Nations PS are just like other children in many ways. "They have a different history and life, but they are still kids—they love reading, fooling around, laughing at silly things," notes Kaitlyn.

All four girls emphasize the importance of more education around First Nations culture and Indigenous issues, especially when many Canadians don't see the importance or relevance. For the girls, learning about Indigenous issues has also reinforced their views on the significance of community partnerships such as our School's link to First Nations PS.

"The reading buddies partnership has allowed all of us to learn firsthand, from a primary source," concludes Tait. "It has been truly eye opening—and now we need to pass this knowledge along to everyone around us, so that other Canadians can be educated too."



It Takes a ~~Village~~ Neighbourhood

Simona Rocco '17 was eating breakfast one morning last summer with CBC on in the background. The reporter was interviewing someone who had just been to Syria, and asked what could be done to help. The interviewee replied that, while monetary donations were fine, what would be most impactful was to sponsor a Syrian family. Simona visited the website the reporter directed viewers to. There were a number of sponsorship options listed. The minimum amount needed to sponsor a family of four was \$27,000. Simona immediately thought, "I bet SCS would agree to support this."

"After seeing the heart-wrenching images of Syrian refugees, and listening to media reports, I knew I needed to do something to help—especially when I learned that more than half of all Syrian refugees are under the age of eighteen, as is more than half of the St. Clement's community. That really hit home for me," recalls Simona.

At the start of the new school year, Simona approached Principal Perry, and presented a plan to the Administration Team outlining her fundraising initiative. It so happened that St. Clement's Church was also planning to sponsor a Syrian family, and had the experience and infrastructure to support that family once they arrived in Toronto. Collaboration was the perfect solution, given the established connection between the School and the Church.

Simona realized she couldn't lead this initiative alone. She pitched the plan to Grace Sarabia and Maddi Farwell, both '17, who immediately wanted to be involved. The next step: announce the initiative in assembly and form a committee of interested Clementines.

"The response was overwhelmingly positive," says Grace. "More than 30 students immediately pledged their participation. At our first committee meeting, we even had a Grade 7 student—who had just entered Middle School a few weeks before—venture up to the third (senior) floor. That takes courage and shows how impassioned students want to help." It also showed the three Grade 11 girls that they had a lot of supporters to delegate tasks to. "This initiative has really taken on a life of its own—and the three of us needed to be able to let it go a little bit, and let our committee members take over," adds Maddi. "Our Grade 8 committee members stepped up to independently run the raffle one day, and our Grade 10 members created all of the signage."

Speaking of raffles, when the committee reached out to local businesses about participating, the response was immediate with product donations from Benefit Cosmetics, Greenhouse Juice Co., Sportchek, Lululemon, Himalayan Java, Canadian Tire, Barreworks—and TaylorMade golf balls donated by the Sarabia family. "It was a bit overwhelming to receive the support we did from our neighbours,"

continues Grace. "Because of our location in the city, we get to know the local businesses around the School so well. They really care and wanted to help out."

Maddi agrees. "I really see the effect of being a 'small but mighty' community in the way we work together. Younger girls take it to the next level when they are given the opportunity to be leaders. We saw that firsthand with the initiative our Middle School committee members have shown." The same is true of collaborating with staff members such as Director of Student Life, Barb Macintosh. "The staff put a lot of trust in us, and I think that comes in part from being small—we all get to know each other well," continues Maddi. "Ms Macintosh has shown implicit trust in what we're doing; while she is always there to support us and offer guidance when we ask, she is letting us run this."

The girls recognize that the initiative as a whole would be a lot more challenging to execute without the support of St. Clement's Church, the School's longest standing community connection. "I believe partnering with the Church on bringing a Syrian refugee family to Toronto has taken our relationship to the next level," shares Simona. "I think working together on something this important really allows the relationship to thrive."

This initiative is yet another example of the type of positive change strong connections can bring about.

GRASPING ONTO THE HANDLE OF LIFE,
I WILL NOT STAND DEFEATED;
I WILL NOT CLOSE MY EYES.

Excerpt from original poem "Caffeinated Truths"

COURAGE

by Sally O'Keeffe '16

Every year a committee of SCS alumnae gathers to select the recipient of the Alumna Scholar Award. This year's winner was Sally O'Keeffe '16. Here we share Sally's inspiring winning essay on courage.

The sun begins to set as the plane dives through the clouds. I'm leaving South Africa—a country that seemed to reveal more bravery than I thought I possessed. While my mind flickers back to swimming with sharks and facing my fears, in retrospect, I feel like I have always held this courage within me.

Courage is not a quantitative ideal: it is a state of mind. Examining movie titles on the inflight entertainment system in front of me, I find myself glancing at *The Wizard of Oz*, wondering if we are all like the Cowardly Lion: sometimes we need to journey to our own Oz—even if that constitutes travelling halfway across the globe and back—to discover that courage is something that we possessed all along. Through my time at SCS, I've learned that we all have inner strength: it's daring defiantly to be ourselves, and being unafraid to step outside our comfort zones. To me, courage is being able to accept my fears, and aiming to conquer them nonetheless. From being surrounded by a colony of spiders in an enclosed space in South Africa to asking Edward Snowden a question at the World Affairs Conference, I've stared fear in the face countless times. I've realized that perhaps living life apprehensively and afraid is not living at all. It takes courage to reach our full potential, and it takes courage to live. As Oscar Wilde wrote, "To live is the rarest thing in the world. Most people exist, that is all." I've written this quotation down innumerable times, but as I leave South Africa, I finally understand what this means.

As the landscape beneath me vanishes into the murky horizon, my mind wanders to a similar scene just three years prior. Back then, the disappearing New Zealand landscape seemed a fitting metaphor for my rapidly shifting life. My first year at SCS and my first school trip, I fulfilled the stereotypical concepts of courage: I scaled mountains, went bungee swinging 450 metres above Queenstown, and visited Christchurch just weeks after the area was devastated by a 6.3 magnitude earthquake. Nonetheless, I realize that perhaps forging friendships with practical strangers and routinely stepping outside my comfort zone were the most courageous acts of all.

A year has passed, and I'm sitting in another airport terminal, penning the words to *Caffeinated Truths*, a poem that seems to represent who I am and my aspirations. As I complete my poem, I realize that a part of me has always been courageous, albeit in different facets. As I've grown older, I've seen the power, and the choice, that many of us are fortunate to be graced with: we can live comfortably, or we can aim to leave a positive impact on the lives of others. The latter choice has become an integral part of me, and a vow that I have made since I was seven years old, raising money for the victims of Hurricane Katrina, and later, pleading with Grade 3 classmates to donate money to William Shakespeare's deteriorating church in Stratford-Upon-Avon, England. It has taken me years to realize that courage was something I've always possessed; it has taken me years to realize that this is how it truly feels to live.





Sports Desk: Fall 2015

Levelling the Playing Field

The **Field Hockey Team** honed their skills over the season, learning a lot about the sport and concluding with a fun-filled exhibition game against the UCC boys' team!

