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December 2022  
Volume 3, Issue 4  
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# MALVERN C.I.

## TPH IMMUNIZATION CATCH-UP CLINIC @ MALVERN

Toronto Public Health (TPH) will be offering catch-up vaccine clinics at Malvern on January 24, 2023. The school-based clinic will provide students in Grades 9-12 with opportunities to receive meningococcal, hepatitis B and human papillomavirus vaccines that are routinely offered to students in Grades 7 & 8. Due to disruptions caused by the COVID-19 pandemic, many students in Grades 9 & 10 missed the opportunity to receive these life-saving vaccines.

The clinic will take place during the school day.

Please see the attachment for information and the consent form. As a reminder, secondary school students that are aged 14 and older can provide informed consent to receive a vaccine in the school setting. Information is also included in the School Calendar.



[TPH Information & Consent Form](#)

## CONGRATULATIONS EDWARD MA & CAMERON PIRIE!

A big congratulations to Edward Ma Stephenson and Cameron Pirie, who have participated in the University of Toronto Rotman Market Simulation Challenge two years in a row.

Competing against 200 students from across the country last year, they won 1st place and we are proud at Malvern to host their plaque. This year they returned to defend the title against 63 other schools nationwide and placed an impressive 3rd place.



The Market Simulation Challenge, presented by the BMO Financial Group Finance Research and Trading Lab, provides high school students with an introduction to the field of finance and an opportunity to learn through simulated business scenarios.

Students get an introduction to financial markets and use the *RIT Market Simulator* platform to participate in the challenge.

## INSIDE THIS ISSUE

Final Exam Info.....	2
Exam Schedule .....	3
Guidance .....	4
Student Success .....	5
Parent Webinar Series .....	6
Student Engagement.....	7
Neurodiversity.....	8
Parent Council .....	12
Computing Challenge.....	12
Prom/Commencement .....	12
Music Dept. ....	13
The Holiday Assembly .....	14
Staff Contact Info .....	15

## UPCOMING EVENTS:

- Dec. 23 Classes end at 12:00; SAC Movie in Auditorium in PM.
- Jan 9-10 Culminating Tasks
- Jan. 19-24—Moratorium
- Jan. 25-31—Final Exams
- Feb. 1—Exam Return
- Feb. 2—PA Day
- Feb. 3—Sem 2 Starts

## [Final Exam Schedule](#)

## IMPORTANT INFORMATION REGARDING EXAMS & CULMINATING ACTIVITIES

When we return from the winter break, all classes will be working on **culminating activities** and preparing students for their **final exam**.

Please be aware of the following important information:

- ◆ For ALL classes, term work constitutes 70% of the student's final mark.
- ◆ For ALL classes, Culminating Activities & Final Exams constitute 30% of the final mark.
- ◆ Not all classes will have a final exam; however, all classes WILL have a culminating activity. For example, some classes will have students complete a number of culminating tasks that combined, are worth 30%; other classes will have a culminating activity **plus** a final exam that combined, are worth 30%.
- ◆ **Culminating Activities** assess the student's consolidation of course expectations through an evaluation that is NOT a test (i.e. research projects, performance tasks, presentations, etc.) while a **final exam** is a test format.
- ◆ For most classes, term work will be completed approximately 2 weeks prior to the start of final exam. After this point, no new material will be taught.
- ◆ All students will be informed by their teacher what their term mark is (weighted at 70%) before exams.
- ◆ Student are expected to **attend all classes** as these culminating activities often take place during class time.
- ◆ Students who are ill, or participating in a school-sanctioned event (such as athletics), will be provided with some flexibility from the teacher, provided there is sufficient documentation for the illness and notification to the teacher ahead of time of a scheduled game.
- ◆ Students who are **absent for a final exam** due to illness (with a medical note) or due to bereavement may write the exam on a different day. Please contact the office and speak with an administrator.
- ◆ Student who are absent for a final exam for any other reason (including a vacation) will be given a mark of zero on the exam, as per school policy. The vacation policy was reviewed with all students at the start of the semester (all school policies and procedures are on the School App under School Information).
- ◆ During the **moratorium period** (Jan 19–24), teachers will ensure that there is review in class, and that review materials are provided. Students will also be given information about the **format of the exam** (i.e. multiple choice, short answer, fill-in-the blank, long answer, definitions, etc.), as well as the main topics that will be on the exam.
- ◆ In January, teachers will also review study tips and strategies for studying. Please reassure your child that they have been preparing for this all semester. There will not be any surprises!
- ◆ During **exam days (Jan. 26–Jan. 31)**, students only report to school for their scheduled exam. The library will not be available for study.
- ◆ The **cafeteria** will be open from 8:00 am to 12:00.
- ◆ All exams are either **1 hour** or **1.5 hours** in length.
- ◆ Students should arrive **20 minutes** prior to the start of the exam (start times are 9:00 a.m. and 1:00 p.m.).
- ◆ At the end of the exam time, it is expected that most students will have completed the exam and will hand it in. **Additional time** will be provided if some students are not able to finish all the questions.
- ◆ Exams will also include a **“time manager”** to assist

