

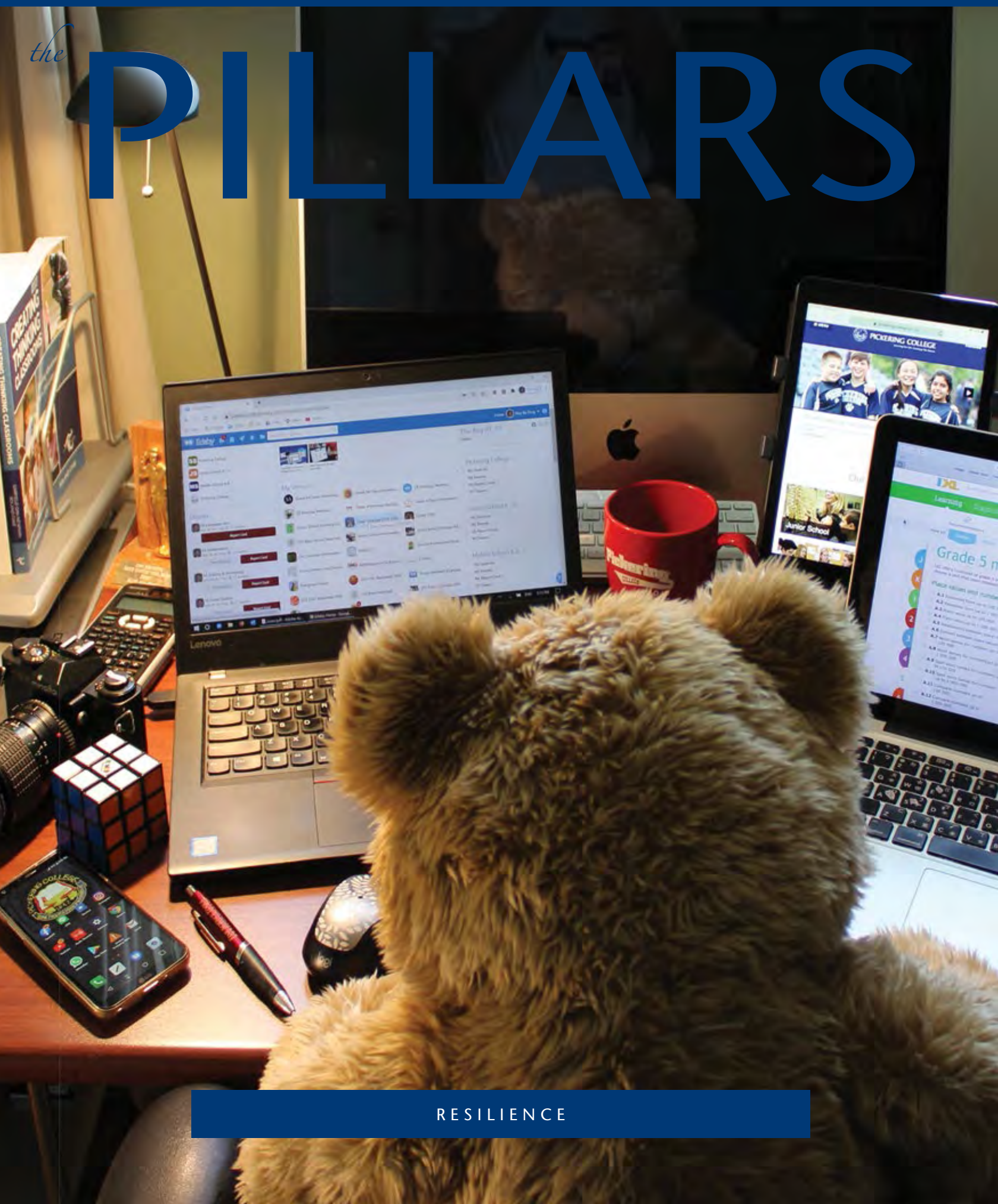


PICKERING COLLEGE

FALL 2020

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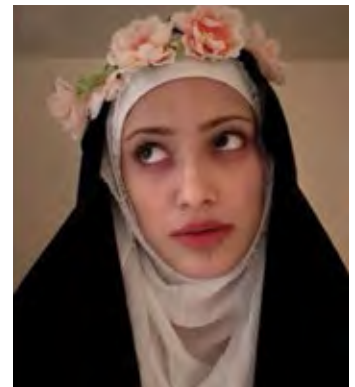
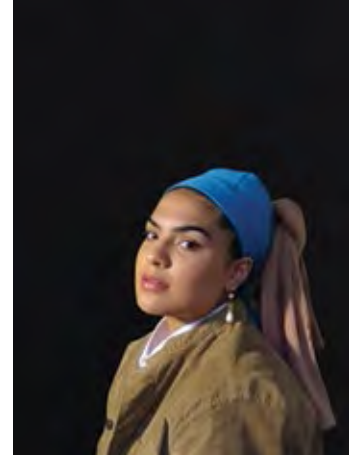
# PILLARS



RESILIENCE



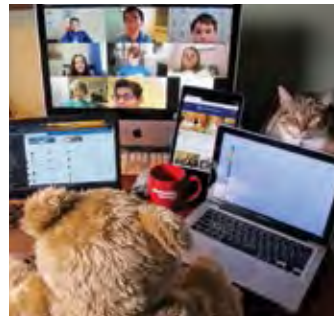
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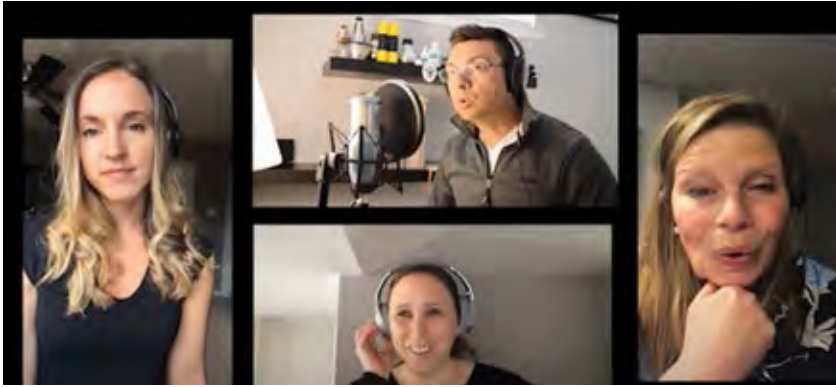
*As part of our distance learning Artstravaganga week, our Senior School visual arts students were tasked with recreating a famous masterpiece using only materials and props found at home. The Quarantine Masterpieces turned out great and demonstrate just how unique online learning can be.*

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Power of Community:  
Thomas Tam '95 has  
been doing his part  
during the pandemic to  
support the community.



Cover photo  
courtesy of  
Alex Au Yong,  
Grade 5 teacher



**6**

Though the move to online learning presented  
some challenges for our teachers, it also provided  
them with some unique opportunities.



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Despite not being  
able to be together  
on campus to mark  
such a big milestone  
in our graduates'  
lives, we wanted to  
celebrate each and  
every one of them—  
Congratulations to  
the Class of 2020.



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Grade 11 student Tam Nguyen shares his experience of  
what it was like to head home to Vietnam amidst the  
COVID-19 pandemic, "This 14-day quarantine definitely  
taught me to stay positive and to make the most out of  
every situation. We must all stay strong and help one  
another get through this challenging time."

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# HEAD SHOTS

Reflecting on resilience and beyond with Peter Sturup, Head of School







The theme of this issue of *The Pillars* is “Resilience” and the following pages are filled with examples of the resilience of our students, staff and families over the last six months. It is inspiring to see the capacity of our students of all ages to rise to the challenges of these times. Given the way the world has changed over the last six months, the ability to be resilient might be more important than it has ever been before.

I was particularly struck by the story of Grade 11 student Tam on page 24. You notice that as he explains the many upsetting, impersonal and undignified actions he is subjected to as he returns home, he expresses an underlying current of calm, strength and positivity that carries him forward. This is the personification of resiliency.

Resilience is the capacity to recover successfully from difficult circumstances; the ability of something to bounce back. There are scores of books, articles, blogs and podcasts focusing on resilience and what can be distilled from all of this expertise are some simple lessons: that being resilient does not just happen, it must be actively engaged; that resiliency is a learned behaviour, and anyone can learn to be resilient; that the skills are simple and readily available to each of us at any time; and that being resilient requires very ordinary processes, all we need is a willingness to put them into action.

To be resilient requires the acceptance that we will all experience trauma in our life and that we must therefore be ready to work through the trauma rather than asking “why me?” It is the ability to choose to be grateful for the things you do have rather than focus on what is wrong. Resiliency is the capacity to take time each day to be still, silent, calm and reflective rather than filling your mind with distractions that mask the pain. It is the decision to act in a way that allows you to move forward rather than being consumed with that which caused the pain. Acceptance, gratitude, calm reflection and deciding to move forward are simple skills we all possess.

The story of Tam reveals a young man who has learned and embraced the power of resilience. You read it in the acceptance of his circumstances, the gratitude for his friendships, and his calm, reflective approach to combat his fear and uncertainty. What an inspiring story that puts into perspective the value of what he has learned at Pickering College.

Resiliency is about bouncing back, but bouncing back means returning to your original state. As Tam reveals, real resiliency is about going past where you were to a new and better place; a place that comes from learning from adversity, and becoming a better person who is better able to help others to learn as well. Each of us has the capacity to learn these skills, we just need to be open to the opportunity.

Peter Sturup,  
Head of School



# Resilience

**Strong sense of community maintained during pandemic new normal**

March 6—the last day of winter term. The hallways humming with the excitement of staff and students as they gear up for their annual two-week March Break. But beneath the excitement and the well wishes, 2020 was already proving to be anything but a typical year...

At this juncture, a previously unknown virus—then called the novel coronavirus—was beginning to sweep across the globe. Countries including China, Spain and Italy had already locked down their citizens in a desperate attempt to curb the spread.

That Friday morning, Kim Bartlett, Senior Director of Teaching, Learning and Strategic Partnerships, held a hastily-called faculty meeting before school began for the day. Her message was simple: bring home everything you might need in order to be able to teach from home upon returning from March Break ... just in case.

At the time it may have seemed a bit overly cautious—there were barely any identified cases of COVID-19 in Canada and all those who had gotten the virus did so from international travel. Not even one week later, the World Health Organization declared a global pandemic and the province of Ontario suspended all in-person classes for the weeks following March Break.

Fortunately, Pickering College's foresight meant the school could hit the ground running.

"I think what's amazing is we had one day of training to get the faculty up and running, and then we had our program launched by the Tuesday of our return (from March Break)," says Bartlett.

"We started that day with something for everyone—we phased in a bit more synchronous to the younger grades—but kids were logging in, uploading their work and ready to go."

## PREPARED TO PIVOT TO LEARNING ONLINE

Part of the reason why Pickering College was able to pivot to learning online with relative ease is because the school piloted a similar model a couple of years ago with the Global Online Experience (GOE) week. In 2018, March Break and Easter weekend were fairly close together. So, rather than having students come back to campus for the four days in between, the school piloted an online learning week.

"GOE showed us what wouldn't work for international students—we knew we couldn't use Google as the platform as our students in China couldn't access it if they were at home," says Bartlett.

Armed with this knowledge, the school was in a better position to prepare for virtual learning, instead investing in the Microsoft Teams platform for our Middle and Senior School students, which could be accessed from any country in the world. Our Junior School students were already accustomed to using Edsby as a learning management platform, and began making additional use of Google Classroom.

"We customized it to each age group," says Janet Downer, Assistant Head of School, Academics. "There was enough experience with tech in the classrooms to allow for that fairly smooth transition to online teaching and learning."

## UNIQUE CHALLENGES AND OPPORTUNITIES

"A major learning curve was adapting to the use of the new technology, especially for our teachers, students and for the parents who needed to assist some of our younger students access the online platforms," says Downer. As a result, the school offered families several technical support sessions to answer any questions they might have about using Google Meets, Edsby or Microsoft Teams.

The move to online learning presented some unique challenges for our teachers, though it also provided them with some unique opportunities.

"The biggest challenge for the teachers would be taking what they traditionally taught in person and transferring it to an online experience while still maintaining the engagement of the students," says Downer. "They would have to be rethinking and reworking their lesson plans to adapt to online, and that was certainly challenging and time consuming because you're looking at what could be a very different pedagogy—a different practice of teaching."



Our Music Department however, took this challenge head on and as a result, developed some of the most fun and engaging lessons and projects. Though our students were learning and playing their instruments at home, our teachers combined individual videos into beautiful compilations that showcased our students' talents and skills, all of which can be found on PC's YouTube channel.



## COMMUNITY AND CONTINUITY

Building that sense of community when isolated at home, isn't without its challenges, but it's something the school worked hard to maintain during this time. To provide students with a sense of normalcy, the school continued to host Morning Meeting, ran a very successful online Coffee House Social, Artstravaganza week, talent show in Junior and Middle School, a 'get outside' challenge, and had the continued involvement of the student committees who organized various spirit days and challenges.

