

FALL 2026

# ASPENGROVE

## MAGAZINE



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Celebrating 20 Years of Dedication

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## LETTER FROM THE EDITOR



**AS** we begin a new school year, one phrase keeps coming to mind: **Aspengrove is in motion.**

Throughout this issue, you'll see evidence of that momentum everywhere. From student achievements and program growth to campus enhancements and exciting plans for the future, Aspengrove continues to evolve while staying true to its founding vision.

In our conversation with the Head of School, Dr. Gary Kern, he reflects on a school that is both proud of its roots and energized by what lies ahead. His words capture a theme that resonates throughout these pages: **we are a school growing with purpose.**

This past year brought many milestones worth celebrating. We graduated the second-largest class in school history, expanded opportunities for students to lead and explore their interests, enhanced our campus, and celebrated the opening of the Innovation Studio, made possible through the generosity of our donor community. Most importantly, we

saw students embrace new challenges, discover new passions, and grow in confidence. Across classrooms, stages, courts, clubs, and community events, they continued to learn, lead, and thrive.

You'll also hear from families, staff, alumni, and students who make this community so special. Together, they paint a picture of a school that is becoming increasingly confident in its identity and ambitious in its vision.

Thank you for being part of this journey. Your support helps make this momentum possible.

As we look ahead, we invite you to join us in shaping what comes next. The future of Aspengrove is bright, and it is already in motion thanks to you.

Warmly,

**Renée Douglas**  
*Director of Advancement*  
*Aspengrove Magazine Editor*

## A CONVERSATION WITH THE HEAD OF SCHOOL, *Dr. Gary Kern*

**AS** Aspengrove prepares for another school year, there is a sense of energy across campus. New programs are taking shape, student opportunities continue to expand, and long-term plans for the future are becoming reality. We sat down with the Head of School, Dr. Gary Kern, to discuss where Aspengrove has been, where it is headed, and what excites him most about the journey ahead.

**Q: As we look ahead to a new school year, what feels most important right now?**

**Dr. Kern:** Every new school year invites us to look both backward and forward. Aspengrove was founded by families who believed Central Vancouver Island deserved an exceptional school, and that vision still inspires us today.

At the same time, we're focused on the future. We often talk about Towards 40, our goal of building toward graduating classes of 40 students. It's not simply about enrollment. It's about creating the depth of programming, student experience, facilities, and community that define a mature independent school.

**Q: What has changed most over the past year?**

**Dr. Kern:** Momentum. The school feels more confident, energized, and focused than ever before. We are becoming clearer about who we are and what we are trying to achieve: a world-class school for Central Vancouver Island.



**"Aspengrove is in motion. We are proud of our history, but we are not standing still."**



That clarity is reflected in three priorities that guide our work: personalized academic excellence, exceptional experiences, and global leadership. You can feel those taking shape throughout the school in our classrooms, athletics, student leadership opportunities, and the pride students have in being part of the Aspengrove community.

**Q: What excites you most about the future?**

**Dr. Kern:** I am excited to see so many pieces coming together. Academically, we are focused on both high expectations and strong support for students. We want every learner to be challenged and equipped to succeed.

I'm equally excited about student life. Great schools are shaped not only by what happens in classrooms, but also through teams, clubs, performances, trips, leadership opportunities, and service. As the school grows, more students are finding places where they can thrive and contribute.

We're also seeing exciting evolution in areas such as global leadership, robotics, arts, athletics, outdoor education, and campus planning. These initiatives help create the kind of well-rounded experience that prepares students for an increasingly connected world.

**Q: What does a "world-class school" mean at Aspengrove?**

**Dr. Kern:** It means every student is known, challenged, and supported. It means excellent teaching, meaningful opportunities beyond the classroom, and a culture that helps students grow as learners and leaders. World-class schools are not perfect schools, but they are schools that are always striving to improve.