students in understanding how much time they should be spending on each section. See sample below

Section	Mark Break-down	Suggested Time
Multiple Choice	/30	25 minutes
Short Answer	/28	35 minutes
Choice Questions	/7	10 minutes
Review	--	20 minutes
<b>Total</b>	<b>/65</b>	<b>90 minutes</b>

- ◆ The school will reach out to those students who require accommodations beyond additional time (such as assistive technology). These accommodations will be put in place for those students provided it is outlined in the IEP and/or provided the student has required this accommodation throughout the semester.
- ◆ On **February 1**, students will have an opportunity to attend all semester 1 classes (Schedule to follow) to review their exams and culminating activities, and to also receive their final mark in the course.
- ◆ Please note that **Math exams** will include a **Formula Sheet** and **Science exams** will include a copy of the **Periodic Table**.

### HOW CAN PARENTS HELP?

- ◆ Encourage your child to set up a schedule for studying.
- ◆ Reassure your child that there are no surprises here. The format will be similar to what they've been doing all semester in a given course.
- ◆ Encourage them to take regular exercise and nutrition breaks from studying.
- ◆ Suggest they put away their phone while studying (eliminate the distractions).
- ◆ Assist them in studying by suggesting they do the following:
  - ⇒ Create a **timeline**
  - ⇒ Review **vocabulary**
  - ⇒ Repeat **problem sets**
  - ⇒ Self-test
  - ⇒ **Group/Buddy** studying
  - ⇒ Create **flashcards**
  - ⇒ Use study **apps**
  - ⇒ Practice **timed responses**
- ◆ Use the following apps to support them in studying:
  - [Mindmodo](#) for mind mapping (creating a visual of your notes) - see example for SBI3U [here](#)
  - [Quizlet](#) for making your own cue cards
  - [Read & Write](#) for speech to text, highlighting & more (Google Extension)
  - [Pomodoro Method](#) for Time Management
- ◆ Encourage them and build their confidence.
- ◆ Value and acknowledge their effort and the importance of doing their best; avoid communicating expectations for a certain grade.



### IMPORTANT DATES AHEAD

- ◆ [Ontario Colleges](#) applications: Equal consideration deadline is February 1st, 2023
- ◆ [OUAC / Ontario Universities](#): Deadline to Apply via OUAC is January 12th, 2023
- ◆ Semester 2 [TDSB Night School](#): Now Open - limited availability - register ASAP
- ◆ Semester 2 [TDSB eLearning](#): Now Open - limited availability - register ASAP

### NATIONAL PORTFOLIO DAY

Students applying to a portfolio-based post-secondary program are strongly encouraged to register for the Virtual National Portfolio Day event on **Sunday, January 8, 2023** from 12pm - 4pm. Advance registration is required. This is a chance for students to talk directly with representatives from schools and get feedback on their portfolios. Ontario schools will be in attendance at this international event, including OCAD University and Sheridan College. More information and registration is found here: <https://nationalportfolioday.org/schedule/jan-8-online>

### U OF T SUMMER MENTORSHIP PROGRAM

The Summer Mentorship Program (SMP) gives high school students of Indigenous or African ancestry a chance to explore health sciences at the University of Toronto over four weeks in July. Students can apply through [this website](#). The first application deadline is January 13, 2023. For more information, check out the [SMP Brochure](#).

### LEARN AND STAY GRANT

Starting in 2023, Ontario's new [Learn and Stay Grant](#) will provide full funding for tuition, books and other costs for up to 2,500 nursing and other health-care students who agree to work in a priority community on graduation. To receive this grant, you need to fulfill a service commitment. This means you are required to work in the region where you studied for a minimum of six months for every year of study funded by this grant. Learn more about the program [here](#).