"One of the things I really appreciate—the whole sense of community—is the fact that PC kept the show going on," says Shyam Subramanyam, Grade 9. "The Morning Meetings at 8:30 made it feel like it was all the same, just everybody sitting in their own rooms instead of sitting in the gym. And, I felt like the sense of community has been seamless—there's no lack of community with the switch to online."

Subramanyam says the Microsoft Teams platform was particularly helpful for staying motivated and connected with his

and them constantly checking in—that gave me the feeling that they really cared and I didn't want to let them down. Life threw us a curveball and it was time for us to step up and go to bat."

Subramanyam says one of the most fun assignments he worked on during learning from home was one for health class. He and his classmates created and edited 5-10 workout videos, using high-energy music. "I found that to be a really creative way to take physical activity online," he says, adding that he created and followed a workout schedule using the videos.

Student wellness remained front and centre throughout distance learning, with daily live fitness classes led by faculty phys-ed teachers, and conditioning and weekly yoga sessions led by a certified yoga instructor. As well, mental health initiatives were led by the Learning Services team of Penny Lawson-Cameron and Stephanie Forgie in conjunction with the continued support of the school's social worker Danielle Sugar (*profiled on page 22*).

## STUDENTS ARE ENGAGED AND ADAPTING TO CHANGE

"I'm so impressed with our students," says Bartlett. "Attendance rates have been just phenomenal—they're engaged, they're willing to try things, so you talk about resiliency, I think that's a big one. On a personal note, I had 100 per cent attendance in my Grade 12 class. They were good about building an online learning community and working together, and I think that's impressive."

As the transition of moving learning online was happening during the spring term, that also meant that many of our important academic milestones had to go virtual. In addition to the Global Leadership Program culminating projects (My Key Idea, Expression of Self, Puma's Den, Capstone Pitches), the school felt it was important to maintain as much normalcy as possible by moving special ceremonies including Kindergrad, Grade 8 Closing Ceremony and Grad Celebration to Zoom in order to mark our students' important achievements.

"It was a challenge to rethink those events—how do you make it special and meaningful for everyone without doing it in person?" says Downer. If there was an upside to using this format, Downer

believes, it was that PC was able to reach a greater audience, including our international families who otherwise may not have been able to participate. In addition, our graduates received special packages hand delivered by Ms. Downer, Mr. Schneider, Mr. Sturup, Ms. Clement and a number of faculty members. Two teachers even drove the PC buses to make the deliveries—Mr. Birt and Ms. Downer! Boarding students received their package by mail over the summer, which included a lawn sign featuring their graduation photo.

## POSITIVE PARENT FEEDBACK

From parents, the feedback we received about learning online has been overwhelmingly positive. A survey of parents revealed that most of them feel PC has done a good job of keeping students engaged academically and that their children are well prepared to return to school in the next grade.

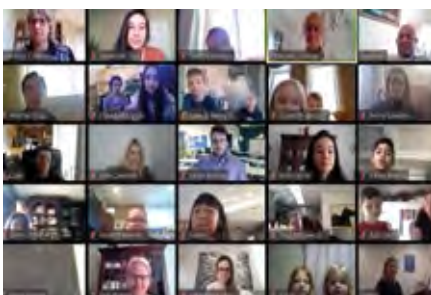
"I feel that Pickering has been best in class in quickly pivoting to online learning. The communication from the school throughout the COVID-19 situation has been outstanding. Connecting families to Morning Meetings has allowed parents to see and hear the tone from the school leadership which has been supportive and transparent," said one PC parent.

"We are extremely pleased with the work done by faculty and staff to deliver an engaging program. We feel that continuing to engage students in regular classroom instruction, programs and related assignments is important," said another PC parent.

## LOOKING FORWARD

Our faculty and staff are ready for whatever this school year brings. The teachers spent their summer replanning and reorganizing their courses right from the start so they can respond to an in-person, online or a hybrid learning model in the fall, says Bartlett.

"Our teachers have really risen to the occasion and they are learning every day how to improve use of technology, different tools for their teaching," Bartlett says. "They have formed their own online learning community, supporting each other, helping each other, teaching each other, and I think that's really raised the bar for each of us, but we also have that support and are working well together."



teachers and classmates. Being able to instantly message them with any questions was "literally almost the same as in person," he says. "What really got me through was talking to my teachers



# POWER OF COMMUNITY

## **Making a difference for students in need of immediate financial assistance**

As the broad impact of the pandemic continues, we have all experienced some changes in our lives, neighbourhoods and communities. This burden weighs heavily on those facing the unknown—living without assurance of job security or financial stability.

As PC families began feeling the repercussions of the growing global health crisis, Pickering College saw an increase in requests for financial support from families enrolling in the 2020-2021 academic year. Although the school annually distributes financial aid to 19 per cent of students, we knew this would

not be enough for the upcoming year. We needed help from our community to meet the growing needs of our families. There were students at risk of not being able to return to our school in the fall.

In May 2020, the Pickering College Board of Directors made a commitment to support our students and families in an unprecedented way. Every Board member made it their personal mission to help our students continue their educational journey at Pickering College and inspire our entire community to do the same, by launching a COVID-19 relief fund, called PC Power of Community. The initiative is one of the most significant campaigns in the school's history to raise funds for financial assistance. All donations to the fund provide immediate assistance to students with the greatest financial need. Because of the PC Power of Community Fund, families facing financial hardship have access to more of the help they need to support their child in the 2020-2021 academic year.

Recognizing the steep personal cost for a student when their educational journey is disrupted, the Pickering College Management Team joined the Board of Directors in donating to the fund. Above all, we are most grateful for the meaningful response we have received from our community of current and past parents, grandparents, faculty and staff, alumni and friends. We may be a small school, but we have a large and thoughtful extended family. Everyone has come together to help keep students at Pickering College, students who are part of the very fabric that make Pickering College a unique and extraordinary school. We are proud that the PC Power of Community Fund is providing more support to more families and students, when they need it most.

Although the journey is not over, we know that our post-pandemic legacy will be one of compassion and resiliency, thanks to the continued generosity of the PC community. The people are Pickering!

“The objective of PC Power of Community was to ensure that no family was left behind due to their change in financial circumstance. We wanted to ensure that their children would not lose their place at PC as a result of the COVID-19 pandemic. When the students needed us most, we wanted them to know we were there.”

—Kelly Mason, Chair, Board of Directors



#### DON MCLAREN '76 BELIEVES IN THE SPIRIT OF PC

As the people of Pickering come together in support of the PC Power of Community Fund, one donor in particular stands out, based on his deep connection and significant contributions to the school. “I was raised to believe that philanthropy was important,” said Don McLaren '76 after he and his wife Kristy directed their most recent donation to the PC Power of Community Fund.

Following McLaren's first donation in 1980, subsequent donations include the establishment of the Keith “Booker”

McLaren Math Endowment Fund. Created in honour of his parents Doris and Keith, the Fund is a testament to the extraordinary role his parents had in the school community. McLaren's father, the late Keith McLaren, was a Pickering College teacher, coach and assistant headmaster known as “Booker” for his commitment to doing everything by the book. He is also remembered at the school through the annual Booker's Run.

McLaren understands very well the value of a Pickering College experience,

sharing that the skills obtained at PC have continued to serve him throughout his career and life. Active in hockey, track and the championship football team, the Gold House member says, “PC students not only get an education, but a family, social connections, and a variety in activities, experiences, and sport—not only more academically but in life skills as well.” Now retired, McLaren received a degree in engineering at Queen's University, then completed a master's in mechanical engineering at the University of Toronto.

Without a doubt, the McLarens are a PC family with a long and special relationship to the school. As yet another Pickering College connection, he and Kristy celebrated their 40th wedding anniversary on June 21—a wedding that PC's very own Charles Boyd officiated.

Noting that his time at PC was “a gift,” McLaren says it is his connection to and belief in PC, along with its effective use of his contributions that compels him to continue giving.



**Thank you** for standing alongside our students during these challenging times.

If you would like to make a donation to PC Power of Community, please visit [www.pickeringcollege.on.ca/poc](http://www.pickeringcollege.on.ca/poc).



# JUNIOR SCHOOL STUDENT LIFE



Members of the Junior LEGO Robotics Team participated in the FIRST LEGO League Qualifying Tournament at St. Maximilian Kolbe Catholic High School. This year's challenge was CITY SHAPER, which required teams to choose and solve a real-world problem for the innovation project. Our students looked at how they could improve the primary playground. They also built and programmed an autonomous robot using LEGO Mindstorm technology to solve a set of missions in the robot game. Throughout the experience, students were encouraged to exhibit the core values that are central to FIRST LEGO League and celebrating discovery, teamwork, and gracious professionalism. **1**

The Grade 1 class made their way across the snowy field and created life-sized prints of some of the forest animals they have been learning about. The students made tracks in the snow using a

combination of moulds of some real animal footprints. They learned that animal tracks can tell us many things including where the animals live, how tall they are, as well as what they may be doing. The students then made dens for their animal and used the moulds to make tracks leading into their dens. **2**

As a kick-off to their early societies unit, the Grade 4 students learned about Egyptian culture and history through a variety of games, models, scrapbooks, presentations and even a visit from the Pharaoh Ramses II showcased by the Grade 11 students through a gallery walk assignment. **3**

The Grade 4 and 5 classes had the opportunity to take part in a Skype video call with Oganess Targulyan, Greenpeace Russia research coordinator. Targulyan was the lead rescue organizer who led the efforts to free the captive orcas and

belugas from the "whale jail" off the Russian Pacific coast last year. Targulyan offered the students insights into the matter by answering their thought-provoking questions. **4**

Members of the Junior and Middle School Chess Club participated in the first ever Pickering College in-house chess tournament. In the Meeting Room, students from Grade 1 to Grade 6 gathered enthusiastically to display their chess skills. This tournament was an opportunity for our students to showcase their abilities in a structured and competitive setting. **5**

Grade 5 students presented their My Key Idea projects as part of the Global Leadership Program within the Junior School. Throughout the course of the school year, they have been working on investigating, writing, and sharing their thoughts on a topic that is important to them. The topics ranged

from fighting crime in York Region, to shark finning, to the Great Pacific Garbage Patch, to changing your diet; changing your world, just to name a few. Our students have been preparing themselves through many different learning experiences and challenges that make up the Building Blocks of the Global Leadership Program, and earning their key into the Middle School, which is the end result of all their hard work. **6**

Grade 5 students welcomed guest speaker Tony Van Bynen, Member of Parliament for Newmarket-Aurora. The students asked questions about the federal government and its pandemic response plans. The question topics varied from future vaccines, to travel restrictions, to education. Thank you to Mr. Van Bynen for sharing his insights about the role of MP with our students. **7**



# RYAN HE

## A thirst for more knowledge

Organized, determined, and diligent—three words you might use to describe Grade 5 student, Ryan He.

As a young man with an exceptional work ethic, Ryan makes it a priority to always plan ahead, and double check his work.

Over the last two years of being a student at Pickering College, Ryan has exemplified a keen interest in both science and math. He has also participated in a number of extra curricular activities including soccer, skating, chess club, LEGO robotics and 3D designing.

Although math comes somewhat naturally to him, Ryan often likes to deepen his understanding of mathematical concepts by frequently participating in and accepting challenges whenever possible.

External to PC, Ryan has enrolled in three other online math courses. This allows him to continue his interest in the subject while further improving his skills.

Before a math test or competition, Ryan will prepare by completing old tests, "These help a lot because I can look at the answers, see what I did wrong, and figure out how I can improve."

Throughout his time at Pickering College, Ryan is most proud of his recent accomplishment in the Grades 5-6 Caribou Math Contest, where he ranked 111th out of over 17,600 participants worldwide—scoring in the top 1 per cent.

Ryan believes that much of his success comes from his number one rule of remaining positive. Instead of focusing on the feelings of fear and stress when faced with challenges, Ryan always remembers to stay confident as he tells himself, "I can definitely do this."





When the pandemic hit and classes moved online, it would be fair to say our Junior School faculty had a monumental challenge before them. Finding ways to engage our school's youngest learners in an online setting was not going to be easy.

According to Grade 5 teacher, Alex Au Yong, PC's students in the Junior School had been well prepared for having comfort with technology and navigating moderated online learning platforms, which made navigating Edsby—the school's learning management platform—a natural progression.

good starting point this past term." The term began with teachers initially posting assignments online for students to complete. As everyone became more familiar and comfortable with the platform, the Junior School moved to a live class format which both students and teachers appreciated.

"I was really apprehensive about that first live class—but once I had done it a few times it was better, and then we would meet almost twice daily as a class," says Grade 3 teacher, Sarah Demarco. "Once I introduced individual meetings with students or small groups, as a teacher I felt like I was back in the classroom teaching again."



The face-to-face interaction, even virtually, meant students could see and interact with their friends. "They missed seeing their friends, so they were there at every class to see them," says Demarco. "After five minutes of chatting, I would say 'okay time to mute your mics,' and they did it right away. On the last day, no one wanted to hang up in Google Meets because they knew they wouldn't see each other for a long time."

