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MALVERN C.I.

GOVERNMENT ANNOUNCES HIGH SCHOOLS ARE CLOSED TILL JANUARY 25

The Government of Ontario announced today that the province will be moving into the Grey (Lockdown) Zone on Saturday, December 26 to further slow the spread of COVID-19. In Toronto and the rest of Southern Ontario, that lockdown will remain in place for 28 days. As part of this announcement, the government has said that all elementary schools in Southern Ontario, including those at the TDSB, will be closed to students until Monday, January 11, while all secondary schools will be closed to students until Monday, January 25. During this time, all in-person schools will be shifting to remote learning, while virtual schools will continue as normal.

Though Malvern will be closed to students, school will resume on January 4. Students are expected to log into their Day 1/2 class (course 1) at 8:45 a.m. and then log in to their afternoon class (course 2) at 2:00 p.m. on January 4 and 5. See schedule below.

New Schedule Starting January 4

*the 75 min of independent learning may be 1 block of time, or several smaller blocks of time, scheduled by the teacher. Timing will vary.

Course #1

Course #2

	Day 1	Day 2	Day 3	Day 4
*8:45-12:30	Course 1 (cohort A&B) 150 min of Synchronous & 75 min of Independent learning	Course 1 (cohort A&B) 150 min of Synchronous & 75 min of Independent learning	Course 2 (cohort A&B) 150 min of Synchronous & 75 min of Independent learning	Course 2 (cohort A&B) 150 min of Synchronous & 75 min of Independent learning
2:00-3:15	Course 2 (cohort A&B) Synchronous	Course 2 (cohort A&B) Synchronous	Course 1 (cohort A&B) Synchronous	Course 1 (cohort A&B) Synchronous

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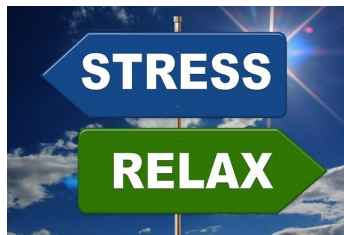
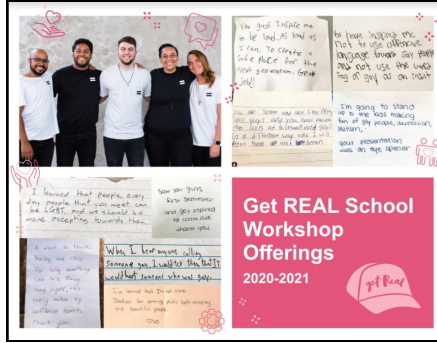
SPECIAL POINTS OF INTEREST

- SAC holiday video:
https://youtu.be/KU-g_wOMKOg
- Virtual Music Concert:
<https://www.youtube.com/watch?v=-1002lrfpbo>
- Government expands Support for Learners Program to include High School Students (page 5)
- Principal's Message on Racism and Equity (page 8)

GUIDANCE CORNER

This month was very busy beginning on December 1 & 2, when the **Get REAL Movement** visited Grade 9 and 10 classes virtually at Malvern for inclusivity workshops. Students in Grade 11 and 12 had this workshop in assembly format in previous years.

Get REAL is a non-profit organization that has a deep-rooted connection with Malvern students. One of the co-founders is a Malvern alum, and this year we had the pleasure of hearing from another former Malvern student as one of the presenters. The workshop was built on stories, and Get REAL focused on the power of sharing personal narratives to increase empathy and acceptance, in particular around the themes of sexual orientation, gender identity and gender expression. It examined human connections, 2SLGBTQ+ discrimination, unlearning harmful language, and the impact we can have on one another through small acts of kindness. A real highlight was the student questions for presenters, which showed curiosity, a commitment to learning, and a desire to combat stereotypes and discrimination. For more information on this fantastic organization visit <https://www.thegetrealmovement.com/>



Health & Wellness

On December 3rd and 4th, Sue Knutsen, our school social worker and Jennifer Kapler, our school psychologist designed and delivered a presentation to our grade 9s students entitled "Stress, Coping, and Resilience".