### TDSB E-LEARNING & NIGHT SCHOOL

A reminder that grade 11 and 12 students anticipating a need for a timetable change may want to consider TDSB e-Learning or Night School for Semester 2, since there is limited availability for course changes at Malvern.

e-Learning Registration: Courses have some synchronous components, but are mostly asynchronous and best suited for independent learners. Courses available in Semester 2 will be on the [e-Learning website](#). [Read more about e-Learning](#) and [REGISTER HERE](#).

Night School Registration: Courses are Mon/Wed or Tues/Thurs from 6:30-9:30pm with synchronous learning and mandatory attendance. [Read more about Night School](#). Semester 2 Night School Courses will be available in-person and remotely. [Course lists available here](#). [REGISTER HERE](#).

### PRIOR LEARNING AND RECOGNITION (PLAR)

PLAR is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills

evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma.

The 2022/2023 PLAR Challenge process will kick off with a [Virtual PLAR Information Session for Families](#) on January 18, 2023 from 7:00 p.m. until 8:30 p.m.

[PLAR Information Session Flyer](#)  
[PLAR Information Session Registration](#)

### COLLEGE OPEN HOUSE DATES

Durham College: [Program Info Nights](#)  
Tuesday, January 17, 5:30–7:30 p.m., Oshawa Campus  
Wednesday, January 18, 5:30–7:30 p.m., Whitby Campus

Conestoga College: [Open House](#), January 21

### THE SCHOLARSHIP REPORT/FINANCIAL AID

The Scholarship Report has released comprehensive guides to financial aid and student awards for each Ontario post-secondary institution. A link to documents is found [here](#). You can also access the documents on the login for The Scholarship Report:

Link [here](#).  
Password: scholar1

### MALVERN COURSE SELECTION 2022-2023

The Guidance Department is preparing for the 2022-2023 Course Selection process. Beginning in February, students will have the opportunity to learn how to select courses in [myBlueprint](#) and hear more about what subjects and courses are available to them in the 2023-2024 school year. Dates and deadlines pertaining to course selection will be announced in the new year. We look forward to continuing to work with your students on their educational and pathway plans.

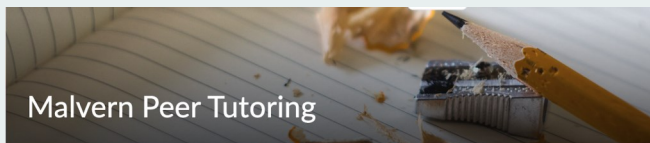
### WINTER WELL-BEING GUIDE

[The TDSB Winter Well-Being Guide](#) has many resources for students and caregivers. This [guide](#) has been translated into 18 languages and we hope it can reach many students and caregivers. The translations for the 18 languages can be accessed [here](#).

### BEST WISHES FROM THE GUIDANCE DEPARTMENT

The Malvern Guidance Department wishes all of our students and families a happy, healthy and restorative winter break. We look forward to seeing you back at Malvern in January!

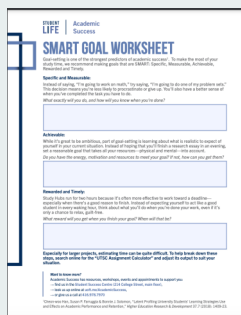




Now recruiting Peer Tutors for Semester 2! If you are interested in Tutoring for Semester 2, please complete the following application <http://bit.ly/MCIpeertutors>. Current tutors are being asked to submit a new application with any updates to the courses they would like to help with.

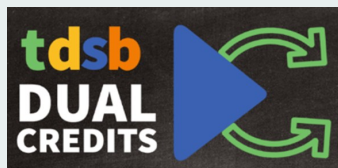
## EXAM PREP - TUESDAY JANUARY 10TH

Teachers understand that students may be feeling nervous about the return of exams and want to dedicate time to give study tips, exam writing advice and strategies to manage anxiety. On Tuesday, January 10th during Period 2, students will chat all things related to exam prep with their classroom teachers. The slides shown to students will be shared with the community at a later date. Students may consider starting their exam prep by setting SMART GOALS. [This template by U of T is excellent.](#)



## DUAL CREDIT

Are you in Grade 11 or Grade 12 and wanting a unique way to earn an elective credit? A Dual Credit might be for you! When you take a Dual Credit you are signing up to take a College Course through either Seneca College, George Brown College, Centennial College or Humber College. The courses available through Dual Credits are pretty fun and interesting.