"From a family's point of view, Edsby in the younger grades would have been more of an informational portal (prior to March Break), not an essential teaching tool like you see in Middle and Senior School where deadlines, projects and links are essential to support their learning in many cases," says Au Yong. "It's not perfect but I think it has been a useful and

In addition to promoting a sense of community, the online environment led to some unique and innovative projects for students. Grade 4 teacher Mrs. Romkema readily embraced the opportunity to try out some new technology with her students.



# Engaging PC's youngest learners



"John Krasinski (from *The Office*) launched the *Some Good News* podcast that he's done every week. One of the cool things we did was have the class watch an episode of that and then they recorded their *Some Good News* stories using a program called FlipGrid," says Romkema. "I just tried it during the last week—I wish I had tried it sooner because they loved it and it was a really great way to get an oral presentation mark and media literacy all in one."

Students throughout the Junior School had the opportunity to learn new technology. In Grade 3, students wrote and created *My Pickering College* videos, detailing what they loved and missed about the school and what it means to them. They also participated in online field trips with Demarco that included a virtual nature visit to a pond and a year-end virtual trip to Canada's Wonderland.

In Grade 5, one of the milestones of the Global Leadership Program—My Key Idea—also moved online which presented additional learning opportunities for students.



"The speeches they had to present were on camera and recorded, so I think the challenge there is they're also being asked to demonstrate new tech skills that normally are hard even for high school students

For Demarco, she observed that the move online enabled some quieter students to shine and push their own boundaries. "I have one student who is an extremely quiet child. But in January when we were

"Overall the students adapted very well. Technically they are very competent. They like being online and it's been successful in all the parts that we see and moderate."

—Alex Au Yong, Grade 5 Teacher

in comm tech," says Au Yong. "Overall the students adapted very well. Technically they are very competent. They like being online and it's been successful in all the parts that we see and moderate."

Looking back over the 12 weeks, Au Yong thinks the school delivered the kind of high quality program PC's families and students have come to expect.

"We were able to maintain a really dynamic program online, still fulfilling curriculum objectives. I would say looking back in some areas, we were doing more than if we had been back at the school, but we lost some things that we just didn't have, not having co-curriculars, the sports, the special events," says Au Yong. "But we did gain in some areas too—writing was one area where I can see a lot of kids got a lot of benefit and more of my time and feedback."

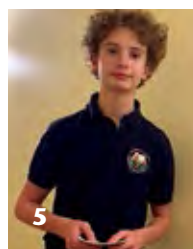
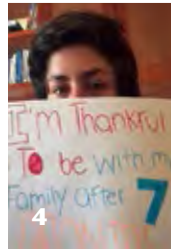
doing our conferences, one of her goals was to improve her public speaking," explains Demarco. "I would say on the Google live classes, she was participating all the time, she did the video for *My Pickering College* and when she sent me the video I was shocked by her expression and enthusiasm because that doesn't come across in the classroom in person."

For whatever the new school year brings, the Junior School faculty are ready and eager to see their students.

"I was really grateful for being able to teach live," says Romkema. "Before we moved to that model, I wasn't sure I would be able to sustain what we were doing with posting lessons and not having any connection—that was so hard. Being online lifted our spirits as well. It actually reminded me how much I like teaching."



# MIDDLE SCHOOL STUDENT LIFE



As part of our Middle School Puma Challenge, students were tasked with decorating kindness rocks—a smooth rock or stone that encompasses a positive message. After decorating these rocks, our students placed them in various locations for others to find. The daily Puma Challenge was organized with great support from student leaders, and helped keep spirits high and students connected online.

Three Grade 6 students travelled to Upper Canada College where they competed for Future Design School's Future Prize. These students had the exciting opportunity to create solutions to real world climate change issues in a collaborative competition. **1**

Our Grade 8 students experienced an idyllic Canadian winter on their annual trip to St. Donat, Quebec in late January. From the moment the class arrived, the trip was filled with experiential education. This nonstop action was highlighted by downhill skiing and snowboarding, skating around a kilometre-long ice-skating trail, and enjoying the thrills of nighttime tubing. Speaking in French, students ordered their meals and asked questions during historical lessons and snow sport instruction. **2**

The Grade 7 students used the concepts learned in their form and function unit to build a cost-effective model bridge with only

popsicle sticks, toothpicks and string. Their bridge had to be 35 centimetres long and 15 centimetres wide. The students first had to complete a blueprint design, then in small groups, decide which of their designs they actually wanted to build. Some bridges held over 20 kilograms! **3**

During these unprecedented times, it's important to take a step back and appreciate the little things that you are thankful for in life. As part of PC's Grade 8 Puma Challenge, our students took the time to reflect on what makes them grateful. **4**

The Middle School Public Speaking tournament took place online for the first time. Each student attended a live meeting where they performed their speech in front of a group of judges from our community. We recognized the top three students in each grade and the top three overall in Middle School. Congratulations to Grade 8

student Harrison Frank, who won the overall competition. **5**

Our Grade 7 students participated in a virtual Pillar Day where they worked towards developing skills related to the Adventure Pillar. Such skills include exploration, personal development, courage, resilience, and initiative. Our students were tasked with reflecting on how they have been building these skills, while also considering their learning, their growth, as well as their future plans. **6**

Grade 8 students have participated in a number of workshops and sessions in preparation for their culminating project, the Expression of Self. These projects represent a student's ability to identify, develop and communicate their passions and interests in order to answer the questions, "Who am I?" and "What can I do?" Our Grade 8 finalists showcased these projects during a virtual Zoom meeting. **7**



# ZACK DA PONTE

His energy is strong and  
his personality is vibrant

One could describe Zack Da Ponte as a passionate and ambitious young man. Though he has only been a student at Pickering College for two years, Zack seizes every opportunity that comes his way.

Participating in a wide range of extra curricular activities such as track and field, cross country, volleyball, and basketball, Zack has also joined the Middle School Jazz Band. "Not only do I love music class itself, but I also love Jazz Band and the opportunities that come along with it—last year, we got to perform at a Marlies game!"

This year, Zack decided to run for Student Committee and was acclaimed as the incoming Junior and Middle School Student Chair.

External to Pickering College, Zack spends his time engaging in stop motion animation, enjoying the fact that it allows him to bring things to life.

At times, Zack admits that his competitive nature motivates him to do better, "I want to make myself proud and achieve everything to its fullest—sometimes that does mean trying to come first in contests and competitions but not always," he says. "I really just want to be the best that I can be."

Along with being the incoming Student Chair for the Junior and Middle School Student Committee, Zack is most proud of his achievement in Booker's Run—placing first with the fastest time for his grade group two years in a row.

"All I can really say is chase your dreams, because dreams won't chase you."





# Making

“Immediately we embraced the half day, recognizing right off the bat that it was going to be really hard for Middle School-aged kids to sit online in front of Chromebooks all day, at least in an academic setting,” says Arnold Massey, Grade 8 teacher.

Instead, the Middle School adopted a model that incorporated 30-minute classes along with a daily homeroom check in, Morning Meetings on Wednesday and Friday, with the afternoon available to pursue their interests and organized activities. “It made us jump outside our comfort zones—I certainly took a few steps out of mine,” says Massey, of the move to the online-only format.

“It’s funny because it’s something that we ask our students to do all the time—this is how you learn, you learn by going outside your comfort zone. And then this provided us with the opportunity to do that—without a choice—and we had to practice what we teach,” adds Andrea Cleland, Grade 7 teacher.

On a practical level, there were a number of new skills that had to be learned by both the teachers and the students to make online learning work. In Middle School, students made use of Microsoft Teams, Google Classroom and Edsby to stay connected ... though not a replacement for the value of face-to-face interactions for this age group.

“The social component is so incredibly important for Middle School students,” says Cleland. “And so that was really hard to replicate. At first, being on camera was really something that the students weren’t that interested in, so

Middle School is a time where our students explore who they are and their place in the world. Much of the programming is hands-on, social and interactive. So when learning moved entirely online following March Break, our faculty in Middle School had to reimagine what that looked like for our learners in Grade 6–8.

# Strides

Middle School students—and teachers—learn and grow.

I think that was probably the biggest challenge to overcome.”

Microsoft Teams proved to be very helpful in keeping students connected not only with teachers but with each other. Our Middle School faculty members also needed to come up with innovative ways to check in with students without the benefit of having in-person conversations like in the classroom. Using the chat feature and allowing students to use emojis to answer questions about how they were feeling, helped to provide a starting point for the faculty to open up conversations.

The online platform did allow for some new and creative ways for students to express themselves artistically, which has proven to be an unexpected benefit.

“The kids having the time and the freedom to explore their creativity, especially with the different tech pieces—they were really open to trying new tech pieces alongside me—they were really able to take off with that and create some pretty impressive work,” says Jacqueline Wurangian, Grade 6 teacher.

Cleland agrees, adding that it also allowed her to have more of a window into her students’ lives because they were sharing in different ways that wouldn’t typically happen in the classroom. In French class, Grade 7 does a cooking unit every year—but this year her students were cooking at home and sharing their videos. One student was even learning how to make her grandmother’s bread.

Despite the physical distance, the sense of community within the Middle

School grew stronger as each grade got to see what the other was doing. Participating in events such as the Talent Show, the Puma Challenge, and sharing their hobbies and interests online with classmates, helped to cement this sense of community even more. A number of the Middle School’s events also moved online including the Middle School Speech Competition, the Expression of Self, and the Grade 8 Closing Ceremony, which were open to a broader audience online.

The personal growth in students continued, with many making strides in independent learning, time management, organizational skills, and self awareness.

“The kids recounted how much they had learned about their own learning during this time, and that was really nice to hear,” says Wurangian of her Grade 6 class. “They learned that everyone has a different perspective and they don’t have to follow whatever their friends do—I thought ‘wow, good for you, because we as adults can’t do that sometimes!’”

Cleland adds, “A few parents said to us how proud they were of their children—they would wake up in the morning and go downstairs, they knew where to go what to do, and they were responsible for that. And I think that is also a point where parents are realizing how capable their children are. Our students really dug in, they figured things out because there wasn’t an alternative—they really did a great job with that.”

Whatever the new academic year brings, the Middle School teachers—and students—will be ready.





# SENIOR SCHOOL STUDENT LIFE



PC's departments of Math and Science ran a STEM (Science, Technology, Engineering and Math) week which included a friendly STEM competition. Our Senior School students had 30 minutes to create a soda bottle car, with a goal to design and build a car that would travel the longest distance after being released on a ramp. **1**

The Grade 11 LEAP (Leadership, Explorations, Adventures, Perspectives) class spent several weeks preparing for their winter camping trip with Lure of the North by setting up canvas tents outside, making wood stove fires, and learning about firewood preparation. **2**

In Grade 10, students work towards their PLACE (Partnering for Local Action and Community Engagement) Projects where they work in groups to identify and collaborate with a local social justice organization. This year, Inn

From the Cold was chosen to receive a \$2,000 donation thanks to the hard work of Abbey Fung, Isabella Tan, Tony Ni, and Yoyo Zhang, in developing innovative solutions to advocate for and promote their vision and goals. **3**

Grade 10 History students as well as our Grade 12 Politics class, welcomed guest speaker and retired mainstream journalist Frank Moritsugu. During his visit, he shared about his upbringing and childhood in Western Canada, as well as some of his personal stories and experiences of the Second World War. This guest speaker provided our students with the opportunity to further understand how Japanese-Canadians may have been affected during the war. **4**

Pickering College held its first ever online Senior School Coffee House Social featuring

a wide range of artistic and talented student and staff performances. This event was a great opportunity for our community to get together virtually and support our PC members who put themselves out there. **5**

YAO (Youth Action Organization) hosted an open mic night which featured many performances from students and staff members. This year, YAO has chosen to primarily support 360°kids, an organization that works to improve the lives of homeless and at-risk children and youth in York Region. From the open mic night initiative, as well as a collaboration with the Arts Council to sell candy grams, YAO has raised \$485 to support 360°kids. **6**

Nine Pickering College students climbed the stairs of TD Canada Trust Tower, RBC Bank Plaza, Bay Adelaide Centre (east and west), and

Scotia Plaza in support of Prostate Cancer Canada. Our students climbed as part of Lamerac Financial Corp's team which raised \$75,000 for the cause. **7**

As the only Canadian school that is a partner of Facing History and Ourselves, a non-profit international educational and professional development organization, Pickering College received a special invitation to attend a virtual conversation with Samantha Power. Power is a professor at Harvard Kennedy School and Harvard Law School, former U.S. Ambassador to the United Nations, and a member of President Obama's cabinet, portfolio of Multilateral Affairs and Human Rights, and Pulitzer Prize-winning author. During this virtual conversation, our students learned about politics, her time in the White House and the UN, and had the opportunity to ask their own questions.