This presentation was developed in response to a Grade 9 Health and Wellness survey completed by our students in November. They provided some detailed information around topics of concern for our students such as stress

and anxiety during COVID as well as provided some healthy strategies for students to embrace during this time. Students were able to submit personal questions during the presentation and the team answered them. We encourage anyone who is interested to read through this [presentation](#) and access the [resources](#) provided.

Recognition Awards Assembly

On December 6th, 2020, we acknowledged and celebrated the academic achievements in all subject areas from the 2019-2020 school year. If you missed the presentation, you can watch it [here](#).

Congratulations to all our **Honour Roll awards recipients** of 2019-2020. Each grade list is now posted in our glass case outside the library if students would like to take a look. You can also find a revised list here:

2019-2020 Honour Roll- [Grade 9](#)
2019-2020 Honour Roll- [Grade 10](#)
2019-2020 Honour Roll- [Grade 11](#)



Guidance has also developed a **website** to help parents/guardians and students navigate Myblueprint and the course selection process at Malvern. Please feel free to visit: bit.ly/MCIcourseselection for more information. Once student registration opens

COURSE SELECTION OPENS JANUARY 15!

Friday, January 15th

Malvern will be hosting a Virtual Option Fair during afternoon classes to showcase various departments and programs in order to help students with the course selection process.

Course selection opens for students/parents in myblueprint.ca/tdsb.

Parents/Guardians are welcome to work through the selection process with their students at home if they feel comfortable.

Wednesday, January 20

Grade assemblies to highlight course selection information and address any specific questions that students may have

Tuesday, January 26

All grades - Help/ Troubleshooting any problems/ questions encountered when completing course selection.

Wednesday, January 27 - Thursday, February 11

Individual appointments for students if needed.

Friday, February 12th

All students should have completed their course selection for next year.

on **January 15th**, you are welcome to go onto Myblueprint and select your student's courses for next year.

Any questions or problems, please contact your guidance counsellor.

MID-QUAD MARK-TO-DATE

As shared previously, and consistent with Ministry guidance, there continues to be no mid-term report cards for quadmester 2. Teachers will communicate the mid-quad marks the week of **January 5-8, 2021** to students and families (many teachers communicated the mark prior to the winter break).

For grade 11/12 courses: the mid-quad mark is not transmitted to OCAS or OUAC; however, if the course is not dropped by the full disclosure date, it will appear on the student's transcript.



PARENT-TEACHER INTERVIEWS

Similar to Quadmester 1, there will not be formal parent-teacher conferences for Quadmester 2. After receiving the mid-quad mark, parents may wish to follow up with teachers. Teachers have some time set aside from **January 8 to January 13** if parents would like to discuss their child's progress. Parents are asked to email teachers to set up a mutually convenient time. Email addresses are included on the last page.

MID-QUAD CREDIT RESCUE

From Friday, January 8 (day 1) to Wednesday, January 13 (day 4), teachers will be working with students whose credit may be at-risk. Students whose mark-to-date is below 60% will be invited to receive additional support from their teacher. Students who have not received an invitation from their teacher to receive this support are encouraged to contact their teachers as soon as possible to make arrangements to attend these sessions. The purpose of these sessions is for students to complete outstanding assignments or tests and/or for teachers to reinforce concepts or skills that have caused difficulty.

FULL DISCLOSURE (GRADE 11/12 COURSES)

Full disclosure refers to a student's mark in a **grade 11 or 12 course** that is recorded on the student's official transcript, either at the time the course is dropped or when the student completes the course. In order for the course/mark to NOT appear on the transcript, students must drop by the course by the full disclosure deadline (typically 5 days after the mid-term mark).

Please note that the full disclosure deadline for Quad 3 was originally scheduled for April 5; however, because it falls on Easter Monday, the new date is now **April 6, 2021**.

The full disclosure deadline dates for the remaining quads are as follows:

- **Quad 2: January 18**
- **Quad 3: April 6**
- **Quad 4: June 7**



FILM STUDIES AND PRODUCTION

(IDC4U1)

The English/Drama department will be offering a new grade 12 course starting in the 2021/22 school:

As an Interdisciplinary course, it will draw on curriculum expectations from English, Media, Art, History, and Drama.

Students will have an opportunity to study various films and explore the cultural, social and historical significance of various film genres.