For example:

- ◆ Video Game Industry—Centennial College
- ◆ Forensic Psychology—George Brown College
- ◆ Sociology of Food - College
- ◆ Anatomy & Physiology For The Practical Nurse—Seneca College

[Click here for the full link of available courses.](#)

You might be wondering why it's called a Dual Credit? This is because successful completion of the College course will earn you a College credit to use for later AND a Grade 12 elective credit to use towards your high school graduation. Did I mention that it is FREE?

If you have more questions or are interested in signing up, please email Ms Bourgard at [lisa.bourgard@tdsb.on.ca](mailto:lisa.bourgard@tdsb.on.ca)

## CREDIT RESCUE WRAP- UP

On Thursday, December 15th, teachers invited students to attend a half-day of dedicated Credit Rescue. The students that attended Credit Rescue received individual or small-group instruction aimed at helping students pass courses. Overall, 182 Credit Invitations went out to students. We are so proud of our students for attending and demonstrating a commitment to their learning.

## REMOTE CREDIT RECOVERY NIGHT SCHOOL NOW OPEN

The Toronto District School Board is offering current TDSB students the opportunity to recover one or two credits at night school. Remote Night School Credit Recovery courses are open to current TDSB high school students who have taken the course in the past two years but have not earned the credit. All classes are remote. There are no in-person classes available. In our Remote Night School Learning model students will be at home learning live (synchronously) with their teacher from 6:30 p.m. to 9:30 p.m. ATTENDANCE IS MANDATORY.

Students may enroll in two credit recovery courses. One running on Tuesday (sections 20-29) and the other on Thursday (sections 30-39).

The deadline to register is February 10, 2023 at 10:00am. Please note that space in all courses is limited and may fill up prior to the close of registration.

Students may register on their own at the following link: (<https://www.tdsb.on.ca/High-School/Going-to-High-School/Other-Learning-Opportunities/Night-School-and-Summer-School/Remote-Night-School-Credit-Recovery-Program-TDSB-Students-ONLY>) or speak to their Guidance Counsellor or Ms Bourgard in Student Success.

## TDSB TUTORING UPDATE

On Monday, December 19th, the TDSB announced that all TDSB students will now have access to free, online tutoring 7 days a week, 24 hours a day. [See the memo here.](#)

## STUDENT OPPORTUNITIES TO SHARE

The TTC has officially launched our **Summer Student 2023 Program!**

To be eligible, students must be currently enrolled in full time school and be returning to full time school post-summer employment. Students also must be eligible to work in Canada. All other details and requirements can be found in the postings.

Applications are due by **January 6<sup>th</sup>, 2023 at 11:59PM** (Resume and Cover Letter including Requisition ID number) directly to the following links:

Summer Student Program - **G License or Equivalent Required** (ReqID6736)

<https://career17.sapsf.com/sfcareer/jobreqcareer?jobId=6736&company=TTCPRODUCTION>

Summer Student Program – **Maintenance** (ReqID6877)

<https://career17.sapsf.com/sfcareer/jobreqcareer?jobId=6877&company=TTCPRODUCTION>

Summer Student Program - **Administration & Customer Service** (ReqID6879)

<https://career17.sapsf.com/sfcareer/jobreqcareer?jobId=6879&company=TTCPRODUCTION>



## **Malvern CI Presents:**

### **Pine River Institute's Centre for Family Initiatives Webinar Series**

**Tuesday, January 17, 2023**

***Understanding and Managing Screen Time***

Are they addicted? Why is it so hard for kids to put down devices? What do parents/guardians need to know about the digital world and how it affects their child's development. Positive strategies to build connection with your kids through tech.

**Tuesday, February 28, 2023**

***How to Manage Another's Anxiety***

Learning how to help our children manage their anxiety and stress in healthy ways. Using empathy and attunement to create safety in communication with our kids, so they come to us when they need our guidance.

**Tuesday, March 28, 2023**

***Understanding Addiction and Addictive Behaviours***

Looking at why kids can get stuck and how addictive behaviours may develop. Seeing the "function" behind the addiction, and how parents/guardians can support recovery without shame and guilt.

