



trillium
THE STUDY MAGAZINE



CARING Avec bienveillance



The Study

2021



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The Trillium is published by the Communications & Marketing office of The Study and is distributed to all Study alumnae, current and past Study families, students, staff and friends of The Study. We welcome contributions from members of the community. Please forward to the attention of Susan Orr-Mongeau, Director Communications & Marketing, (sorrmongeau@thestudy.qc.ca)

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Trillium is printed using vegetable-based ink on Chorus Art Silk, an FSC-certified paper which contains 50% recycled content including 25% post-consumer waste.

COVER HEAD OF SCHOOL MS MCINNES LEADS STUDENTS DURING THE ANNUAL GIRLS FOR THE CURE WALK TO BENEFIT THE ST MARY'S HOSPITAL FOUNDATION. (L TO R) ANNABELLE DUFFAR-CALDER AND ISOBEL HAMILTON (BOTH '23)

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ENGAGED & CARING LEARNERS

(L TO R) Victoria Mo,
Jungyun (Hannah) Kwon,
Sarah Bergevin and
Mia Gordon (all '22) learn
to play their new ukuleles
in a COVID-friendly
music class.





I AM HONOURED TO SERVE AS BOARD CHAIR OF MY ALMA MATER. AS AN "OLD GIRL" I HAVE A SPECIAL CONNECTION TO THE STUDY'S PAST. I AM AN ALUMNA OF THE CLASS OF '88 AND I AM FOLLOWING IN THE FOOTSTEPS OF MY FATHER WHO WAS A BOARD MEMBER IN THE EARLY '90S. MY THREE SISTERS ARE ALSO ALUMNAE AND GROWING UP, WE ALWAYS ADMIRE MY MOTHER WHO VOLUNTEERED MANY HOURS FOR THE PARENT ASSOCIATION.

As I reflect on the challenges of the past year, I am struck by two things: how the school adapted so quickly to the changes brought forth by the pandemic and how the heart of The Study has always been one of caring above all else.

This is one of the values that sparked the founding of the school and it has been sustained for the past 105 years. Ms. Gascoigne set out to carefully foster a supportive environment focused on teaching "things that matter," and this has been upheld by all subsequent Heads of School.

Ms. McInnes, our 9th Head of School, is no exception. Ms. McInnes has worked tirelessly to get to know the community and instill a sense of trust in the faculty and staff. She has shown remarkable thoughtfulness for Study students and parents while fostering a climate of transparency and respect.

We are also fortunate to have such a dedicated group of teachers. I thank each of them for their forward-thinking leadership and care of our daughters. By constantly bringing fresh ideas and best practices for girls' learning, they are helping to shape our daughters into great women.

As Chair, I am committed to supporting Ms. McInnes, and all her faculty and staff, while we work together to build on the strengths of the school, while recognizing the changing face of new realities. I am confident, as are my fellow Board members, The Study is in a strong place to move forward with the development of a bold new Strategic Plan. Each Board member remains committed to steward the mission of The Study and to strengthen and secure its future. We are most grateful for your supportive collaboration as we come together around a unified and exciting vision for the future of The Study.

Je suis honorée de présider le conseil des gouverneurs de mon *alma mater*. En tant qu'ancienne élève, j'entretiens un lien particulier avec le passé de The Study. Je suis une diplômée de la promotion 1988, et je suis les traces de mon père qui a siégé au conseil de l'école au début des années 1990. Mes trois sœurs sont aussi d'anciennes élèves de The Study et, en grandissant, nous avons toujours admiré ma mère qui consacrait bénévolement de nombreuses heures à la SPA (association de parents).

Quand je songe aux défis de la dernière année, deux choses me frappent : d'abord, la vitesse impressionnante avec laquelle l'école a réussi à s'adapter aux changements provoqués par la pandémie, mais également, à quel point The Study a encore démontré que veiller au bien-être des personnes fait partie de ses valeurs fondamentales.

C'est d'ailleurs une autre de ces valeurs ayant motivé la création de l'école, qui a perduré au fil des 105 dernières années. M^{me} Gascoigne avait voulu créer un établissement où enseigner les « choses qui comptent » serait une priorité, et c'est ce qu'ont également voulu faire toutes les directrices qui lui ont succédé.

M^{me} McInnes est la 9^e directrice de notre école, et elle ne fait pas exception en ce sens. M^{me} McInnes n'a pas ménagé ses efforts pour se familiariser avec notre communauté, et elle a veillé à renforcer la confiance envers le corps enseignant et le personnel de l'école. Elle a fait preuve d'une prévenance remarquable à l'endroit des élèves et parents de The Study, tout en créant un climat de transparence et de respect.

Nous avons, de plus, la chance de pouvoir compter sur un groupe d'enseignant-e-s vraiment dévoué-e-s. Je remercie chacun d'entre eux et elles pour leur leadership visionnaire et leur bienveillante attention à l'endroit de nos filles. En proposant sans cesse de nouvelles idées et de meilleures pratiques pédagogiques, ils et elles aident nos filles à grandir et à devenir les femmes formidables de demain.

En tant que présidente du conseil, je m'engage à appuyer M^{me} McInnes, ainsi que ses enseignant-e-s et les membres de son personnel, en travaillant ensemble à tirer parti des forces de l'école, tout en reconnaissant les changements liés aux nouvelles réalités du monde actuel. Je suis convaincue, comme mes collègues du conseil, que The Study est bien positionnée pour aller de l'avant avec l'élaboration d'un nouveau plan stratégique ambitieux. Chaque membre du conseil tient à poursuivre la mission de The Study et à renforcer et assurer l'avenir de l'école. Nous vous remercions infiniment de votre collaboration, alors que nous nous rassemblons avec enthousiasme autour d'une vision cohérente de l'avenir de The Study.



ERIKA FLORES LUDWICK '88
CHAIR, BOARD OF GOVERNORS | PRÉSIDENTE, CONSEIL DES GOUVERNEURS



I RECENTLY RECEIVED A NOTE FROM A GRADE ONE STUDENT WHICH READ, "...I LOVE YOUR ASSEMBLIES. YOU MAKE US HAPPY AND ENJOY THINGS!!" ALTHOUGH IT MAY SEEM OBVIOUS THAT THIS IS A KEY PART OF MY ROLE, I WAS PLEASED THAT EVEN SUCH A YOUNG STUDENT RECOGNIZED THE IMPORTANCE OF CREATING A POSITIVE AND CARING ENVIRONMENT IN WHICH TO LEARN.

My first year as Head of School at The Study brought unexpected challenges, which we faced with confidence in our ability to overcome. Effective leadership under such circumstances is only possible when the whole school community is committed to a common goal. This goal may be unstated, but the shared value placed on it is evident. Each day I am reminded of the dedication of our teachers, regardless of changes in the external environment, to providing our students with the best possible learning experiences.

Our ability to predict what is to come is uncertain. The Study's past history of coming together as a community, as exemplified in the history of the Annual Bazaar to help the war effort, will continue to serve us well as new challenges emerge.

We are about to embark upon the development of a new Strategic Plan, which will serve to guide the School in terms of future direction. The Plan will be used to ensure that opportunities for The Study are identified and that challenges will be addressed. It is critical that maintaining a caring community will continue to serve as an integral value of any path we take. Our Board of Governors, Foundation trustees, current and past parents, faculty, staff and alumnae will all continue to play an important role in helping to shape our plans for moving forward.

The Study is fortunate to have such a committed Board of Governors. I am appreciative of the exceptional leadership demonstrated by Philip Nolan over the past three years as Chair, and am certain that this excellence will continue with our new Chair, Erika Flores Ludwick '88.

Please continue to share your thoughts with me as we reflect upon the past successes of The Study and determine a continued exceptional path for our School.

J'ai reçu un mot récemment d'une élève de 1^{re} année : « (...) j'aime vos assemblées. Vous nous mettez de bonne humeur. On est contentes d'être là! » Même si créer ce genre d'ambiance fait bien sûr partie de mon quotidien, j'étais heureuse qu'une élève aussi jeune reconnaisse l'importance de créer un milieu d'apprentissage positif et chaleureux.

Ma première année en tant que directrice de The Study a été marquée par des défis inattendus, que nous avons affrontés en nous sachant capables de les relever. Dans de telles circonstances, le leadership n'est efficace que si toute la communauté s'engage vers un objectif commun. Cet objectif peut être implicite, mais l'importance que nous y accordons doit être évidente. Je constate chaque jour le dévouement de nos enseignant-e-s, peu importe l'évolution de la situation autour d'eux et elles, dans leur volonté d'offrir à nos élèves les meilleures expériences d'apprentissage possibles.

Il est bien difficile de prédire l'avenir. L'histoire de The Study a démontré notre capacité à nous serrer les coudes, comme en témoigne notre bazar annuel qui nous avait permis de contribuer à l'effort de guerre. Nous continuerons de nous inspirer de notre passé de solidarité au fur et à mesure que se poseront de nouveaux défis.

Nous allons bientôt amorcer le processus d'élaboration d'un nouveau plan stratégique, qui servira à tracer l'orientation de l'école pour l'avenir. Ce plan servira à nous assurer que nous reconnaissons les possibilités qui s'offrent à The Study et que nous cernons et réglons les problèmes. Préserver notre communauté axée sur l'entraide doit faire partie intégrante de tout projet que nous définirons. Les membres du conseil des gouverneurs de l'école, les administrateurs de la Fondation, les parents des élèves actuelles et des anciennes élèves, les enseignant-e-s, les membres du personnel et les anciennes élèves continueront tous et toutes d'être parties prenantes des plans d'avenir de The Study.

The Study a la chance de pouvoir compter sur un conseil des gouverneurs dévoué. Je tiens à remercier M. Philip Nolan pour le remarquable leadership dont il a fait preuve au cours de son mandat de trois ans à la tête du conseil, et je suis certaine que cette excellence se maintiendra sous la gouverne de la nouvelle présidente du conseil, Erika Flores Ludwick, promotion 1988.

N'hésitez surtout pas à me faire part de vos réflexions, alors que nous nous remémorons les succès antérieurs de The Study et que nous travaillons à définir la voie à suivre pour permettre à notre école de poursuivre son parcours exceptionnel.



KIM MCINNES
HEAD OF SCHOOL | DIRECTRICE DE L'ÉCOLE

Successful & Caring Learners

BRIGITTE WEIL, M.A., Enrichment Specialist

To care for ourselves as learners means to be aware of, and accept, our personal strengths and weaknesses. Our individual areas of strength and weakness are unique and can be in specific academic domains, such as reading, writing or number sense; in cognitive domains such as how quickly we process information or how easily we connect information; and in the behavioral domain such as how easy or challenging it might be for us to maintain our attention or manage our emotions. A caring student, in this respect, is someone who takes the time to understand themselves as a learner, reflects on their experiences and evaluations (both the good and the bad), and learns from these experiences in order to adapt.

THE 3 C'S OF A CARING AND SUCCESSFUL LEARNER

CONSCIOUS OF THEIR LEARNING PROFILE

Being aware and **mindful of our strengths and weaknesses**; what we can refer to as our 'learning profile'. To do this, we need to understand what comes more easily to us and what tends to be more challenging. We also need to be conscious of the factors around our learning and be mindful of what is within versus what is out of our control. When we are conscious of how external factors (out of our control, such as the pandemic) impact our ability to focus on our studies, we can adjust our habits (within our control).

All students care about how they do academically, but not every student has the tools to adapt their methods. A student who cares for themselves as a learner takes in the feedback, analyses the situation and makes conscious decisions to try different strategies next time. Our academic success comes when we can play to our strengths and work on developing strategies that compensate and help us to overcome our weaknesses.

COMMUNICATES THEIR NEEDS AND CONNECTS WITH SUPPORT

Successful students are those who are aware of their needs, communicate them, and reach out for support. In school, this might look like **connecting with teachers**, asking for help or seeking guidance from other support staff, or using other learning resources. A balanced support plan includes connecting with people who can support us as well as applying independent learning resources or tools such as technology. Asking for help is not necessarily easy to do, but we know that successful students are those who ask for help when they need it, and who apply the feedback and strategies they are given.

Being mindful of what and how we communicate also refers to our internal dialogue. It is important to be aware of how and what we tell ourselves. How do we react to challenges, or perceived failures? For example: Do we put ourselves down when we receive a grade on a test that was lower than what we were expecting? Or are we kind to ourselves and reflect on how we studied, and/or meet with the teacher to find ways to improve?