Pitching In

Offside? Not this season, when it came to the soccer pitch! The **Senior Soccer Team** had a standout season, winning the CAIS Tournament! The team went on to the CISAA finals, losing 3-1 in a very exciting championship game. The **U12 Soccer Team** focused on the basics this season, with help from Coach Mustard. The **U15 Soccer Team** had a great season and are ready to lace up the cleats come next fall.

Nothing But Net

SCS was not short on hoop dreams this fall, with six basketball teams competing. The **U12 Basketball Team** took advantage of the playing time that a new format made possible. The **U13 Basketball Team** ended the regular season in a tie for third place, losing the tie-breaker game by one point. Heading into the Final 4 tournament in fourth place, the team lost the semi-final game to Bayview Glen by just a basket. The team defeated Havergal to finish in third place. With a lot of skill development occurring over the course of the season, the **U14 Basketball Team** came together and had their best game in the first round of the playoffs, where they were defeated by first place team De la Salle.

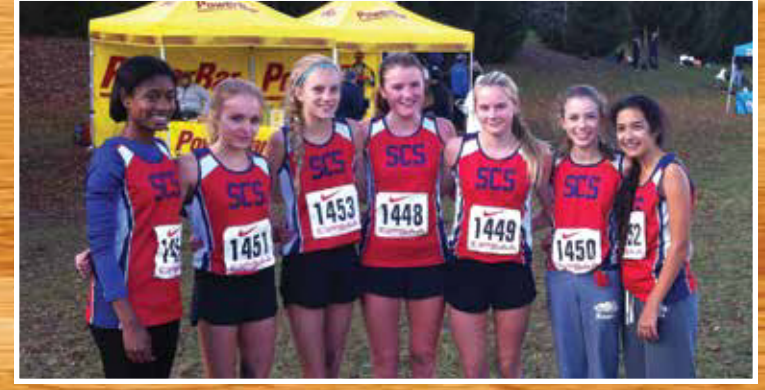
The **Junior (2) Basketball Team** enjoyed a fun-filled season with a lot of travel. The **Junior (1) Basketball Team** played hard and boasted an undefeated season. The team won the Olympia Tournament, as well as the CISAA Championship—for the fourth year in a row! Our **Senior Basketball Team** finished the regular season in third place. After winning the first round of playoffs, they continued to the CISAA Final 4 where they played a hard-fought game against the first place team. The team also competed at the CAIS tournament, finishing in second place!

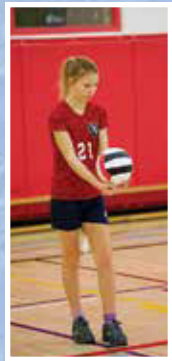
Off and Running

Our **Junior Cross Country Team** (Grades 4-8) had a speedy season with many top finishes. The **Senior Cross Country Team** (Grades 9-12) ran full speed to a fantastic season. The Grade 10 girls, racing in extremely wet conditions, won the CISAA championship and qualified for OFSAA.

In the Deep End

SCS swimmers were not just treading water this season—both the **Tad/U14** and the **Junior/Senior Swim Teams** trained hard. All of our swimmers were dedicated to improving their skills and times over the course of the season.






Sports Desk: Winter 2016

Serving It Up
 Interest in volleyball is “spiking” at SCS, as evidenced by the many teams who took to the court this winter. The **U11 and U12—Red and White—Volleyball Teams** had solid seasons with a lot of learning. The **U13 Team** finished the regular season in sixth, tied with two other teams. The girls moved on after beating both teams in head-to-head competition, and lost in the quarter finals.

The **U14 Team** boasted their best game of the season in their last match-up against GCS. The **Junior 2 Team**, in a building year, saw a lot of positive skill development, while the **Junior 1** and **Senior Volleyball Teams** narrowly missed playoff spots.

It’s a Bird, It’s a...
 It’s a birdie! The **U13, U14, Junior, and Senior Badminton Teams** all improved over the course of the season and enjoyed having Stephane, the Badminton Pro from the Badminton & Racquet Club of Toronto, work with them in a special clinic.

No Powder? No Problem.
 Winter may not have staged a dramatic entrance, but the snow fell just in time for the **Alpine Ski Team’s** season. Our Level 1 and Level 2 teams were both CISAA champions. Emily Jaunkalns '16 won CISAA, and represented SCS and CISAA at OFSAA, where she skied to a sixth-place finish in Ontario!

Facing Off
 The **Hockey Team** finished the regular season in second place in the west division, and bested TCS in the quarter finals. In final 4 competition, the team lost a spirited semi-final game against DLS.

The team will miss the graduating players—Captain Natalie Chu, Emilie Morin, Lauren Ferraro, Emily Cooper, and goalie Nicole Areias—some of whom have been lacing up their skates with SCS since Grade 7!

Alumnae Profile



A group of alumnae recently answered a call for volunteers put out by SCS on behalf of the Horizons High School Program. Every other Saturday, Toronto students in Grades 9-12 are mentored and taught by a group of grads from SCS, UCC, Branksome, and other independent schools who lead sessions about university applications, résumé building and interviewing, money management, goal setting, and leadership building. They have also staged a Career Day panel. In addition to imparting valuable tips and skills, the alumnae have moved things outside the classroom, hosting a Skating Day, as well as a Volunteer Day at the Parkdale Community Food Bank.

We asked Carina Cappuccitti '06, Eleanor Gooday '65, Kate Cowan '05, Heather Gouinlock '09, Daphne Papadatos '09, Allison Quinn '06 (not pictured) and Heather (Campbell) Gordon '98 (not pictured) for their thoughts on broadening high schoolers' horizons.

What were some of your interests while at SCS? What have you been doing since?

Carina: I was interested in being a teacher for as long as I can remember; when I was in Grade 11 and SCS offered the opportunity for Horizons, I knew it would be a great experience. I've completed my Master of Education, attended OISE for Teacher's College, and currently supply teach in the York District School Board.

Allison: At SCS I was involved in athletics and a variety of co-curriculars, which helped me to become immersed in the community and get to know different people. I attended Queen's University for Commerce, and while there was involved in Commerce Kids, a volunteer program where we helped out at Kingston schools. I've always felt it's nice to get to know the different aspects of a community, and this was a great way to do so while at university.

What was your awareness of Horizons before becoming involved?

Kate: I was part of the Horizons program at SCS, when it was mostly a before-school homework club for kids. After graduation, I lost touch with the program until a fellow SCS grad and co-worker (Liz Berend '06) mentioned it to me.

Allison: I was aware of Horizons from my time at SCS, but hadn't participated as a student. I love meeting new people and wanted to give back to the Toronto community, and it seemed like a great way to do both!

What made you decide to volunteer your time to this particular initiative?

Daphne: I was looking for something outside law school that I could get involved in, and Heather (Gouinlock) suggested Horizons. I have a number of friends at Osgoode who grew up on or below the poverty line and benefitted from programs like Horizons when they were young. It occurred to me that for some of them this kind of programming may have made the difference between the lives they have and the direction they might have gone if they did not have people telling them they could do anything they wanted. I hope to be part of that push for the kids.

