

2023

viewpoint



**Sana Qureshy
Tahir '93**

**An unconventional
path to finding
her niche**

Bayview Glen
INDEPENDENT : SCHOOL

viewpoint

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Bayview Glen
INDEPENDENT : SCHOOL



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Letter from Advancement

Carol Anne Ruscica

In education, the word “transitions” has several particular meanings. It refers to helping students move from one lesson, activity or space to another. It’s the movement from one grade to the next. And it’s the graduations between levels.

Whether they happen every day, every year or only at a few points in an academic life, transitions are a process of change. The Latin root of the word literally means “going across or over”.

The reality is that life is a series of transitions.

As we go forward, we are presented with all sorts of opportunities. Bayview Glen aims to help our students seize them. Some transitions can be challenging too. That’s why it’s also critical to learn how to manage and embrace change. Doing so will serve students well in school and beyond the classroom.

Being nervous about transitions – the new class, leaving school, getting a job, taking on a life challenge – is normal. In fact, a healthy amount of anxiety is probably necessary to take the next step.

Institutions confront transitions as well. At 61, Bayview Glen has been through many of them. It’s the community here that ensures that we grow and thrive.

That’s what we hope for all of our students. This issue of *Viewpoint* is all about transitions and the role of the School in offering the skills and experiences to navigate them.

It has been said that every exit is an entrance to somewhere else. Everyone’s path has amazing and rewarding transition points along the way. Enjoy the journey!

Reading this issue is a further testament to the many wonderful stories worthy of celebrating within our Bayview Glen family!

We would love to share more stories about the successes and pursuits of our alumni. They highlight the impact of Bayview Glen, strengthen bonds between our graduates and enhance our School community in so many ways. **V**

Senior Director of Advancement
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Letter from the Head of School

James Lee



A very sincere and warm greeting to our alumni community. The year has been filled with wonderful opportunities to learn more about your experiences as graduates of Bayview Glen School, through various alumni events. These have helped me better understand the ongoing impact of a Bayview Glen education.

On a personal note, I want to say thank you. You have welcomed me to this community, and I feel very fortunate to be in a position to build on the successes of my predecessors. It is an opportunity that I embrace humbly and with open arms – working together towards a better and stronger future for the Bayview Glen School community.

As I approach the completion of my first year and experience the values of this School, these values continue to be upheld and strengthened every day.

Today, there are more than 1,500 graduates of Bayview Glen School. These alumni contribute positively to our society and are leaders within their various industries. At the same time, it is amazing to see the number of alumni who have chosen Bayview Glen for their children. Although, we live in a world of rapid societal change, the School will continue to be a place where learning and development are at the forefront, balanced with a wealth of opportunities for students to discover their passions and purpose, surrounded by a very talented and tremendously caring group of teachers to prepare them for the world they will inherit.

Whether you began your educational journey “in the valley” or graduated in the past few years, I hope you take the time to reflect on your experience at the School and know that you will always be welcomed back to where you spent your formative years in education.

Our Advancement Team continues striving to grow engagement with our alumni community through events and opportunities to get together, to stay connected with the School and leverage networking pathways that will always originate with a common starting point, Bayview Glen School.

There are truly exciting times ahead! I look forward to stepping into that future together, taking the time needed to get to know each and every one of you, connecting and listening, towards a better tomorrow for all of us within the Bayview Glen community. **V**



When it comes to Bayview Glen, it's all in the family for Zahid Alibhai '95, his wife Samar and daughters, Amira (Lower School) and Rania (Upper School).



Learning to be part of the fabric of society

Like father, like daughters
Zahid Alibhai '95 says
his children are getting
the same solid grounding

by Stuart Foxman

When he reflects on how Bayview Glen shapes and readies students, Zahid Alibhai '95 doesn't just consider his own journey. He and his wife, Samar (a supply teacher here), currently also have two daughters in the School. That helps him see the Bayview Glen impact through their eyes, too.

He describes one day when his elder daughter was in Grade 4 and in the cafeteria. She had already eaten and was lined up for more. But she realized that the person behind her, a teacher, didn't have food yet. So, his daughter let the teacher go ahead of her. Right then and there, the teacher made a point of telling all the students about this act of kindness.

It was a small but telling moment, says Alibhai. Good deeds are recognized and celebrated at Bayview Glen. "They're fostering this behaviour from a young age."

His daughters are now in Grades 4 and 9. He says their transitions between ages and grades have always been well supported, as will the transitions to post-secondary or career aspirations. The latter are years away, but every day and every learning moment is also a transition to the next. Every moment builds on the next to instill what matters. Alibhai knows that the School is helping his daughters forge a critical path right now. It's the same one he experienced.

"The concepts of compassion, respect, diversity, justice, giving back – I really feel those are part of me because of Bayview Glen," he says.

If anything, he feels that's even more entrenched now than it was in his day, in the curriculum and in the school culture. Schools don't just teach subjects. They also teach values, says Alibhai. That comes from your family, too, but the right school and teachers can also play a seminal role. For him, everything was aligned at Bayview Glen.

As a student, he felt the importance placed on empathy and service. When Alibhai was on the Student Council, there was a new mandate that students take on volunteer hours. This was several years before Ontario made it compulsory to graduate high school. "We were taught that it was the right thing to do."