COMMITTED TO SETTING AND WORKING TOWARDS PERSONAL GOALS

Commitment to caring for yourself is not an easy task. Committing to caring for yourself as a learner means: setting concrete goals, making time to monitor them, and reflecting on what we can do differently if our strategies are not effectively helping us to achieve our goals.

Goals work best when they are self-directed, come from internal motivation, are concrete and measurable. While a student might easily set a grade as a goal, such as getting 85% in Math, they will be more likely to improve and succeed when they know what steps they need to take in order to achieve that goal. This might include support from staff at school, applying concrete strategies and using tools to support their learning.

Commitment also means persevering despite obstacles and failures. We will not always succeed, no matter how well we have planned. Ultimately, there is some trial and error, and it takes patience, reflection and re-evaluating to succeed.



WHEN WE THINK ABOUT CARING FOR OURSELVES, IT CAN REFER TO MANY DIFFERENT ASPECTS OF OUR WELL-BEING, INCLUDING OUR MENTAL AND PHYSICAL WELLNESS. BUT WHAT DOES IT MEAN TO CARE FOR OURSELVES AS LEARNERS? WHAT DO WE WANT STUDENTS TO LEARN ABOUT THEMSELVES AS LEARNERS THAT WOULD BENEFIT THEM DURING, AND BEYOND, THEIR YEARS IN SCHOOL?

RELEARNING COLLABORATIVELY, WORKING TOGETHER FACE-TO-FACE.

about their learning, even going so far as to allow them to recreate, redesign, or renegotiate assignments so as to make them more personally meaningful. We believe this kind of pedagogical flexibility encourages them to take healthy risks and broaden their learning.

BEYOND PEDAGOGY

Beyond pedagogy, Study staff and faculty spend important time getting to know each and every girl personally, because feeling recognized and getting positive attention provides an emotionally safe environment. This intentional effort fosters a sense of belonging and connection which builds interpersonal skills and emotional intelligence, two important cornerstones of wider academic success. We further help the girls in their interactions by frequently using perspective-taking and empathy modelling, which teaches



I personally see all of this in action each and every day, from early morning greetings on Braeside, to playground activities with our dedicated student supervisors, to our end-of-day After School Program. I am continually inspired by the staff's passion for their craft and impressed by their deep knowledge and understanding of the girls, all of which is integral to helping them achieve their goals, big and small. As we all know, even the smallest of goals can initiate a dramatic and positive change.

We are fortunate at The Study to have small class sizes. This helps us to truly know and care for each and every student, as a result, Study girls are motivated to do an incredible job. And when they do an incredible job, it helps teachers feel valued, which in turn motivates them to always go the extra mile. Ultimately, a caring environment makes us all more likely to value what we do and enjoy the achievement process. That's why, at The Study, we strive to have great leaders who care deeply about the girls and their success, as well as the happiness and the well-being of our entire community. After all, it's key to helping Study girls become great women. As we all know, now more than ever, The World Needs Great Women. 🌸

ABOVE RIGHT KIRAN KENNEDY '28 PROUDLY SHOWS THE COVID-FRIENDLY SUPERHERO DOLL SHE CREATED IN ART CLASS. **LEFT** SURPRISE ENCOUNTER FOR GRADE 3 STUDENTS ON MOUNT ROYAL. THE GIRLS MET A MEMBER OF THE SPVM CAVALRY AND HIS

HORSE SUNNY WHILE ON A NEARBY ADVENTURE HIKE WITH PHYS ED TEACHER MS. LEVESQUE. **RIGHT** SOPHIE BERGEVIN '26 CREATED THIS CARD IN APPRECIATION OF FRONT-LINE WORKERS, AND ALL IN THE STUDY COMMUNITY.

À THE STUDY,

nous sommes extrêmement reconnaissants les uns envers les autres, mais pendant cette pandémie, encore plus envers nos travailleurs de première ligne de la santé, ceux qui travaillent dans les magasins et les travailleurs des transports en commun, pour n'en nommer que quelques-uns. Nous ne pourrions sincèrement pas vivre sans ces héros; nous les remercions du fond du coeur. Afin d'exprimer cette profonde gratitude, toutes nos filles ont participé à une initiative avant les vacances, en écrivant des cartes avec des vœux positifs pour 2021. Merci à tous de nous garder en sécurité. Nous sommes tous mieux ensemble!



CARING SPACES are LEARNING PLACES

AMANDA LISTE, Elementary School Director

IN ALL SCHOOLS, SUCCESS IS TRADITIONALLY DETERMINED BY THE STUDENTS' MOTIVATION AND THE TEACHERS' HARD WORK. AT THE STUDY, HOWEVER, WE ALSO BELIEVE THAT CARING PLACES ARE IDEAL LEARNING SPACES AND SO WE DO EVERYTHING IN OUR POWER TO SEE THAT THIS IS OBSERVED DAILY, NOT JUST IN THE CLASSROOM, BUT EVERYWHERE.

When children really feel that their school community is filled with genuine friends and caring adults, they inherently make that community their own, which inevitably leads to drastic increases in collaboration and overall engagement. The end result is a welcoming,

inclusive school climate which promotes social and emotional learning and, ultimately, improved student outcomes for all.

This year more than ever, our culture of care has been a central focus of our reopening plan. Last September, we made it our mission to begin the year on the right foot by helping the girls relearn to be with each other face-to-face. We implemented a safety plan with a layered approach that addressed not only health and safety issues, but consistency and attention to everyone's wellness. This approach allowed for school days to feel as normal as possible, which left the girls feeling safe, cared for, and open to learning.

In our classrooms, care means creating opportunities for the girls to learn and grow while allowing them to demonstrate their knowledge, intelligence, and understanding in a variety of ways. We encourage the girls to make decisions



them to put themselves in other people's shoes. This always has a lasting impact, as it helps them recognize others' strengths while leading to a deeper understanding of their own daily challenges. At The Study, we are always striving to meet students' needs for attention in the most positive, constructive, and proactive ways possible.

ABOVE (FRONT, L TO R) OLIVIA MISSONNIER AND SOPHIE BERGEVIN AND **(BACK, L TO R)** TANYA YONG AND EMMA GOBBI-DICK (ALL '26) ARE ENGAGED IN GROUP WORK AS THEY USE WRITABLE DESKS TO PRACTICE FRACTIONS IN MATH CLASS.

WHY TEACH CODING, STARTING IN KINDERGARTEN



TOP RIGHT LELA PAPAGIANNIS '26 LISTENS TO MUSIC USING HEADPHONES SHE CREATED OUT OF CARDBOARD, MAGNETS AND COPPER WIRE. **ABOVE (L TO R)** KINDERGARTEN STUDENTS OLIVIA SANDHU AND LIORA VAN GELDEREN PROUDLY SHOW THEIR INTRODUCTORY CODING ACTIVITY, ON THE IPAD THEY EACH RECEIVED UPON JOINING THE STUDY. **RIGHT** CAROLINE GROLEAU '29 SHOWS US THE FIRST STEP IN MAKING A POTATO-POWERED BATTERY.



AMALIA LIOGAS, IT Director

The goal of the IT Department at The Study is to empower girls. We empower girls to learn, to dare and to dream. We encourage students to take risks and to be inspired by both success and failure. Technology today is evolving at an unprecedented speed. Study girls should never be afraid of this evolution, but rather be comforted in the fact that they have been given the foundational skills to learn and to evolve with change. It is for this reason that we teach coding, electronics and building from Kindergarten to Grade 11.

Students in the Elementary School have been involved in a variety of fun and creative projects this year. Kindergarten built their very own LED light circuit. They even diffused their light source using tissue paper. Grade 1 learned to guide a robot by programming sequences in Lightbot. Grade 2 made a battery strong enough to power LEDs using potatoes. Grade 3 built a spinning motor powered by electromagnets. Grade 4 learned about electromagnets and used magnets and copper wire to create a headphone. Grade 5 made games using MIT's program Scratch. Grade 6 built cars powered by balloons and floating tables that were held together using string.

in the classroom

CAPSTONE PROJECTS IN ENGINEERING CLASS

The Senior School students have also been engaged in exciting IT projects. Grade 7 is learning HTML and is creating several websites, and Grade 8 is learning 2D computer aided design which will allow them to send CAD files to a laser cutter. The Grade 9 Engineering class has been tasked with a yearlong project to create a toy for a young child. Their capstone project is to build a prototype that incorporates electronics inside. The Grade 10 class has created three startup companies. Their companies have coded an app that solves a community-based issue. Along with the app, they need to submit a comprehensive business plan and a marketing plan.

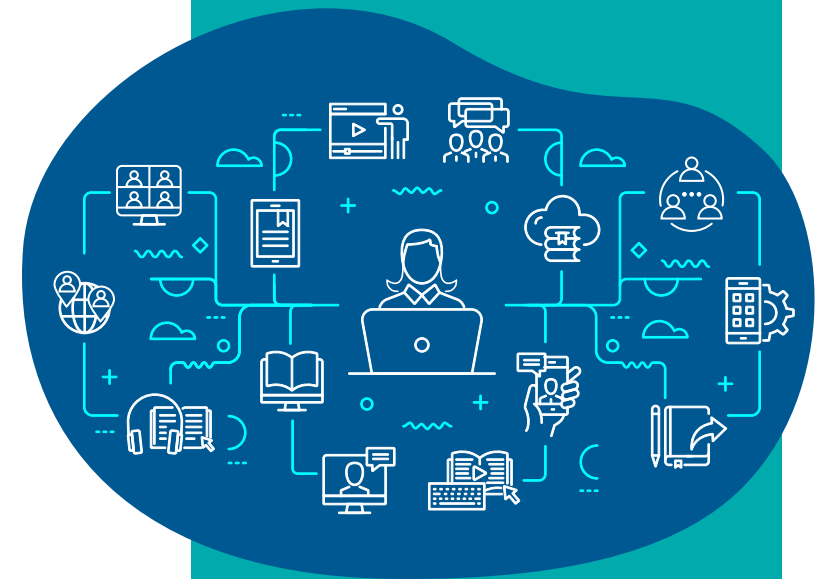
To address student interests, the IT department also offers two clubs: an Engineering Club that is currently looking at building a pinball machine and a Python Club that spends Thursday lunches learning all about the Python programming language.

As you can see, technology at The Study is not only defined by the speed with which the IT Department got online learning up and running last March — it continues to be defined by the values of encouraging critical thinking and design skills which will serve the students well in their futures — regardless of the paths that they choose to take. Daring, dreaming, learning, thinking, risk-taking, feelings of success, embracing failure — these all continue to happen in IT classes at The Study. 📡

BELOW ELIZABETH ANDRIOPOULOS '23 HAPPILY SHARES THE BOARD GAME SHE CREATED USING A LASER CUTTER IN ENGINEERING CLASS, MADE FOR YOUNGER STUDENTS TO PRACTICE READING IN A FUN AND CREATIVE WAY.



ONLINE LEARNING *fast facts*



ASYNCHRONOUS FLIPPED CLASSROOM

Video lessons are posted on Haiku, Edpuzzle, or Flipgrid. Students and teachers interact via technology. (chats, polls, discussion boards).

SYNCHRONOUS FLIPPED CLASSROOM

Students and teachers interact in real-time. Students can do group work in breakout rooms and report back to the main meeting room. Main program used is Google Meet.

BLENDED LEARNING

A combination of asynchronous and synchronous learning. It's the combination of offline and online learning.

HYBRID LEARNING

The educational model where some students attend class in-person while other students attend class virtually.

DISTANCE LEARNING

When the teacher and student are in different geographical locations.

LEARNING MANAGEMENT SYSTEM

An LMS provides the framework that delivers educational content. HAIKU is The Study's LMS.

VIDEO CONFERENCING

Uses both hardware and software to create a virtual meeting. Popular video conferences include Google Meet, Zoom and Microsoft Teams.

PASSIONATE ABOUT BASKETBALL, & MORE

SPORTS CAPTAIN SOPHIA DI GENOVA

QHow did basketball become your favourite sport?

A My older sister Victoria, who also went to The Study, used to play basketball. I always went to watch her games. She inspired me. I started to play basketball when I was around ten years old, I love it.

QHow long have you been part of The Study's basketball team?

A I joined the competitive senior team in grade eight. And last year I also helped Ms Levesque coach The Study's grade five and six basketball team. It was more difficult than I thought it would be, but it was really fun. Now I can relate to all the coaches I have had!