# KAE ISHIKAWA

## A prototype of self-improvement

As an international boarding student from Japan, Kae has had to manage family milestones from a distance, reach out of her comfort zone to make new friends, and navigate through new cultures, all while learning a new language.

"Before coming to Canada four years ago, I didn't know anything about the country—I hadn't learned anything about Canada and I had definitely never lived with people from other countries. Everything was just different."

In Grade 9, Kae decided to volunteer in the Aftercare Program and join Drama class as a way to help her improve her language skills. She ended up volunteering with Aftercare throughout all four years of Senior School, and later joined Theatre Club in Grade 12, where she was cast as Ariel in the drama production of *The Tempest*—a challenging role that required many dance solos.

As she became more confident in speaking English, Kae sought out additional opportunities to become involved in school life. Last year, she was the recipient of the Boarder's Cup nominated by her peers and presented to a boarding student who exhibits the qualities of a good citizen, concern for others, and the desire to bring out the best in others. Kae was also on the Senior School Student Committee as Firth House Head Proctor.

Throughout her time at Pickering College, Kae has developed a deep interest in learning how different cultures affect people's lives.

In the fall, Kae will attend the University of Toronto for social sciences. "I would have never thought I would be going into social sciences, but I owe it to my experience in Canada."



# Collaboration &

## SENIOR SCHOOL FACULTY AND STUDENTS LEARN TO THRIVE IN VIRTUAL ENVIRONMENT

When learning moved online following March Break, our Senior School faculty hit the ground running, quickly reimagining their courses to be delivered entirely online while keeping students engaged.

"It truly was a test of resilience for sure, on behalf of the teachers and the students, but I think that we were well prepared for the adventure—it's like we had our canoe and our paddle and we were ready to go, we hit some rapids along the way, but it's been a real adventure," laughs Heather Suters, Head of Modern Languages.

With the unexpected move to online happening in March, Suters says it was a true test of everyone's patience while adjusting to the new reality. "In September you have time to get things going, we have a plan to lay things out, but when it happens at this time, I kind of had to take a step back and say the expectations have changed. I now have to give my students time to readjust to a new environment and new routine."

With the implementation of a new digital classroom setting (Microsoft Teams), it also meant a learning curve for both teachers and students as they got acclimated to this new way of teaching and learning.

"I think we all felt in a very vulnerable position—at least I did—because I had to be learning this new technology and teaching them at the same time," says Suters. "There were moments where I had to be very honest with them and say 'I don't really know what I'm doing so we're going to figure this out

together and I need your feedback and I need your support'—you really depended on that team effort between the teacher and the students to play along, to participate, to be willing to try new things and to not be afraid of failing. I think that it was a good experience for the students to see their teachers approaching a learning curve with a positive attitude and with their best foot forward."

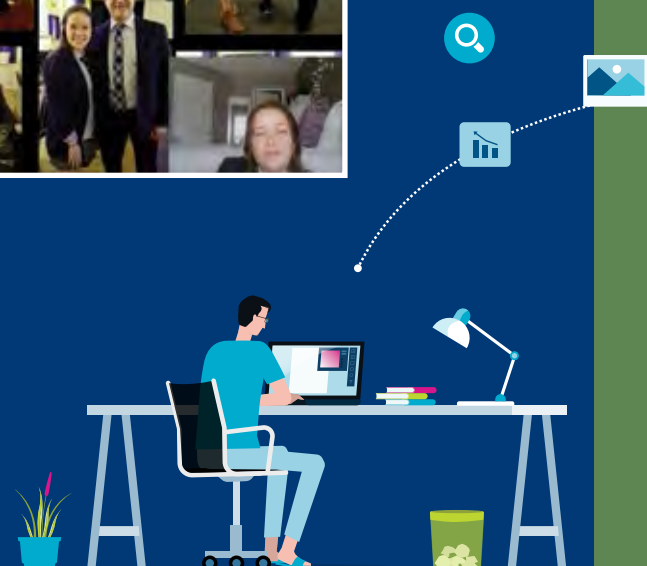
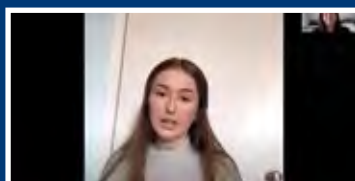
Lindsey Stefanovich (née Rife), Head of Science, agrees. Overall she has found it to be a really "positive and uplifting experience," with everyone demonstrating a lot of empathy for one another. One of the most critical pieces of the puzzle has been connecting with students to ensure they're doing okay.

"My content could be delivered in all the ways I delivered it, but my live lessons were all about me connecting with the kids," says Stefanovich. "Yes we learned things and we had lessons and we did activities, but that live component was really about

maintaining our connection and our relationships and making sure that everyone was in a good place to learn and go forward. I think the biggest challenge was to recreate your classroom online and then try to envision how you can maintain that collaboration and connectivity with the students—and I think we actually did that really well."

That virtual face-to-face connection has played a critical role in keeping students engaged and motivated to learn. Even though students knew that this term wouldn't count towards the year's overall academic performance, they continued to show up and do the work with enthusiasm.

Josh Armstrong, Senior School faculty, says his courses continued to have nearly 100 per cent attendance throughout. According to Armstrong, an interesting unexpected benefit of learning online has been that using this platform has enabled quieter students to better contribute and be heard.



# Connection



"Students with quieter voices got a chance to really come to the front. So for someone who had an idea and then wanted to speak, it was really easy for them to pop up on the screen and everyone in the class got to hear what they were saying," says Armstrong. Suters agrees, adding that she has observed elements of online learning that have "clearly worked really well for some students. So how can we use this in the future, even when we are back in the classroom, to ensure that those students continue to have that piece?"

An additional benefit, according to Stefanovich, has been increased opportunity for students to get one-on-one feedback, help and attention. Through Teams, students can instant message their teachers and work collaboratively in small groups. "It was really nice to have that live immediate connection."

The online platform also lent itself to some unique projects completed and

presented from home, including public service announcement videos, yoga instructional videos done in Spanish, and problem-solving simulations.

The spirit of community also remained strong as is evidenced by the enthusiastic participation in spirit-building events including a Coffee House Social, the get outside challenge, student committee events, and even the election of next year's student committee.

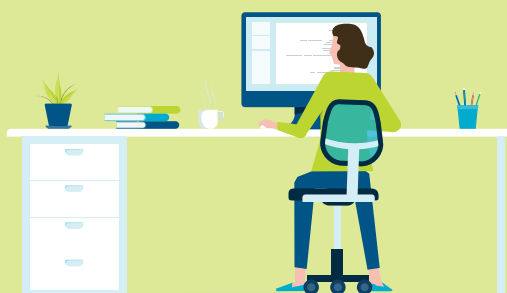
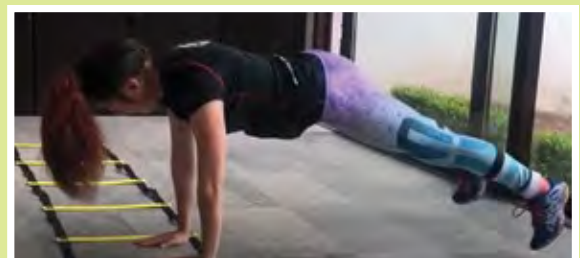
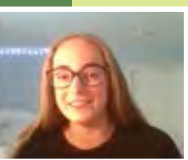
"Completing the Global Leadership Program in Senior School—the Puma's Den and the Capstone—were a huge piece of that community, broader beyond the students," says Stefanovich. "For Puma's Den, Grade 9 students had to connect with their group members, basically independently, with some check-ins from me. The fact that we were able to pull that together and their families could watch and be a part of it was an incredible opportunity to show the spirit of PC."

Looking forward to the next academic year, there are still a lot of unknowns. But the move to online has really shaken things up for our faculty and reinvigorated their approach to tackle whatever next year brings.

"This whole experience has given us an opportunity to look at the content we were going to deliver and think about fresh ways of delivering it," says Armstrong. "There's something refreshing about looking at a piece of content—that you've already put a lot of work into—and saying 'how can I update this to make it better?' and 'how can I make it more connective and use technology better?'"

This virtual learning experience has demonstrated that the key to success is keeping students engaged and excited about learning, which takes an incredible amount of creativity and planning by our faculty. But as has been demonstrated in the spring term, they are more than up for the challenge.

"I'm incredibly proud of all of my colleagues for taking the bull by the horns and using every ounce of energy we have to put forth a program that is exciting and fun, engaging, innovative and really has kept the motivation of the students all the way through the end," says Suters. "I think Microsoft Teams made that possible along with the support of the administration, the faculty and the staff."





# In Convers



**"The best thing about my job is that there is no 'typical' day. Every day has new challenges and I feel so lucky to be a part of such a remarkable team of people to address those challenges. I also work with such an amazing group of caring, skilled and talented staff that love what they do. I have also developed really lovely relationships with both students and staff and this has made my role this year a truly rewarding one."**

## Danielle Sugar School Social Worker

**Danielle's position was created to enhance the excellent health care team at Pickering College. Working in collaboration with the Registered Nurses, she provides direct support to students and acts as a resource to the teachers. Her experience with counselling, behavioural intervention, crisis support and facilitation is an asset to the PC community.**

### **Q. What's your educational background?**

My professional experience includes nearly 15 years with the York Region District School Board in a variety of positions within the Board including direct service planning, solution-focused student counselling, coaching, behavioural intervention, adolescent mental health, service resolution, client centered planning, conflict resolution and crisis support. In addition to Pickering College, I work at Southlake Regional Health Centre in the Eating Disorders Inpatient Program (Adolescent Mental Health) as a counsellor which includes providing treatment planning and one-to-one counselling. My educational background includes a degree in Child and Youth Care with extensive training and certification in mental health, positive behavioural intervention, and various modes of counselling, facilitation and crisis support. I am in the process of applying to pursue a Masters of Social Work part-time in early 2021.

### **Q. List five adjectives that describe yourself.**

Committed, passionate, organized, funny and supportive.

### **Q. What are your interests outside of work?**

Spending time with my three young children, music, film, animal rescue/fostering, hiking, travelling.

### **Q. What is something most people don't know about you?**

I was a volunteer with the OSPCA where I thoroughly enjoyed working with dogs who were being rehabilitated so that they could be adopted to caring homes. I have always loved film and would love to be a film critic.

### **Q. What are you currently reading for enjoyment?**

*Untamed* by Glennon Doyle.

### **Q. What is it that drew you to social work?**

I love being part of a multidisciplinary team that allows me to learn from the knowledge and experience of my colleagues while at the same time allowing me to be a resource to them regarding the mental health and behaviour of an adolescent clientele. Working in this field has allowed me to connect with students and offer support for their social, emotional and behavioural needs.

### **Q. If you weren't following this particular career path, what would you be doing?**

I would love to have studied film or journalism or open a rescue for elderly animals to be adopted/fostered.

### **Q. Describe a typical day for you at PC—what does that look like? (pre-pandemic)**

One of the things that I have loved about working at PC is the ability to have students reach out through email to set up appointment times. There are days when I see students all throughout the day as well as days where I might go into a classroom to provide a workshop or lesson. In addition to appointments that have been pre-scheduled, there were students that may come into the Health Centre to seek immediate support. The nurses and myself worked very closely so when there was a particular situation where they might feel the student may need to talk, we would

# ation with:

spend some time each morning to update one another to make sure that this student had the support that they required. I was also in close communication with staff, in particular Learning Services, Guidance, the Assistant Head of School, boarding staff and both of the Middle School and Senior School Directors. This worked really well for us. We would check in weekly to update one another and also provide information around reaching out to particular students for support.

**Q. How has your role changed now that students are learning from home?**

Although circumstances have changed, I believe that my role has not changed considerably. I continue to reach out virtually to students that I have been seeing throughout the year as well as students that continue to reach out to me to talk. Most of the boarding students are now back in their home countries, so we need to collaborate to find the best time for both of us to communicate and this has been successful. I am also in close contact with the team to discuss any issues that may arise. Much like my time at PC, the team continues to work together to collaborate and implement proactive strategies to best support the students, such as Mindful Monday messages and Wellness Wednesday sessions that specifically focus on mental health, mindfulness and well-being.

**Q. What kinds of programs/initiatives have you introduced to PC, both in person and virtually?**

One of the best initiatives that we have at PC has been the open communication and service navigation between our teams. For example, when a student may go to speak with the Guidance Counsellor, it is through that discussion that the Guidance Counsellor may contact me to inform me of a student that they believe would benefit from more support. Throughout the year, I have presented several workshops and presentations on topics that include Mental Health Awareness, Stress and Anxiety, Mindfulness and in-classroom workshops on team building and conflict resolution.

This year I have developed and implemented social skills groups for Middle School girls, as well as supported several restorative sessions between students. As mentioned above, I have been participating in weekly Mindful Monday messages to students and hosted several sessions for Wellness Wednesday to support positive mental health.