Zahid Alibhai '95 began his Bayview Glen journey in Preschool, in 1979.

A few decades later, when Canada welcomed an influx of Syrian refugees, Alibhai was part of a group that sponsored a family. Why did he jump at the chance? "I keep going back to my experiences at Bayview Glen, and taking the lessons I learned about getting involved."

Alibhai feels that Bayview Glen also prepared him well for university and work. It wasn't just because of the academic foundation. "They taught me that if you want to work towards a goal, anything is possible. You can be whatever you want. This attitude and belief in yourself can help propel you to success."

When he was in School, he already had a good idea of what he'd do. His mother kept a lot of his papers from Bayview Glen. As an adult, he came across one from Grade 2 or 3 where he had to describe what he wanted to accomplish. Among the other long-range goals (like go on a safari), he wrote that he'd take over the family business.

“The concepts of compassion, respect, diversity, justice, giving back – I really feel those are part of me because of Bayview Glen.”

That would be Industrial Textiles, a company founded in 1946, which his family bought in 1975. His father was in textiles in Pakistan, which is where the family is from. The company is a leading provider of industrial workwear and professional uniforms, offering a range of apparel for the medical, industrial, hospitality and education sectors. Products are supplied throughout North America, Europe, Africa and Asia.

From around the age of 14, Alibhai spent summers working in the warehouse. After Bayview Glen, he earned a B.A. from Western University and then an MBA from Northeastern University in Boston. He is president of Industrial Textiles now, and is partners in the business with his brother, Sameer '93, who is also a Bayview Glen alumnus. Together, they are business partners and angel investors in a range of companies, from real estate to tech.

Who knows what his daughters will do one day for a living? “Find the work that doesn’t feel like work,” is his advice.

Life is also about being responsible members of and contributors to the community. Alibhai knows that his daughters will have a solid grounding at Bayview Glen, not just because “the teachers are exceptional” but also because of the deeper nurturing.

Where their interests and goals take them is to be determined. Every path can go in different directions, but it’s helpful to start with the same guideposts. Through the curriculum, opportunities like Round Square and day-to-day life lessons, he says, “Bayview Glen is definitely preparing students to be global citizens.” **V**

“They taught me that if you want to work towards a goal, anything is possible. You can be whatever you want. This attitude and belief in yourself can help propel you to success.”



When being a fish out of water goes swimmingly

**From Bayview Glen
to boardrooms across
North America .
Sana Qureshy Tahir '93
is empowered by an appetite
and aptitude for change**

by Stuart Foxman



As someone who embraces change, Sana Qureshy Tahir '93 is getting a chance to make that the focus of her work. She recently pivoted from vice-president of finance for Vantage Elevator Solutions to a new role leading their transformation initiatives. Elevators only travel up and down. Life takes us along other more interesting paths, and Tahir revels in them all.

She has worked in rural Virginia and Manhattan, made her voice heard in male-dominated businesses, and thrived in a range of corporate cultures. And after Bayview Glen, she transitioned from a pre-med track to an MBA. The idea of finding ways to adapt has been part of her professional and personal worlds. “That’s what I learned at Bayview Glen – change is part of life, and make the most of it,” she says.

Tahir, then known as Sana Qureshy, moved to Canada in 1989. Her family emigrated from Libya, though is originally from Pakistan. She joined the Grade 9 class at Bayview Glen. At the time, Tahir had typical teenage worries about which music and clothes were in fashion.

“I didn’t know what was considered cool. I had never heard of hip hop or rap, which had such a strong influence on how you spoke and dressed. I felt like a fish out of water,” she says.

Before long, she was a fan of Beastie Boys and Run-DMC, later gravitating to Pearl Jam when grunge exploded. She drew close to a few classmates, and most importantly felt a nurturing environment. “I wasn’t just welcomed; I realized I belonged.”

Tahir loved that the School was extremely diverse, not just in ethnic backgrounds but in first- and second-generation Canadians. “I didn’t look different from other students because everybody was different.”

She warmly recalls Caroline Reed, who taught English, history and law, and ran the drama club. Reed always called on her and commended her for making excellent points, which made Tahir feel at home.

“I didn’t know what was considered cool. I had never heard of hip hop or rap, which had such a strong influence on how you spoke and dressed. I felt like a fish out of water.”

Tahir excelled academically, and was active in student council, an environmental club and drama, which was a chance for people to see her in a new light. One play featured a moment where all eyes were on her. She had time to deliver her line. “The pauses mattered. Every second of silence mattered.”

At the University of Toronto, Tahir pursued a Bachelor of Science, majoring in Biology. She found that she wasn’t putting in the same effort as she had at Bayview Glen, which was reflected in her grades. Tahir came to realize that what she had loved about Bayview Glen was having an outlet for all the things that interested her. In university she had her core academic path, but in her second year she added an English course. She added a few more in her third year. In her fourth year, she formally added English and Zoology as a minor. All the while, her grades shot back up.

“Part of it was maturing as a person, and part of it was selecting a path that inspired me to work hard,” she says.

After graduating in 1997, she wanted to earn an MBA and applied to universities that didn’t require an undergraduate degree in Business. She was accepted at the University of Pittsburgh, and in 1998 obtained an MBA in finance and operations.