QWhat do you enjoy the most about being in a leadership position on student council?

A Although it is not the same because of COVID we still all work together to keep school spirit high, it's so much fun. We make videos together and share them in virtual full school assemblies. I love seeing everyone watching the videos, laughing and enjoying.

QAnd you don't just play basketball for The Study, correct?

A I started in a municipal House League because I live on the West Island. I played for the West Island Lakers. In grade 8, with The Study's help, I tried out for the Blue Hounds, a very competitive inter-city team. Ms Lewis, my Study Phys Ed teacher really encouraged me to play at a high level, that's how it started. I've been playing for the Blue Hounds ever since.

QHave the Blue Hounds been successful?

A Yes, last year we won the championship. We were the youngest team in the league. In the finals, we were up against a very successful team. One of their members plays for Team Canada. We went into overtime, the score was 63-63. But we won in the end!

QWhat's next for you as you prepare to graduate?

A I am really excited. I have already been recruited to play Basketball for Dawson College's Division 2 team. And I'm hoping to go into Dawson's Environmental Sciences programme. It's a growing area... very up and coming, I'd really like to learn more.

SPORTS CAPTAIN
SOPHIA DI GENOVA '21

being active



STUDY ATHLETES ARE STRONG, RESILIENT & FLEXIBLE

MONA BOSNAKYAN '02, Interim Athletic Director

Anyone who has stood across from me on the dodgeball court, can attest to my love for competition. The challenges and excitement that come from competing alongside and against others has always been a prime motivator for me when it comes to sports. Needless to say, this past year has thrown us quite the curveball in this regard. Where do we find the motivation with so many rules and restrictions? It is easy to get discouraged by what we cannot do, however, what is easy is not always what is right. Study athletes are strong, resilient and flexible.

Finding ways for Study students to stay physically active and promote wellness on a regular basis has been a challenge. Our Physical Education department has always taken advantage of every season by bringing students sliding and skating during the winter then enjoying challenging hikes and team games in the spring. Although there have had to be some adjustments made to follow physical distancing rules, we have been pleased to continue this tradition of outdoor adventures. The beauty and convenience of having Mount Royal in our backyard has been an amazing asset as a backdrop to many of these activities. Building double Physical Education periods into every grade's schedules this year has allowed our students to take full advantage. Beautiful views, fresh air and time spent in nature are key elements when it comes to promoting wellness in our students.

All members of The Study's Physical Education department look forward to soon seeing Study students come together often to enjoy many activities and opportunities to increase their level of competency in a variety of both competitive and recreational settings.

PHOTO 1 MAYA KUCZEWSKI '28 LEARNS VOLLEYBALL SKILLS WITH PHYS ED TEACHER MS. HUMBERT.
PHOTO 2 GRADE 7 GIRLS HAPPILY RUNNING ON MOUNT ROYAL.
PHOTO 3 GRADE 3 ON AN OUTDOOR ADVENTURE WITH MS LEVESQUE.
PHOTO 4 WITH EXPERT COACHING FROM PHYS ED TEACHER MR. HESTER, GRADE 11 GIRLS LEARN ALL OF THE IMPORTANT BADMINTON SKILLS.

EMPOWERING GIRLS *to* BECOME THEIR BEST SELVES

PATRICIA BRIAND, Senior School Director

Vice President Kamala Harris inspired millions of girls around the world in January of this year when she uttered the now famous phrase “While I may be the first woman in this office, I will not be the last.” No doubt about it, in 2021, women are changing and making history. Here are just a few of the most recognizable leaders currently leaving their mark on the world stage:

- ✿ **Jacinda Ardern**, Prime Minister of New Zealand
- ✿ **Dr. Theresa Tam**, Chief Public Health Officer of Canada
- ✿ **Gwynne Shotwell**, President and COO of SpaceX
- ✿ **Christine Lagarde**, President of the European Central Bank
- ✿ **Greta Thunberg**, Climate Activist

Role models like these show girls that there is a place for women leadership, no matter the field: “when they see it, they know they can be it.” But having role models is only part of the equation. In order to become their best selves, girls need to have opportunities to learn

to know themselves and understand their place in the world and their role in caring for others. In the Senior School, encouraging students to become their best selves means creating ways for them to build confidence, build leadership capacity, and discover their passion and purpose.

BUILDING CONFIDENCE

Students are encouraged to approach everything they do through a strengths-based approach. We ask girls to consider their progress rather than their results. A student may not be the best basketball player on the court, but her coach will ask that she reflect upon her improvement over the course of the season. We try to impress upon students that building confidence does not always run parallel with experiencing success. Experiencing obstacles, and even failure, helps students navigate challenge and discover inner strength and resilience.

BUILDING LEADERSHIP CAPACITY

Kamala Harris has said “You never need to ask anyone’s permission to lead. Just lead.” This is the attitude we encourage our students to hold. Girls are urged

in the classroom

to put their names forward for formal leadership positions on Student Council, as Class Prefects, and as House Heads. They are also reminded that not everyone can “win” in an election, and simply throwing a hat in the ring builds leadership capacity. Student-led initiatives are highly encouraged, and if a student articulates an idea for a new program, it is greatly supported. This year, despite COVID-19 restrictions, students introduced several new clubs in the Senior School, including the Social and Political Engagement Club (SPEC), Bio-STEM, and a Black Lives Matter project.



DISCOVERING PASSION & PURPOSE

Introducing students to a wide range of academics opens their eyes to limitless possibilities. Options like Spanish, Mandarin, Law, Photography, Engineering, and Advanced Placement (AP) Chemistry, Calculus, and Psychology allow girls to explore new ideas and discover their passions. Equally important, however, is the need for students to learn the power of kindness, and the rewards that come through service to others through volunteerism and our community service program. Empathy and relationship-building come naturally to most girls, and we aim to impress upon our students that these traits have immense value in their personal lives as well as their future career paths.

Study girls are inspired to demonstrate courage, confidence, and kindness. Our ultimate goal is to provide the opportunities and support that will allow them to become their very best selves. 🌸

ABOVE LEFT (L TO R) OLIVIA LOPEZ, SOPHIA DI GENOVA, SARA CAMPEAU, LEAH MILNER, DANAE CHRISTOPOULOS, JENNY LIN, ARWEN FENG (ALL '21) THIS YEAR'S RESILIENT STUDENT COUNCIL 2020-2021. ABOVE RIGHT (L TO R) ANNE-CHARLOTTE DAL SOGLIO, FLORENCE HENRICHON-GOULET AND BEATRICE IVANOVICI (ALL '22) MAKE SANDWICHES FOR BREAD AND BEYOND.

CONNECTING
WITH HEAD GIRL
SARA CAMPEAU '21

A HUMBLE LEADER

Q WHAT MOTIVATED YOU TO WANT TO BE HEAD GIRL, WHERE DID THAT IDEA COME FROM?

A “Watching the assembly, looking at the big girls in front. I remember thinking, I want to be that cool when I grow up — they inspired me.” With humble pride Sara went on to say... “I think it’s really cool that I’m actually like that person! I hope to inspire others — I’m dyslexic. So, growing up was sometimes difficult, not everything came to me easily. I hope that sharing this information can inspire others. I did my best, I’m here! I did it!”

Q TU AS SURMONTÉ TA DYSLEXIE ET ES DEVENUE LA PRÉSIDENTE DU CONSEIL DES ÉLÈVES DE THE STUDY.

A « Je crois que j’étais en première année du primaire quand j’ai reçu mon diagnostic de dyslexie. J’ai toujours un trouble d’apprentissage au niveau de la lecture; ça reste un défi. C’est important pour moi de parler de ça. J’ai connu des moments difficiles. En grandissant, j’ai eu droit à toute l’aide excellente que notre école fournit... »

Again, with humility Sara went on to add, “the school is so good at making everyone feel like they have potential — they can reach their full potential and they have it in them. Although it may have been difficult for me at times, I knew I had the support of my family, my friends and my school. I built strong relationships with my teachers and their support, and their encouragement, is what really helped me through all this.

« Je suis fière de qui je suis, et je suis fière d’être la présidente du conseil des élèves. »

Sara has been at The Study since kindergarten and although she is excited to be graduating, she fondly says, “but I am going to be sad to be leaving my second home for the past twelve years.” Sara is not quite decided, will it be Marianopolis or Dawson — will it be social sciences or commerce. Regardless of Sara’s final choice we are confident there is a promising future ahead for this young thoughtful and humble leader. 🌸

BELOW HEAD GIRL,
SARA CAMPEAU '21





feature

Pandemic restrictions have not dampened the strong spirit of tradition.

THE SECRET INGREDIENT—CARING & COMMITTED TEACHERS.

"It's a delight to see enthusiastic & engaged learners."

A Place of Caring

NEW HEAD OF SCHOOL
KIM MCINNES REFLECTS ON
A YEAR LIKE NONE OTHER

WHEN KIM MCINNES BEGAN HER NEW JOB AS THE STUDY'S HEAD OF SCHOOL LAST SUMMER, IT WAS RIGHT IN THE MIDDLE OF AN UNPRECEDENTED GLOBAL HEALTH CRISIS. HER TOP PRIORITY WAS TO MAKE SURE THE SCHOOL WOULD BE READY TO REOPEN IN THE FALL — SAFELY.

"STUDENTS ARE HAPPY TO BE BACK AT SCHOOL," SHE SAYS PROUDLY. "I THINK FAMILIES ARE CONFIDENT IN THE MEASURES WE'VE PUT IN PLACE, THAT WE'VE DONE EVERYTHING WE CAN TO MAKE THE SCHOOL AS SAFE AS IT CAN BE." ▶

FRENCH TEACHER MME. CHAMPAGNE DELIVERS AN ENGAGING LESSON TO GRADE 8 STUDENTS IN ONE OF THE STUDY'S NEWLY CONVERTED LIBRARY CLASSROOMS WHICH INCLUDES THE SWIVEL CAMERA (AT RIGHT) ALLOWING STUDENTS AT HOME TO PARTICIPATE IN THE IN-SCHOOL CLASSES.



feature

In terms of academic learning, there are no gaps.



SWIVL CAMERAS allow students at home to be totally connected to the class. They have the opportunity to ask questions and participate.

Ms. McInnes points out that now, working together as a caring community, The Study continues to meet the challenges of COVID-19 while maintaining its highest academic standards—all within a nurturing environment. It's part of the school's three-part reopening plan, which creates a welcoming atmosphere of caring, comprehensive and continuous learning for both new and returning students.

"There has been a tremendous amount of work put into making the school as safe as it can be in terms of installing air purifiers in every classroom, and safe practices such as the wearing of masks," she says. "Our students have been wearing masks since Day One. From kindergarten onward, everyone has worn a mask all the time."

"This all may have initially seemed strange to adults, but children are very accepting, and they move on."

Due to COVID-19 restrictions, students in grades 9, 10, and 11 now only come to school every other day. On the days they don't attend, they learn remotely through an online process that recreates the classroom experience as closely as possible.

"In terms of academic learning, there are no gaps," says Ms. McInnes. "We have Swivl cameras in each classroom, allowing teachers to teach and the children at home to be totally connected to the class. They're not just observing through a camera; they have the opportunity to ask questions and participate. Whatever is going on in the class, they're a part of it."

THE SECRET INGREDIENT

"It's a delight to see enthusiastic and engaged learners, no matter the circumstances, be they in class with masks or at home online," she adds. "The secret ingredient—caring and committed teachers. They continue to instill the love of learning every day, and I'm so proud of the work our teachers do."

Ms. McInnes considers The Study teachers to be among the unsung heroes of COVID-19, citing their guidance and engagement through online learning, attending to safety protocols in the classroom, and connecting with the students and their families. "Our parents tell me time and time again how much they appreciate their daughters' teachers," she says.

Pandemic-related restrictions have not dampened the strong spirit of tradition at The Study. For example, this year's annual Holiday Showcase concert was held as usual, only it was all done virtually. Other special school events went ahead with modifications of their own.

"On Founder's Day, the tradition is that the girls get cupcakes, so this year every girl who was studying from home got a cupcake delivered to her house," says Ms. McInnes. "All the spirit, all the activities, all the events—they've all gone on. They just look different."

Ms. McInnes was no stranger to The Study when she succeeded Nancy Sweer as Head of School last July 1; she had already served as Director of The Study's elementary school from 2016 to 2018 as part of a distinguished career in education, primarily in her native Ontario.