**Q: How would you describe Aspengrove today?**

**Dr. Kern:** Aspengrove is in motion. We are proud of our history, but we are not standing still. We are growing, improving, and becoming clearer about the kind of school we want to be. My hope is that students and families can feel that energy and share in the excitement about what lies ahead.

# The Heart of Aspengrove's Early Learning Centre

YUKO ISHII & JESSICA MCRAE, EARLY LEARNING LEAD EDUCATORS



While the International Baccalaureate (IB) programmes are the academic core of Aspengrove School, they are just the beginning of what makes our community unique.

From its earliest days, Aspengrove has prioritized early childhood education. What began as a foundational child-care service with an infant and toddler program has evolved purposefully into our dedicated Junior Kindergarten 3 (JK3) and Junior Kindergarten 4 (JK4) programmes. Seamlessly integrated

**“We immediately felt like we belonged. Watching him build friendships, connect with his teachers, and be included both inside and outside the classroom has been wonderful. There’s never a day he doesn’t want to go.”**

– Marleigh Edwards, current JK parent

into the IB Primary Years Programme taught in grades K-5, these early JK3 and JK4 years serve as a nurturing launchpad for lifelong learning.

While families in Nanaimo have many early childhood options, Aspengrove's

JK programmes offer a distinct and premium experience. The secret lies in our exceptional stability: with several educators approaching a 20-year milestone at the school, our low staff turnover ensures that families feel safe and children feel deeply known.



Furthermore, our low student-to-staff ratios allow for highly individualized attention and opportunities to take advantage of our 40-acre campus. Unlike typical childcare settings, Aspengrove JK students spend one day a week entirely outside learning, playing, and interacting with nature in rain or shine. The students also benefit from specialized instruction in French, Music, and Physical Education from a very young age.

This rich curriculum is paired with a thoughtful transition to elementary school. Our JK educators collaborate closely with kindergarten teachers to align goals, while our beloved “buddy” programme pairs our youngest learners with older student mentors. This cross-campus connection builds immense confidence, helping children feel secure as they grow.

At Aspengrove, families often share that they feel both loved and spoiled by a team that cares so deeply. Here, your child is truly understood, celebrated, and prepared for their bright future ahead.



## Why We Chose Aspengrove

### EDWARDS-COOK FAMILY

When choosing an early learning experience, one Aspengrove family was drawn to the school's commitment to play-based learning and outdoor education.

**“I am a huge advocate for play-based learning and giving children the freedom to be outside,” Marleigh, current parent of a JK student, shared. “Kids are naturally curious and wired to explore, ask questions, and learn through play.”**

Since joining the Early Learning Centre in February, the Edwards-Cook family has been impressed by their son's enthusiasm for school. Each day brings new stories, new discoveries, and excitement about learning. They also value the opportunities students have to participate in Physical Education, French, and Music from an early age.

Looking ahead to Kindergarten, they are especially excited about the outdoor classroom experience. “Kids need to move and explore,” Marleigh said. “Being in nature every day will be invaluable.”

For families considering Aspengrove, the Edwards-Cook family says the community is “warm, welcoming, and inclusive.” Since joining the school, they have appreciated how the Early Learning Programme encourages curiosity, exploration, and a genuine love of learning.

# Middle School: A Place to Belong, Grow, and Thrive

ANDREA WYNESS, DIRECTOR OF STUDENT LIFE



Ask any teacher at any middle school around the world, and I am confident they will tell you that the middle school years present both unique challenges and tremendous rewards.

These are the years when students are discovering more about who they are, how they learn, and where they fit in. This self-exploration leads to tremendous growth and change. At Aspengrove, we have long recognized that students of this age and stage benefit from a learning environment designed specifically for their needs. That is why, several years ago, we created a dedicated Middle School program.

We have now completed the second full year of our Middle School reorganization, and it has been a success.



At the heart of the program is a core team of teachers who understand the unique needs of this age group and work together to help every student succeed. Students are encouraged to try new experiences, build confidence, and take on challenges in a supportive environment. Our inclusive athletics program allows every student to explore different sports and see what they enjoy, while our co-curricular options let them experience different potential hobbies and discover passions.