*All webinars will begin at 7:00 p.m.*



**[Register here](#)**

## FROM THE STUDENT COUNCIL (SAC)



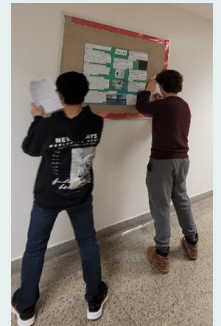
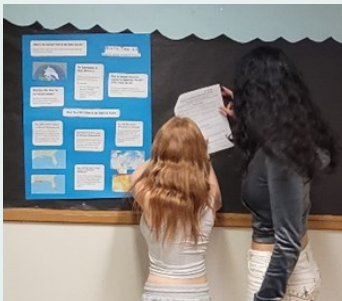
At the beginning of December, SAC collaborated with the Prom Committee to collect non-perishable food items and donate them to the Feed Scarborough Food Insecurity Initiative. Toward the end of the month, continuing in spreading the gift of giving, SAC launched The Giving Tree. The Giving Tree was set up in the front hall of the school where students could continue to drop off donations for a local organization to be donated for the winter break.

Further, the SAC worked hard to pack in the school spirit with our winter and holiday themed week of fun activities. We were proud to bring back our in-person Holiday Assembly, the first time in over 3 years, for the students to participate in. The assembly featured many talented acts from both our students and teachers. SAC wishes everyone a safe and restful winter break and we look forward to what 2023 has in store for your Malvern Student Activity Council!



## GRADE 10 SCIENCE

Students in grade 10 science created posters exploring the 6 key indicators of climate change as well as 2 scientific missions designed to collect climate data. Today was our **Walk About**, where students learn from the information gathered by their classmates. These posters will remain in the second floor halls so that others may learn about the important data being collected.



## MALVERN ART SHOW

Malvern's Art Department is proud to present artworks by our Semester 1 students in a special three-day exhibition in the school's Cafeteria.

The show will open on Wednesday, Jan. 18, 2023 from 3:15 - 5:45 and will remain on display in the Cafeteria until the afternoon of Friday, Jan. 20.

Highlights will include various projects by this semester's students in:

- ◆ Grade 9 Expressions in First Nations, Metis and Inuit Cultures
- ◆ Grade 11 Art
- ◆ Grade 12 Art
- ◆ Grade 12 Media Arts

◆ There will also be tours to show off all of the amazing murals that have been painted throughout the halls of the school by our grade 12 Art students.

The students are looking forward to this great opportunity to showcase their work. We hope you can join us.





## CALL OUT FOR CO-OP COMMUNITY PARTNERS!

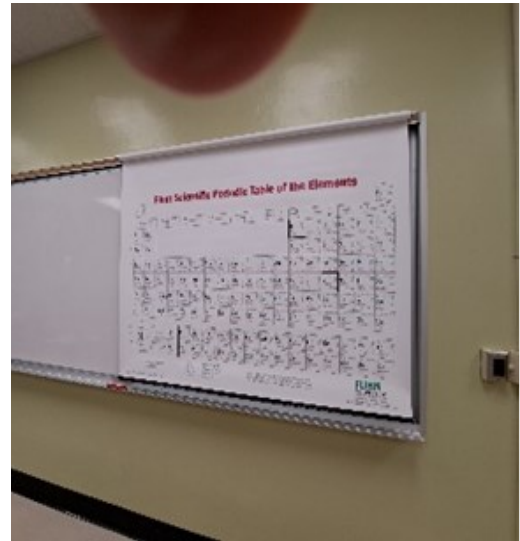
Plans are underway for Semester 2 Co-operative Education Course at MCI. Strong community partnerships are essential to providing students with rich, relevant and meaningful work experiences, and we are currently seeking “in person” Co-Op placements in a variety of sectors, including the following:

- ◆ Trades- Construction, Renovation, Landscaping
- ◆ Sports Broadcasting/ Journalism
- ◆ Sports and Fitness
- ◆ Health and Human Services
- ◆ Video Game / Software Development

- ◆ Film and Television Industry
- ◆ Real Estate
- ◆ Legal/Law Firm

The duration of Co-op placements is from March- June, 2023. Students attend their Co-op placement for either a half (morning or afternoon) or full day, (9:00am-3:00pm), Monday through Friday.

We know we have a strong community network of professionals, and if you are interested in becoming a placement supervisor and hosting a Malvern student, please email [Rebecca Sanderson](mailto:Rebecca.Sanderson) for more information.



Mr. Escobar was so excited about the new drop-down Periodic Table in his classroom so he sent a photo for the newsletter. Let's just say photography is not his strength!