**Q. How have the students benefited?**

I hope that the students have become comfortable with me and my approach to support them in areas of their life that might be causing them anxiety, stress and could affect their ability to concentrate on their academics. Students are free to contact me directly, either in person or virtually for a chat or counselling. I have also developed and delivered a number of presentations on emotional well-being and mental health.

**Q. Tell me about the importance of student mental health and well-being—how does it impact individuals and the school overall?**

A student's mental health and well-being is paramount to their success, both academically and emotionally. This is especially true for our residential students, some of whom are already dealing with the anxiety of living away from home and their loved ones.

**Q. What is the biggest challenge you have faced this year and how did you overcome it?**

Aside from the pandemic which was everyone's biggest challenge, a significant challenge for me was to try and connect with the students early on in the school year so that they would feel comfortable enough to contact me if they needed support. It was also a personal goal for me to connect with the teaching staff and my colleagues on the Health Care team so that I could be a resource to them.



# QUARANTINED IN A VIETNAM



Grade 11 student Tam Nguyen stayed at PC for March Break to avoid travel during the pandemic. As the spread of COVID-19 began to pick up speed and countries began closing their borders to travellers, Tam and several other boarding students who had remained in Canada quickly headed home. This was his experience.



We were in a long line, going through the entry process one by one. Everyone was sterilized immediately after getting off the plane—suitcases included. Repatriation sounds pretty serious. A scary word for ‘returning home.’ And in some cases it is. But thankfully for me, the staff helped guide us and make us feel as safe as possible, especially since many of the passengers were young students like myself.

But my experience when repatriated to Vietnam and quarantined at a military camp along with three of my classmates, Phu,

## BOARDING LIFE

It takes a great deal of strength to leave everything that is comfortable and familiar behind, let alone when it's to attend an international boarding school in a country surrounded by a completely different language. Our boarding students have their whole world turned upside down, while many very literally are coming from the opposite side of the globe.

What does it take to thrive in boarding? “It takes an adventurous spirit. It takes courage and bravery to try new things and meet new people. It takes risk, the risk of leaving your family and embarking on your own adventure. It takes resiliency.”

—Laura Mason, Director of Boarding and Health Services



# ESE MILITARY CAMP



Jordan and Kevin, was not what I was expecting at all.

After having landed in Vietnam, our belongings were immediately sprayed with an electrostatic machine. We then spent four more hours travelling to get to the military camp, where we would be quarantined. Amid 276 other passengers, I lost contact with my classmates and we were unfortunately separated on different buses. I thought I would be able to meet them once at the camp and arranged into rooms.

When we arrived at the camp, everyone had to be sterilized again, as well as tested for the virus. My friends were nowhere to be found. With everyone being sorted into sections of the camp, I realized that I was being sent to a section of the camp apart from my friends—with no sim card or internet connection, I was unable to reach them. I was not able to contact my family either.

The thought that every day that passes, is a day closer to being reunited with my family, got me through the first night alone. Though I couldn't help but wonder, will I be here alone for 14 days? Fourteen days without my friends, without my classmates?

With the survival experiences I learned from LEAP (Leadership, Exploration, Adventure, Perspective) class, I was able to keep calm and not panic about the uncertainty of the situation. Instead of being scared, I became reflective about how fast

everything escalated. Just imagine coming back from a foreign country in the middle of a pandemic without any connection to the outside world.

Thankfully, Phu, one of my classmates, ended up speaking with the administrator who later moved me to the same camp as them.

The camp offered a different lifestyle. It was hard to adapt to in a short period of time but we managed to get through it together. Every morning, we had to wake up at 6:30 a.m. for breakfast, which is extremely different from what I am used to. We also did not have internet connection, making online classes much more difficult. But all my teachers were understanding which made me feel much more supported during quarantine.

We also had to wear our masks all day every day, while securing a social distance of two metres, in order to ensure we didn't possibly spread the virus—despite us being in a room of six people. On the bright side, the camp had a big field where me and my friend would sometimes play Frisbee.

This 14-day quarantine definitely taught me to stay positive and to make the most out of every situation. We must all stay strong and help one another get through this challenging time. I am just so thankful that I had my friends there with me as we supported each other.





# Graduate

We are so proud of all of our students who were able to adapt to such an unexpected change during the last months of the 2019-2020 school year.

## GRADE 8 GRAD

On June 10, we celebrated our Grade 8 graduates with a virtual celebration. Congratulations to our Middle School graduates for accomplishing such a big milestone and we cannot wait to see what's in store for them during these next couple years. A special thank you to Moira Boland, this year's Grade 8 Valedictorian, for preparing and delivering such an eloquent and inspiring message to her class.



To hear Moira's speech, please visit [www.youtube.com/watch?v=ZrdMJ7U8OSE&t=7s](https://www.youtube.com/watch?v=ZrdMJ7U8OSE&t=7s) or scan the QR code.



## WAY TO GO KINDERGRADS!

Congratulations to our seven Senior Kindergarten students who graduated at a virtual ceremony attended by their families, friends and teachers on June 10. It has been our pleasure to see them all blossom as individuals every single day and we are so proud of each and every one of them.





# Celebrations



## CONGRATULATIONS TO THE CLASS OF 2020!

On June 11, we recognized our Grade 12 graduates with a virtual graduation celebration attended by family, friends and teachers. Even in the midst of momentous change, they were all able to overcome these obstacles and finish the school year with high praise. We are so proud of their accomplishments as they make their way into the world as global leaders. Congratulations to Katherine Starr, this year's Valedictorian for delivering such a thoughtful speech. We would also like to extend a special congratulations to Jenna Farmer '20 and Celeste Frank '20, who commemorated their time as a 'Lifer' at Pickering College upon celebrating their Grade 12 graduations.



To hear Katherine's speech, please visit [www.youtube.com/watch?v=wHuEJloNFh4&t=285s](https://www.youtube.com/watch?v=wHuEJloNFh4&t=285s) or scan the QR code.



To view a special commencement tribute, please visit [www.youtube.com/watch?v=88hVPqDzvRQ](https://www.youtube.com/watch?v=88hVPqDzvRQ) or scan the QR code.



# We Asked.

## Building events, communications and

### PRIZEWINNER HONOURS THE LATE KEITH "BOOKER" MCLAREN WITH DONATION



We are profoundly grateful to share that survey prizewinner Andrew Newbery '63 donated his \$100 reward to the Keith "Booker" McLaren Math Endowment Fund. Even more notably, Newbery made an additional personal contribution to honour McLaren's critical influence in his life.

Admired as a teacher, coach, academic director and assistant headmaster, the late Keith McLaren has been an essential part of the fabric of Pickering College since 1948. Also known as "Booker" for his commitment to doing everything by the book, McLaren's firmness accompanied sheer genius in applying and teaching math. True to McLaren's character, the Fund celebrates and promotes excellence in the study of mathematics.

When asked about his inspiration for the donations, Newbery shared that he had a remarkable 37-year career in Ontario's community college system as a teacher of mathematics. He has been humbled to receive positive feedback from students well beyond his time as a teacher. Newbery attributes his success to the late PC faculty member and role model. "I had no training as a teacher. All I ever did was imitate Keith McLaren."

Thank you, Andrew Newbery '63, for giving back to the PC community and honouring the influential role of Keith McLaren in the lives of so many Pickering alumni.



## INAUGURAL ALUMNI EXPERIENCE SURVEY

In early 2019, Pickering College partnered with Engagement Analysis Inc. (EAI) to develop a survey that would help us improve the alumni experience and provide a basis to measure the impact of our alumni programs. EAI is an independent firm that has worked with many independent schools and higher education institutions across Canada and the United States.

Our first comprehensive Alumni Experience Survey launched on April 6, 2020, and received more than 300 responses. The respondents provided valuable insights to improve the necessary infrastructure and resources to drive future alumni activities. In the summer, we completed a thorough data analysis and began planning an enhanced slate of alumni programming based on the survey feedback. Most significantly, we have focused on three priority areas of our alumni program:

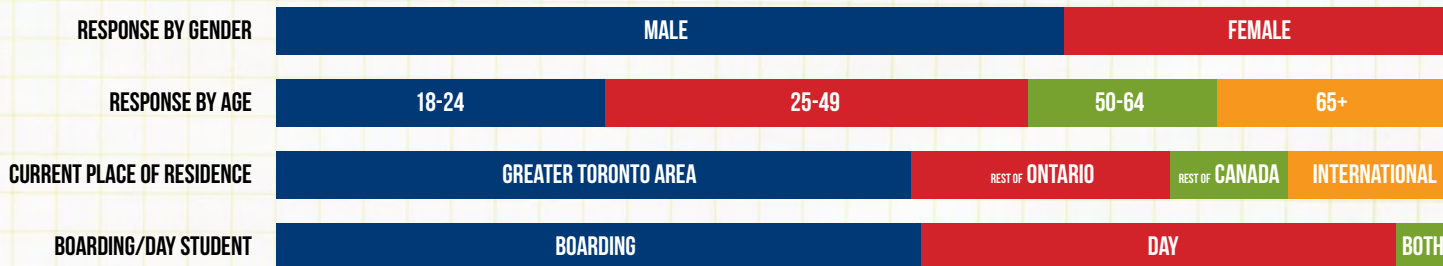
- Providing more events and services that connect alumni with each other and the school.
- Offering meaningful and diverse alumni volunteer opportunities.
- Focusing digital and print communications to keep alumni informed and inspired.

Our alumni program is critical to the overall health of the school. It guides essential actions to fulfil our school's strategic goals and respond to recommendations of the review carried out by the Canadian Accredited Independent Schools (CAIS). Building from the past year's success, we have incorporated periodic surveying into our long-term planning. This way, we can continue to listen to our alumni community and make strategic decisions for alumni program enhancements.

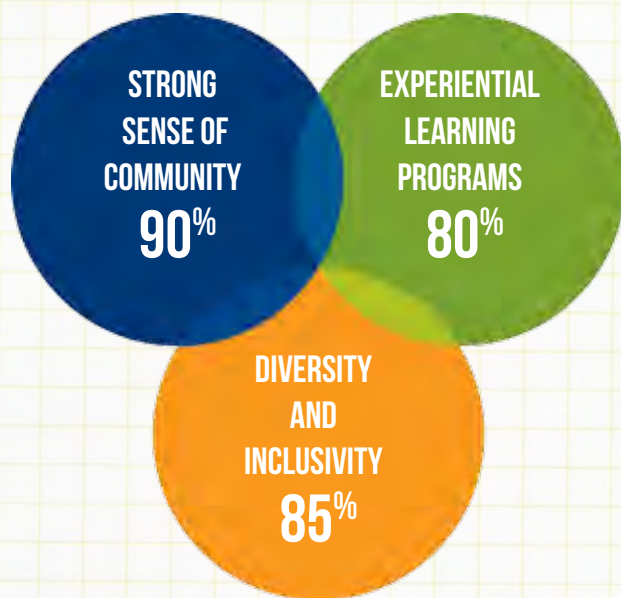


# You Answered.

## services that best serve our alumni community



Alumni reported the following as 'important' or 'very important' to their overall PC education:



Alumni shared their thoughts:

**85%** agreed that participating in activities outside the classroom (co-curricular) was an important part of their PC experience.

**84%** were satisfied with their academic experience.

**71%** agreed that the school prepared them well for further study.

**52%** believe alumni support makes a difference to PC.

**47%** reported a lack of time has kept them from staying more connected to Pickering College.

**45%** are in touch with PC classmates and friends.

Alumni reported feeling 'connected' or 'very connected' to the following:

**75%** BOARDING LIFE

**73%** TEACHERS

**65%** CLASS YEAR

How alumni want to hear from us:



Young alumni (18-24 years old):  
**SOCIAL MEDIA**



Older alumni (65 years and older):

**THE PILLARS MAGAZINE**

When asked to select alumni events and services of interest, the top responses were:

1. CLASS REUNION
2. MEET & GREET EVENTS ON/OFF CAMPUS
3. EDUCATIONAL SPEAKERS/PRESENTERS
4. IN-PERSON NETWORKING OPPORTUNITIES
5. PURCHASING PC MERCHANDISE ONLINE



Do you want to learn more about how we're using your opinions to shape alumni programming? Subscribe to Alumni Connects, your monthly e-newsletter sharing alumni news and events. Visit [www.pickeringcollege.on.ca/our-alumni/news-stories/alumni-connects](http://www.pickeringcollege.on.ca/our-alumni/news-stories/alumni-connects).



**Do you have exciting news or recent life events that you would like to share in *The Pillars*?**

**We'd love to hear from you!**

**Please send your updates, ideas and high-resolution photos to the Office of Development, Alumni & Parent Relations at [alumni@pickeringcollege.on.ca](mailto:alumni@pickeringcollege.on.ca) or call (905) 895-1120 ext. 257.**



## 1940s

In memoriam, **Bernard (Bernie) Staiman '44** passed away peacefully on November 8, 2019, at Bridgepoint Active Healthcare in Toronto.