With a core team of teachers that understand this age group and match their energy, classroom learning is engaging, intentional, and responsive to student needs. In keeping with customization for this age group, the Middle School also works on a custom timetable to facilitate flexibility and meet the students' development needs and attention spans.

The success of the program can be seen in many ways. We have experienced stronger student retention and deepened the students' understanding of themselves as learners. Parents also frequently share that their children feel truly known and supported by the Middle School team. Perhaps most importantly, students are entering Grade 8 better prepared, more confident, and ready for the opportunities and challenges that await them in Senior School.

Two years in, the results continue to affirm what we believed all along. A dedicated Middle School is not only beneficial to this age group, it is essential to helping these young adolescents thrive.

# The Creative Pulse of Our Community

LEE KNEISZ, REGISTRAR & ADVANCEMENT COORDINATOR

Step into any corner of the Fine Arts department at Aspengrove this year and you will see creativity shaping how our students perform and connect. Our arts programming continues to grow, evolving into a dynamic part of our vibrant school life.



## Innovation Studio & Creative Arts

The energy is immediately visible in the Innovation Studio, a space brought to life last year through the generosity of our community. Throughout the day, students paint, explore new technologies, collaborate on projects, and develop new skills.

This year marks another exciting step forward with the launch of a comprehensive ceramics program, with pottery wheels and a new kiln. Looking ahead, Visual Arts and Design Technology will adopt a collaborative team-teaching model, allowing students to move seamlessly between disciplines as ideas move from concept to creation.



## A Strong Year for Music

Across the music department, participation, performance, and achievement continue to grow.

In the Junior School, co-curricular choirs and instrumental groups have reached record levels of involvement. The Aspengrove Choirs continue to earn recognition at the local *Performing Arts Festival*.

Senior School musicians also embraced opportunities beyond campus. Members of the Wind Ensemble travelled to Port Alberni to perform for professional adjudicators while the Spring Music Showcase brought together Grade 6 and 7 bands, the Wind Ensemble, the String Ensemble, and a guest professional string quartet for an evening celebrating the power of live performance and community.

Students also explored contemporary pathways into music through the Jam Band and Audio Production electives, including a hands-on track recording session at *Barnhouse Sound Productions in Qualicum*.



## Drama & Musical Theatre

The annual Grade 5 Winter Play remains a cherished tradition, helping students develop confidence and stage presence while entertaining audiences of all ages.

Meanwhile, the Musical Theatre co-curricular program has flourished. Participation and performance quality have grown to an extent that the local Performing Arts Festival created a new performance category specifically for our students to showcase their work. It is a remarkable reflection of the enthusiasm, commitment, and talent of the students involved.

## Looking Ahead

Across every discipline, the Fine Arts help students develop resilience, embrace challenges, and discover the satisfaction of self-expression and the creative process. More than programs, they help cultivate a culture where creativity is valued and risk-taking encouraged.

With the addition of a new drama teacher and continued growth across the department, we look forward to seeing where our students' creativity leads them next.