Her first job after that was for MeadWestvaco, a cardboard and packaging business. She rose from business analyst to director of finance transformation. Home base was the small town of Covington, Virginia. The closest shopping mall was 90 minutes away. It was another fish-out-of-water moment. But Tahir took on the challenge.

At times, thinking of her drama experience, she employed the power of silence. The industry was run by men, and in meetings she figured she had to pick her spots to contribute. Tahir would wait until the group had exhausted their comments, and then she spoke, taking a two or three second pause for effect.

“Learning to do that helped a lot, because people see you as someone who’s measured and thoughtful. I wasn’t speaking over other people. Picking when you speak up is a skill.”

From MeadWestvaco, she went on to take senior finance roles in the New York City area at Nestle, Avon, PepsiCo and Union Park Slope (a real estate development firm), before joining Vantage Elevator Systems in 2018.

Tahir and her husband live in Scarsdale with their two daughters, one in Grade 4 and one in Grade 9. Having a child, the same age she was when she started at Bayview Glen, has made her reflect on her time there. Her academic and professional lives have taken her on many stops, and to many changes. Looking back, she says, “I can definitely see the beginning of a path at Bayview Glen.” **V**



Sana Qureshy Tahir '93 began her Bayview Glen journey as a high school student, entering in Grade 9.

A full-page photograph of Jonathan Fung '21, a young man with dark hair, smiling at the camera. He is wearing a dark blue sweater over a light blue collared shirt and blue jeans, with a black backpack. He stands on a city sidewalk with a street sign for Broadway and a one-way sign in the background. The background shows a busy city street with buildings and traffic.

The gift that keeps giving

Why an entrepreneurial mindset yields so much more than meets the eye for Jonathan Fung '21

by Stuart Foxman

“I like to put myself out there, take risks and aim high.”

Jonathan Fung '21 loves the buzz of business. He co-founded the Bayview Glen Investment Club, having bought his first holdings at age 15, recalling, “a lot of small-cap techs.” He also participated in the Bayview Glen DECA programme that prepares emerging entrepreneurs, qualifying to represent Canada in the international competition.

One year, instead of looking for a summer job, he started his own car detailing business with a classmate (with a power washer and other supplies from Canadian Tire), and signed customers up on subscriptions. One of his best customers had seven cars at his house during a party and wanted them all done. “We did pretty well.”

Bayview Glen Class of 2021 graduate, Jonathan Fung, is currently a student at NYU Stern School of Business in New York City,



“All the teachers at Bayview Glen were really encouraging about the whole learning experience. They help you expand your horizons.”

Now, at the NYU Stern School of Business in New York City, he is part of the inaugural class in Stern’s new Business, Technology, Entrepreneurship programme (BTE). The 50-person programme combines the three disciplines providing many opportunities. In his first year he competed in two hackathons with NYC start-ups and a data science hackathon, Citi bike. Still, and despite all of his business hustle, he doesn’t describe himself as entrepreneurial in only the traditional sense.

“You don’t have to found a company to be entrepreneurial,” he says. “I don’t define it as Elon Musk or Bill Gates. Entrepreneurialism is a way of approaching things. It’s expanding on what you know, thinking of new ideas, taking opportunities where they come and running with them. Entrepreneurship is being able to take action on whatever you find interesting.”

It’s not just a business orientation but also a life mindset. And Bayview Glen, he says, played a big role. The School prepared him academically, but also nurtured a particular grain – entrepreneurship.

“Bayview Glen did prepare me well for my current studies. It was pretty rigorous. But I don’t look at it just like that. Bayview Glen was about trying new things and having so many opportunities to explore. I think that’s what I really took away from Bayview Glen. I don’t think I would have ended up at NYU otherwise.”

He saw entrepreneurialism in action close up, from his father’s career. Dr. Jason Fung, a member of Bayview Glen’s Board, is a kidney specialist, but also a leading expert in intermittent fasting, New York Times bestselling author, and co-founder of a dietary management programme.

Likewise, Fung loves to pursue varied interests, ranging from volunteering as a hockey coach, to helping his father’s business (analyzing customer trends, creating social media marketing campaigns and designing the website customer experience), to his current involvements with NYU clubs.

He’s part of the Quantitative Finance Society at NYU and is president of the Aviation Club (“I travelled a lot as a kid and love airports”). In that role, he has invited guest speakers like the head of aviation research at Bloomberg, the SVP of strategic planning from Southwest Airlines and head of sales for North America from Airbus.

Last summer, Fung worked at KPMG as a product management intern, gaining insight around building and developing software.

“I like to put myself out there, take risks and aim high. All the teachers at Bayview Glen were really encouraging about the whole learning experience. They help you expand your horizons.”

In February 2023, he had a chance to meet other Bayview Glen alumni living in New York as part of a social/networking event. “It was great seeing the variety of paths that people took to get here, what it’s like to work in New York and how they managed it. I think Bayview Glen alumni are invested in helping other alumni.”

So is Fung. He says if any current or former Bayview Glen students are on their way to NYU, they should look him up.