Enthusiastic & engaged learners — no matter the circumstances.



When weather permits, students enjoy outdoor learning tents.

LEFT (BACK, L TO R) LEYLA ASSABGHY AND GABRIELLA ISSA WORK ON A CHEMISTRY LAB TOGETHER WITH THEIR CLASSMATE **(FRONT)** LIANA NASSRI (ALL '22) THROUGH SWIVL — WHICH ALLOWS EACH STUDENT STUDYING FROM HOME TO FULLY PARTICIPATE IN CLASS. **BELOW LEFT (L TO R)** KINDERGARTEN STUDENTS ATHENA DESMARAIS, SOPHIA KOUKI

AND MIA BISSOU EAGERLY RAISE THEIR HANDS TO ANSWER A READING COMPREHENSION QUESTION FROM THEIR TEACHER MS. KASIRER. **BELOW RIGHT (FOREGROUND, L TO R)** KATRINA BRUNO AND SOPHIA DI GENOVA (ALL '21) ENJOY SOME TIME TOGETHER BEFORE MORNING CLASSES, IN ONE OF THE STUDY'S OUTDOOR LEARNING TENTS

She holds a Bachelor of Arts and a Bachelor of Education from the University of Toronto as well as an MBA from the prestigious Schulich School of Business. She also worked in the elementary-school component of the University of Toronto's Dr. Eric Jackman Institute of Child Study.

"I grew up in Toronto, and I was a teacher until I left to pursue my MBA," she recalls. "I worked in business, in a marketing capacity, and came back to education in an administrative role, so I have experience in leadership roles in both public schools and in independent schools." This experience has inspired her to encourage a healthy balance between the classroom and students' well-being.

"It's not just about academics," she says. "It's about every teacher, everyone in the building, including the caretakers and the receptionist, knowing all the students well so they can be cared for properly. It's about adapting and going above and beyond to make sure that they have a positive experience—but it all comes from a place of caring."

That sense of nurturing and caring means getting to know the students and their families. "I try to spend as much time as I can with the girls," says Ms. McInnes, who is now a familiar face in The Study's Westmount neighbourhood. She walks back and forth to school each day, and always welcomes a chance to accompany the girls when they go out into the community.

"I went along with some grade 11 girls to deliver treats to the neighbours before Christmas, rather than just send them out on their own," she says, adding that walking together for an hour each day for a week allowed her to form valuable personal connections with those students.

Now, as The Study continues to safely move forward in a year like none other in its 105-year history, Ms. McInnes reiterates the importance of maintaining the atmosphere of caring and compassion at the school.

"It's all those little touches, like going into a classroom to give a student her birthday card—that's the kind of thing that's important to me," she says. "Sending home cupcakes on Founder's Day has to do with caring."

"The Study is a caring community. People always say it, of course, but it really is true."

Parent Involvement Enhances School Life

Our Study parents are engaged partners, and respected and treasured members of our school community. Study parents appreciate the connection with other parents and together, they share in the school's vibrant intellectual and community life through a broad range of events and activities. When parents are involved in their daughter's school life, everyone benefits.

The Study Parent Association (SPA) is the parent volunteer organization that helps to build strong community spirit by hosting social and fundraising events throughout the year. Some of the events include the Back to School BBQ, the Teddy Bear Breakfast, the new parent cocktail, Staff Appreciation Week, monthly parent information meetings and clubs, and community-building events. The Study's parent volunteers make a significant difference in a families' school experience.

A FEW PARENT ASSOCIATION INITIATIVES...

BBQ

The SPA-sponsored Back to School BBQ is a long-standing tradition at The Study that celebrates the beginning of the school year.

TEDDY BEAR BREAKFAST

Study parents host all new incoming Kindergarten students and their families with this fun get-together.



STAFF APPRECIATION

Study parents come together every February to express their gratitude for the staff with a full week of goodies

and surprises, culminating at the end of the week with a delicious staff luncheon lovingly prepared by our parents.



CLASS PARENTS

Class Parents are volunteer representatives from each grade, acting as a liaison to all families by providing support around school-based activities and fundraisers.

GIVE WEEK

Give Week is a special fundraising initiative that encourages parent participation in giving to the school's Annual Fund.

TRILLIUM SHOP

This parent-led uniform and Study merchandise shop is coordinated by parent volunteers, with all net profits going to support The Study's Financial Assistance Program.



WHAT DOES IT MEAN TO BE A STUDY PARENT VOLUNTEER? HERE'S WHAT THE SPA'S LEADERSHIP TEAM SAID:



“As a member of the SPA leadership team I get to wear many hats: event organizer, project coordinator, team builder, even rap artist! But above all, my favourite part is connecting with other like-minded, caring parents within the Study family; listening, learning and sharing ideas. Over the past two years we've started many fundraising initiatives and I know that by volunteering in a very concrete way, I'm able to model philanthropy in action to my daughter! In the end, that makes my daughter as proud of me as I am of her.”

MONICA TSOKANOS
SPA CO-CHAIR,
MOTHER TO ELSA '30



“En tant qu'ancienne étudiante de The Study et maintenant parent à The Study, c'est très spécial pour moi de faire partie du comité des parents afin d'aider à organiser les événements qui font partie de l'expérience et des souvenirs que ma fille retiendra de l'école.”

MANNA CHAN '01
SPA CO-CHAIR,
MOTHER TO MEILI '31



“Volunteering has afforded me the most beautiful gift of deeper connections. A deeper connection to my daughter, as well as the larger Study community. I believe in the power of community as being a strong factor in our success as parents, and in achieving the common goal of offering a supportive, safe, and inclusive environment where our teachers and staff can do what they do best — educate our daughters!”

EFFIE KOUFALIS
SPA CO-CHAIR,
MOTHER TO ELIZABETH '23

FACING PAGE, TOP STUDY GIRL ELSA TSOKANOS '30 ENJOYS THE STUDY'S BACK TO SCHOOL BBQ, THE MOVIE DRIVE-IN EDITION. **FACING PAGE, BOTTOM** HEAD OF SCHOOL KIM MCINNIS THANKING PARENT VOLUNTEERS AT A SOCIALLY-DISTANCED SPA MEETING. **TOP OF PAGE** DEDICATED PARENT VOLUNTEERS (**L TO R**), RACHEL CYTRYNBAUM '98, MOTHER OF JESSICA '30 AND EMILY PEARCE '28 AND CAROLINE SAVOIE, MOTHER OF CHARLOTTE EGGER '30 ORGANIZED A SURPRISE FOOD TRUCK FOR STAFF APPRECIATION WEEK. **ABOVE** STAFF COLLECTING THEIR 'TO-GO' LUNCHEON ORGANIZED BY PARENTS.

THANK YOU PARENT VOLUNTEERS!

The Study wishes to thank all of our parent volunteers for your commitment and dedication towards enhancing school life, for helping to keep our community strong, and for moving forward with us with integrity and unwavering support.

20
YEARS



Susie Levesque

LEFT MS. SUSIE LEVESQUE AND GRADE 1 STUDENTS IN THE SCHOOL GYM. BELOW MS. LEVESQUE AND HER HUSBAND BARRY SULLIVAN ARE VERY PROUD TO HAVE THEIR DAUGHTER, EVELYN, CLASS OF '25 AT THE STUDY.

results of her students who continuously raise thousands of dollars annually.

Throughout the 20 years of Susie's remarkable teaching journey, students have been nothing short of privileged to receive her one on one attention. She is a wise, kind and remarkably talented teacher; her calling in life is truly founded in her love of coaching, teaching and empowering youth. She is dedicated to each Study girl's well-being and well-rounded success.

Ms. Levesque's encouragement of a healthy lifestyle and a high level of physical fitness positively influences the elementary students moving into high school, as she encourages her students to compete to the best of their abilities and therefore flourish into strong, interscholastic, team players. The many GMAA banners that hang in The Study's gymnasium are a gentle reminder and attestation to our students' great beginnings in the elementary school Physical Education programme.

In her own words, "I try to make my classes fun, but also challenging. I want my students to feel like they have accomplished things in my class." Every day, every hour, girls leave the gym with smiles on their faces and sweat in their hair. Just the way she wants it.

Congratulations Ms. Levesque! It was a true pleasure to work together with you at The Study for 14 years. Your professionalism, dedication and expertise is reflected in your students' confidence and competence. They are the best they can be, just like you. 🌸

*Remembered fondly and with appreciation.



WOW!
TWENTY
YEARS



LAURIE TRAYLEN,
retired Study
Athletic Director

Ms. Levesque's love for teaching and coaching began at the young age of 17, while coaching her former high school field hockey team. Later, she moved on to coaching rugby by joining the staff at Champlain College. She began her undergraduate degree by studying English Literature, however realized that her true passion stemmed from coaching and teaching Physical Education.

After graduating from McGill University, Susie was hired at The Study based on a recommendation from her mentor, Ms. Eileen Balfour.* Both Ms. Levesque and Ms. Balfour are considered master educators and are held in the highest regard by The Study students and staff alike.

As a leader and Physical Education Department Head, Ms. Levesque brings a positive, organized and strong work ethic to The Study Physical Education department. She promotes health and wellness in her classes, as well as in her co-curricular activities such as the 'Terry Fox Run' that she leads every fall. Susie's dedication and determination can be seen through the

with distinction

FACULTY & STAFF LOYALTY

With our culture of bilingualism and our warm, stimulating and creative work environment, The Study attracts an outstanding faculty and staff.

The Study's teachers are top educators who make the most of The Study's innovative teaching tools, support and professional development resources. Together, they form a talented, dynamic and diverse group. The Study's faculty and staff are highly focused and dedicated individuals who are committed, caring and passionate about their students and their school.

The increased effort Study teachers exhibit, each and every day, and exceptionally so this past year as they deliver both online and in-school instruction, simultaneously, has been no easy task. In addition to their efforts to ensure everyone in the community stays safe and healthy.

We celebrate faculty and staff in many ways. The Staff Loyalty Recognition Program, in recognition of our dedicated faculty and staff with 15 years or more of service is one of those ways. There are 45 faculty and staff who have been recognized as such, and three, currently on staff today, are celebrating over 30 years. 🌸



15+
YEARS

CURRENT FACULTY & STAFF WITH 30+ YEARS

🌸 **Pattie Edwards**, Director of Alumnae Relations, staff member since 1987

🌸 **Barbara Kurtzman**, Elementary School teacher, faculty member since 1989

🌸 **Edna Reingewirtz**, Senior School teacher, faculty member since 1990

ABOVE THE LOYALTY RECOGNITION PROGRAM INCLUDES A PLAQUE WITH THE NAMES OF DEDICATED FACULTY AND STAFF WITH 15 YEARS OR MORE OF SERVICE. BELOW STUDY FACULTY AND STAFF GATHER OUTSIDE FOR A COVID-FRIENDLY PHOTO.





CONGRATULATIONS TO THE CLASS OF 2020

MORE GREAT WOMEN about to pursue their passion for commerce, creative arts, environmental science, finance, international relations, math, media, health sciences, social sciences and other fields with offers from a number of post-secondary institutions.