# Growing Global Leaders

J.O. ERIKSSON, DIRECTOR OF GLOBAL LEADERSHIP

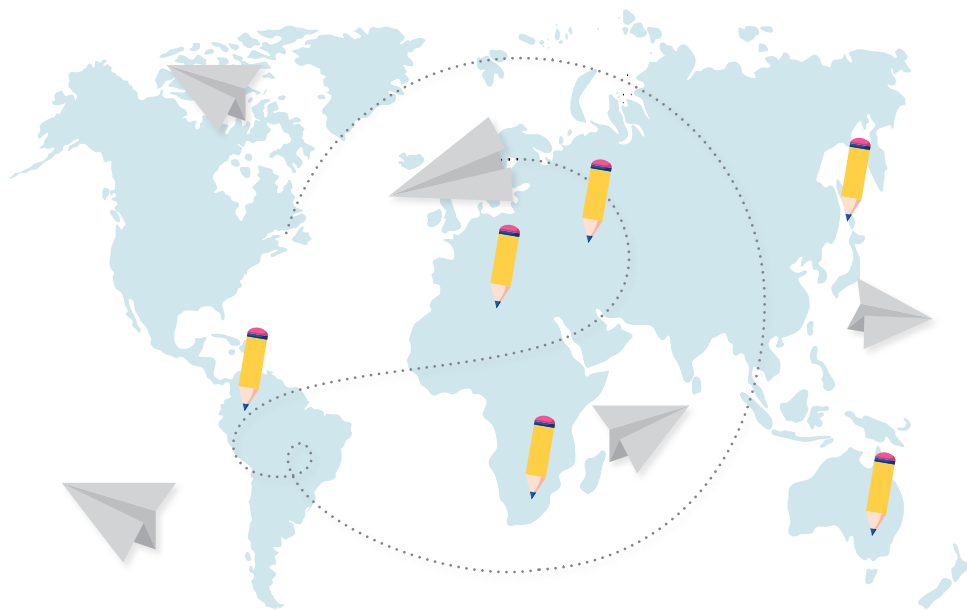
**W**hat does it take to prepare a young person to make a positive difference in the world?

At Aspengrove, the answer begins long before students board a plane, host an international visitor, or participate in an exchange program. It starts with curiosity. It starts with empathy. And often, it starts with something as simple as a letter.

This year, students in Mindy Livingston's Grade 4 class exchanged letters with students in Kyiv, Ukraine. For many, the excitement came from connecting with children who lived thousands of kilometres away and whose daily lives looked very different from their own. They shared stories, asked questions, and discovered common interests. These exchanges are also likely to have longer-term impacts on the students as they grow up and reflect on these interactions.

Those moments of connection are an important part of Aspengrove's Global Leadership program, led by J.O. Eriksson. Built around the belief that leadership means making a positive difference, the program is designed to help every Aspengrove graduate develop the knowledge, skills, disposition, and character needed to contribute meaningfully to their future communities.

For J.O., leadership is not defined by titles or influence. Instead, it is built through listening, humility, observation, vulnerability, and a willingness to learn from others. These qualities are developed intentionally throughout a student's journey at Aspengrove.



**“The true value of these connections may not be fully understood until years later, when students reflect on what their peers were living through and recognize the perspective those relationships gave them.”**

– Mindy Livingston, Grade 4 Teacher



The process begins in Junior School, where students learn to look beyond themselves and develop curiosity about the people and cultures that make up our world. Initiatives such as international pen pals help students recognize both the similarities and differences that connect humanity.

As students progress through the Middle Years, opportunities for meaningful collaboration expand. Programs such as the Salish Sea Friendship Programme create relationships with peers from other schools and communities through exchanges, shared projects, and campus visits. These experiences encourage students to step outside their comfort zones, build confidence, and strengthen their understanding of different perspectives.

By the time students reach high school, they are ready for deeper cultural immersion through exchanges and international travel. Experiences in destinations such as Japan, Germany, and France challenge

students to navigate unfamiliar environments, communicate across cultures, and develop greater independence. In the process, they often discover as much about themselves as they do about the places they visit.

The goal is not simply to create well-travelled students. It is to graduate young people who understand that leadership begins with understanding others. Through every exchange, conversation, and connection, students learn to adapt, communicate