Heather Gouinlock: Through my exposure to the Horizons program while at SCS, I know how valuable an experience it was for both the students and the volunteers. In the past, Horizons programming concluded at the end of Middle School, leaving students without that same support through their critical high school years. I've loved being a part of the team working to bridge that gap.

What's your favourite part of Horizons?

Eleanor: Brainstorming with the kids, and showing them how impressed I am with what they are doing. I love to see their shyness turn to confidence when we encourage them to share their ideas with the larger group.

Kate: I teach younger children, so the idea of working with high school students was an intriguing variation from my everyday life. It's been so interesting to see how the students grow and change as they partake in the program.

Describe the experience, in a word or a sentence.

Heather Gordon: Rewarding. The experience allowed me to connect with motivated, bright high school students and work with them to reach their goals.

Heather Gouinlock: Fun! Every session, student, and mentor is so different.

Eleanor: Enlightening and very worthwhile.

Carina: Horizons has connected me to students and my peers in meaningful friendships, where we can learn from each other by focusing on topics that young people need to be aware of in order to succeed in today's society.

What are your views on maintaining community connections?

Daphne: My SCS girls are still my best friends more than five years after graduation, and I think that's because we all share a few very fundamental things. We don't take ourselves too seriously but we also have high expectations for ourselves, and for each other.

Heather Gordon: I have been very involved in community work over the years. I attribute that both to my mother, who did volunteer work while I was growing up, and the environment at SCS that encouraged community awareness and involvement. I have found that the experiences and friendships gained from my community work have had a very positive impact on my world views, and have added greatly to the quality of my life. Through volunteering, you definitely get back more than you give!



1

Artwork by Paige McGuire '18

May 13-15
Alumnae Reunion Weekend 2016

ST. CLEMENT'S
SCHOOL
Passion. Courage. Curiosity.

For more information or to RSVP, please contact Meagan Thomas at meagan.thomas@scs.on.ca or 416 483 4414 x2231.



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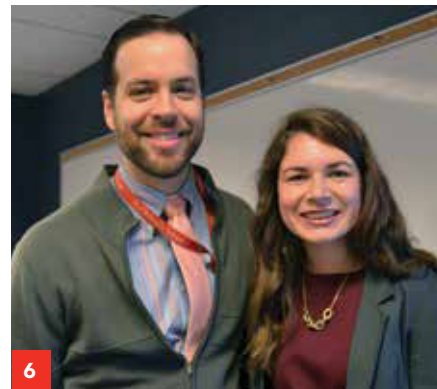
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Thank You!
We wish to thank Megan Deeks '03, Outgoing President of the Alumnae Association for all of her passion, hard work, and leadership over the last four years! Incoming President, Emma Sanders Finlayson '99 is currently on maternity leave. We are excited to have Gracia Dyer Jalea '00 step in as Acting President.

HOMECOMING: 1. Class of 2015 2. Assembly 3. Assembly 4. Luis Saraiva, staff, Leah Richardson '15, Emily Meyer '15, Meredith McKenzie '15, Kate Hardacre '15, Laura Power '15 **CHRISTMAS PARTY:** 5. Sarah Burns, Amanda Wai, Heather Maitland, and Christine Lau, all '07 6. Martha Tory '72, Heather Tory '08, Martha Perry '85, Trudy (Peck) Grantham '64 7. Amy DesBrisay '10, Janet Mackinnon, past staff, Rachel Li '14 **ALUMNAE ASSOCIATION THANK YOU:** 8. Hillary Armstrong '05, Ali Azzopardi '07, Amanda Michalik '07, Megan Deeks '03, Gracia Dyer Jalea '00, Sophie Bertram '08, Devon Montemurro '08 **QUEEN'S REUNION:** 9. Kate Trebuss '03, Joanne Thompson, staff, Liliane Barbour '04, Allison Maier '06 10. Sam Sarabia '14, Erin Moore '14, Alessia Martino '14, Alex Hillyer '14, Jessica Gizuk '14 11. Celine Allen '11, Catherine Crawford-Brown '11, Annie Hollis '11, Posy Legge '11, Rehana Jamani '11 **WESTERN REUNION:** 12. Sarah Lychy '15, Rachel Lew '14, Veronica Cheung '14 13. Olivia Foster '13, Mackenzie Domazet '13, Sadie Wraggett '13 14. Franny Champion '13, Laura Power '13, Meredith Bird '13 15. Bianca Huang '15, Cristina Salvati '15, Alexa Fotopoulos '14, Samantha Kong '15, Alessia Dzwigala '15



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Join US For
An Evening Of Golf
 For Alumnae

Beginners: 2 hour clinic
 intermediates: 9 holes
 cocktails to follow

Monday, June 27 at 6:00 P.M.
 at Ladies Golf Club of Toronto

Sign up today!
 \$82.50+HST/person

To register, please contact
 Meagan Thomas at
 416 483 4414 x2231
 meagan.thomas@scs.on.ca

Celebrating SCS Athletics

It's time for new banners in our gyms!
 Were you on a championship team within the last 30 years? We would love to hear from you.
 Please email beth.will@scs.on.ca with the year, sport, and age group.

SAN FRANCISCO REUNION: 1. Vanessa Soros '91, Allison Tse '04, Jane Raisch '04, Claire Markham '04, Tory Sims '09, Kelcie Abraham '06, Jean Elliott '86, Martha Perry '85, Michelle Pang '10, Audrey Anderson '09 **NEW YORK CITY REUNION: 2.** Rachael Alexandroff '08, Jennifer Wong '08, Kelly Quinn '08, Fran (McGroy) Loftus '08 **3.** Sheila Spence '87, Martha Perry '85, Tory Gossage '03, Katie Burwick '11 **4.** Hilary Sullivan '12, Laura D'Angelo '01, staff, Emma Ho '06 **BUSINESS CLASS VISIT: 5.** Trilby Gooch '09 **6.** Mark Bunten, staff, Ashley Sambrook '13 **NATIVE STUDIES CLASS VISIT: 7.** Jessica Chapman '14, Emily Martin '15, Nora Scott, staff **8.** Posy Legge '11 **MIDDLE SCHOOL MOTHER-DAUGHTER TEA 9.** Bree Krukis '99 **ALUMNA SCHOLAR AWARD: 10.** Martha Perry '85, Carolyn (Schmidt) Gossage '51, Sally O'Keeffe '16, Sherry Boeckh '55, Karen (Row) Armstrong '75 **CODE GIRL SCREENING: 11.** Liz Drayton '01, Adam Caplan, staff



A Gift, Multiplied

KASIA CZARSKI, parent of Eliza Glady '18, multiplied her gift to St. Clement's School through an employee matching program. "Our family feels fortunate that we're able to provide Eliza with an SCS education, and I think it means she has the opportunity to be the best that she can be. I believe that the education, the programs, the co-curricular opportunities, the level of academics are all things that give her tremendous advantages." Kasia's organization launched a matching gift program in 2015 and she saw that as an occasion to enhance her own annual contribution to St. Clement's.

to your family, every gift counts. "At Eliza's request, last year I asked that our donation be directed to Theatre Arts initiatives because that's what she's very involved in as a co-curricular and she wanted to see that supported," explains Kasia. Support like this helps to define the SCS experience for our girls.