In memoriam, **Alan Douglas Hanley '46** passed away peacefully at the age of 91 on July 23, 2018. After leaving Pickering College, Douglas went to the University of Toronto and graduated with a degree in architecture and later opened up his own business which he operated for 25 years. Douglas was responsible for designing the Chatham Public Library, St. Andrew's Residence, Indian Creek Road Public School and Wallaceburg Municipal Office to name a few. He was a gifted jazz pianist, church organist and an active Rotarian. **1**

In memoriam, **Morrison Hoover '47** passed away peacefully at Trillium Christian Retirement Home in Norwich at the age of 91 on April 26, 2020. Morrison worked for Ontario Hydro for almost 40 years and resided in Waterloo

for 48 years. He will best be remembered for his love of playing and watching sports and in his teenage years, earned the nickname "Tuffy." **2**

In memoriam, **Richard (Rick) Arnold '49** passed away suddenly on February 19, 2019, at the age of 89. After graduating from the University of Toronto, Rick returned to Pickering College where he taught for two years, then went to York University where he worked in their libraries for 30 years. Rick was known for his passion for literature and tennis. **3**

In memoriam, **Donald Hutcheson '49** passed away at Sunset Manor on May 25, 2019, at the age of 89. While at PC, he was the Red House Sports Day Captain and good friends with the late Jim Spring '47. Don graduated from the University of Toronto with a degree in civil engineering and worked for construction firms before starting his own business. When he retired, Don moved to Collingwood where he enjoyed skiing and golfing. **4**

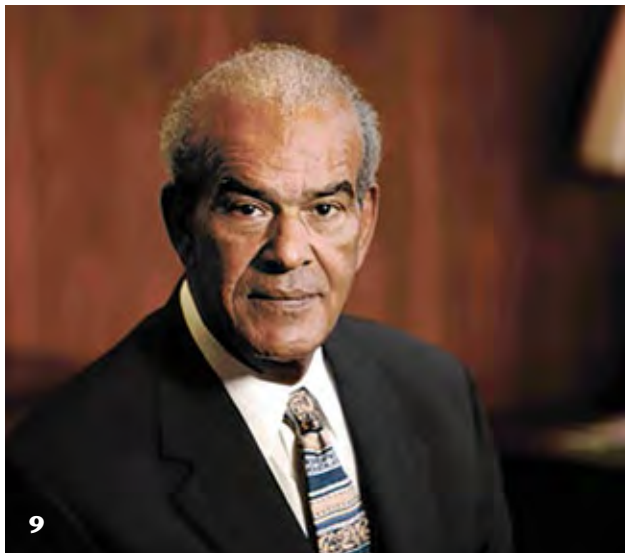
## 1950s

In memoriam, **John (Jack) Richmond '50** passed away on March 21, 2019, at the age of 74.

In memoriam, **William (Billy) Fisher '51** passed away peacefully at the Bob Rumball Home for the Deaf on October 8, 2017, at the age of 86. Billy was the devoted and proud owner of Fisher's Barbershop in Barrie for 62 years.

In memoriam, **Herbert (Herb) Cook '53** died peacefully and unexpectedly on April 21, 2016. He will be remembered for his wisdom and humour by those who loved him.

In memoriam, **James (Jim) Smart '53** passed away suddenly on October 10, 2018, at the age of 85. During his time at Pickering College, he was part of the senior boys basketball championship team of 1953. Jim will be remembered for being a gentle soul whose greatest love in life was his family. **5**



9

In memoriam, **Donald Sears '55** passed away peacefully at Southlake Regional Health Centre in Newmarket on September 27, 2018, at the age of 82. Don was well loved and used his charm in a career in sales, later becoming a supervisor at Kraft Foods before opening his own travel agency. Don was best known for his athletic abilities, spending time in the outdoors and being with family. **6**

In memoriam, **Charles Dyson '57** passed away at the age of 81 on June 27, 2019, with his family by his side at the Palliative Care Unit at London Health Sciences Centre. **7**

In memoriam, **Ralph Noy '57** passed away peacefully at the age of 83 on December 31, 2018, at the Orillia Soldiers' Memorial Hospital. Ralph enjoyed fishing, running, woodworking and volunteering in his spare time. **8**

In memoriam, **Dr. James A.C. King '57** passed away peacefully with family and friends by his side at the age of 80 on

August 16, 2019, in Bermuda, after a long illness. James spent four years at Pickering College where he received a good foundation in shaping his career path. In later years, both his sons and grandson attended Pickering College. Dr. King was a former surgeon and political candidate who played an important role in some of the island's top businesses.

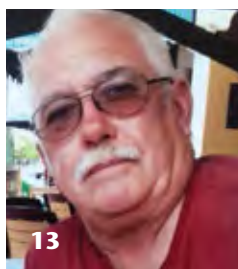
James spent the 1990s and 2000s as chairman of several boards, including Bermuda College, Bermuda Telephone Company and Argus Insurance. He was a director at the Butterfield Bank from 1978 to 1997 and the chairman of its board from 1997 to 2007. In the early 1990s, he ran as a candidate for the Progressive Labour Party and served as chairman of the ruling United Bermuda Party. In recognition of Dr. King's contribution to Bermuda, Butterfield Bank and Bermuda Hospitals Board started a new two-year medical scholarship in 2019, providing \$40,000 in financial aid and recognition of scholastic



10



12



13



11



14

achievements to Bermudians studying medicine at accredited medical schools overseas. Dr. King was known for his modesty and often understated his success. He noted, "I prefer to do things quietly and not in the headlights," a sentiment that would resonate with many Pickering College students and alumni. **9**

After residing in Midland for 60 years, **Doug Reed '58** has recently moved to The Village at Harbour Trails in Guelph and is learning the ropes again at CFRU 93.3 FM at the University of Guelph. **10**

In memoriam, **Dale Evoy '59** passed away on October 9, 2014, at The McCausland Hospital in Schreiber, Ontario. **11**

## 1960s

In memoriam, **Charles Tillett '60** passed away at the age of 76 on July 15, 2017, at the West Island Palliative Care Residence in Quebec. **12**

In memoriam, **David Lepage '68** passed away peacefully on April 28, 2020, at Hospice

Simcoe. David aka "Louie," will be remembered for his positive presence, wild wiry hair, off-kilter smile and humour. Those who knew him have many good memories of him while at PC. He will be greatly missed by his classmates. **13**

## 1970s

In memoriam, **Uric Anderson '70** passed away at the age of 68 in December of 2016 in Bermuda.

In memoriam, **William (Bill) Warren '70** passed away peacefully on October 4, 2017, at his home in Burlington, Ontario. Bill was a retired employee of TECO-Westinghouse Motors (Canada) Inc. for 36 years and spent many years involved with the Latow Photographers Guild and participated on a number of committees. Bill's contribution to the arts/photography community earned him recognition as Burlington's Arts Person of the Year, and they later named the Art Gallery of Burlington darkroom and finishing area, The W.J. (Bill) Warren Darkroom and Finishing Room. **14**



# ALUMNI CONNECTIONS



In memoriam, **Peter Huck '72** passed away surrounded by family on January 23, 2020 at the age of 68 in Kitchener, Ontario. He excelled in sports as a young man and had a passion for hockey, which lives on in his talented grandkids. Peter was a born salesman, a skill he honed early at Huck Glove, the family business. He later branched out on his own and had a long successful career in sales that took him all over the continent. **1**

After more than 50 years, **Terence Fish '74** came back to visit the Hilltop and is pictured here with Charles Boyd (left). Terence is a proud father of two daughters and also has a grandchild. He worked for more than 40 years in the architectural hardware industry and is currently tending to his retired life skills of travelling, cottaging, canoeing, golfing,

fishing and constructing while also finding some time to relax. **2**

## 1980s

Congratulations to **Tom Everson '84** who is celebrating his 32nd anniversary working with Toyota Canada. He would like to thank family, friends and clients who have supported him through all the years. **3**

**Anthony Laquis '85** (right) lives in Trinidad and Tobago. In 2019, he reconnected with **Khemraj Sampath '85** (centre) and **Tony Ragoonanan '86** (left). They had not seen each other since leaving PC. Anthony is married with three children, and operates a car dealership buying and selling used vehicles. In his spare time, Anthony plays competitive table tennis and is ranked 15th in the country. **4**

**Karo D. Jr. Yiu '85** participated

in the Asia Masters Athletics Championships held in Kuching, Malaysia, in December 2019. Although Karo ran into a few obstacles with illness and poor weather conditions, he managed to finish in the top 20 in the 100 metre and 400 metre hurdles. Karo enjoyed his trip, using the opportunity to get a taste of some local cuisine. Passionate about the sport, Karo's next venture is to compete at the 2021 World Masters Games in Japan. **5**

Past New House Proctor and member of Silver House, **Chris Campbell '87**, was one of the founders of the PC Summer Camp in 1990 where he ran the program for four summers and assisted with the non-academic residential ESL program. Currently, Chris is a performance coach who works with high achievers in business and anyone seeking ways to get

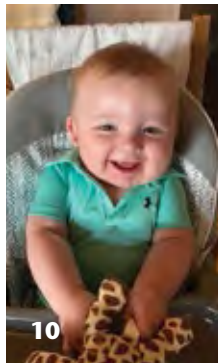
to the next level of their performance by using brain training strategies and a solid coaching process. **6**

**Jonathan Knaul '87** (right) recently had a visit from Dan McClymont, past faculty and past parent. Dan has been enjoying his retirement, travelling North America and other parts of the world by motorcycle with his wife. Following his own retirement from the Canadian Armed Forces, Jonathan joined the National Test Pilot School in Mojave, California, as a civilian test pilot instructor. **7**

## 1990s

In memoriam, **John Sherman '98** passed away in January 2020 in his home country of Jamaica.

**Thomas Tam '95** has been doing his part during the pandemic. Over the last few



months, he has donated soaps and PPE to three different hospital ICU teams treating major COVID-19 patients, foster care children and nursing home workers. In addition, he has been generously donating grocery items to food banks. Thank you Thomas for supporting your community! **8**

**Alex Davies '97** has been living and teaching in Uganda since 2013. From 2013 to 2018, he worked as a caregiver, teacher, curriculum developer and Sunday school superintendent at a school/church 13 kilometres outside of Kampala. In 2019, he became the manager at the Love Uganda Foundation, where he has continued his passion for teaching and supporting youth. Currently engaged, he intends to stay in East Africa. **9**

## 2000s

Congratulations to **Brett Lawson '02** and wife Uga who welcomed their son Troy Hamilton Lawson, 8 lbs. 4 oz., on January 7, 2020. **10**

**Michelle Louli '03** and **Chris Gurski '02** are married and live in Toronto with their children, Audrey, age three, and Oliver who is one. Michelle works at Metrolinx as an environmental planner, coordinating environmental assessments (EAs) for a variety of transit projects in the Greater Toronto and Hamilton Area. She played a critical role in the completion and approval of the EAs for several proposed GO stations, including the proposed Mulock Station (just around the corner from Pickering College). Chris is a manager at the WSIB's Policy & Consultation Services Division, leading policy

consultations and supporting the entire division, as well as the vice-president. **11**

Congratulations to **Angelica (Blenich) Ingram '03** and husband Chad Ingram who welcomed a new addition to their family. Abigail Caroline Ingram born on May 17, 2019, was a healthy 8 lbs. 9 oz. and 20 inches long. Evangeline is enjoying her time as a big sister. The family of four reside near Haliburton, Ontario. **12**

**Dr. Jonathan N. Stea '03** is a registered and practicing clinical psychologist and adjunct assistant professor at the University of Calgary. Jonathan specializes in the assessment and treatment of concurrent addictive and psychiatric disorders. As a regular science communicator in popular media on topics related to health misinformation,

you might read some of his work in *Scientific American* and *Psychology Today*. **13**

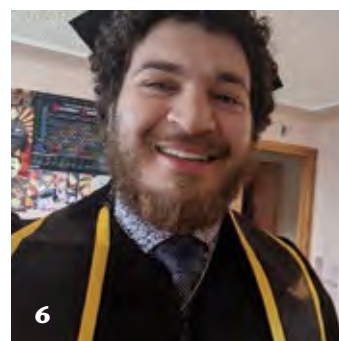
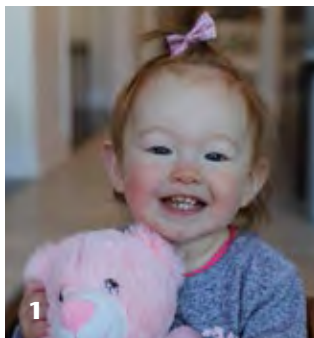
**Amanda (Carmichael) Crawford '04** welcomed a new addition to her family. Her son Carter was born on April 11, 2020, and weighed 6 lbs. 5 oz. Congratulations Amanda and family. **14**

**Kristen (Kennedy) Egan '05** and husband **Robbie Egan '06** welcomed their daughter Taylor (7.3 lbs.) on October 11, 2019. They are both enjoying being new parents and watching their daughter grow. **15**

**Richard Adjumo '05** (left) and the Fari Hara team decided to give back during the pandemic by providing at-risk members of Toronto and Calgary communities with food and other essential items. Thank you Richard! **16**