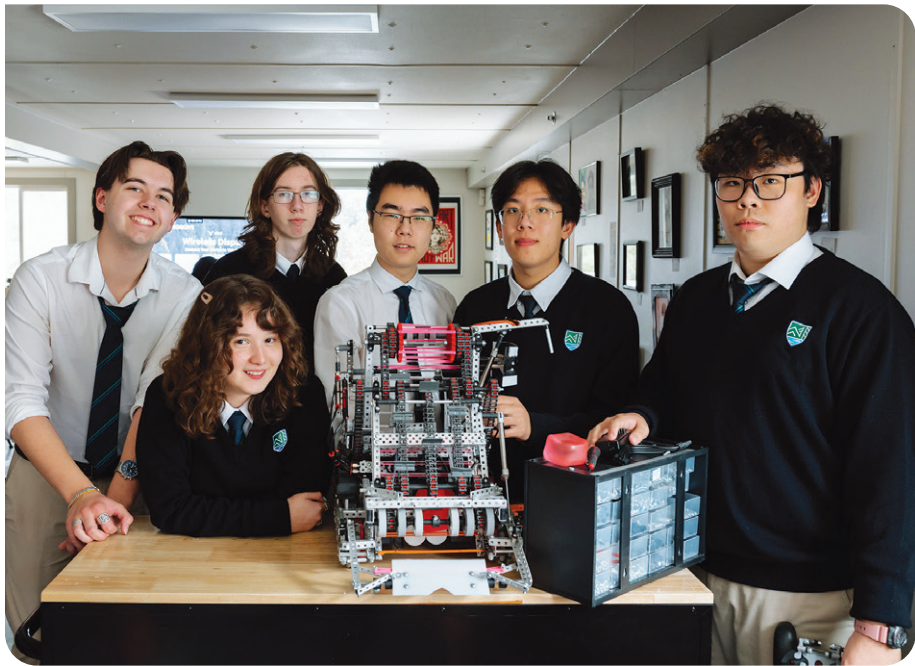
effectively, and appreciate viewpoints different from their own.

As Aspengrove continues to expand its Global Leadership program, the vision remains clear: every graduate will leave with more than academic knowledge. They will leave with the confidence to engage thoughtfully with the world, the compassion to understand others, and the character to make a positive impact wherever life takes them.



# From Rookie Team to Island Contenders

DAVID RIENDL, SENIOR SCHOOL FACULTY



When Aspengrove's Robotics Club began this year, enthusiasm far outweighed experience. Most of the students had little to no background in robotics, but they were eager to learn and willing to put in the work.

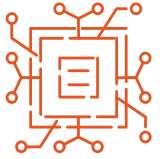
That commitment quickly became the foundation of the program's success.

Many students first developed their skills through Mr. Orser's Design class before applying them in the Robotics Club. There, they explored programming, engineering, problem-solving, and teamwork, learning through trial, error, and persistence.

The hard work paid off. Aspengrove's teams earned first and second place finishes at qualifying tournaments and ultimately placed third on Vancouver Island. One of the season's highlights came in November at the Vancouver Island Robotics Tourna-

**"It has also been an opportunity to work together and spend time with each other... Robotics is a testament to our ability—and sometimes inability—to work together as a group and how that shows through our work on something we are passionate about."**

– Justin Chen



ment at Shawnigan Lake School, where both Aspengrove teams advanced to the playoff rounds and eventually faced one another in the semifinals. For a program less than a year old and a team of Grade 11 and 12 students with almost no prior robot-



ics experience, it was an impressive achievement.

Behind those results were months of dedication. Students began meeting in September and spent countless hours after school, on weekends, and even during holidays refining their robots. Along the way, they gained far more than technical skills. In addition to coding in C++ and Python, students developed problem-solving abilities, communication skills, resilience, and the confidence to tackle complex challenges.

With plans to compete in at least five Vancouver Island tournaments next year, the team is already setting its sights higher. Qualifying for the World Championships remains a long-term goal, but this year's greatest accomplishment may be proving what can happen when curiosity, teamwork, and commitment come together.

# Explosive Inaugural Season

LUKE HOLMES, DIRECTOR OF ATHLETICS & SCOTT MARR, DIRECTOR OF HIGH PERFORMANCE

A remarkable first season has put Aspengrove High Performance Athletics firmly in motion. From championship performances and record growth to exciting new programs and national-level opportunities, the momentum is building quickly. While competitive success is a component of this program, our ultimate goal is to develop young people who leave Aspengrove prepared to pursue big goals with confidence, grit, and character. Here's a snapshot of the wins, growth, participation, and what's next for the future of High Performance Athletics at Aspengrove.