"We know that tuition doesn't cover everything that we want to have offered through our School. When you sign up to be part of this community I think that, in whatever way is feasible for you as a family, it's up to us to be supporting the School. In the end, if we don't do

"When you sign up to be part of this community I think that, in whatever way is feasible for you as a family, it's up to us to be supporting the school."

—Kasia Czarski, parent of Eliza Glady '18

"Once I made my contribution to the School and received a receipt, I submitted that receipt through our internal processes and it was matched. A cheque from my employer was then forwarded to the School." This is a relatively new benefit to employees and not every employer offers a gift matching program, but it's certainly worth exploring if you're looking for a way to strengthen your impact. "I would hope that, where it is an option, people take advantage of it," says Kasia. "It feels good to double your money. It certainly feels good to know that you can leverage your own gift. That feels like a real win."

Another win: the ways in which these kinds of gifts can enhance the School. Whether designating them to Principal's Initiatives, Scholarships or an area of particular significance

it, the School can't continue to offer what it does to the girls."

Giving is a very personal choice and, for St. Clement's, it's the thoughtful intention behind a gift that matters most because every gift contributes to bringing enhancements to our uniquely spirited learning environment. Kasia is thrilled with the opportunities and level of academic engagement SCS is providing for Eliza. "We marvel; we sit with Eliza and talk about the world at the dinner table and she participates equally."

"I think a family has to do what they are able to and comfortable with," continues Kasia. "We're lucky to have the generosity of families before our time who have built SCS into what it is today and it's really up to us to continue to support it for the future."

To find out if your employer has a matching gift program, speak with your organization's Human Resources or Payroll department.

When it comes to supporting St. Clement's School, you and your family may direct that support based on passions and interests—for example, the Arts, Scholarships, or a particularly impactful learning space for your daughter and her classmates. Wouldn't it be great if your employer shared your passion, therefore doubling the impact of your gift? Employers today are recognizing that, increasingly, their staff find great value in corporate social responsibility and are offering matching gift programs to put their money where their employees' hearts are. What is a matching gift program? It's when an employee makes a gift to a non-profit of their choice and their employer matches that gift.



When Sarah Gleeson, Head of the Junior School, is looking to gather together our youngest Clementines and usher them somewhere, this is her recognizable rallying cry. Little "ducks" and their families have felt Sarah's dedication and support over the last 30 years, during her tenure as both a teacher of Grades 1-7 and as Head of the Junior School. As a beloved and respected member of the St. Clement's School community, Sarah has shaped the academic and social development of hundreds of young Clementines—and no one can sport a holiday sweater quite like she does!

In honour of Sarah's retirement in June, and in tribute to the passion, leadership, and authenticity she has brought to our School, St. Clement's is proud to announce the establishment of The Sarah Gleeson Junior School Fund.

SCS believes in ensuring the best and brightest girls can live the full St. Clement's experience, regardless of their family's financial circumstances. In support of this commitment, the School offers renewable, needs-based scholarships for students in Grades 7-12. Sarah has long been a passionate supporter of the Financial Assistance program and she dreams of the time when this program can be extended to include the Junior School.

The Sarah Gleeson Junior School Fund is the first step on this journey, and Sarah is thrilled. All donations received will be added to a \$10,000 gift that has been made to the School to launch this initiative. The Fund will provide financial assistance to eligible Clementines in Grades 4-6 should their family's financial situation change. "It will provide the School with a reserve to ensure that eligible girls in Grades 4-6 will be able to complete their foundation years at St. Clement's—something I'm, of course, very passionate about," Sarah says.

Sarah has played a pivotal role in the lives of the young girls in the Junior School and has always ensured the very best for them. "It has been a sincere pleasure to have had the chance to work with so many outstanding young girls and their families here at SCS," says Sarah. "I firmly believe in the merits and opportunities of independent education. Add to that the unique spirit of this school and the close-knit community we have here and I have had the best job in the world."

THE SARAH GLEESON JUNIOR SCHOOL FUND

"We were thrilled to receive a gift of \$10,000 to launch the Sarah Gleeson Junior School Fund," says Lisa Watson, Executive Director of Advancement at SCS. "This gift has enabled us to create a way for members of the St. Clement's School community, past and present, to authentically honour Sarah and her passion for our Junior School. We hope that our community embraces this initiative wholeheartedly."

All donations to the Fund will be invested and used as needed until the Fund is exhausted.

To make your donation today, contact the Advancement Office at 416 483 4414 x2288, email lisa.watson@scs.on.ca or give online at scs.on.ca/support-scs



Save the Date!

Please mark Friday, June 10, from 6-9 p.m. in your calendar to celebrate Sarah Gleeson and her 30-year career at St. Clement's School. All members of the SCS community are invited. More details will follow in enews and by invitation.

2015-2016

ANNUAL FUND

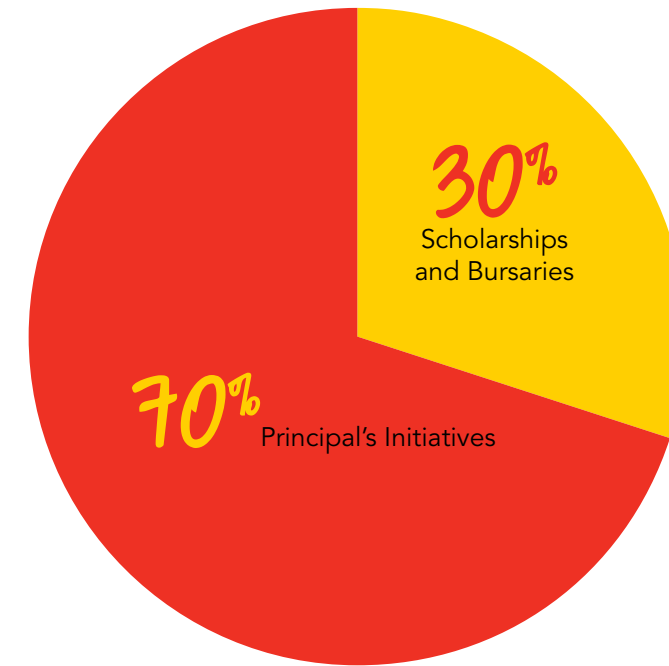
Scorecard

\$398,684

of our \$500,000 goal has been realized so far =

80%

Contribution Designations



"St. Clement's has provided a wonderful learning environment and community for our daughter."