He has found NYU similar to Bayview Glen in several respects, like smaller classes and teachers who have an open-door policy and who genuinely care. Thinking back on his educational path, “that’s what matters, how much they want you to succeed,” he says. **V**

The best offense is defense

Blazing trails early – both on and off the field. Rinku Kapoor Handa '94 dodges many obstacles along a career path filled with twists, turns and pivots

by Stuart Foxman



Starting in Grade 9 and continuing all through her Upper School years, Rinku Kapoor Handa '94 played soccer.

She was a solid right defender. That term can also describe much of her life since. The pursuit of equity, social justice and making the world a better place is never far from her thoughts.

She's currently a legal consultant in Long Island, New York, providing mediation, alternative dispute resolution and arbitration services. Kapoor Handa also serves as a pro bono staff attorney for the New York County Lawyers Association, working with clients who can't afford legal services. She has experience in family law and environmental law.

The law is a second career. Kapoor Handa had earlier worked in environmental consulting and remediation, before realizing that coming into the field as a scientist wasn't enough to create progress. "You can only change things if you understand and change the laws," she says.

Much of her character was shaped during her Bayview Glen years. “My teachers helped me to stand up for what I believe in and to be strong,” she says.

Those are formative years for anyone, but Kapoor Handa particularly welcomed and needed the adult direction. She was born in Canada, but her family moved to Africa when she was three. At four she went to boarding school in India, and at nine she returned to Canada to attend Bayview Glen. She lived with her grandparents, as her parents remained in Africa for work. They would come and go over the years.

“Bayview Glen and the teachers were my family. They took care of me and always guided me on the right path. When I had issues when my parents weren’t around, they picked up the slack.”

Kapoor Handa was the first girl to play on the Bayview Glen boys’ soccer team. At the time, there weren’t enough girls interested in making their own team. It meant a lot to her that the teachers who coached were supportive, saying that if she tried out and made the team, she’d play.

There were obstacles. At first, some members of the team didn’t feel like she belonged, but eventually they had her back. One time, Bayview Glen was visiting an all-boys school for a game. A member of the opposing team hit her hard, and after the game a bunch of his teammates started making nasty comments to her.

“My entire team ran after them. They had to lock themselves in the locker room. It was the most beautiful thing because they all supported me.”

“Bayview Glen and the teachers were my family. They took care of me and always guided me on the right path. When I had issues when my parents weren’t around, they picked up the slack.”

At the University of Waterloo, Kapoor Handa earned an undergraduate degree in Science and Business in 1998, and then a Master of Science in Hydrogeochemistry in 2004. She worked in the field and served as an environmental project manager and director for PMI of Canada, a family firm that does engineering consulting on environmental projects in Africa.

Kapoor Handa returned to school to get a degree from Vermont Law and Graduate School, which she earned in 2018, specializing in energy, environmental and natural resources law. She was on the Dean’s List and was a staff editor of the School’s law review.



Rinku Kapoor Handa '94 with her husband, Rohit, and daughter, Reysa, at the Blue Jays versus Mets game in June, 2023, where Reysa and her Grade 5 classmates sang the Canadian and American national anthems.


What attracted her to becoming a lawyer wasn’t the idea of becoming a partner at a firm and making loads of money. “I want to feel good about what I do.”

Outside of work, Kapoor Handa volunteers with the North American Women’s Association, which promotes friendship and cultural activities among women living in Ghana and supports charity projects benefitting women and children in the country. She co-ordinates communications, and has worked on the organization’s diversity, equity and inclusion strategy.

Kapoor Handa and her husband have a daughter, age 10, and she says they’re trying to raise her with a sense of empathy.

During a period when she needed nurturing and encouragement, would Kapoor Handa have found it at another school? “I don’t think it would have been the same. We attracted teachers who really cared. The foundation for what I am as a person was developed at Bayview Glen,” she says.

Her advice for current students is to soak everything in. She did, from the academics to soccer to drama. Whether in subject areas or other interests, you never know where your passions might lead.

“This is the time of your life where you can try and fall and get up. You have the cushion. So, get the diverse experiences and opportunities that Bayview Glen offers. Don’t be scared to try anything.” 

ef. Weak Desirability Tracking.

A partition $A = \{A_n\} \subseteq \mathcal{A}$ is weakly desirability tracking if $\forall A_n \in A$

$L(E_n)$, possibly $E_n = \emptyset$

1) $U(A_n | E_n) > U(\emptyset | E_n)$;

2) $P(A_n | L(E_n)) > 0$ and

3) $P(A_n) > 0$

Furthermore, if $U(A_n) > U(\emptyset)$
then we say A

Looking for rhyme and reason

His inquiring mind always wants to know.
An ever-curious student propelled to aim
higher by a penchant for digging deeper

by Stuart Foxman

When Daniel Herrmann's class graduated Grade 8 in 2009, Eileen Daunt, the Head of School at Bayview Glen at that time, read aloud what the teachers had written about each student. The comment about Herrmann '13 was that he asked challenging metaphysical questions early in the morning.

"I was grateful for the freedom to explore ideas at Bayview Glen," says Herrmann, who is completing his doctorate in logic and philosophy of science at the University of California, Irvine.

Preparing people for the future isn't just a matter of helping them navigate academic and career paths. Sometimes, the biggest impact is simply generating a love of inquiry. His friends at other schools told Herrmann how that was stamped out by a narrow focus on grades.

"I never felt that way. My teachers indulged my curiosity and idiosyncrasies. They didn't stifle. I could ask out-of-left-field questions."