THE STUDY'S 2020 GRADUATING CLASS (in alphabetical order, and where they chose to attend their post-secondary education)

KENDRA AKYAA ADDO | Marianopolis College (Pure & Applied Science), **JUNO ADELMAN** | Marianopolis College (Social Science – Psychology Profile), **SKYLER ARYA** | Dawson College (Social Science), **MIA CALANDRIELLO** | Marianopolis College (Arts & Sciences), **JULIA CAPOLICCHIO** | John Abbott College (Science), **SARA COHEN** | Dawson College (Health Science), **SABRINA DAOUD** | Marianopolis College (Commerce), **SYERA MONET DEL BELLO** | Marianopolis College (Pure & Applied Science), **LILOU DELAS** | Marianopolis College (Math & Finance), **JULIANNA FARIAS** | Marianopolis College (Health Science), **ANA GORDON** | Marianopolis College (Pure & Applied Science), **EMMA GOUCHER** | Dawson College (Environmental Science), **EMILIA HARASYMOWYCZ** | Marianopolis College (Social Science), **TESSA HASON** | Marianopolis College (Arts & Sciences), **VICTORIA HASON** | Marianopolis College (Arts & Sciences), **SOPHIE HIGGINS** | Dawson College (Environmental Science), **TAYA ISMAIL** | Marianopolis College (Arts, Literature & Communication), **ELLA IVANOVICI** | Stowe School, UK, **SARIT KANG-AUGER** | Collège Jean-de-Brébeuf (Science), **ZITING (CATHY) LI** | Marianopolis College (Health Science), **AMEL MELANSON** | Marianopolis College (Health Science), **ALESSIA MELATTI** | Marianopolis College (Commerce), **TALAYAH MINTO RATTRAY** | Marianopolis College (Pure & Applied Science), **LÉA MONTY** | Dawson College (Professional Theatre), **CHLOÉ NGUYEN FOURNIER** | Dawson College (Social Science), **EVA PAYEN** | Marianopolis College (Social Science), **MILLCENT PENNER** | Marianopolis College (Arts & Sciences), **EMMA RICHARD-POLIDORO** | Marianopolis College (Commerce), **ABIGAIL RITCHIE** | Lower Canada College (Grade 12), **ISABELLA RUTENBERG** | Marianopolis College (Arts, Literature & Communication), **FRÉDÉRIQUE SAVARD** | Trinity College, **TARA SEIRAFI** | Marianopolis College (Health Science), **LUE (JESSICA) SHEN** | Marianopolis College (Health Science), **ANNIKA WASCHKE** | Marianopolis College (Health Science), **ASHLEE ZITZMANN** | Marianopolis College (Social Science)



SARIT KANG-AUGER '20 RECEIVES TOP HONOURS

The Governor General's Academic Medal, one of the most prestigious medals that a student in a Canadian school can receive was awarded to Sarit.

alumnae profiles



Ask an Old Girl

**DALIA
KACHEF '98**
VETERINARIAN

Q Why did you become a Veterinarian?

A When I was three years old, I announced to my parents that I wanted to become a veterinarian. I knew I loved animals and wanted to help them. I used to help my grandmother take care of rescue birds, stray cats and kittens. So, at a very young age I learned a lot about empathy. Later, as a teenager, I considered other careers but my grade nine biology class with Mr. McCauley is where I discovered my passion. During my first year of biology at the University of Toronto, I took a zoology class that reignited my desire to become a veterinarian.



Q What is something surprising that you learned about in your career?

A At school I focused all of my time studying the biology of many species, but I didn't realize that, as a veterinarian, I would spend most of my time with humans! My role as a veterinarian is to help animals, but in order to do that I have to identify the problem (physical exam, x-rays, blood test) and then explain the issues to the client. The latter part can be challenging, as people listen and understand in different ways, so communication is an important skill to develop. In every case, I adjust the way I explain and educate people about their pets, so that they can make the best decisions, both for their pets and their budgets.

Q What do you love most about being a veterinarian?

A Making animals feel better! I really enjoy being able to help an animal feel better. In finding a solution to an animal's ailments, I feel good knowing that I am also bringing comfort to a pet owner! While I don't enjoy sharing bad news, I have the opportunity to offer answers and solutions, and together with the pet owner, we can work together to create and maintain the best quality of life for their furry (or not furry) companion.

Q What advice would you give someone considering a career as a veterinarian?

A This is a tough question since the average age that someone decides to be a veterinarian is 11 years old! Nonetheless, becoming a veterinarian requires a lot of empathy. Veterinarians do what they do to help animals and help their owners — it can be demanding emotionally, so it's really important that you have a great support network outside of your professional life. Make sure you find balance with work and your personal life so that you can continue to have a long, happy career. 🐾

CHANGING THE WORLD ONE DAY *at a TIME*

JILL DE VILLAFRANCA, Foundation Trustee

WILLA BLACK '77 USING TECHNOLOGY TO CONNECT WITH OUR NORTHERN COMMUNITIES

Often, as young people, we dream of “changing the world” but are overwhelmed as to how we might actually do it. What we learn later in life, according to Willa Black '77, is that the vision arrives while we are busy taking small steps everyday to reach an achievable goal. Willa's experience building something highly significant is an example of how change comes about incrementally, as long as you go about what you are doing with purpose, respect and enthusiasm.

Willa is Vice-President for Corporate Affairs with Cisco Canada, a multi-national technology company that specializes in networking and telecommunications equipment and services. She comes from a marketing background and joined Cisco in 1999. Over many years, she developed experience and seniority within Cisco, and found herself in the position where she could look at ways to leverage its technology expertise for social change. Her first step was to partner with CBC and *The Globe and Mail* to create One Million Acts of Green that allowed millions of Canadians to document their personal journeys toward environmental sustainability. The response was overwhelmingly popular, and empowered Willa to take the next step.

First, research was required. The goal was to identify disadvantaged areas where technology could make a difference. The project had to be scalable, sustainable, and demonstrate how technology could be used for social impact. It became clear that Indigenous communities were very much in need of help to meet the social challenges they faced. In the course of this research phase, Willa met Mary Simon, president of the Inuit Tapiriit Kanatami (ITK), a group that advocates for Inuit rights. Together, they identified two key issues: the tragically high suicide rate among Northern youth and the low attendance and high dropout rate in Northern schools.

Perhaps, they hoped, Cisco could tackle these challenges by using technology to connect students to virtual mental health and education services. They felt it was worth a try, but first they had to solve the technical problem of a lack of telecommunications infrastructure in the North. It could not

ADVOCATE

be done the traditional way and Cisco had to work internally to create technology and partnerships to use satellites to deliver the services.

While solving the technological problems, they began working with a wide range of partners in Northern communities and in the south to develop content. The initiative began with just one school in Iqaluit, but quickly grew to eight schools and became *Connected North*. By now they had become pioneers in using interactive technology in education and healthcare and the demand for their services spread quickly.

The potential for a new model to connect students in the remote north to opportunities not available to them locally was clear. And so, in 2016 Cisco spun out *Connected North* as a charity. *Connected North* now is a dynamic organization supported by a wide range of government, corporate, philanthropic foundations and private individuals. The charity provides virtual field trips, mental health and wellness services, mentoring and educational resources over video to 25,000 students in 108 communities from the Yukon to Nunavut.

Willa is very proud to be the founder of this important initiative and feels enriched by bringing together government, corporations and content providers to build more resources and bring the program to more schools. The key to success, says Willa, is “mutual respect — you have to listen to the needs and requests and respond to them with respect.” She also feels strongly that, in the end, “our knowledge of Indigenous people in Canada and their cultures informs us all as Canadians. We can help sustain and celebrate those communities through meaningful partnerships that bring about lasting change where it is needed most.”

BELOW WILLA BLACK '77
WITH HER TEAM IN
CARCROSS TAGISH FIRST
NATION IN THE YUKON.



Willa Black '77

alumnae profiles

GIVING

How does a busy financial executive, carrying demanding corporate responsibilities, find time to serve her community? Most of us think working 60-80 hours a week is incompatible with doing significant volunteer work. “Growing up as a Study girl we were inculcated with the idea that it is important to give back, but when real life takes over, we often don't think we can live up to that expectation,” says Erin O'Brien '81. She has some thoughts on this dilemma.

Erin recently retired as Senior Director at investment firm Jarislowsky Fraser, but she did not wait until retirement to get involved in a variety of community organizations. She has been on the board of the Batshaw Foundation for over 20 years serving multiple terms as its president. She serves on several other boards and sits on investment committees at other charities, each of which takes time, energy and thought.

In a conversation with Katie Kostiuik '96, Director of Advancement, Erin shared her thoughts on how and why she was able to participate in so many different community efforts. The secret, she feels, is to say “yes” and then dig in. “If the work is beyond you,” she says, “you can always step back. But when I join a board I usually ask to be on a committee right away in order to get an understanding of how the organization actually works. The best way to foster commitment and involvement in board members is to provide important committee work to each new member.”

This active participation produces its own energy, so it becomes increasingly easy to do and accomplish more. In fact, Erin has consistently come away with a feeling of having learned so much, and receiving more than she gives to each organization. The understanding of the work of each organization brings not only the ability to actually make a difference, but a lot of unexpected personal growth.

ERIN O'BRIEN '81 FINDING TIME TO GIVE BACK



ABOVE ERIN O'BRIEN '81
CFA, ICD.D

Her work and the values of her firm's founder and partners reinforced her involvement in community organizations. As an investment manager, she brought a certain skill set to each board and through strategic aspects of the board work Erin broadened her organizational awareness. But there is a limit to that notion — at least she thought so early on, and that limit was fundraising. As she puts it, “I could sell tickets and create awareness, but I did not think I was the person who would be bringing in the \$100,000 donations.”

That changed when she accepted to be Co-Chair of the capital campaign for the West Island Palliative Care Residence and she learned how multi-faceted and creative the job of the fundraiser can be. Working with a committee of very successful networkers she was able to raise awareness and open certain doors — noting one must always be open to new ways to reimagine and to support an organization's goals.

Over the years, Erin has tried to find ways to optimize her charitable work in order to assist as many organizations or causes as possible. Creating partnerships where experience is shared, thereby creating synergies, has become a focus of Erin's work. An example of this is the charitable foundation, created by Erin and her former partners, with a mission of promoting human rights and sustainable development. At Erin's behest they supported a project to improve palliative care training within a Canadian Indigenous community which requested help, meeting the dual goals of spreading the word about the benefits of good palliative care and supporting the needs of Indigenous people.

“The secret, she feels, is to say “yes” and then dig in.”



Homecoming 2020

OCTOBER 23 & 24

This year due to the pandemic, The Study re-imagined how to celebrate these days with some live, some virtual and some pre-recorded messages. Traditions continue!



SAVE THE DATES
HOMECOMING
2021

FRIDAY, OCTOBER 22

Student-guided tours, Founder's Day Assembly & Judy Elder Alumna Award presentation, Birthday Cake Reception

SATURDAY, OCTOBER 23

SOGA Annual General Meeting, Reunion Brunch for all classes, particularly those with milestone celebrations (years ending in 6 and 1), Student-guided tours, Class of 2011 Time Capsule**

*WE ARE LOOKING FORWARD TO WELCOMING EVERYONE BACK TO THE STUDY IN THE FALL DEPENDING ON THE STATE OF THE PANDEMIC. WE HOPE TO INTRODUCE BOTH IN-PERSON AND VIRTUAL EVENTS.

**IF, AT THE TIME OF THIS PRINTING, THE CLASS OF 2010 HAS NOT BEEN ABLE TO REUNITE AT THE STUDY TO OPEN THEIR TIME CAPSULE DUE TO THE PANDEMIC, THEY WILL BE WARMLY INVITED IN THE FALL OR AT HOMECOMING 2021. STAY TUNED.

105th

FOUNDER'S DAY & THE JUDY ELDER ALUMNA AWARD AND YOUNG ALUMNA DISTINCTION AWARD

On Friday, October 23, The Study celebrated its 105th Birthday and the **Judy Elder Alumna Award** recipient, **Gillian Riley '85** and the **Young Alumna Distinction Award** recipient **Andréanne Morin '98** on **Founder's Day**. Gillian was introduced by her classmate **Tania Martin '85** who spoke about Gillian's amazingly accomplished career as CEO and President of Tangerine Bank, EVP of Scotiabank and founder of the Scotiabank Women Initiative. Retired French teacher, Department Head and Admissions Director Mme Marie-Françoise Jothy introduced Andréanne, who spoke to the audience through a pre-recorded message about her journey as professional rower, three-time Olympian, silver medalist and lawyer.

ABOVE LAURA MILLETTE '32 AND ANNE HEENAN '88 CUT THE BIRTHDAY CAKE. RIGHT HEAD OF SCHOOL MS MCINNES ADDRESSES THE SCHOOL DURING A LIVE FOUNDER'S DAY ASSEMBLY, WITH HEAD GIRL SARA CAMPEAU '21. RIGHT (CIRCLES), L TO R GILLIAN RILEY '85, JUDY ELDER ALUMNA AWARD WINNER AND ANDRÉANNE MORIN '98, YOUNG ALUMNA DISTINCTION AWARD WINNER. BELOW GEORGES MORIN, FATHER OF ANDRÉANNE, RECEIVES FLOWERS FROM MS MCINNES ON BEHALF OF HIS DAUGHTER WHO ACCEPTED THE AWARD VIRTUALLY IN PARIS.