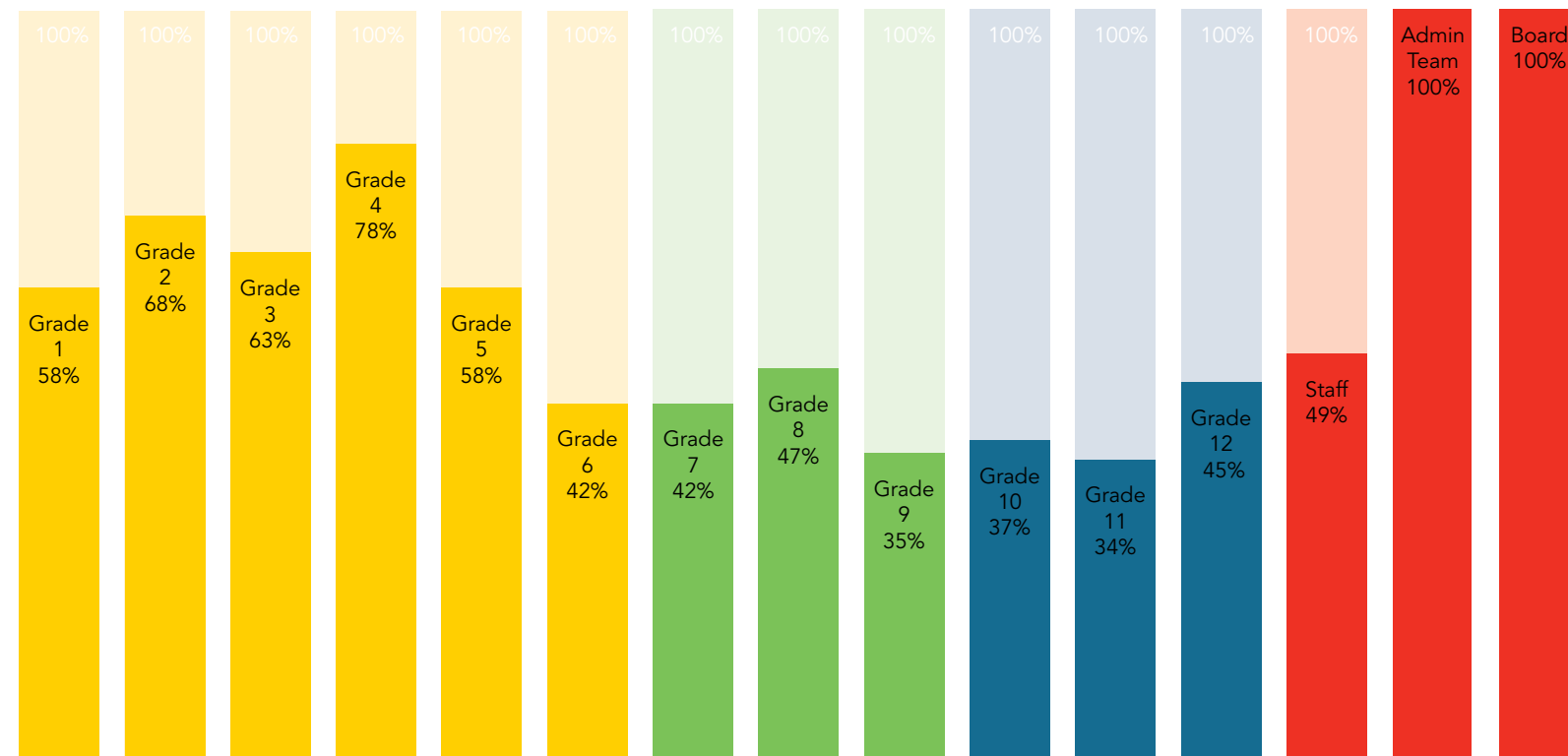
-Current Parent

"Thank you for cultivating such a warm, welcoming, and supportive environment for our girls and for giving them a great education."

-Current Parent

Participation Rates

Cindy Leech, Chair of the Annual Fund 2015-2016, and the class representatives are eager to have all grades reach 100% participation!



44% of all families and **49%** of staff have already contributed generously. Your contribution ensures an enhanced and enriched experience for both students and staff.

Make a donation today!

You can donate by mail, by phone at 416 483 4414 x2253, or online scs.on.ca/support-scs

1950s



In October, **Pat (Millar) Goodyear '53** and **Beth (Gerry) Smith '53**, paid a visit to SCS.



In September, **Libby (Langford) Jutras**, **Sue (Griffin) Rollason** and **Nancy (Dewar) Birtch**, lifelong Clementines from the **class of '59**, celebrated their 75th birthdays by meeting in Tofino, BC. They spent a week reminiscing over their school days at SCS, as they do every five years or so. SCS brought them together, and the friendship has lasted a lifetime! Hip, hip, hoorah!

1960s

Madelaine (Leight) Currelly '66, CEO for the Community Training and Development Centre (CTDC), a non-profit in Northumberland County and Peterborough area, is pleased to announce that the CTDC has some interesting collaborations on the go, including working with the County and Habitat for Humanity on an Age Friendly Communities project which will assess the need for housing, social inclusion, and participation for the residents of the County. Additionally, CTDC has partnered

with Magnet, a division of Ryerson University, to collect information on the intellectual capital that exists in our population over the age of 55. They are also working with Professor Suzanne Cook of York University in her "redirection" study, which is interested in hearing the stories of seniors (over 55) who are leaving one profession and redirecting into another, or have been retired and now must re-enter the workforce in some way. If anyone would like to participate in this study, please email redirect@yorku.ca



Margaret "Ruth" Blackman '67 had a profound musical influence on classmate **Christine (Clark) Featherstone '67**. When most girls were listening to the Beatles, Ruth introduced her friend to recordings by the Choir of King's College, Cambridge. This past Christmas Eve, Christine achieved her lifelong goal of attending the Nine Lessons and Carols service at King's College Chapel. Standing in line for eight hours (there are no advance tickets) she remembered her classmate, Ruth, and her gift of choral music from over fifty years ago.

1990s

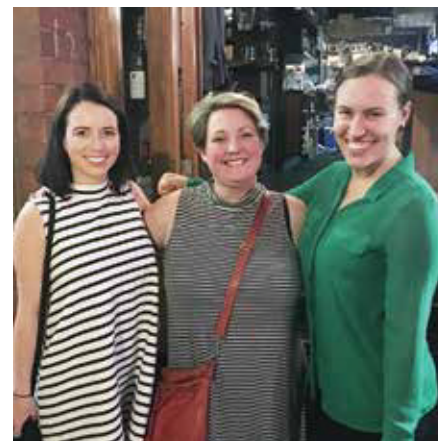
Lucy Atkinson '92 earned tenure and was promoted from Assistant to Associate Professor at the University of Texas at Austin. Lucy teaches in the Stan Richards School of Advertising & PR, where her research focuses on political and environmental consumer behaviour. She has been at UT-Austin since

earning her PhD in 2009 from the University of Wisconsin-Madison.



November was SCS-filled for **Zarin Machanda '97**. She spent time with **Laura D'Angelo '01** in Boston, MA, and a week later saw **Meredith Wotten '01** in Washington, DC.

2000s



Kate (Lang) Starr '04 and **Kathleen Lank '05** met up with Ms Melville, staff, in Melbourne, Australia.



In February, the **2008 House Heads** had a reunion with Ms Dickson, staff. In attendance were **Lauren Hauswirth**, **Devon Montemurro**, **Robyn Cardy**, **Renny Grinshpan**, **Sophie Bertram**, and **Lauren Chan**.