He's still asking them. For his doctoral thesis, Herrmann is developing and investigating what he calls "mathematical models of optimal reasoning and learning". He connects these models to debates in philosophy and artificial intelligence (AI) and, as he describes on his website, "applies formal methods to philosophical questions about ethics and politics, social dynamics, scientific methodology and quantum mechanics".

"At its core I study agency," he explains. "I think of agency as composed of learning and decision making. You have your beliefs, and when you learn something new how do you incorporate that? And given your beliefs and values, what decisions should you make?"

“I think they prepared me to present ideas in compelling ways.”

Current theories on learning and decision making involve how we manage uncertainties and probabilities. Consider a poker game, where players constantly think about odds, gambles, actions and reactions. “Every situation in life is like poker,” says Herrmann. He’s working on generalizing and modifying the existing theories and exploring how we come to learn that we have choices.

Ron Sylvester, who was Herrmann’s faculty mentor all through Upper School, isn’t surprised at what he’s doing. “It makes perfect sense that he’s exploring uncharted territory, because that’s where Daniel is most at home,” he says.

Big ideas don’t intimidate Daniel. Once at Bayview Glen he gave a speech on the limits of knowledge. His teacher noted that it sounded like Socrates. That was news to him. “I was a little disappointed – someone else already thought of this?”

When Herrmann was in Grade 8 or 9, his father gave him a book called *Gödel, Escher, Bach: An Eternal Golden Braid*. It explored themes crossing the works of logician Kurt Gödel, the artist M.C. Escher and composer Johann Sebastian Bach. Herrmann was drawn to the interdisciplinary nature, which coloured his Upper School years. His work still is about interdisciplinary connections.

While he was highly academic at Bayview Glen, Herrmann also took part in ultimate frisbee, played *Hamlet*, enjoyed his Round Square service projects in Kenya and Peru, and loved debate and the Model U.N. “I think they prepared me to present ideas in compelling ways,” he says.

“We were stimulating for Daniel,” says Sylvester. “He was always able to find somebody to have a great conversation with, to give him expertise or insight, or to offer him resources around something he was interested in. Whether discussing poetry or an equation, Daniel could get very excited.”

Herrmann chuckles hearing that, as that still applies. He starts off his thesis with a poem by Keats, who he says was exploring the same kind of philosophical problem as him. “I’m just doing it in math.”

The support that Herrmann felt for his intellectual excursions was foundational. Many students leave school with a one-track view of success, says Sylvester. Getting into a certain programme or landing a particular job becomes the grail. “Daniel was happy to go into the blue sky and have an adventure with learning – knowledge for the sake of knowledge,” says Sylvester. “He was engaged in education over qualification.”



Herrmann '13 excelled academically at Bayview Glen and also participated in Round Square Services trips and co-curricular life.



During his Grade 11 year, Herrmann '13 played *Hamlet* in the Bayview Glen theatre production.

Daniel Herrmann '13 pictured in JK at Bayview Glen, circa 2000.



When time came to make a post-secondary decision, Herrmann had many options and picked Quest University in Squamish, B.C. The experimental school had students help design their own education, offered no majors and crossed several disciplines “It wasn’t the standard choice,” says Herrmann. Troy Hammond, Director of University Counselling and Student Services Department Head at Bayview Glen, wholeheartedly supported the atypical path.

Now, after four years at Quest and six at the University of California, Herrmann is looking at doing post-doctoral research related to AI and machine learning. “It’s useful to have a theoretical understanding of how reasoning works.” After that, he’ll become a professor or maybe work for a big AI lab.

In making choices, people are often pre-occupied about what comes next. That can be important. But so can being engaged in the moment, whether what you’re doing is part of a life path or just appealing to your interests. “I think about the future,” says Herrmann, “but I live with a sense of presence.” **V**



Watch me grow

How alumnus Stephen Hakami '15 diverted from a traditional academic path to tech *Wizard*

by Bob Ramsay



There are people who lose their jobs, but don't tell their partners until long after. They're just too ashamed.

It was different when Stephen Hakami '15 dropped out of Laurier University in 2017 and knew he'd have to tell his dad at some point that university just wasn't for him. He also knew it would be a blow; his father, who had immigrated from Iran, had worked hard to make his way in the world. Hakami's older brother and sister, who'd also gone to Bayview Glen, both graduated from university.

“...the School had taught me communications skills, but more than that they’d taught me the confidence to use them.”

In the Hakami family, it was just assumed you’d go to university, and Stephen did for 18 months. But it took him two more years to get around to telling his dad that he’d dropped out.

Hakami’s problem wasn’t shame, or fear. It was that he wanted to make sure he could afford to give his dad a Rolex watch for his 60th birthday at the party where he would also give him the news about Laurier.

By then, the company that Hakami had founded in 2019 was already a success. Indeed, in 2022, Wiza did \$5 million in sales, with 20 employees and 250,000 customers. Wiza has doubled in size every year.

What gave Hakami the confidence to walk away from university and stake his entire future on his startup?

It wasn’t that he was a born salesman; it turns out he was schooled as one. “I used to sell stuff at school, everything from headphones to iPhones and phone cases. Then I put on an all-ages event. We rented out The Opera House in downtown Toronto and sold tickets to a concert/party there. We made money and everyone had fun.”