### WINS

- **Tier 2 Champions** in Honolulu (Girls Volleyball)
- **Finalists** at the Montreal Invitational (Girls Volleyball)
- **Victories** across every contested age group (Beach Volleyball)
- **U14 Gold Medalists** in Calgary (Boys Basketball)
- **Two third-place finishes** in the PrimeTime League (Boys Basketball)
- **Competed up** an age group throughout the entire circuit (Boys Basketball)



### GROWTH

- **Participation doubled!**
- **25 new student-athletes joined programs** in Dance, Hockey, Golf
- **New coaching expertise** added across multiple sports
- **New Program Leaders**
  - > Kathryn Russell, Director of Dance
  - > Jamie Wood, Director of Hockey
  - > Dedicated High Performance Directors supporting each sport



### PARTICIPATION

- **Athletes competed across:**
  - Volleyball
  - Beach Volleyball
  - Basketball
  - Hockey
  - Golf



### CULTURE

- **100% Return Rate**
- All inaugural High Performance athletes committed to return for the program's second season. This reflects a culture built on:
  - Commitment
  - Accountability
  - Growth
  - Teamwork
  - Belonging

As one student-athlete shared:

**"I loved my sport before joining the program, but it helped me love who I am becoming on and off the court."**

### LOOKING AHEAD

The momentum continues into an ambitious second season.

- **Basketball**
  - > Competing in North Pole Hoops
  - > Competing in the prestigious Power 32 League
- **New & Expanded Programs**
  - > Boys Basketball Prep Team
  - > Elite Senior Girls Volleyball
  - > Boys Hockey
  - > Girls Hockey
  - > Specialized Golf Stream
  - > Specialized Dance Stream



# Alumni Connection: Growing Together

JULIA OHLY & MIKE VINCENT, SENIOR SCHOOL FACULTY

When Aspengrove's first graduating class crossed the stage in 2008, there were just eight graduates. This spring, 21 students – the second-largest graduating class in the school's history – celebrated that same milestone, reflecting how far the school and its community have grown.

The Class of 2026 brought together students whose Aspengrove journeys began at very different times. Many arrived in the early years of Junior School, while others joined as recently as Grade 12. By graduation, however, they shared a common experience shaped by friendship, challenge, learning, and belonging.

As part of their graduation reflections, students were asked what they would take with them from Aspengrove, which teachers had most influenced them, what excited them about the future, and how the school had prepared them for what comes next. Their answers revealed recurring themes: community, meaningful relationships, supportive teachers, and the confidence to embrace new opportunities. They credited Aspengrove with preparing them for university-level expectations through strong research, writing, and time-management skills, while also instilling confidence to embrace new challenges and opportunities.

The class also chose to leave a lasting gift for future Ravens. Together, the graduates purchased a bench for campus, hoping to start a tradition in which each graduating class contributes something that enhances the school and leaves a meaningful mark on the community.



**“Aspengrove has shown me what an amazing community looks like, and has set a blueprint for the types of friendships I want to build.”**

That spirit of connection and contribution reflects the growing strength of Aspengrove's alumni network. Once maintained through informal relationships, alumni engagement now includes regional gatherings, social media channels, the Beyond the 'Grove podcast, and a newly launched alumni newsletter. More importantly, graduates are increasingly returning to campus through Career Day, advisory presentations, and mentorship opportunities. In doing so, they help current students see what is possible while demonstrating the enduring impact of an Aspengrove education.



The Class of 2026 now joins this growing alumni community. As they head to universities, colleges, and new adventures, they take with them the lessons, friendships, and roots

established during their time at Aspengrove. Their bench will stand as a reminder that while students eventually leave campus, they remain part of a

community that continues to connect generations of Ravens long after graduation.