In December, **Erin Tsang '08**, **Brenna Pladsen '09**, **Sabrina Ewert '10**, and **Paloma Griffin '11** whisked Dr. Thompson and Ms Westerhof, both staff, out for lunch at Sorn Thai, where they also bumped into a group of alumnae from the class of '71 and their English teacher, past staff member Judith Mills.



Annie Ewing '08 and **Kelly Quinn '08** met up for brunch in New York, NY, in October.



Laura Coholan '09 met up with **Martha Perry '85**, Principal, who was in Los Angeles, CA, for a conference in October.



Peace

Barbara (Beatty) Spears '33
on September 14, 2015

Ronald Searle '37
on August 29, 2015

Ruth (Cooper) Bell '38
on December 16, 2015

Ann (Bennett) Worthington '40
on September 10, 2015

Violet (MacLeod) Armbrister '41
on December 11, 2015

*Mother of Liv Alvaer and Layne Alvaer, both '65
Predeceased by daughter Randi (Alvaer) O'Hara '70, and sisters Betty (MacLeod) Dix '47 and Jean (MacLeod) Jones '44*

Frances (Stewart) Baxter '41
on November 30, 2015

Mary (Edwards) Gosselin '41
on December 16, 2015

Barbara Duncan '42
on September 7, 2015
Sister of the late Beverley (Duncan) Donaldson '45

Phyllis (Langstaff) Grosskurth '42
on August 2, 2015

Betsie (Ewing) Gerber '43
on January 31, 2016

Beth (Leech) Anderson '44
on August 9, 2015

Sheila (Smith) Hicks '44
on August 2, 2015

Shirley (East) Stephenson '47
on August 20, 2015
Sister of Sheila (East) Harvey '49

Charby (Robinson) Blaine '48
on July 20, 2015

Sheila (Rooney) MacTaggart '53
on September 23, 2015

Susan (Lennox) Garrard '55
on January 29, 2016

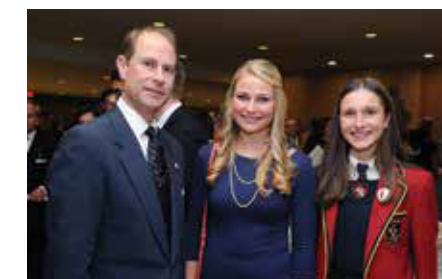
Diana (Edmunds) Whyte '58
on August 22, 2015

Catherine Broughton Marshall '63
on November 10, 2015

2010s



Kristen Lewis '12, **Nicole Rasmussen '13** and **Margaret Irwin '13** attended the Head of the Charles Regatta in Cambridge, MA, in October.



Olivia Mew '13 and **Raissa Dzulynsky '16** were presented with their Gold Duke of Edinburgh Awards by Prince Edward in October.

Love



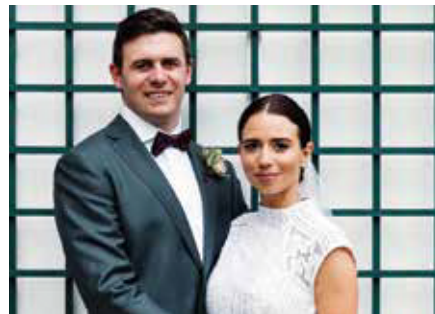
On October 24, 2015, **Elizabeth Gouinlock '03** married Don Little at St. Clement's Church followed by a reception at The Toronto Golf Club. **Lindsay Young '03** was Maid of Honour and **Meghan Cowan '03** was a bridesmaid.



Mosha Lundström Halbert '04 channelled her Nordic roots during her marriage to Englishman Aidan Russell Butler at the Gamla Bío Opera House in Reykjavík, Iceland, on New Year's Eve. They welcomed 100 guests from six continents for four days of celebration. Mosha's mother, designer Linda Lundström, made her wedding ensembles, including a skirt change for the party and her signature fur parka, as well as all of the bridesmaid's outfits. SCS alumnae in attendance included the bride's sister, **Sophie Lundström Halbert '08**, and **Niccola Milnes '04**.



Liz Rocchi '04 married Evan Bonsell on October 3, 2015, in Toronto. **Sarah Campbell, Eryn LeMesurier, and Amy Smart, all '04**, were in the wedding party.



Kate Lang '04 married David Starr over the August 2015 long weekend. The pair flew in from Melbourne, Australia, for their ceremony and reception at Penryn Park in Port Hope, welcoming many international and local guests. Bridesmaids included her sister **Vanessa Lang '08** and **Jessica MacKinnon '04**.



On October 24, 2015, **Elisa Costa '05** married John Li. Sisters **Amanda Costa '02** and **Cristina Costa '06** were the Maids of Honour, and **Josephine Kwong '05** was a bridesmaid. Also in attendance were **Linda Dai '05, Vicki Wang '05, and Steph Leung '05**.



Sara Larcina '05 married Michael Tanaka at St. Clement's Church on October 3, 2015. Guests were received at the Donalda Club after the ceremony. Clementines in attendance included former staff **Wendy Girvan** and **Janet Mackinnon**, and alumnae **Mairi (Campbell) Payne '78, Karen Auyeung '05, and Amber McKean '05**.

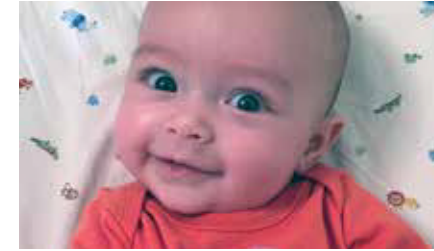


Vanessa (Holgate) Fahnauer '06 and her husband Martin Fahnauer are expecting their first baby in July 2016. The pair met when Vanessa moved to Germany in 2010. They married in November 2013 but celebrated their wedding in a very private ceremony and reception at the Jagdhof Glashütte Hotel in Bad Laasphe, Germany, over the 2014 Canadian Thanksgiving weekend.

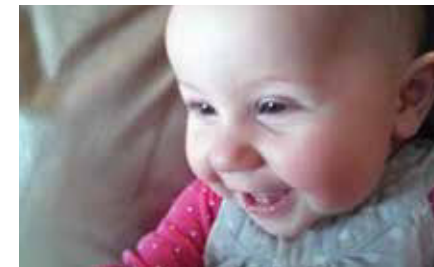


Heather Dodge '11 married Dustin Livingstone in Kaleden, BC, on July 11, 2015.

Joy



Micol Zarb '90 and her husband Ian McRobie welcomed Maya Zarb McRobie on August 24, 2015, weighing 7lbs. She has been doted on ever since by big brother Zach, who is four and a half. Now five months old, she is eager to crawl to keep up with her big brother. Maya is the apple of her father's eye, and Micol feels blessed to be able to continue a mother-daughter relationship, since she lost her own mother to lymphoma two years ago.



Julia (Tworkowski) Driedger '93 and husband Kevin are thrilled to announce the birth of the newest member of their family. Isla Grace was born peacefully at home on June 20, 2015. She was welcomed into the world with older siblings Fiona, Teagan, Chloë, Kieran, Ailish, and Darcy, and the midwife nearby.