But Hakami’s real training in sales came in the summers before and during his time at Laurier. He was hired as an intern for a conference and events company, and his job was to help sell, sell, SELL. So, he learned in the trenches what sales was all about.

Hakami recalls that Bayview Glen gave him a maturity that other interns didn’t have. “I was 18 and having grown up conversations with my company’s Chief Human Resources Officer. For sure, the School had taught me communications skills, but more than that they’d taught me the confidence to use them.”

Before he settled on Wiza as his ticket to the future, he also tried out 20 different businesses (yes, 20), including a subscription sock business. He wasn’t being impulsive; he was being methodical. This is a man completely comfortable with transitions.

And why Wiza and not the other 19 businesses he’d tried? Because it had traction right out of the gate. It worked from the start.

Wiza is a web platform that helps companies automate their lead generation by extracting email lists from LinkedIn. Finding someone’s email is crucial in online marketing, and the higher people rise in the corporate ladder, the harder they are to find. But many middle and senior-level managers offer their email addresses on their LinkedIn profiles. Mining them is a time-consuming business. Wiza dramatically shrinks the time it takes to do that, automating the entire process. But the key is that Wiza uses artificial intelligence and custom search technology to find contacts in a format a client can use. Those clients today include Google, Microsoft and Slack.

As for tomorrow, Hakami is open to taking Wiza public. It is the David in an industry whose Goliath is ZoomInfo, whose revenues in 2022 were \$1.1 billion.

This could be one reason that this year Hakami recruited his fellow Bayview Glen alumnus Harrison Apitz-Grossman ’15 from Global Infrastructure Partners, to be Wiza’s COO.

Oh, and Hakami’s dad wears that Rolex with great pride. **V**

A serial entrepreneur, Stephen Hakami ’15 has parlayed sales experience he first tested at Bayview Glen into a career.





Something good is brewing here

**Alumna and coffee company CEO
empowered to navigate change
through her Bayview Glen grounding**

by Bob Ramsay

Christine Cruz-Clarke '98 is a Board member, current parent and alumna of Bayview Glen School.



My connection to Bayview Glen runs deep. I joined the School when it was still in the Valley and was part of the inaugural group that relocated to the campus we enjoy today. I graduated in 1998 as a lifer. Today, I'm both a Bayview Glen parent and a Board member."

These words come from Christine Cruz-Clarke '98, the CEO of Balzac's Coffee Ltd., a specialty coffee roaster which operates a network of cafés while building the fastest-growing super-premium coffee brand in Canada.

Clearly, she learned a thing or two at Bayview Glen and is happy to return the favour. As they say, the best way to keep your education is to give it away.

“What I’ve learned is that while our tools and the environment we learn in can change dramatically over the years (my Prep School days were filled with lined paper notebooks, not Surface Books), the lessons we take from Bayview Glen share similarities that span generations.”

“The first for me is be open to every opportunity that comes your way, no matter how anxiety-inducing it may seem in the moment. And the second: learn to use change and thrive in it.”

She tells the story of being asked in Grade 11 to serve on the Athletic Council. She’d never done anything like this and didn’t consider herself an athlete. But a teacher saw something in her that led to that opportunity. Today, working in teams is one of the most central attributes of any successful organization. And years from now, teamwork will be just as important, whether in sports, work, or life.

having exposure to many different people and viewpoints. The diverse community of educators and students creates a sense of belonging which translates into confidence that will serve our children well long after they graduate,” she says.

“We see it already in our boys, who are 12 and 15. They have made many new friends, have had the confidence to try new activities, and have shown a growing interest in the world beyond. It helps that the School itself really does mirror the world and encourages travelling it while they’re still in School.”

Cruz-Clarke sees in her own self and career what her sons are learning at Bayview Glen. After graduating from Western University in 2002, she immediately joined the world of management consulting where problem-solving is an expectation and the confidence you bring



Christine Cruz-Clarke '98 pictured with her brother Christopher, who also attended Bayview Glen, in 1987.

“The Bayview Glen philosophy of *Whole Child, Whole Life, Whole World* resonated with us and our values in a big way. As global citizens, we want our children to be educated in an environment that helps them appreciate the world beyond the four walls of their classroom.”

A year later, Cruz-Clarke became a Prefect. Through that experience, she started to learn about managing through change which presented itself many times in many ways. As leaders in the School, Prefects are often asked to solve problems. “Can we even do this?” is a question that any Prefect can relate to. Over time, it is also one that becomes normalized and for Cruz-Clarke asking such questions helped her reframe discomfort as growth and opportunity.

Throughout her career, navigating change and transition has been a constant. For four years Cruz-Clarke lived abroad with her family. With a desire for their two boys to have access to the same opportunities as they did, they moved back to Toronto. “The Bayview Glen philosophy of *Whole Child, Whole Life, Whole World* resonated with us and our values in a big way. As global citizens, we want our children to be educated in an environment that helps them appreciate the world beyond the four walls of their classroom.”

Authenticity and perspective are top of mind for companies and organizations the world over these days, and Bayview Glen has been fostering this in its students since Doreen Hopkins founded the School over 60 years ago.