## PHYSICS CLUB EGG DROP COMPETITION!

Drum roll please!

The results are in! The winners of the Malvern Physics Club egg drop competition are the dynamic duo of Ronald Gould and Clarke Needles! Their contraption was the only team to “survive” a drop from the third floor!

Thank you to all members of Malvern’s Physics Club for participating in our very first design competition this year!

We will reconvene in the new year, and new members are always welcome! Wednesdays @ lunch in room 203. Follow [mci\\_physics](https://www.instagram.com/mci_physics) on Instagram for updates!



Are you interested in a career in the Health and Wellness industry? Do you love sports and physical activity? Then the Malvern Health and Wellness SHSM program is for you!

SHSM is a specialized program that allows students to customize their timetable with credits and experiences that prepare them for a career in Health and Wellness.

There are 4 components of the SHSM program:

- ◆ A bundle of credits related to Health and Wellness
- ◆ Certificates and training related to your future post-secondary program
- ◆ Career Exploration and Reach Ahead opportunities
- ◆ Cooperative Education

This year students had the opportunity to learn how to play Adapted Sports at Variety Village. They will also be learning how to lead the Phys Ed classes through fitness testing and other FUN activities to come!

If this sounds like something you are interested in please complete the Google Form below.

[Malvern Health and Wellness SHSM Application 2023-2024 School Year](#)



## Supporting Mental Health in Neurodiverse Children & Youth

By Shelley Moretti, PhD., C.Psych.

### Being Neurodiverse is NOT a Mental Health Problem

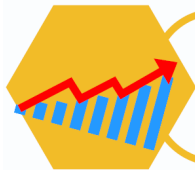
We use the term “neurodiverse” to describe when someone's brain processes and learns differently from what is considered “typical.” Some examples include people with ADHD, Learning Disabilities, on the Autism Spectrum, people with genetic conditions (e.g., Down Syndrome) or intellectual disabilities.

Being neurodiverse is not a mental health problem. **Neurodivergent people can have excellent mental health**, especially when they are empowered through their strengths and talents, and when they are surrounded by supportive family, friends, and educators. However, differences in how neurodivergent people process information, interact with others, express emotions and experience the world (in ways that may not always be understood or supported), can affect how neurodiverse people see themselves and their place in the community. Over time, this may impact their mental health in a negative way. But all of us are unique and different in meaningful ways, and we all have the right to be supported and accepted for who we are.



### Supporting The Mental Health of Neurodiverse Children and Youth

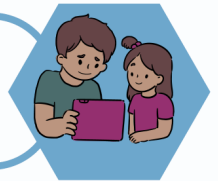
Caregivers can be an important source of positive mental health, as they can support, connect, and bring joy to all the children and youth in their life, both neurotypical and neurodiverse! Each family’s journey with mental health and neurodiversity is unique. However, these suggestions may be helpful when promoting positive mental health for neurodiverse people:



■ Know your child’s normal! Changes from their baseline might help you identify that something is wrong. This includes knowing about their preferences, feelings, social interactions and activities. Learn about and celebrate neurodiversity. This can help you appreciate, accept, and enjoy your child for who they are.



Pursue activities with your neurodivergent child. Sharing interests can build a deeper connection. Investigate community supports and funding opportunities that may provide fun and specialized activities, clubs, and events for neurodiverse youth, as well as family groups or respite support as needed.



■ Connecting with support groups and/or other families who have similar lived experiences can be very helpful. There are also books, movies, and websites written by neurodiverse youth, adults, and their caregivers. Accessing these types of materials may help caregivers and their children feel less alone.



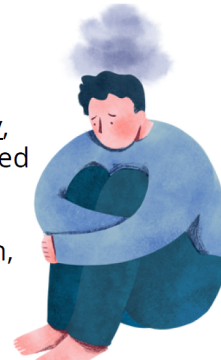
Caregiving for neurodiverse youth can be challenging and overwhelming. Take time to engage in health-promoting self-care, including purely pleasurable activities that are separate from your child (when you can!). Research has shown that self-care acts reduce caregiver stress and illness, as well as promote better outcomes for their neurodiverse children.



# Anxiety in Autism Spectrum Disorder (ASD)

by Sumbel Malik, M.Psy.

Anxiety (intense, fear-like worrying) is the most common mental health problem for children and youth with Autism. According to a [recent study](#), anxiety disorders are diagnosed in over 20% of adults with ASD, compared to just 8.7% of neurotypical adults. Some of the unique differences in people with ASD (such as difficulty processing social information and emotions, challenges with social communication and sensory integration, and repetitive mannerisms) can leave them more vulnerable to anxiety.