## Once a Student, Now a Parent: Alumna Interview

SARAH MARTENS, FORMER ASPENGROVE STUDENT & CURRENT PARENT



I attended Aspengrove School for my school years of Grade 3 to Grade 9. I was a part of the inaugural class when Aspengrove first opened in 2003. I can't believe the first year, there were 39 students total. The school has grown so much since then.

What I enjoyed most about Aspengrove were the small class sizes and cohorts. This allowed me to really build a relationship with each of my teachers and allowed me to feel comfortable to ask for help whenever I needed it. I also remember the teachers treating me like a person and not just “some student”. Their attention to detail of what each of us students needed for our own learning styles really helped me learn to love learning.

Now being 30 years old and growing my own family, we have decided to send our 3yr old son Hugo to Aspengrove for Junior Kindergarten. So far he is absolutely loving it. We chose this path for him because I have such fond memories of how I was treated as a student by the staff, the teachers and my peers here at Aspengrove. I want our son to be able to make the same connections. I also trust in the methodology that is behind Aspengrove and how they teach the students. Their teaching styles really align with how we parent at home which gives our son consistency in the leadership he is surrounded by and ultimately learning from.”

# Celebrating 20 Years of Dedication

KRISTINA DEJONG, JUNIOR SCHOOL FACULTY MEMBER & ALISON STROBL, DIRECTOR OF EXTERNAL PROGRAMS

Twenty years ago, Aspengrove was a very different school. Enrollment was a fraction of what it is today and many of the programs students enjoy today had yet to be imagined. Through two decades of growth and change, two familiar faces have remained at the heart of the community. Kristina DeJong and Alison Strobl are both celebrating 20 years at Aspengrove this year; this milestone reflects not only their longevity, but their lasting impact on the school.

When Kristina DeJong arrived at Aspengrove in 2006, she brought with her international teaching experience from IB schools in Hong Kong and the Bahamas. What she found was a young school filled with energy, possibility, and educators committed to building something special.

Her influence has extended far beyond the classroom. From outdoor education trips to leading clubs and exploratories, Kristina has embraced every opportunity to enrich student life. One of the greatest privileges of working in a JK-12 school, she says, is seeing young children grow into confident graduates. Since joining Aspengrove, she has taught students from 14 graduating classes and wit-



**“Twenty years at Aspengrove has been an incredible journey of growth, connection, and community - I’m deeply grateful for the many wonderful people and memories that have made it so meaningful”**

– Alison Strobl

nessed the school grow from fewer than 40 students to over 350 today. She is excited to see what lies ahead at Aspengrove.

Alison Strobl's Aspengrove story began while completing her Early Childhood Care and Education program at VIU. A connection with Aspengrove's then Early Childhood Coordinator, Trina Reynolds, led to a position in the infant and toddler program, beginning what would become a remarkable 20-year tenure at the school.

Alison later assumed leadership of the program and played a key role in shaping the Early Learning Centre (ELC) into what it is today, building strong relationships with children and families along the way. The impact of her years of work in the ELC is still visible today in former ELC students who have progressed through the school and beyond.

Today, as Director of External Programs, Alison continues to build connections, this time beyond the classroom walls. Through partnerships in sports, arts, STEM, and developing a leadership training program, she is creating new opportunities for students and families alike.

As Aspengrove looks to the future, it does so on a foundation built by dedicated people like Kristina and Alison. Their legacy lives not only in the programs they helped shape, but in the generations of students, families, and colleagues whose lives they have touched over the past two decades.



# Giving Forward

BY DANIEL MARTINEZ, MBA, CFP, CIM, FCSI, FEA

Reflecting on my school years, one of my favourite memories is playing in the very first basketball game held in the brand-new gymnasium at my high school.

At the time, I simply enjoyed being there. I had no idea that the gymnasium existed because someone I had never met had chosen to make a significant gift to the school. I certainly didn't understand philanthropy or the lasting impact a single act of generosity could have.

The gymnasium was funded by philanthropist Dr. Burton E. Grossman. I don't know whether he played basketball himself, had children at the school, or ever imagined that his generosity would create a memory that would stay with a student like me for decades.