Heather (Campbell) Gordon '98 and her husband Adam are proud to announce the arrival of their second daughter, Gwendolyn Alicia Ellen Gordon, born on January 16, 2015

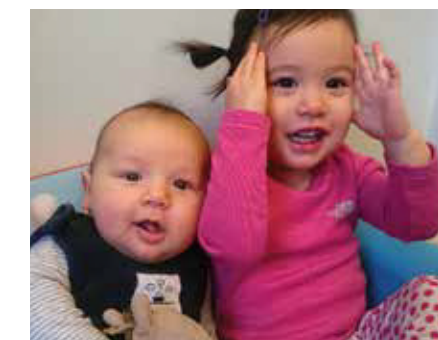
at 8:25 a.m. weighing 8lbs 9oz. Gwendolyn's two-year-old sister Abigail is loving helping look after "Baby Gwen," as she calls her.



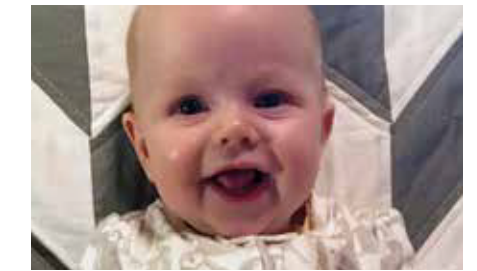
Lauren (Burstyn) Lawrence '99, husband Matt and daughters Paityn and Charlotte welcomed Gwyneth Eloise Lawrence to their family on August 1, 2015.



Rachel (Telch) Megitt '99, her husband Stephen and son Callan welcomed a baby girl to their family. Claire was born on August 9, 2015, at 9:19 a.m.



Cheryl Lou-Hing '00, her husband Stephen and their two-year-old daughter Olivia welcomed a baby boy to their family on October 20, 2015. Finn came into the world weighing 8.5lbs. Cheryl and family are loving life and looking forward to lots of adventures.



Astrid Heyerdahl '01 and Colin Simpson (RSGC '01) are thrilled to announce the birth of their daughter, Freya Heyerdahl Simpson, born on October 23, 2015, in North Vancouver, BC. Now over four months old, she is a very happy and expressive little one who brings their whole family great joy.



Pamela Li '01 and her husband Chris welcomed twin boys, Samuel and Benjamin, in April 2015 at Sunnybrook Hospital. They arrived early but were able to feed and thrive, especially with the excellent care they received from the staff at Sunnybrook. The twins have met a few SCS alumnae and look forward to future meet-ups!



Lindsay (Hatton) Horeis '02, her husband T.K. and their daughter Claire Christine welcomed a baby boy to their family on December 17, 2015. Matthew Kenneth was born at 5:54 p.m. weighing 7lbs 13oz.

Welcome Back

LINCWell Counsellor **Melissa Kaye**, who was to return to SCS in the spring, has decided to extend her leave until the fall of 2017. We are very pleased that **Laura D'Angelo** has agreed to remain in the Middle School LINCWell Counsellor role until the conclusion of the 2016-2017 school year.

Welcome New Staff

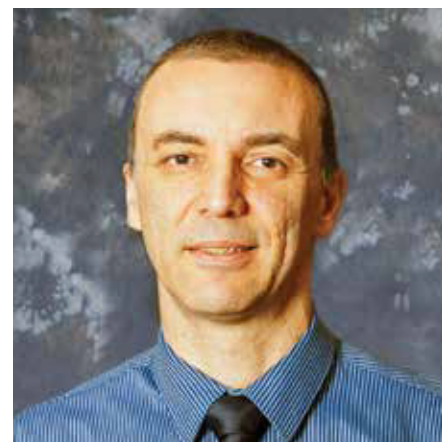


Jen Rowe joins SCS as our new Communications Manager, working as a member of the Advancement team. Over the past fifteen years, Jen has gained diverse communications and marketing experience. She comes to us from Plan Canada, where she held the position of Senior Manager, Corporate and Brand Communications.



Robyne Balanuik joins SCS in the contract position of Advancement Officer. Robyne comes to us with experience in fundraising, event management, and donor relations

from her past roles at both St. Mildred's-Lightbourn School and St. Joseph's Healthcare Foundation.



Oltion Resuli joins SCS in the position of Assistant Accountant. In this role, Oltion supports the Accounting team in various financial and accounting activities. Oltion comes to us with more than six years of experience at The Interpreters' Group, plus an additional year in a customer service role at SP Data, Direct Energy.

Retirement



It is with mixed emotions that we announce the retirement of **Ellen Grant**. Ellen first joined SCS in the Accountant role in May 1998, and on her retirement in October 2015 had served as a wonderful, supportive member of our community for over 17 years. Ellen performed her extensive Finance department responsibilities with expertise and enthusiasm. We would like to thank Ellen for her contributions to SCS, and wish her all the best in her retirement!

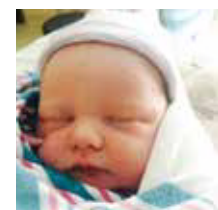
Farewell



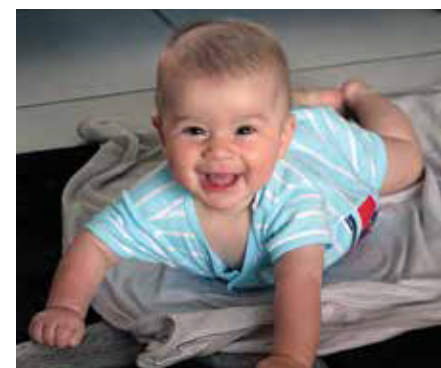
After more than eight years with SCS, **Carolynne Bull** has accepted the role of Marketing and Communications Coordinator at Holy Trinity School. Carolynne came to SCS in September 2007 as Administrative Assistant in the School Office, before moving to the Advancement team a year later. She contributed to the School website, enews, and the *Red Blazer*. We wish Carolynne all the best.

We also bid farewell to **Anna AbouZeid** (Communications Manager) and **Evelyn Zepeda** (LINCWell). We wish them all the best in their new adventures.

Births



Megan Clay and her husband James welcomed their first child, Ella Victoria Stuart Clay, on August 30, 2015.



Lana Fisher and her husband Alex welcomed their third child, Logan Gregg Toivis, on October 5, 2015.

Spotlight on Advancement

Q&A with Lisa Watson, Executive Director of Advancement



A little over a year ago, I joined St. Clement's as the Executive Director of Advancement. It has been a wonderful year that has quickly highlighted for me the incredible sense of community that exists at SCS. I am in awe of the relationships that exist between our girls, their families, the faculty and staff, as well as our alumnae, neighbourhood organizations, and other supporters. It's what sets SCS apart and why I'm so passionate about furthering the School's mission through my role. In this new, recurring column, I will address some common questions that I hear as I participate in SCS life and all things Advancement.

Q: What is Advancement?