“What we love is that the students share a range of academic and co-curricular experiences while

is critical to your success. She credits her leadership adaptability in part to her foundational experiences at Bayview Glen.

As a leader, Cruz-Clarke recounts her four-year experience abroad as transformative, one that gave her a new lens of appreciation for leading cross-cultural teams and that served as a masterclass in navigating ambiguity. After returning to Toronto in 2021, she became the CEO of Balzac’s Coffee Roasters, a beloved Canadian institution that celebrates 30 years in 2023.

For her, coffee is just part of Balzac’s business. The cafés were inspired by café culture reminiscent of the so-called “red cafés” of Paris, with their red seats and signage, a symbol of relaxation and easy sophistication. Whether you enjoy a cup in-café or at-home, Balzac’s is in the business of creating moments to savour. As Balzac’s website says today: “Located in some of Canada’s richest cultural districts and historical neighbourhoods, all our cafés are uniquely designed and have their own story to tell.”

That same thing – uniquely designed and with their own story to tell – can be said of Cruz-Clarke, her sons and most everyone who has stepped through the front gates of Bayview Glen. 



Supporting students to take big leaps through small steps

Multi-disciplines come together
for academic counselling and more

by Bob Ramsay



Troy Hammond has been counselling Bayview Glen students on their post-secondary choices for over 20 years. The biggest change he's seen? The School now has an entire department devoted to guiding students through their experience here and well beyond.

Says Hammond: "When I came here in 2002, I was the Director of University Counselling. Today, there are three of us in the Student Services Department, and the scope of our work is so much broader."

For one, the School is more proactive and intentional, not only about how its students can create their own experience, but also about how that experience can change during their years here, forming the foundation of their post-secondary studies and their careers and lives. Guidance is no longer a check-the-box process. It's an essential part of being here and of leaving here to take their place in the world.



“for students to make the best choices for themselves, they need to know their choices are valued.”

Adriana Dybala, Academic and Career Counsellor

These conversations not only happen much earlier than in the past, but they also happen more often and probe more deeply. For instance, says Hammond, a student may say they want to take a certain major in university because they want to make a lot of money. This now sparks another conversation about the role of money in being happy and about the role of business in society. This, in turn, can lead to conversations about doing something for its own sake, and not as a means to an end.

Maybe joining a particular club will help you decide if you really want to major in business. Or perhaps business is outside your comfort zone; you may want to delve into it precisely for that reason, the way some students today will try something because it's new and even intimidating. Those kinds of conversations happen all the time at Bayview Glen now.

As Dybala notes, they don't need to be part of a formal session; they often come up in a meeting on an unrelated subject, like course selection. This is where her two decades plus of listening for the unspoken things can encourage a student to explore new interests or reveal hidden fears.

“There's a fragile and delicate transition from Grades 8 to 9,” she notes. “It's not just from a developmental psychology perspective. There's a big leap academically in terms of work, so we're there to guide our students through that transition.”

Working with Hammond are Academic and Career Counsellor Adriana Dybala, who joined the department after teaching social sciences and humanities for 23 years at the School; and Student Services Adviser Sukaina Fatima, who is the ‘first responder’ for the countless details of university applications and volunteer community programmes.

Says Dybala: “for students to make the best choices for themselves, they need to know their choices are valued. So when we ask a student in Grade 8 what they think they'd like to study after they graduate, or who they would like to become, those questions are part of a process of support that goes back to the School's mission of teaching the whole child.”



Sukaina Fatima is Student Services Adviser at Bayview Glen.

Bayview Glen Academic and Career Counsellor Adriana Dybala works with students starting in Grade 8.



It also helps that today's students can get real-world experience via the School's co-op programme. Students can take part in Grades 11 and 12, with an in-class component and a one-month experience of what the workplace is like. Parents and alumni have

eased many students' paths into organizations as diverse as the Canadian Opera Company and Mount Sinai Hospital, the Toronto Zoo and Qvella microbiology.

Part of their experience also comes in learning to build their own networks so that by the time they're in university or beyond, they're already comfortable with this essential skill.

Bayview Glen also promotes non-traditional pathways. For example, the School organizes three Career Breakfast events a year for students in Grades 6 to 12. It's both easy and expected, for example, to have a doctor, a lawyer and an engineer speak to the students and answer their questions. But the School has also invited professionals who aren't in the mainstream, like a professional artist, a dance choreographer and an engineer, one who invests in engineering start-ups.

No surprise, the arc of all three talks turned out to be "I thought I was going to do this, and I ended up doing that instead." Which proves what Hammond, Dybala and Fatima re-learn and pass on every day: the path to fulfillment in life is never linear.



Grad Profiles: Class of 2023

Seventy-eight Grade 12 students graduated from Bayview Glen in the spring of 2023, earning placement in top-ranking universities, in Canada and the United States, in a wide range of programmes.



Mehmet (Mark) Alpacar '23

Mark came to Bayview Glen in Grade 9, participating in and excelling at a variety of academics and co-curricular pursuits during his high school career. He achieved distinction in Math contests, completed eight Advanced Placement (AP) courses, and was named to the Head's Honour Roll every year. He will begin his post-secondary journey at Brown University in Rhode Island, studying Economics.