**But it did.**

That experience has stayed with me, and now, as parents, my wife Tasha and I hope our children will build memories of their own at Aspengrove. School becomes such an important part of our children's lives, and many of the opportunities they experience are possible because previous generations of families chose to invest in the school and in the students who would come after them.

That realization has shaped the way our family thinks about philanthropy.

We volunteer our time, but we also try to support causes financially when we can. One example is Aspengrove's Innovation Centre. While our children's interests may not necessarily lead them toward technology, we believe in what the project can offer the

broader school community—not only to the students there today, but to those who will come through Aspengrove's doors in the years ahead.

**That distinction is important to us.**

Not every gift needs to provide a direct benefit to our own children. In fact, some of the most meaningful gifts may be the ones that don't.

The gymnasium that created one of my favourite childhood memories wasn't built specifically for me. I simply happened to be one of the students who benefited from someone else's generosity.

In the same way, we hope that our contributions to Aspengrove will create opportunities, experiences and memories for students we may never meet.

We've also learned that a meaningful gift isn't necessarily defined by its size. To us, meaningful simply means giving something that is significant relative to your own circumstances. We don't compare our contribution to that of the largest donor. We compare it to what our family can realistically make happen.

Most recently, that meant committing to the largest gift our family has ever considered in support of Aspengrove's future Dining Hall. It's a significant commitment for our family, but it feels right because we see it as an investment in something that will extend well beyond our own children's time at the school.

As I write this, I realize that the example of others—beginning with Dr. Grossman—quietly shaped the way I came to think about giving.

He may never have known my name. He may never have known that I would one day remember playing in that gymnasium as one of my favourite school memories.



**And perhaps that's the point.**

Giving isn't always about seeing the result yourself. Sometimes it's about creating something that will matter to someone you may never meet.

As parents, we hope our children learn that generosity isn't about recognition. It's about contributing to something larger than yourself and helping create opportunities for the people who come next.

**Someone did that for me.**

Now, in our own small way, we hope to do the same.





Thank you to  
our Volunteers  
and Donors!

Thank you to the many volunteers and donors whose generosity and dedication enriched the Aspengrove experience this past year. Whether supporting in classrooms, serving on committees, or contributing to other Aspengrove initiatives, your time, talents, and philanthropy make a meaningful difference in the lives of our students.

We would also like to recognize several individuals whose dedication has had a lasting impact on the Aspengrove community as they end their time and leadership roles with the Aspengrove Parents' Association (APA). With her youngest child now graduated, founding parent Aileen Saunders has stepped away from the APA after more than 20 years of extraordinary service to the school. We are deeply grateful for her countless contributions and look forward to welcoming her back on campus often.

We also extend a sincere thank you to Sheena Eaton and Kelly Williams who are stepping back from leadership roles within the APA. Their commitment and vision helped shape the association into what it is today, including the development of bylaws and a governance framework that continue to guide its work and support growth.

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**Event Director**  
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**Grant Director**  
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**Grade Parent Coordinator**  
Laura May

**Hot Lunch Directors**  
Sheena Eaton  
Kim Robson  
Erin Setch

**Translation Liaison**  
Richard Chengdao

**Uniform Coordinator**  
Kim Robson

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Bibijana Bennekou  
Tamara Dawson  
Monika Lombardi  
Meghan Mathieson  
Bridgette McKamey  
Kim Robson  
Aileen Saunders

RAVENS RUMBLE COMMITTEE

Renée Douglas (Chair)  
Patrick Graham  
Lorien Melnick  
Kim Robson  
Trevor Styan  
Diana Zwanenburg



ASPENGROVE SOCIAL

IN MOTION

Together we're building what comes next. Join us for an evening of connection, inspiration, and celebration to support the programs and experiences that keep Aspengrove moving forward.

SAVE THE DATE!

FEB 20, 2027

# Strong Roots, Bright *Futures*



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