## What are common signs of anxiety for an ASD person?

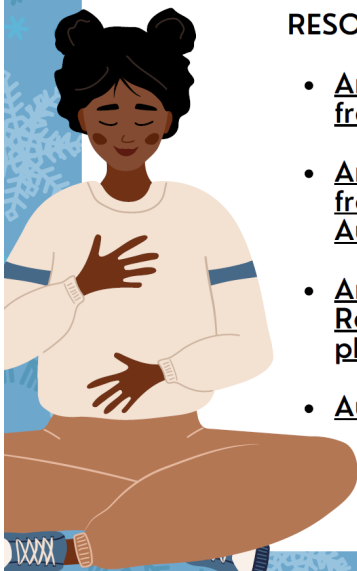
- Sleep problems or irregular eating patterns
- Withdrawing from social situations or school
- Difficulty regulating emotions (more irritable or worried than usual)
- Physical signs: sweaty palms, tremors, restlessness, shortness of breath, body aches, self-injury
- Difficulty concentrating or overly negative thinking

## How can you help support?

- **Encourage positive self-talk** and provide modelling and positive reinforcement. Have your child keep a **worry journal** to record their thoughts and share it with an adult.
- Communicate anticipated changes to schedules or routines ahead of time. **Structure, consistency, clear routines, and predictability** in daily life will help to mitigate stress and give your child a sense of control.
- Provide **structured social opportunities** whenever possible. Anticipate and find solutions for social stressors that may arise, and practice a plan of action with your child.
- Use **visual schedules and social stories** for times when your child feels particularly worried or anxious (e.g., school exams).
- Teach your child **relaxation tools**. Help your child create an "[emotional toolbox](#)" with preferred strategies to support their emotional regulation. Practice often and regularly.
- **Reach out** to your child's doctor, a [mental health professional](#), or your child's school if their anxiety or worry becomes unmanageable.
- **Learn more** about [common signs](#), as anxiety can look different in everyone!

## RESOURCES

- [Anxiety Resources from Echo Autism](#)
- [Anxiety & How to Help from Kerry's Place Autism Services](#)
- [Anxiety Canada Resources & free phone App \(Mindshift\)](#)
- [Autism Resources from Sesame Street Communities](#)





## Books About (and for!) Neurodivergent Youth

We surveyed TDSB Psychological Services for book recommendations that feature neurodivergent youth, and we wanted to share some with you!

### – Learning Differences –

**Brilliant Bea** by Shaina Rudolph & Mary Vucadinovich (fiction for children)

**We Are All Made of Molecules** by Susan Nilsin (teen fiction)

**Fragile Bones** by Lorna Schultz Nicholson (teen fiction)

### – Autism Spectrum Disorder –

**All Cats are on the Autism Spectrum** by Kathy Hoopman (fiction for children)

**Rules** by Cynthia Lord (teen fiction)

**NeuroTribes** by Steve Silberman (non-fiction for caregivers)

**The Autistic Brain: Helping Different Kinds of Minds Succeed** by Temple Grandin (non-fiction for caregivers & adolescents)

**I am an Aspie Girl: A book for young girls with autism spectrum conditions** by Danuta Bulhak-Paterson (non-fiction for children)

### – ADHD –

**Cory Stories – A Kid's Book About Living With ADHD** by Jeanne Kraus (fiction for children)

**All Dogs Have ADHD** by Kathy Hoopman (fiction for teens & children)

**My brain needs glasses: ADHD explained to kids** by Annick Vincent (fiction for children)

**Understanding Girls with ADHD: How They Feel and Why They Do What They Do** by Ellen Littman, et al. (non-fiction for caregivers)

All titles (and more!) can be searched through [TDSB Library Catalogue](#) or [Toronto Public Libraries](#)



## Community Supports & Resources

While caregivers play a significant role in their child's outcomes, they don't need to navigate challenges alone. Children with complex needs who are facing mental health problems can thrive with the right supports - You are not alone:



**Surrey Place** offers a wide range of support groups and programs to youth with ASD/Intellectual Disabilities, and their caregivers - [Browse the Wellness Services calendar](#) for more information.



**Child Development Institute** provides Family-centred, direct services to children ages 8-18 with diagnosed learning disabilities and/or ADHD, complicated by mental health issues.