# ALUMNI CONNECTIONS



**Cara (Climpson) Lee '06** has enjoyed motherhood and recently visited PC this past fall with daughter Addison Pearl Lee. Cara indicates, "It was wonderful to reconnect with Ms. Kim Bartlett who gifted Addison with this special Pickering College stuffed animal." **1**

Congratulations to **Kristen Tuleja '08** who married Jesse Kadlecik on February 2, 2020, at St. John Parish Church with a reception following at Clifton Hall Great House in Barbados. **2**

Congratulations to **Ricky Andrews '09** on his marriage to Shawna on December 1, 2019. Since graduating from PC, Ricky relocated to Yellowknife, where he owns and operates an electrical contracting company called True North

Electric. The business has been in operation for four years, with a focus on connecting new homes to remote power plants throughout the Northwest Territories and Yukon. He is enjoying his time up north and appreciates that he can see the beautiful country, but it is often hard to keep warm! **3**

**Alexandra Kaufman '09** currently lives in the Bahamas and is a celebrity yoga instructor and media influencer. Alexandra has been travelling around the world teaching yoga and hosting retreats, and is in the process of opening up a studio. Alexandra hopes to have the opportunity to visit PC soon! **4**

## 2010s

**Kevin Spiering '14** has recently opened a photography business.

Kevin has been working with brands such as Tobasco, Kiju Organic, Oxford Developments, Westlane Homes and JP Motors. The company is seeking a photographer and exploring the possibility of collaborating with schools to support their photography needs for upcoming events and activities. **5**

Congratulations to **Nick LaValle '14** who recently graduated on the Dean's List of Rowe School of Business in the commerce co-op degree program with a major in entrepreneurship. Although a formal graduation could not happen, he had a special virtual celebratory event. Nick also shared his experience as an entrepreneur with PC students as part of this past year's virtual Leader-in-Residence program. **6**

## thank you

Thank you to alumni around the world who are doing their part to help their communities get through this difficult time. From front line and essential workers, to social service volunteers, to friendly neighbours lending a helping hand—we are inspired by the many acts of kindness. Please share your stories of PC alumni making a difference with [alumni@pickeringcollege.on.ca](mailto:alumni@pickeringcollege.on.ca).



# Resilience of Community

One of the most dramatic times in PC history is the Rogers House fire on November 24, 1981. Thankfully, it is not a story of tragedy—but one that demonstrates the resilience of a community.



Being in the midst of a global pandemic has changed our lives dramatically. We have adapted how we live, work, and go to school. It is not the first time we have faced adversity as a community. At Pickering College, the 1981 fire challenged faculty and students to adapt to new ways of living and learning.

Thankfully there were no injuries, and is instead an example of the remarkable efforts of the PC community springing into action to house displaced boarding students, providing a quick return to a regular school routine for all students, and restoring the damaged building.

The fire itself was sudden and devastating. Within minutes of fire being reported an evacuation saw all students and staff accounted for on the front lawn. A second headcount was done shortly thereafter in the dining hall, assuring that all were safe. Parents leapt into action with phone calls throughout the PC community which meant by 5:00 p.m. every student who needed a place to stay had one. Alumnus Roger Warren '51, Secretary-Treasurer of the Board at the time of the fire, described his memory of arriving on scene the following day





...shock and sadness was replaced with a determination that recovery would be swift, and learning would return as quickly as possible.



and seeing water still flowing heavily from the upper floors of Rogers House into the basement. Carts of books continued to be salvaged from the library. Over the weekend, the start of "Trailer City," to house boarding students and some classrooms, was set up.

Once the decision was made to rebuild in Newmarket, shock and sadness was replaced with a determination that recovery would be swift, and learning would return as quickly as possible. Fire and water damage meant that significant rebuilding was needed.

The recovery efforts were detailed in the 1982 issue of the *Voyageur*, with high praise to the faculty, board members, parents, and students themselves who supported the work that was needed for a "new normal" and the eventual return to regular boarding and school life.

In reflecting on the weeks and months following the fire, many students saw the positive in the experience, and considered the time to be a defining lesson in working together, and resilience.

In speaking about today, and the experience of living through a global pandemic, Warren had these words to share with faculty and students. "The kids are going through a crisis. When you are confronted with a problem you have to solve it. If you didn't have problems life would be dull. From a student standpoint they have had to deal with not a normal part of life. It teaches you, when you are confronted with these problems, it prepares you for the next one to come along. It may be an entirely different thing. But if they get through this they have learned something, they have accomplished something. Having a positive attitude helps as you go through life."

Alumni, please join the conversation on the Alumni Facebook page with your memories of the fire, and living in Trailer City. For more details of the fire please read through the *Voyageur* in the Archives section of our website.



## TRAILER CITY

Following the November fire three classroom, five residential and two washroom trailers were set up on the Pickering grounds. The three classroom trailers were placed in front of the Dining Hall; the others on the south field adjacent to Firth House. With the exception of students in Grades 7, 8 and 13 every student spent at least six to nine weeks living in a trailer. The following article is excerpted from the January 16 issue of the Newmarket Era. The article, by Elayne Moyle, sets out the views of different students on Trailer living in the winter: "Several students interviewed by an Era reporter believed that the incident had been character building.

Pat Clark, a Grade 13 day student who resides in Newmarket, believes that school morale has spiralled since the fire. "School spirit seems better after the fire than before," he stated. "More interest is being shown in school activities by the students."

A student at the college since Grade 9, Pat says he was watching television in the senior common room when the fire broke out.

"At first we thought it was a joke when the alarm came on - then we walked out of the building and saw the smoke." Tom Everson, whose family resides in Cornwall, believes the incident has heightened consideration for others' belongings.

"There's more respect for personal belongings than ever before. What I have is my own personal belongings and hands off to anybody else - that policy applies for everyone.

The Pickering College student has adapted well to trailer living and regards the situation as a learning experience. "It's fun at times - you have the spirit of roughing it. This is probably the only time I'll have to do this, but if the time ever comes that I have to do it again - I'll have had this experience." Everson commended the college's teachers for minimizing disruption in the classrooms. "The teachers have done an excellent job making up for lost time," he said. "They usually made copies of their own notes (for students who lost their notebooks in the fire) or had students photocopy notes."

These feelings were echoed by another Grade 11 student who directed his praise to the college's headmaster, Sheldon Clark.

"The headmaster has done a very good job," said Bill Quinton. "He's making the best of it and coping very well. He lifts up everyone's spirits."

A former trailer resident, Bill is currently

living in Firth House, and takes only one class in the temporary classrooms.

"Before Christmas, most of my classes were held in the trailers. Since they opened the upstairs (of Rogers House) all classes but one are held inside (the building).

Bill's parents are supportive of the school's efforts to cope with the situation and are urging him to adapt to his new living conditions.

"They don't want it to interfere with my school work but they think I should stay and stick it out by making the best of it." Staff member Bradd Barrett believes that "a very good co-operative feeling amongst the staff" and "the co-operation of the student body" has created minimal problems in the return to the school routine. "This has been a new experience for me," he reflected, when asked what he has gained from the experience. "I've learned to find humor in the different physical situations such as living in a 10 by 12 foot suite in trailer city. Day to day emergencies are also dealt with much more quickly without becoming flustered about it."

"A minimal amount of disruption" was reported by assistant headmaster Keith

McLaren.

"Most classes are taking place in the usual classrooms - only three were lost. It was a really good break that all labs (affected by the fire) were in good condition. The assistant headmaster said he was proud of the students' conduct immediately after the fire. Within three minutes, he stated, everyone was lined up and accounted for.

"One student is hard of hearing and four or five boys immediately inquired about him - there was instantaneous concern when the chips were down."



Visit [www.pickeringcollege.on.ca/fire](http://www.pickeringcollege.on.ca/fire) or scan the QR code to see more memories of the 1981 Fire, including other excerpts from the 1982 Voyageur.



# THREE CHEERS

## FOR OUR VOLUNTEERS

Volunteering is the essence of Pickering College's community spirit. Thank you to all those who give their time and talent in support of the school's many events and initiatives.



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Karen Whetstone  
Patti Wietzes

\*Staff Partner



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Jenna Farmer '20  
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Gabriella Volpe  
Yoyo Zhang '22  
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Helen Pei  
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Gail Simpson  
Daihong Wang  
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Lotem Baram  
Reuben Bonerath  
Hugh Caines  
Adam Camenzuli '06  
Erin Cerenzia  
Diane Farmer  
Meghan Findlay  
Mary Geffer '20  
Nicholas LaValle '14  
Garrett Mac Sweeney  
Jeff Moburg  
Olga Morawczynski  
Phil O'Donnell  
Christine Ruchlewicz  
Tim Walmsley

## ACADEMIC AND STUDENT COMMITTEE EVENTS, CLASSROOM, PROGRAM, CO-CURRICULAR SPEAKERS AND VOLUNTEERS

Deanna Bosschaert-Gruhl  
Simon Chen '20  
Eliza Dato '22  
John Dew  
Shelley Frank  
Amy Graham '22  
Stephen Gruhl  
Ava Gu '23  
Margo Starr  
Thera Sze '21

## ALUMNI CLASS REPS

Charles Beer '59  
Stephanie Fillman '09  
Brian Purdy '59

\*Staff Partner



### **CIRCLE OF FRIENDS RECEPTION**

**October 3, 2019**

Emre Guvenc '20  
Daniel Jiang '20  
Linda Li '23  
Khoa Nguyen '20  
Ai Taniguchi '21  
Iana Vasileva '21  
Kathy Wang '21

### **HILLTOP SKATING PROGRAM AND EVENT VOLUNTEERS**

Celeste Frank '20  
Eva Lara  
Janet Proctor  
Emily Strong-Randall '20  
Gail Simpson  
Lisa Sturup  
Saveria Volpe  
Tammy Ward



### **HOLIDAY HOME TOUR COMMITTEE**

**November 15 & 16, 2019**

Susan Cooper, Co-Chair  
Donna Fordyce, Co-Chair  
Vanessa Carson  
Shelley Frank\*  
Bridget Kilgallon  
Vivian Lee  
Andrea McMullen  
Karen Meisel\*  
Krystie Robinson-Vincent  
Patricia Wietzes

### **HOLIDAY HOME TOUR VOLUNTEERS**

**November 15 & 16, 2019**

Filomena Afonso  
Sherry Barclay  
Ella Bendet '21  
Josie Beth '24  
Irina Bratz  
Karen Burrows-Smith  
Erica Cameron '22  
Vanessa Carson  
Alexander Cooper '24  
David Cooper  
Susan Cooper  
Amaya Cortina Aguayo '24





# THREE CHEERS

## FOR OUR VOLUNTEERS

David Curtis '20  
Tom Dang '21  
Laurie DiCarlo  
Clara Dietl '21  
Beth Egan  
Jeanette Elson  
Julian Fabian '23  
Olivia Fabian '21  
Pamela Fabian  
Diane Farmer  
Lili Fleury '22  
Tristan Fleury '20  
Daniel Foch '09  
Donna Fordyce  
Sean Fordyce '24  
Celeste Frank '20  
Harrison Frank '24  
Jamie Frank  
Abbey Fung '22  
Alexander Gal '22  
Violet Gal  
Joseph Galeota '21  
Kimmy Gao  
Pamela Gardner  
Joanne Golding  
David Goldson '21  
Ava Gu '23  
Emre Guvenc '20  
Nicholas Hansraj '21  
Minh Ho '21  
Eva Huang  
Justin Jeong '21  
Bryan Jiang '23  
Yolanda Jin '22  
Braedon Joannis '22  
Diane Johnson  
Paris Johnson '20  
Charlotte Jones  
Nancy Kerswill  
Ava Khansari '20  
Hannah Kim '23  
Jason Kim '21  
Meghan Kim '21  
Damian Larice '20  
Danielle Larice  
Penny Lawson-Cameron  
Vivian Lee  
Bobo Li  
Jessie Li '23  
Lily Lin  
Gloria Liu '22  
Helen Liu '23

Seaneen Lupier  
Rachel Mac Sweeney  
Amy MacAlpine  
Robert MacAlpine  
Anna Makulova '20  
Benjamin Milligan '23  
Michaela Morra '22  
Mirella Morra  
Khoa Nguyen '20  
Tam Nguyen '21  
Tina Nguyen '22  
William Nguyen '23  
Enzo Orlandi Dorca '20  
Peggy Pan  
Veronika Payevshchik '21  
Helen Pei  
Nilgen Perez  
Laurie Philp  
Miao Potirucht '23  
Olessia Prescott  
Kathy Proudfoot  
Marcy Sanderson  
Lian Senior  
Vida Sernas  
Luke Sharpe '22  
Lisa Simmonds-Kim  
Sarah Simpson '23  
Kim Smith  
Katherine Starr '20  
Margo Starr  
Grace Still '21  
Aiden Suen '20  
Thera Sze '21  
Anastasia Takeda  
Huu Phu Tang '21  
Lam Truong '20  
Rachel Vallance  
Saveria Volpe  
Fiona Wang '24  
Kathy Wang '21  
Amy Wang  
Connie Wells Graham  
Karen Whetstone  
Kevin Wietzes  
Patricia Wietzes  
Sara Wietzes '23  
Rosie Xuan '22  
Daniel Yan '24  
Lisa Yip  
Victoria Zalewski '23  
Laura Zeng '24