REUNION, COVID-STYLE

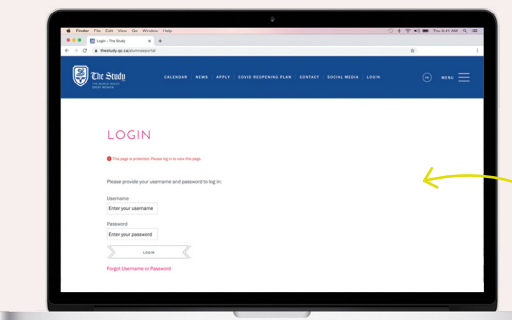
Homecoming was quite different this year. After a live welcome from Head of School Kim McInnes and Director of Alumnae Relations Pattie Edwards, on Saturday, October 24, two very special Study Old Girls were celebrated for their contributions over nine years, **Erika Flores Ludwick '88** and **Paulina Flores-Rutenberg '90**.

The classes of 1970, 1985, 1990, 1995, 2000, 2010 and 2015 celebrated milestone reunions virtually this year. Each Google Meet was hosted by a Study alumna, and Kim McInnes and Pattie Edwards greeted each Meet.

ABOVE CLASS OF 1990 CELEBRATED THEIR 30TH REUNION TOP ROW, L TO R KATIE DAVIDMAN, PAULINA FLORES-RUTENBERG, NATALIE MOLSON ZAURRINI AND MEBRAT 'MIMI' BEYENE MIDDLE ROW, L TO R STEPHANIE CANCI, ELA ARGUN, SONYA LEE HAMILTON AND EMILY (BECKERLEG) RITCHIE BOTTOM ROW, L TO R ANDREA MOLNAR, MARY WOOD AND JORDANA SANFT. BELOW, L TO R DEDICATED SOGA VICE-PRESIDENT PAULINA FLORES-RUTENBERG '90 (MOTHER OF ISABELLA '20) AND PRESIDENT ERIKA FLORES LUDWICK '88 (MOTHER OF MIKAELA '16 & MYLIE '24) STEP DOWN AS LEADERS OF SOGA.



INCOMING SOGA CO-CHAIRS (L TO R) AMANDA EAMAN '97 (MOTHER OF CLEMENTINE '28) & RACHEL CYTRYNBAUM '98 (MOTHER OF EMILY '28 & JESSICA '30).



ALUMNAE PORTAL – THE STUDY WEBSITE

Do you want to view class yearbooks? Connect with other alumnae? Register for events? Update and share your personal and professional information? The Study's Alumnae Portal is now available for you to do all of this and more! Head over to The Study's website, www.thestudy.qc.ca/alumnaeportal to access your profile; email Pattie Edwards, Director of Alumnae Relations, pedwards@thestudy.qc.ca for any assistance.



The traditional Study birthday cake was cut by the youngest Kindergarten student, **Laura Millette '32**, and the eldest alumna present. Since we couldn't have guests in the building during a school day, **Anne Heenan '88**, Study mother and Grade 4 teacher, graciously accepted the role (though hardly old!). The celebrations ended with The Study's traditional cupcakes, which were delivered to each student in their classrooms and to all the online learners at home!

Learn more about the distinguished alumnae at www.thestudy.qc.ca/alumnae/profiles-stories-awards





In a Class of Their Own

KEEPING IN TOUCH

'77 PAMELA HOBART CARTER is now a full-time poet. Her first book of poetry *Her Imaginary Museum* was published in 2020 and was inspired by many real and imaginary works of art. Finishing Line Press will publish her second book of poetry entitled *Held Together with Tape and Glue* (2021). She has also been busy as a playwright and lyricist. After The Study, Pamela earned two degrees in geology and pursued a career as a science teacher. This new career brings her almost full circle to her days at The Study when she thought of herself as a writer and artist.

'86 VIRGINIA SCHWEITZER participated in a series of several Zoom gatherings connecting members of her graduating class from 1986, across Canada and around the world. She writes: "The start of 2020 was, for most of us, unusual at best and heartbreaking at its worst. When times are not normal you find yourself looking for things that bring you happiness, laughter and help you feel connected... Our gatherings have brought together an amazing and talented group of women. We have talked about so many things — children, parents, neighbours, friends, politics, our lives, our careers, the future and, of course, the past and our days at The Study (our teachers, our grad, year books and other fun memories)."

PHOTO 1

'87 MARIA TRATT is an artist and printmaker who lives in Gabriola, BC and is a member of the Gabriola Arts Council. She has become very involved in promoting the artists of Gabriola as well as the community of Gabriola as "isle of the arts". She invites visits to their new arts website theartsongabriola.ca.

'90 MEBRAT "MIMI" BEYENE received the YWCA's Woman of Distinction Award for her work in the non-profit sector working as the Executive Director of WISH and Co-Chair of Living in Community in Vancouver, BC where she has worked in the social

justice and community development sector for over twenty years. She also volunteers on the board of numerous community organizations as well as the Vancouver Youth Choir.

'00 THE CLASS OF 2000 held their twentieth reunion via Zoom this past fall. There was a good turn out and they were joined by three of their teachers, Josephthe McNamara, Sylvie Beaudoin and Doris Lewis Friedman.

PHOTO 2

BIRTHS

'97 CAROLINE MARSDEN and her husband Karim Shah welcomed their daughter Leila Catharina Marsden-Shah on September 8, 2020 in London, UK.

PHOTO 3

'01 MADELEINE "MADDY" ARSENAULT COOPER, her husband Danu Mandlsohn and big sister Pearl were overjoyed to welcome Esther Rae Mandlsohn into the world on March 10, 2020.

PHOTO 4

'05 AUDREY LAPALME and her husband Jonathan Shen, a Selwyn House graduate of 2005 whom she met in 2011 and married in 2018, welcomed their son Leo Richard Shen on October 29, 2020. All are doing well and settling into their new routine.

PHOTO 5

'08 SARAH NEMEC and husband Patrick Guest are new parents of a baby girl, Ava James Guest, who was born January 7, 2021.

PHOTO 6

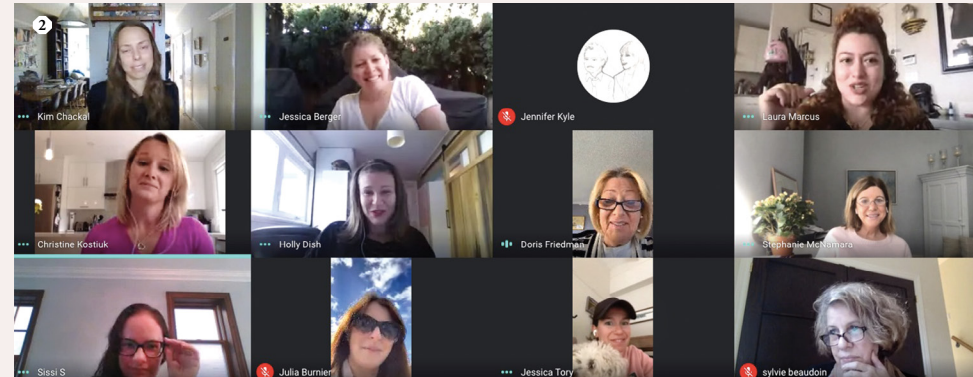
'13 JULIA NEMEC with husband Justin Kuzmicki welcomed a son, Connor Michal Kuzmicki. He was born November 6, 2020.

PHOTO 7

PLEASE NOTE

WE WANT TO HEAR FROM YOU!

Please email your news to pedwards@thestudy.qc.ca



WEDDINGS

'03 NATALIE MONGEAU and Michael Doctor were married at the Temple Emanu-El-Beth Sholom synagogue in Montreal on December 20, 2020. Celebrating in person with them were Michael's two sisters, Study alumnae **Heidi Doctor '92** and **Jill Doctor '95**. In the virtual live streaming audience was her dear friend and Study classmate **Megan Tooke '03**. Also close at hand was their proud dog Aston.

PHOTO 8

'07 IONA (GALBRAITH) MITCHELL married Nick Mitchell on December 19, 2020 in Wolfville, NS. After her parents, Study alumna **Phyllis Galbraith '71** and Robert Galbraith completed their required 14-day quarantine period for entering Nova Scotia, Iona and Nick told them that they were going to do a family photo but surprised them with a wedding ceremony instead!

PHOTO 9

'08 ANDRÉANNE BEAUDOIN wed her long-time partner Nikola Kiryakov in a lovely ceremony in Plovdiv, Bulgaria on September 4, 2020. Due to the pandemic, the ceremony was attended by the groom's family while international family and friends joined over Zoom. Upon their return to Montreal they enjoyed a romantic two-week quarantine-honeymoon at home.

PHOTO 10





PASSAGES



'40 ELIZABETH "BETTY" (SHUTER) OLAND passed away on February 4, 2019 in Halifax, NS. She served with the Canadian and British Red Cross during the war, was a member of the Junior League and a volunteer for many years with the Heart and Stroke Foundation. Betty is survived by three children, nine grandchildren and ten great grandchildren.



'43 JOAN (MASON) DOUGHERTY died on December 18, 2020 after a long and successful career in education and politics. She studied at both McGill and M.I.T. She was Chairperson of the Protestant School Board of Montreal, served on the Board of Governors of McGill University and from 1981 to 1989 she was a Member of the National Assembly of Quebec. Joan was the recipient of The Study's Judy Elder Award in 2010. She is survived by her sister **Kathryn Mason QC '47**, brother Dr. William Mason, her five children and numerous grandchildren and great-grandchildren.

PHOTO 11



'46 ROSINA (MCCARTHY) FONTEIN died peacefully at home on July 9, 2020. She is survived by her husband of 67 years, her four children, including **Lucie Fontein '72** and **Jane Fontein '75**, and six grandchildren. "Zina" held a degree from McGill University in biochemistry, however her true love was history and she worked for many years as a researcher at the Notman Archives of the McCord Museum.

PHOTO 12



'47 JANE (RAMSAY) POMEROY passed away on November 27, 2020. Jane was a national authority on early American wood engraving and author of books on the subject. Her extensive collection of books, original American woodblocks, and own research notes are now being installed in the American Antiquarian Society library in Worcester, MA. She was always proud of and grateful for the education she received at The Study. She is survived by her husband Robert W. Pomeroy, sister **Sheila R. Bourke '44**, nieces **Jane Tooke '72** and **Diana Bourke Lamontagne '79**, and great-niece **Megan Tooke '03**.

'48 SARAH (AITKEN) STEVENSON passed away on April 20, 2020. Volunteer, gardener, writer, poet and painter, she had a genuine interest in everything. Sarah was a 51-year member of the Diggers and Weeders Garden Club and an enthusiastic supporter of the arts. She enjoyed summers on Lac Manitou

and on Lac St. Louis and celebrated Easter with her family at the Manasota Beach Club in Florida for nineteen years in a row. She was the mother of **Diana (Stevenson) Draper '77**, **Willa Stevenson '80** and Matthew Stevenson and the great aunt of **Fiona Aitken '22**.

PHOTO 13

'48 DR. MARGOT (BALLON) NADIEN died peacefully in Manhattan on July 3, 2020. Though Margot was a prodigy as a pianist and composer, she was not a professional musician. Instead, she studied at Hunter College and received her Ph.D. in 1974 from City University of New York. In 2015 she retired as Associate Professor of Psychology at Fordham University. Margot wrote many books and articles and was the recipient of many honours and awards. She was a lifelong learner and a seasoned traveller. Her sisters **Joy (Ballon) Meyer '46** and **Judy (Ballon) Levy '55** also attended The Study.

'48 ELIZABETH (HASTINGS) BESWICK died on November 30, 2020 in Scarborough, ON. She graduated from Acadia University in Wolfville, NS in 1952 and held a MSW from McGill. She greatly enjoyed her career as an adoption counsellor for Montreal Children's Aid and later for the Toronto Children's Aid Society. She is survived by her sister **Beverly Hastings McBride '54**, and her sons David and Ian Beswick.

'48 KATHARINE PATRICIA (MACDERMOT) MUNRO passed away on May 6, 2020. Her husband Robert Lewis Munro of 66 years passed away shortly thereafter on May 14, 2020. They are survived by their daughter **Katharine Munro '74** and son David. Predeceased by sister **Audrey MacDermot '45**. Patricia graduated from McGill University in 1952 and Concordia University in 1978.