A: Technically speaking, it is a strategic and integrated method of managing relationships to increase understanding and support among a school's key stakeholders. Here at SCS I think it is easily described as the creating and fostering of relationships throughout our community that will support and enhance our department's work with the School's marketing, communications, fundraising, and alumnae and donor relations efforts. In other words, it's the work we do to promote and further the School's mission. Let's have a look at each of these areas:

- **Fundraising:** the many ways in which our alumnae, families and donors can contribute to the School, be it through an Annual Fund gift, an endowed fund, major or planned gift. Fundraising facilitates the enrichment of our current academic and co-curricular programs, allows for a robust financial aid program, contributes to capital needs and ensures the long-term sustainability of our School.
- **Marketing and Communications:** our Communications team keeps busy on advertising and public relations activities, internal and external publications (like the *Red Blazer* you're reading this column in!), social media, the SCS website and all other promotional tools needed at SCS. Essentially, these are the tools we use to stay connected with everyone in our community.
- **Alumnae Relations:** once our girls graduate, we want to ensure they remain connected and engaged members of our School community no matter where their lives take them. Our Alumnae Association has a strong online community and we gather Clementines together at in-person events across the country, around the world and always, back "home" at SCS.
- **Donor Relations:** We want our donors to have a high-quality experience with SCS and to develop long-

term engagement and investment. The role of donor relations not only covers stewardship but also includes records and gift management, tracking and recognition.

As you can see, Advancement covers diverse fields of work but all share a common goal: to provide for the School's future so that we can continue to deepen our girls' learning experience and foster their development as outstanding women.

Q: What is the Annual Fund?

A: The Annual Fund is our yearly fundraising campaign that helps support the School's areas of greatest need and provides financial assistance to deserving girls. This is a community-wide initiative that is supported strongly by current families, some of who volunteer as fundraising reps for our office! Whether you direct your donation to Principal's Initiatives or Scholarships, your contribution has an immediate impact on the day-to-day experiences of our girls in Grades 1-12, and our staff.

- **Principal's Initiatives:** gifts to this fund allow for donations to be directed, by the School, to our areas of greatest need in support of our mission and strategic direction. Gifts support key annual priorities of our academics and co-curricular program as determined each year. Recently our girls have experienced new classroom layouts and furniture, technology upgrades to hardware and our infrastructure, and special guest experts in their classes.
- **Scholarships:** SCS has a profound commitment to the best and brightest girls having access to our School, no matter their families' financial situation. Your gifts to this area of need are critical and ensure we can continue to support our scholarship fund that makes SCS a possibility for more girls, in turn adding to the richly layered fabric of our School. Every year, this program, because of our community's generosity, supports approximately 10% of eligible students.

SCS Board of Governors News

Leveraging connections allows for any organization to grow, learn and be successful. This is particularly important when it comes to the composition of a Board of Governors that is ultimately responsible for an organization's strategic focus and financial sustainability. An effective Board has diverse perspectives and experiences that can be brought to bear in fulfilling its mandate.

The St. Clement's Board of Governors comprises twelve voting members and four non-voting members, each with a unique background and each bringing a different area of expertise to the table. But their value to the Board doesn't stop at skill set alone. The members of our Board have a connection to the School in other ways. Current parents sitting in Governor roles bring an understanding of the present experience though they sit at the table as a Governor rather than a parent. Alumnae bring historical knowledge paired with an understanding that there must be a balance between tradition and innovation. Independent members come with an objective point of view but also an external connection, be it with our Anglican faith, an educational lens or an area of expertise that will assist in the School's sustainability.



"It's important for me to maintain a connection to SCS through the Board because I am passionate about the School's success. From current Clementines to teachers, alumnae, and parents/friends of the School; maintaining our strong and special community is a priority for me."

—Melissa Arruda '03



"I believe that a better future can come about by investing in children—giving them the tools they need to both succeed and contribute to society in a meaningful way. As a parent of an alumna, I have seen how the team at SCS excels in this area, and it sparks my interest in being connected to the School through the Board."

—Bryan Boyd,
parent of Kaitlin '15 and Nicole '20



"St. Clement's encourages my daughters to be curious and creative; it gives them the room to take risks and think outside the box. I am delighted to be a member of the School's Board of Governors because SCS is an incredible school, and I want to play a part in ensuring that it thrives and remains at the forefront of girls' education in Canada."

—Poonam Puri,
parent of Jaiden '20, Amaris '23, and Shiloh Turner '24

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st. clement's school

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our mission

St. Clement's School develops outstanding women who are intellectually curious, courageous, and compassionate.

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thank you

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your input is encouraged

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Passion. Courage. Curiosity.

TEMPUS FUGIT

The strong and meaningful connection that exists between our community of alumnae and the School is evident in almost every area of the Archive's collection, from donated photographs and uniform items, to the earliest records of the Alumnae Association, to scrapbooks and monographs compiled to celebrate alumnae achievements.

In 2015, we lost two notable alumnae who maintained strong connections with the School and with the Archives throughout their remarkable careers: Ruth (Cooper) Bell '38 and Phyllis (Langstaff) Grosskurth '42. We are proud to remember these two remarkable Clementines and their lifelong connection to St. Clement's.

AVE ATQUE VALE

Hail and farewell (a traditional valediction that originates with the Roman poet Catullus)



RUTH BELL, a recipient of our School's most prestigious alumnae honour, the Gold Award, was a tireless campaigner for the rights of women. She was a member of the National Action Committee on the Status of Women, helped to found the Canadian Commission for Learning Opportunities for Women, and served as the first chair of UNESCO's Sub-Commission on the Status of Women, among many other academic and professional accomplishments.

In recognition of her outstanding achievements, she received an honorary doctorate from Carleton University, was awarded the Governor General's Persons Award, and was named to the Order of Canada. The Lassonde Library and SCS Archives are proud to hold copies of her self-published memoir, *Be a Nice Girl*. Ruth donated the Gold Award Prize that is given annually at our Closing Ceremonies to a student who shows commitment to civic engagement, volunteerism, and advocacy work. In her will, she left SCS a gift, establishing the Dr. Ruth (Cooper) Bell '38 Endowment Fund in support of scholarships.



PHYLLIS GROSSKURTH, known during her years at SCS as Patsy, was a distinguished writer, historian, and professor at the University of Toronto. She wrote influential literary biographies of John Addington Symonds, for which she won the Governor General's Award for Nonfiction in 1965, Freud, and Byron, among other award-winning works. She was also well known for her book reviews for the CBC, *The Globe and Mail*, and *The New York Review of Books*.

In addition to being an accomplished author and academic, she fought for the rights of women from her days as the first female professor in U of T's English Department to the influential court case she helped win in 2002, guaranteeing equal pay and benefits for female faculty at the University. She was named an Officer of the Order of Canada in 2000. The Archives holds a complete collection of her work, including her autobiography, *Elusive Subject*. Following the death of her second husband, the producer, writer, and actor, Mavor Moore, she donated a collection of his plays to the School, which are also stored in the Archives.

If you have any SCS memorabilia that you would like to contribute to the Archives, please contact Laura Mustard '03, Archivist, at 416 483 4414 x2335 or lmustard@scs.on.ca

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