The **Family Navigation Project** provides expert navigation of the mental health and/or addictions system for youth (13-26) and their families, to find and gain access to services and resources.



**PLEO** was created by caregivers, for caregivers, and provides family peer support for those facing mental health challenges. PLEO provides help lines, support groups, and 1-to-1 services.



York University's **Autism Mental Health Literacy Project** offers free resources include the Mental Health Literacy guide for Autism & Animated Series YouTube channel on Autism Mental Health.



**CAMH Adult Neurodevelopmental Services** offer short-term, goal-oriented treatment for people 16 years & older, with intellectual disabilities and/or Autism who present with mental health concerns or challenging behaviours.





## MALVERN'S SCHOOL COUNCIL

Our last few meetings have been very productive! In addition to the always informative updates from Sandy Kaskens, Rafael Escobar (Teacher Representative), and Tia Wilson (Student Advisory Council), School Council also discussed and approved:

- ◆ the annual [School Statement of Needs](#) (SSON)
- ◆ the [School Council Bylaws](#)
- ◆ the School's [budget request to School Council](#) which was approved as a "prioritized" budget. \$15,100 was approved in total beginning with a School Nutrition Program (front half), then Scholarships, then Student/Staff Well-Being initiatives, and then School Nutrition Program (back half). As funds become available to Council, these initiatives will be funded in that order. We are pleased to report that based on current available funds, we are already able to fund the front half School Nutrition Program, however, we will be once again running the Red & Black online fundraiser in order to fund the remainder of the requests and hope to see the Malvern community support this.

Minutes from all of our meetings can be found on the [school's website](#) up to and including those from December 2022.

### NEW COUNCIL MEETING DATE

- ◆ Our January meeting has been cancelled as it was scheduled too close to the start of the school year
- ◆ Our February meeting date is changing to **Tuesday, February 7 at 7PM** and will be via ZOOM ONLY.
- ◆ As always, all Malvern parents and guardians are welcome to attend the meeting and we look forward to seeing everyone there!

## FROM THE EXPERIENTIAL LEARNING DEPARTMENT

The official results are in!

Last month we told you about the Beaver Computing Challenge run by the University of Waterloo each November. This year a group of 13 students from Mr Rao's Computing Club and our BTT1O classes represented Malvern.



The cut-off score for an award of distinction (top 25%) was the highest it's ever been because there were so many strong competitors this year. Our students trained hard to prepare for it and achieved amazing results!

Five of our students have earned awards of distinction, they are: Jason Clancy, Sophia Wu, Kai Callaghan, Georgie Moutafis-Tymcio, and Dylan Pletsch. Jason and Sophia were tied as the top 2 Malvern competitors this year scoring an incredible 86/90.

These are the best results Malvern has ever had in this competition. Congratulations to everyone who participated!



## FROM THE PROM COMMITTEE

The Prom Committee held a successful gift basket raffle on Parent Teacher Interview night. We would like to thank our sponsors, Lindsay Stephenson of Charlie Pickles Gift Shop and Sheryl O'Halloran of the Wella Company for their generous donations.

We would also like to extend our gratitude to everyone who purchased tickets and offer our congratulations to the winners!

- ◆ Prom is on Thursday, May 18 at the Guild Inn Estates.
- ◆ Commencement is on Wednesday, June 28 at 1:00 p.m. at the Danforth Music Hall

## FROM THE MUSIC DEPARTMENT

The music department has had a very exciting December, with performances every week.

It started off with our holiday concerts on Dec 7 and 8th. These were a fantastic display of student learning and the hard work of the classes and ensembles paid off! Students and staff really appreciate the support from the student's friends, family members, and Community. Thank you for coming to watch us play and sing!

The following week we were able to visit Glen Ames PS and Blantyre PS on our annual Feeder School tour. This tour not only helps us spread the joy of music, but also shows future Malvern students what the music program is all about. It is our hope that these students will come to Malvern and flourish in the music program.

Our final performances were the holiday assembly.

January is pretty quiet as we are wrapping up classes, but the concert bands are preparing to perform at the Ontario Band Association's music festival on February 13th.

We love performing and it's fantastic we are provided these opportunities.

Happy Holidays from the Malvern Music Department!



Enjoy a video of our finale [here!](#)



# SAC'S HOLIDAY ASSEMBLY



Click on link to view:  
[Mr. Patterson's Holiday Video.](#)





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