'49 MARY ELIZABETH (NEWCOMB) COUGHLAN passed away on May 15, 2020 in Maine, following a brief illness. She received her BA from McGill University in 1954 and spent ten years as the coordinator of volunteers at the Palliative Care Unit at The Royal Victoria Hospital. Mary was an avid traveller, sports enthusiast and adored her dogs. She was happiest when surrounded by her four children, including **Suzie Coughlan '76** and **Wendy Coughlan Campbell '78**, nine grandchildren and one great grandchild.

PHOTO 14

'51 CATHARINE "KITTY" (EVANS) COCKS died peacefully on September 3, 2019, in her 86th year, in Ottawa, ON. She radiated a vibrant and positive force, and her beautiful smile touched everyone around her.



'51 MARY GAY (HAMPSON) SPEIRS died peacefully on March 20, 2020. A nurse by training, she had a life-long desire to look after people, which she did with compassion and good humour. Gay shared an enthusiasm for music, books and an active lifestyle. She is mother to **Sally Speirs '79**, aunt of **Daphne Kearns '72** and **Sarah Hampson '75** and sister-in-law of **Joan Hampson '52**.

'73 SALLY GRAHAM passed away on November 3, 2020. Sally lived a full life, working as both a model and a stockbroker in Montreal, skiing the backcountry in Sun Valley, Idaho, and launching a successful Mexican restaurant, "The Barefoot Gecko" in Gibsons, BC. She loved cooking, travelling and her dogs. She will be remembered for her endless energy, booming laugh, boundless humour and welcoming heart.

PHOTO 15

'75 JANE (COMMON) CLYMER passed away on March 25, 2020. Sister to **Katharine Common '66**, **Anne (Common) Curry Sanchez '68**, **Diana M. (Common) Dempsey '72**, **Ruth (Common) Gauthier '73**, and aunt to **Elizabeth Dempsey '99** and **Diana Dempsey '03**.

STAFF & FRIENDS
Six babies at The Study!

ADRIENNE FRANK, Elementary School Guidance Counsellor, welcomed Jade Spencer Kruger on November 6, 2019.

PHOTO 16

LISA JACOBSEN, Pedagogy and Technology Specialist, welcomed Finn on February 20, 2020.

PHOTO 17

AMANDA LISTE, Director of the Elementary School, welcomed Aurora Sara Sabbag on February 22, 2020.

PHOTO 18

CHANTALE LEWIS, Director of Athletics, welcomed Jayden Anthony Lockhart on April 20, 2020.

PHOTO 19

MARIA COMSUELA, Elementary School Supervisor, welcomed Emanuel D'Ambrosio Comsulea on June 23, 2020.

PHOTO 20

SAMANTHA SCHNEIDER, Enrichment Specialist, welcomed Kaia Romi Thorburn on July 6, 2020.

PHOTO 21

SOGA
EXECUTIVE
2020–2021

CO-CHAIR
Rachel Cytrynbaum '98
(mother of Jessica '30
and Emily Pearce '28)

CO-CHAIR
Amanda Eaman '97
(mother of
Clementine Castle '28)

PAST PRESIDENT
Erika (Flores) Ludwick '88
(mother of Mylie '24
and Mikaela '16)

PAST VICE-PRESIDENT
Paulina Flores-Rutenberg '90
(mother of Isabella '20)

TREASURER
Suzanne Barwick '79
(mother of
Emma Goucher '20)

ALUMNAE PREFECT
Sophia Creaghan '21

OFFICER
Emily (Beckerleg) Ritchie '90
(mother of Katie '25,
Sarah '22 and Abigail '20)

MEMBER
Alexandra Cooke '06

ADMINISTRATION
Pattie Edwards
Director of
Alumnae Relations

Katie Kostuik '96
Director of Advancement
(mother of
Sophie Lacasse '30)



GIVING & GETTING INVOLVED

PHILANTHROPY AT THE STUDY

“WE BELIEVE IN THE POWER OF GREAT WOMEN. WE BELIEVE IN THE POWER OF A STRONG COMMUNITY. WE BELIEVE THAT WHEN WE WORK TOGETHER, WE CAN ACHIEVE GREATNESS.”

Trillium Tribute Wall, The Study

“A STRONG CULTURE OF PHILANTHROPY, A CULTURE IN WHICH WE KNOW EVERYONE GIVES IN SOME WAY, STRENGTHENS THE DEEP CONNECTIONS BETWEEN OUR COMMUNITY MEMBERS, ENHANCES SCHOOL SPIRIT, UPHOLDS TRADITIONS, AND INSTILLS PRIDE IN OUR LEGACY.”

Great schools happen when two key elements — world-class programmes and exceptional people — converge. They come together year after year at The Study thanks to the generosity and support of those who invest in the very best for our school.

Since The Study's founding, we have relied upon, and benefited from, the unwavering financial support of parents, alumnae, past parents, faculty, staff and friends who make up The Study's community. Giving is an important part of our culture, and your contributions support our mission while enabling The Study to flourish now and into the future.

DOESN'T MY TUITION PAYMENT COVER COSTS?

No, tuition alone does not cover the cost of educating a student at The Study. In fact, just like most other independent schools in North America, only a percentage of The Study's operations are covered by tuition and fees (88%) — the gap is covered through the generosity of our donors.

WHY NOT SIMPLY RAISE TUITION TO COVER THE "GAP"?

Bridging the gap through charitable contributions and gifts to The Study allows us to keep tuition at competitive levels, and encourages a greater level of diversity among our student body.

DOESN'T THE STUDY ALREADY HAVE ENOUGH MONEY?

We are very fortunate to operate with a solid balance sheet and sizeable endowment, made possible by both prudent financial management and the extraordinary generosity of our community. That said, the world-class educational experience The Study delivers every day requires the combination of tuition, endowment income and donations from a robust Annual Giving program.

WHO GIVES?

It is our hope that all members of our community will share this responsibility, and choose to support The Study.

WHY IS PARTICIPATION IMPORTANT?

The Study unites the entire school community behind the common goal of supporting our students. The higher the participation, the more we can achieve for our school. When regularly recurring gifts are combined with the support of other donors, including major gift benefactors, foundations and bequests, everything is made possible at The Study.

A strong culture of philanthropy, a culture in which we know everyone gives in some way, strengthens the deep connections between our community members, enhances school

spirit, upholds traditions, and instills pride in our legacy.

WHAT IS AN APPROPRIATE LEVEL OF CONTRIBUTION TO THE STUDY?

Every gift, regardless of size, makes a difference. We ask that you give a gift that is truly meaningful to you and your family.

Please help us close this gap.



IS MY GIFT TAX-RECEIPTABLE?

Yes, eligible gifts to The Study School Foundation are 100% tax-receiptable. 📄

foundation

A YEAR IN NUMBERS

2020 was a challenging year — a year that inspired us to dig deep and support our communities and each other, our loved ones and those impacted around us. We discovered strength in moments of weakness, love during moments of empathy, and creativity facing challenges. We discovered that we are stronger when we work together in supporting one another.

The Study was proud to take a step away from its traditional fundraising initiatives to allow its community partners to raise funds for the individuals and organizations on the front-line of the COVID-19 pandemic. The numbers below represent funds raised before March 2020, when the school put a "pause" on its fundraising.

FOR FISCAL YEAR JULY 1, 2019 – JUNE 30, 2020

Your Gift Designations

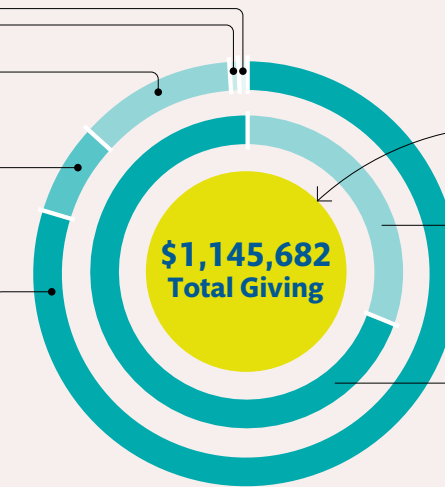
\$5,854
Nicaragua Scholarships, Sponsored Events, Misc.

\$7,093
Direct-funded bursaries, scholarships and awards

\$238,498
Facilities and Program Enhancements

\$71,678
Head's Initiatives

\$822,559
Endowment Funds



Gifts To All Campaigns

\$141,571
Value of gifts from first time donors

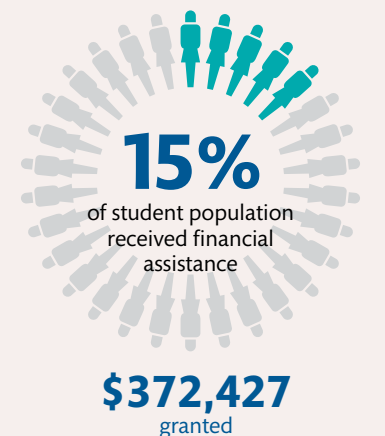
\$297,919
Annual Giving

\$846,763
Major, Planned and Special Giving



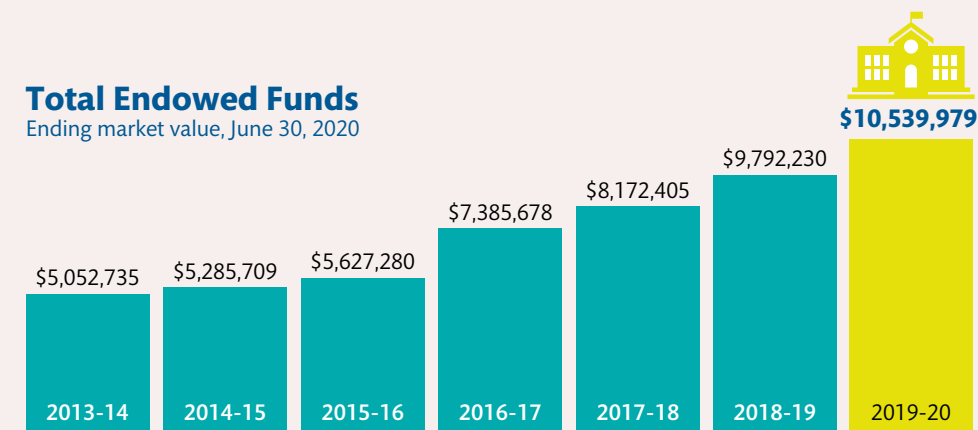
Financial Assistance Awarded

(Including Bursaries, Scholarships and Awards)



Total Endowed Funds

Ending market value, June 30, 2020



THERE ARE MANY WAYS TO MAKE YOUR PHILANTHROPIC GOALS A REALITY

Take a look at how some of our donors have structured their giving, making it feasible for them and their situation, without changing the impact of their gift to The Study:

“I will give \$50 per month for the duration of my daughter's time at The Study — she is in Kindergarten now, and when she graduates from The Study in 12 years, our cumulative giving will be over \$7,000!”

“My annual gift of \$1,200 will be paid monthly on my credit card over the year at \$100 per month”

“I have two daughters and would like to make a gift in their honour in the amount of \$2,500 per year, per daughter, for three years, for a total of \$15,000”

BUILDER'S AWARD



foundation

advancement

LEARNING SPACES

Where Tradition Meets Innovation:

THE STUDY'S
ACTIVE OUTDOOR
LEARNING SPACES

DEAR FRIENDS OF THE STUDY,

We often talk of how at The Study we work to preserve our roots and traditions, while empowering our students and inspiring our teachers with progressive pedagogy and innovation. We have seen examples of this throughout our school's history and continue to see this philosophy reflected in the daily lives of our students.

Today, we continue to honour this approach — it is now seen in how we think about using the land around our site's historic buildings, and how to optimize opportunities to transform these spaces into places for outdoor learning, as well as for running, reading, sliding, experimenting, singing, and laughing.

New educational research highlights the importance of outdoor learning and immersion in nature for both mental and physical well-being, as well as for optimal academic growth. Since COVID-19 began over a year ago, schools have been required to rethink their learning spaces to allow for acceptable social distancing. This research, combined with the emerging need for more green spaces and nature zones in urban settings, especially in schools, presents an opportunity for The Study to remain a leader in education, while becoming a pioneer in implementing sustainable design, and embracing environmental education and stewardship.

The Study's Active Outdoor Learning Spaces project formalizes that which is already happening at The Study — celebrating the importance of immersion in nature, and reuniting our school community with the environment. The plan incorporates flexible spaces that can act as places for learning, play zones and places for quiet thought. Historically relevant areas will be restored resulting in the creation of seating for both small groups and large classes. Guided by sustainable design principles, every space has been carefully planned to have multiple uses factored within its design.