### MOONCAKE & LUNAR NEW YEAR FESTIVAL VOLUNTEERS

Kimmy Gao  
Cai Hong Hu  
Jack Hu  
Eva Huang  
Yan Jiang  
Vivian Lee  
Jenny Li  
Lily Lin  
Lisa Liu  
Nicole Pan  
Helen Pei  
May Ruan  
Selina Shen  
April Sun  
Amy Wang  
Janice Wang  
Kai Wang  
Jolin Zhou

### WINTER CARNAVAL

February 13, 2020

Shelley Frank  
Alexis Hamilton  
Christopher Howie  
Eva Lara  
Jenny Li  
Carla Liberta  
Garrett Mac Sweeney  
Rachel Mac Sweeney  
Hannah Murray  
Neiva Prasad  
Krystie Robinson-Vincent  
Tara Roy-DiClemente  
Selina Shen  
Gail Simpson  
Daihong Wang  
Yan Zhang

### H2O BEYOND THE REEF GALA COMMITTEE

Mirella Morra, *Co-Chair*  
Karen Whetstone, *Co-Chair*  
Julie Axford  
Rosario Baucino  
Deanna Bosschaert-Gruhl  
Kelly Burgon  
Susan Cooper  
Lindsay de Swart  
Shelley Frank\*  
Violet Gal

Farrah Haniff  
Vivian Lee  
Andrea McMullen  
Karen Meisel\*  
Helen Pei  
Olessia Prescott  
Molly Robertson  
Krystie Robinson-Vincent  
Jennifer Russell  
Adam Shully '78  
Ann Smiley\*  
Linda Song  
Stephen Widdrington '83

### SPRING LUNCHEON COMMITTEE

Patricia Wietzes, *Chair*  
Violet Gal  
Taylor Jennings\*  
Krystie Robinson-Vincent  
Ellen Rosen  
Alice Souvannakhily\*

### GRANDPARENT & SPECIAL FRIEND AFTERNOON

Colleen Sexsmith, *Chair*  
Maria Di Mambro  
Jessica Ellis  
Taylor Jennings\*  
Krystie Robinson-Vincent  
Alice Souvannakhily\*  
Ellen Wells

### ALUMNI TRANSITION EVENT

May 13, 2020

Samuel Correa '19  
Emma Kerswill '19  
Justin Kim '19  
Kenya Kimata '19  
Michael Wang '19

### NEW FAMILY MENTORS

Krystie Robinson-Vincent, *Coordinator*  
Feria Bacchus  
Vanessa Carson  
Susan Cooper  
Marnee Da Ponte  
Krystal Davey  
Carrie Dente  
Violet Gal  
Venus Lu

\*Staff Partner

Lisa Jeppesen-Dhanjal  
 Claire Jones  
 Eva Lara  
 Vivian Lee  
 Jenny Li  
 Rachelle Mac Sweeney  
 Mirella Morra  
 Hannah Murray  
 Helen Pei  
 Jennifer Russell  
 Marcy Sanderson  
 Sandra Scherre  
 Melissa Tavares  
 Patricia Wietzes

#### 21<sup>ST</sup> ANNUAL GOLF TOURNAMENT COMMITTEE

Stephen Gruhl, Co-Chair  
 Margo Starr, Co-Chair  
 Rob Desouza '96  
 Corey DiCarlo  
 Robert Doyle '96  
 Daniel Foch '09  
 Shelley Frank\*  
 Violet Gal  
 Perry Kereakou  
 Thomas Kim  
 Robert MacAlpine  
 Ryan McCluskey '06  
 Karen Meisel\*

#### COVID-19 BILLETING OF BOARDING STUDENTS

*Thank you to these families for generously hosting students during the pandemic.*

Michael Geffer  
 Tatiana Geffer  
 Richard Goudie  
 Nicolee Hathaway  
 Darlene Newnham





# PICKERING COLLEGE ASSOCIATION REFLECTS ON THE 2019-2020 SCHOOL YEAR



## Meet Krystie Robinson-Vincent, PCA Chair

PCA Chair Krystie Robinson-Vincent has been an active member of the Pickering College community since her family arrived at the school in 2011. She has been involved in a number of event committees and is now using her extensive volunteer experiences to develop new initiatives and activities.

A bold and thoughtful leader, Krystie is grateful for the school's support, "We have a wonderful community of students, teachers, faculty, staff, and parent volunteers who help plan and organize various fundraising and friend-raising events alongside the PCA."

Thank you to all our PCA volunteers who generously gave their time and skills to make 2019-2020 a successful year.

Last year, the Pickering College Association (PCA) organized a number of fun and exciting initiatives such as Tour the Farm Day, a Christmas decorating demonstration and Lunar Festival events. PCA volunteers also supported a number of school activities, including a Junior School highlight, the 15th annual Winter Carnival. In addition, the PCA continued appreciation activities as a thank you to all staff and faculty, helping prepare the dining hall tables for meals and completing Junior School lunch coverage.

Following the campus closure in March, the PCA continued to offer opportunities for the parent community to connect by hosting virtual events. Thank you to all our PCA volunteers for adapting year-end plans with such grace and enthusiasm! Parents got together online to share tips and tricks about working from home with young children, de-stress with a yoga and relaxation class, create summer reading lists, and celebrate graduation events in partnership with Cachet Supper Club. In addition, PCA volunteers participated in virtual New Family Welcome events. During National Volunteer Week, the executive was joined over Zoom by Peter Sturup, Head of School, who thanked them for their leadership and creativity in bringing our community together. The PCA also took to social media to celebrate all our school volunteers.

The PCA is looking forward to all of the exciting fall events, activities, and volunteer initiatives planned for the 2020-2021 school year. We are always looking for volunteers to help with planning, provide day-of event support, and to help build strong relationships with our families through our grade representative and mentorship programs. To receive more information on how you can get involved, please email [pcachair@pickeringcollege.on.ca](mailto:pcachair@pickeringcollege.on.ca).



## THANK YOU TO THE 2019-2020 PCA EXECUTIVE

Gala Committee Co-Chairs:  
**Mirella Morra and Karen Whetstone**

Golf Committee Co-Chairs:  
**Steve Gruhl and Margo Starr**

Grade Representative Chair  
and NIPSA (Network of Independent School  
Parents' Associations of Ontario) Representative:  
**Carla Liberta**

Grandparent and Special Friend Day Chair:  
**Colleen Sexsmith**

Holidays at Home Chair:  
**Susan Cooper**

International Representative Program Chair:  
**Vivian Lee**

Learning Commons Tribute Program Co-Chairs:  
**Kirsten Nicolson and Jamie Hambly**

Mentor Program Co-Chairs:  
**Vivian Lee and Vanessa Carson**

Spring Luncheon Committee Chair:  
**Patti Wietzes**

Staff Appreciation Committee Chair:  
**Violet Gal**



To view a video message from Krystie, scan the QR code or visit [www.youtube.com/watch?v=FaPVo-ba0T4](https://www.youtube.com/watch?v=FaPVo-ba0T4).

A PICKERING COLLEGE SIGNATURE EVENT

*in support of*

THE LIGHT THE WAY CAPITAL CAMPAIGN



# H<sub>2</sub>O

## *beyond the reef* GALA

Saturday, May 1, 2021

Cocktails 6:30 PM

Seating 7:30 PM

Dinner 8:00 PM

Egan House, Pickering College



Table of 10: \$2,250 Individual Tickets: \$225 Each

[www.pickeringcollege.on.ca/gala](http://www.pickeringcollege.on.ca/gala)  
(905) 895-1700 ext. 403



PICKERING COLLEGE





# JOIN US!



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## Holidays at Home

NEW FOR FRIDAY!

### HOLIDAY BOUTIQUE SOIRÉE

FRIDAY, NOVEMBER 20 | 6:00 P.M. – 10:00 P.M. | TICKETS \$45

*In support of Pickering College & The Food Bank of York Region.*

### SEASONAL BOUTIQUE & CAFÉ

SATURDAY, NOVEMBER 21 | 10:00 A.M. – 4:00 P.M. | FREE ADMISSION

*Donations to the food bank would be appreciated.*

PHONE: (905) 895-1700 EXT. 360

EMAIL: [seasonalboutique@pickeringcollege.on.ca](mailto:seasonalboutique@pickeringcollege.on.ca)

COVID-19 PRECAUTIONS IN EFFECT.

PLEASE CHECK OUR WEBSITE FOR REGULAR UPDATES.

[www.pickeringcollege.on.ca/seasonalboutique](http://www.pickeringcollege.on.ca/seasonalboutique)



VOLUME 42 ISSUE ONE

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#### THE PILLARS

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COLLEGE.

## UPCOMING EVENTS

OCTOBER 2020 – JANUARY 2021

Friday, October 2		Virtual Reunion Weekend
Saturday, October 3		
Saturday, October 24	10:00 a.m.	Virtual Open House
Tuesday, October 27	6:00 p.m.	Virtual (Pickering College Association) PCA First Meeting
Wednesday, November 4	6:00 p.m.	Virtual Introduction to Senior School
Tuesday, November 10	5:00 p.m.	Virtual Annual General Meeting and Volunteer Recognition
Wednesday, November 11	8:30 a.m.	Remembrance Day Meeting
Friday, November 20		Holidays at Home:
Saturday, November 21	6:00 p.m. 10:00 a.m.	Friday Holiday Boutique Soirée at PC Saturday Seasonal Boutique and Café
Tuesday, December 15	6:30 p.m.	Christmas Concert
Thursday, December 17	8:30 a.m.	Christmas Morning Meeting
Friday, December 18		Last day of classes before Christmas break
Monday, January 4, 2021	8:30 a.m.	Classes resume

# CALLING ALL ALUMNI

## GET CONNECTED TO YOUR ALUMNI NETWORK ONLINE

As we continue our physical distancing, PC can help you stay in touch with classmates, develop and expand your professional network, stay informed on school news, and help you support current students. To join our online family, visit: [www.pickeringcollege.on.ca/our-alumni](http://www.pickeringcollege.on.ca/our-alumni).

## STAYING TOGETHER, APART: VOLUNTEER AS A CLASS CHAMPION

Despite these difficult circumstances, PC continues to offer special opportunities for alumni to connect with each other and the school, with the generous help of alumni volunteers. Class Champions are keeping our community together by planning reunion activities and class gatherings. To learn more about becoming a Class Champion, contact: [volunteer@pickeringcollege.on.ca](mailto:volunteer@pickeringcollege.on.ca).



## REUNION WEEKEND

FRIDAY & SATURDAY

**2020**  
OCTOBER 2&3

**Congratulations to the Class of 1970, 1995, 2010, and 2015  
on celebrating an anniversary year at Reunion Weekend 2020!**

To ensure the safety of our entire PC community, we made the difficult decision to cancel all in-person activities and hold a virtual Reunion Weekend. While we are saddened to not have alumni return to the Hilltop this Fall, we are delighted to connect online with alumni around the world.



To learn more about Reunion Weekend at Pickering College, visit: [www.pickeringcollege.on.ca/our-alumni/reunion-weekend](http://www.pickeringcollege.on.ca/our-alumni/reunion-weekend).

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# LEARNING FOR LIFE. CREATING THE FUTURE.



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Pickering College's Global Leadership Program strikes the ideal balance between challenging students to develop critical thinking and real-world life skills that can be applied to their university career and beyond. As a result of their studies, students develop valuable skills, including:

- advanced academic ability
- time management and self-reliance
- strong research and writing
- critical thinking abilities
- leadership and mentorship
- dialogue, communication and presentation
- design, invent and problem solve

All Pickering College students—from JK to Grade 12—benefit from an immersed program that prepares and inspires students to make a difference in the world as ethical, compassionate and values-based decision-makers.

### JOIN US FOR A VIRTUAL OPEN HOUSE

Meet students, staff, faculty and parents. Learn more about our specialized programming and go on a Zoom tour of our historic campus.

Saturday, October 24 from 10:00 - 11:30 a.m.

Saturday, January 16 from 10:00 - 11:30 a.m.

Wednesday, February 17 from 6:30 - 8:00 p.m.

### JOIN US FOR A VIRTUAL TOUR WEBINAR

We invite you to join us for an upcoming session to learn more about Pickering College and ask questions of our Admission staff.

[www.pickeringcollege.on.ca/admission/book-a-tour](http://www.pickeringcollege.on.ca/admission/book-a-tour)



Inquire now! Contact our Admission Office at [admission@pickeringcollege.on.ca](mailto:admission@pickeringcollege.on.ca) or (905) 895-1700 ext. 259.



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