Jia-Yi (Helen) Gao '23

Helen's positive outlook and endearing personality were trademarks during her Bayview Glen School experience. She achieved the Head's Honour Roll in her final two years and claimed the Grade 11 Media Studies award. She was also the Head of Public Relations on the Student Executive Council in Grade 12. Helen will pursue her post-secondary studies at the University of Southern California.



**Matthew Chuter '23
Bayview Glen Lifer**

Matthew entered Bayview Glen in Preschool. He was a key member of the School's technical crew, managing various roles in the booth during assemblies and School productions. He has deferred his acceptance to the Media, Information and Technoculture programme at Western University. Instead, Matthew will be working as a gap year assistant at Regent's International in Bangkok, Thailand.



Laila Maria Remu '23

From her early days as a Grade 7 student entering Bayview Glen, Laila was often found in or around books: the Learning Commons, the book club, and the Clarkbrary! She also participated in the Upper School play as crew member and as Head of Costumes. She also won an Acknowledgement Award from the Head of Upper School and completed AP Capstone. Laila will study Child Health at Brock University.



**Gregory Tong '23
Bayview Glen Lifer**

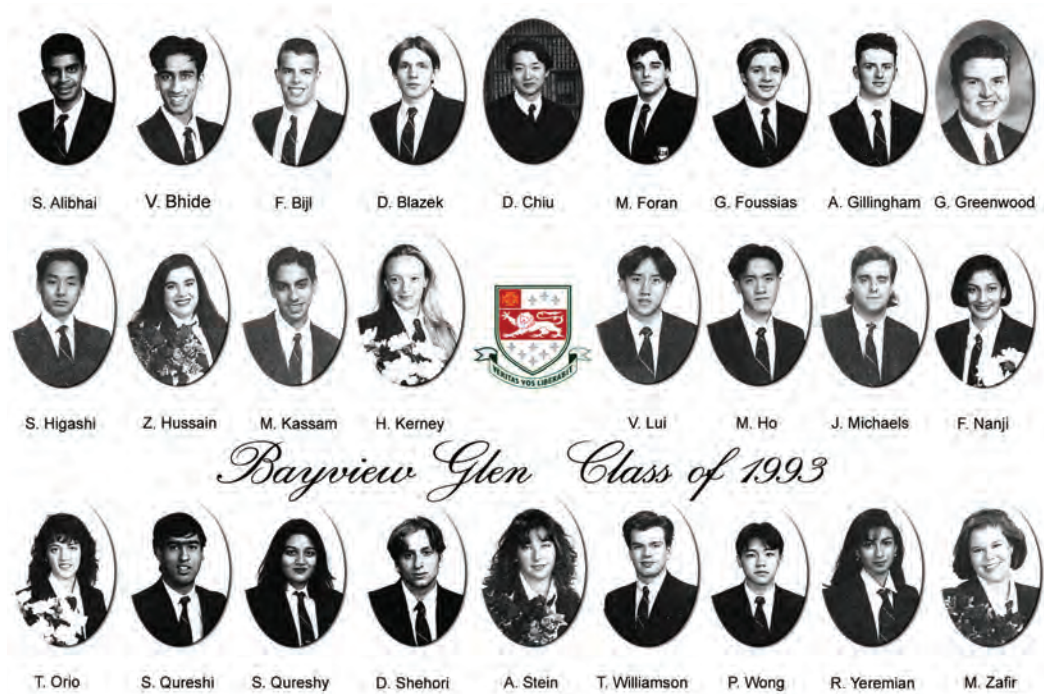
Gregory began his Bayview Glen journey in SK. He served as Co-Head of HOSA and Co-Head of the Student Executive Council. Academically, he earned Head's Honour Roll in each of his high school years. Gregory also participated in sports as a member of the Badminton and Curling teams. The next leg of Gregory's academic adventure will see him enter the pre-medicine track at Emory University in Biology.



Samantha Sedran '23

Samantha was a key member of the FRC Robotics Team, which enjoyed tremendous success, including qualifying for the Worlds. She was also an editor for the School newspaper, a cast member in School plays, and a science lab assistant. Samantha also maintained a high standard academically, achieving Head's Honour Roll and winning several awards. She will be pursuing an Engineering Science degree at the University of Toronto as a 2023 Schulich Leader.

1993 Alumni Honoured Class



“Bayview Glen taught me the importance of respecting those who forged paths before you. Not only teachers, but older alumni who I had seen graduate and then go on to accomplish some pretty amazing things with their lives.”

1998 Alumni Honoured Class



Adil Dharssi '98
Sales Representative
iPro Realty Ltd, Brokerage
Started at Bayview Glen in SK

2003 Alumni Honoured Class



“Bayview Glen provided numerous opportunities to learn in an engaging and interactive way, such as via group work, presentations, and independent work - all of which I found to be directly transferable to higher education and the professional space.”

2008 Alumni Honoured Class



Alanna Sarju '08
Lawyer
Co-founder & Partner
Sarju Eliyas Law Corporation
Started at Bayview Glen in Grade 11

2013 Alumni Honoured Class



"I will always appreciate the strong sense of community within the teachers, students, and staff at Bayview Glen. From shared laughs in the common area to hallway conversations, a friend was never far away."

2018 Alumni Honoured Class



Katherine Tom '18
MD Programme, McMaster University
Started at Bayview Glen in BG3



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