Please join me in support of our educational mission and our efforts to help shape a sustainable learning environment. The Active Outdoor Learning Spaces project will blend new pedagogical and outdoor play spaces on our mountain side setting, keeping us at the forefront of educational innovation.

See you outside!

Sincerely,
KIM MCINNES
HEAD OF SCHOOL | DIRECTRICE DE L'ÉCOLE



Le 12e prix annuel des Bâtisseurs

Jean-Sébastien Monty a découvert The Study en 2006, lorsque sa fille aînée Chloé a commencé sa maternelle. La philosophie pédagogique progressiste de l'école a plu à sa conjointe Karine et lui :

« Comme beaucoup de parents, Karine et moi avons aimé l'approche éducative globale de The Study, car elle a permis de réellement élargir l'horizon de nos filles. »

Leur seconde fille, Léa, a pour sa part, fait son entrée à l'école en 2008. Avec leurs deux filles inscrites à The Study, Jean-Sébastien et Karine ont rapidement démontré un intérêt pour développer les futures décisions de l'école, incluant les initiatives de financement.

En raison de sa connaissance du monde des affaires, l'expérience professionnelle de Jean-Sébastien en faisait un candidat tout désigné pour le conseil d'administration de la Fondation de l'école, où il a travaillé en étroite collaboration avec les autres administrateurs sur les questions de croissance et de gestion du fonds de dotation de la Fondation.

Lorsque la Fondation a lancé sa campagne « Oser rêver » dans le but de transformer l'école en la rendant financièrement autonome, Jean-Sébastien est devenu un membre apprécié et dévoué du comité directeur de la campagne, en participant aux efforts de collecte de fonds requis pour atteindre l'ambitieux objectif de 8 750 000 \$.

Pendant que les filles de Jean-Sébastien grandissaient et que la campagne « Oser rêver » se poursuivait, il a décidé de se pencher sur d'autres aspects du fonctionnement de l'école, le marketing et les communications, en faisant profiter le comité de marketing du CA de ses compétences en communications des entreprises.

Non seulement Jean-Sébastien a été très généreux de son temps et de son expertise à titre de responsable bénévole, son appui financier depuis 15 ans dans le cadre de la vaste campagne « Oser rêver » a aussi été d'une grande générosité.

Toujours prêt à offrir de précieux conseils et à appuyer une initiative, Jean-Sébastien Monty fait figure de véritable bâtisseur de The Study—son leadership, son altruisme et son dévouement vont sûrement laisser une marque indélébile dans l'histoire de l'école. 🌲

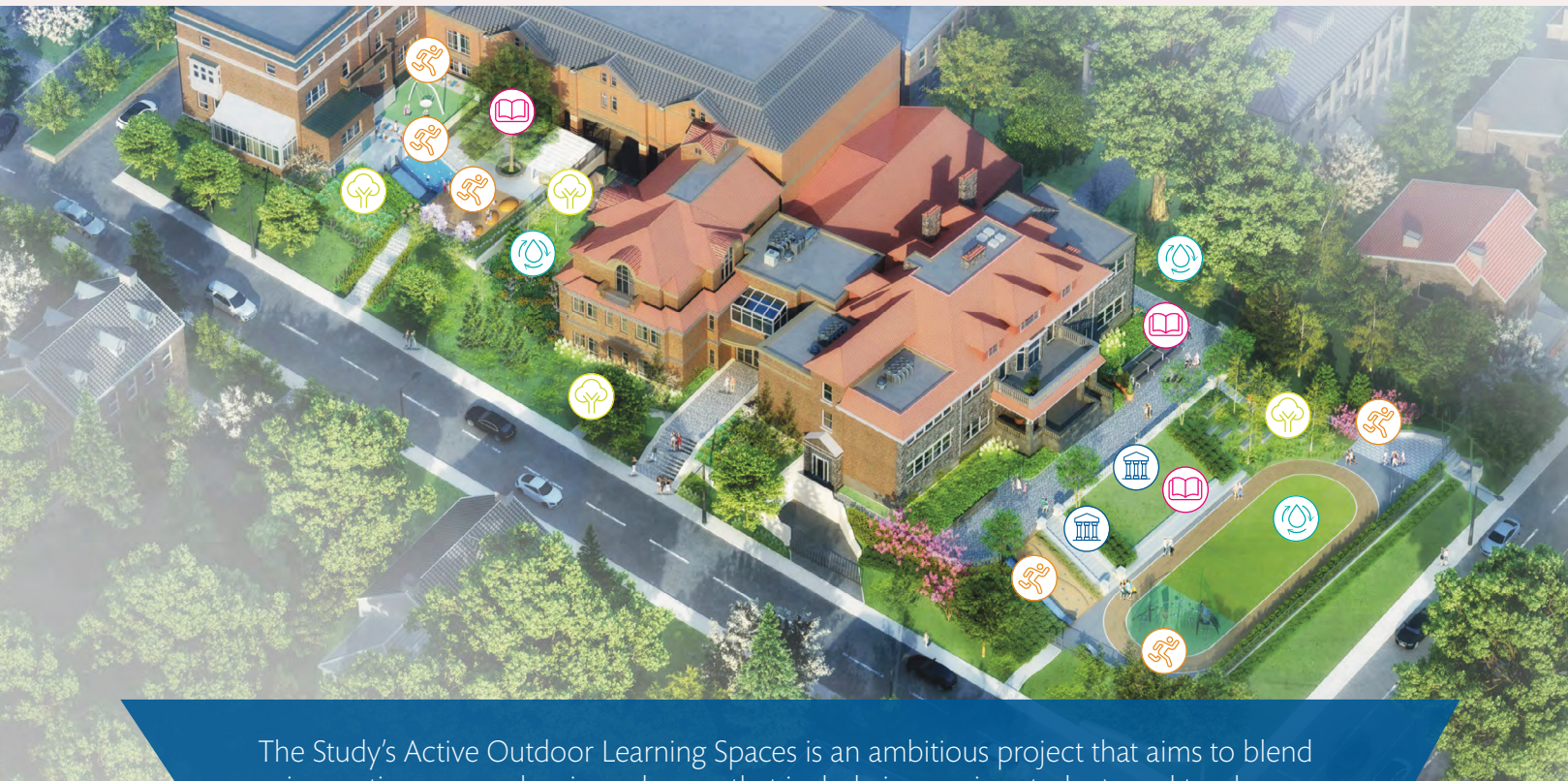
"A BUILDER OF THE STUDY IS AN INDIVIDUAL OR GROUP WHOSE LEADERSHIP, GENEROSITY AND DEDICATION OVER MANY YEARS HAVE HELPED TO SHAPE THE SCHOOL AND HAVE LEFT A PERMANENT MARK ON LIFE AT THE STUDY."

JILL DE VILLAFRANCA 2009-2010
IAN SOUTAR 2010-2011*
ROBERT W. FAITH 2011-2012*
BARBARA WHITLEY '36 2012-2013*
DEBBI EAMAN 2013-2014
F. WILLIAM MOLSON 2014-2015
THE HALLWARD FAMILY 2015-2016
JEFFREY S.D. TORY 2016-2017
JAMES McDONALD 2017-2018
THE IVORY FAMILY 2018-2019
JEAN-GUY DESJARDINS 2019-2020

*Remembered fondly

ABOVE LEFT (L TO R)
Jean-Sébastien Monty, 2021
Study Builder, wife Karine,
daughter Chloé '18, son Jean-Alexandre and daughter Léa '20.
ABOVE RIGHT Study Builder 2021
Jean-Sébastien Monty

ACTIVE OUTDOOR LEARNING SPACES



The Study's Active Outdoor Learning Spaces is an ambitious project that aims to blend innovative approaches in pedagogy that include immersing students and teachers in the natural environment, while incorporating trends in sustainable design principles within the historical context of the school's heritage property in Westmount.



OUTDOOR LEARNING ZONES

- + Outdoor amphitheatres
- + Collaborative Counter for seminar-style learning
- + Stone and wood benches provide quiet contemplation



SUSTAINABLE DESIGN & WATER MANAGEMENT FEATURES

- + Rain gardens and retention basin will collect rainwater, water plants, and serve as a sustainable alternative to water being piped into the municipal drainage system
- + Water runnels to guide surface water away from our buildings and into the rain gardens



CELEBRATING OUR HERITAGE SITE

- + Balustrades and original stairs will be restored



ACTIVE SPACES – OPTIMIZING THE HILLSIDE TOPOGRAPHY

- + Slides and climbing walls will be installed into the hillside
- + All-season running track, monkey bars, ballon-poire and play structures
- + Play mounds, natural stepping-stones, and exploratory nooks



URBAN GREEN SPACES – IMMERSION IN NATURE

- + The Enchanted Garden, The Evergreen Nook and The Magic Rock Garden will offer fun and natural spaces for everyone to use and enjoy
- + A perched deck for staff, surrounded by trees, will serve as an outdoor retreat
- + An arboretum will expand students' appreciation for native species of trees

BEHIND THE SCENES WITH PROJECT ARCHITECT SOPHIE ROBITAILE

Local landscape architecture and architecture firm, RobitailleCurtis was engaged to lead the design process for The Study's Active Outdoor Learning Spaces. We sat down with Sophie Robitaille, landscape architect and principal of RobitailleCurtis.



Q WHAT EXCITES YOU THE MOST ABOUT THIS PROJECT?

A I am delighted to be working with The Study's dedicated community and its project team led by Samantha Hayes '86 to build a landscape environment that will offer many new enhanced uses and experiences for the students, while addressing current challenges in a sustainable way.

Q HOW DID YOU MANAGE TO BLEND THE TRADITIONAL HERITAGE COMPONENT OF THE PROPERTY WITH A PROGRESSIVE, SUSTAINABLE DESIGN?

A Building to last, with durable regional materials and quality construction, is a key part of a sustainable design. It is also a traditional philosophy that is exemplified by the building's original architecture. Furthermore, responding to the site means a planting strategy that draws from the mountain's natural landscape and its native plant palette. We are also implementing best stormwater management practices that are progressive and responsible, while celebrating water by making its beauty visible and allowing most of it to return into the soil and plants rather than to city pipes.

Q WHAT IS THE MOST CHALLENGING PART OF THIS PROJECT?

A Working with the heritage of this building and site is exciting, but it is also challenging because layers of history and construction must be carefully considered before being woven into a compelling and cohesive whole. We are honored to join the storied history of architects who have built meaningfully at The Study.

Q WHAT IS YOUR FAVORITE PART ABOUT THIS PROJECT?

A Among my favorite aspects of the project is building a landscape for a school that was once a house. I am delighted to create the opportunity for memorable experiences in the landscape for bright girls who will become the next generation of exceptional women. It is my hope that their experiences in The Study's active outdoor learning spaces will encourage them to take good and proactive care of their environment.

GET INVOLVED

There are many ways to get involved and support this incredible project by making a gift or by helping fundraise. For more information or, if you, your family, or your class wish to get together and support this initiative with a charitable gift, please contact our Director of Advancement, Katie Kostiuik '96 at kkostiuk@thestudy.qc.ca.

ABOVE SOPHIE ROBITAILE, RLA, AAPQ, CSLA, ASLA, IS A REGISTERED LANDSCAPE ARCHITECT AND URBAN DESIGNER WITH OVER 20 YEARS OF PROFESSIONAL EXPERIENCE LEADING AWARD-WINNING PROJECTS IN NORTH AMERICA AND EUROPE. SUPPORTED BY HER ACADEMIC BACKGROUND IN ENVIRONMENTAL SCIENCES, SOPHIE'S PRACTICE IS AN EXPRESSION OF A PASSION FOR THE PROTECTION AND VITAL BEAUTY OF THE NATURAL ENVIRONMENT, TOGETHER WITH A CONVICTION THAT CONSTRUCTION MUST BE EXECUTED RESPONSIBLY, WITH A CLEAR SENSE OF ENDURING BEAUTY AND SOCIAL PURPOSE.

JE, TU, ELLE, NOUS, VOUS, ELLES

**L'AVENIR SE CONJUGUE
AU FÉMININ**



The Study

**LE MONDE A BESOIN DE
FEMMES FORMIDABLES**

ÉCOLE PRIVÉE POUR FILLES OFFRANT UN PROGRAMME BILINGUE ENRICHİ (MAT – 5e SEC)

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