In addition, students will learn about the elements of film and film production including cinematography, visual and special effects, editing, directing and screenwriting. Students will explore aspects of film that speak to their own interests and will have opportunities to hear from professionals in the film industry.

Co-Ed Phys.Ed.

The courses haven't changed, but we have taken gender out of the course code. With the exception of grade 9 and 10 team games (PPL), all Phys.Ed courses will be Co-Ed, including a new personal fitness class in grade 9 (PAF1O1).

Schedule Changes (Jan. 7, 8-13)

Thurs. Jan. 7: Staff Meeting; Morning class will end by 12:00

Fri, Jan. 8 - Wed. Jan. 13: Credit Rescue/Parent-Teacher Interviews; PM Synchronous Classes Cancelled

NOTE. students will be expected to log in to their afternoon synchronous class at 2:00 for attendance purposes. Students will then be dismissed for asynchronous learning in order to allow teachers to work with small groups of students for "mid-quad credit rescue" opportunities and/or to accommodate Parent-Teacher Interviews. Parents are asked to email teachers to set up an appointment.

TIPS FOR SUCCESS IN REMOTE LEARNING

Ms. Lisa Bourgard, Student Success

#1 Maintain A Daily Routine

Let's face it - It's nice to stay cozy in bed, hit snooze a few (dozen) times and wake up minutes before you need to log onto your 8:45 am class. Bedhead and unbrushed teeth are totally fine if you are not putting your camera on, right? Not exactly. This was not your school routine before we went into remote learning so it shouldn't be your school routine in remote learning. What did you do before? Eat breakfast? Walk to school?

Try to maintain that daily morning routine. Pretend that you are actually going into Malvern and set an alarm for the time that you would normally wake up at. Get out for a quick 15 minute walk and listen to Spotify before you sit in front of your device to learn.

Having a routine provides safety, predictability and helps to reduce stress.



#2 - Have a Learning Space

A learning space should not be filled with distractions. Try to make it calm. Establish a space somewhere in your home with minimal distractions, somewhere you go to switch into 'school mode'.



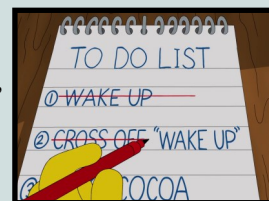
At school, your learning space was a desk in a classroom but at home, your learning space will look different. Will you claim your spot at the kitchen table? Set-up a table and chair in your room? It's important to make this space welcoming (so you want to spend time there) but also a space designed for work and learning (so you can focus). Your bed is not a good choice!

Suggestions:

- Make sure you have good lighting; consider a table lamp for your space.
- Have (healthy) snacks handy.
- Put headphones on.
- Keep your phone far, far, far away and turn it off.
- Remember that daily routine? Post your routine in a space that is visible so everybody at home will know when you are in 'school mode' (aka do not disturb mode)!
- Make sure you have everything you need and that it is accessible (paper, binder, texts, to-do list, water). Once you leave your work space to get something, you risk interrupting your "learning zone".

#3 - Make 'To-Do' Lists

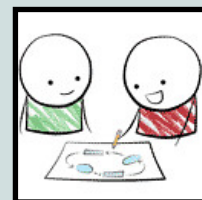
You may find it more difficult to set goals at home. To help with this, make a daily 'to-do' list. This list should include both school goals (ie. finish reading Chapter 5 of my novel) and personal goals (ie. get 15 minutes of exercise).



Check out [Google Keep](#) or [Todoist](#). Both are great apps to help you create daily check-lists.

#4 - Ask For Help

Throughout this pandemic, we have continually been asked to shift gears. This is not easy. Predictability and routine can help us feel safe and secure. If you are feeling overwhelmed or would like additional resources to help you learn effectively at home, then please reach out to your teacher, your guidance Counsellor or Ms Bourgard, Student Success or Ms. Alexander & Ms. Milton from Special Education.



The **Virtual Resource Room** is available: <https://bit.ly/MCI-VRR>.

Peer Tutors are available too. To get paired with a Peer Tutor, please complete the following [form](#). Tutoring takes place Monday and Thursdays from 1:00 - 2:00pm.

NEWS FROM THE MALVERN SCHOOL COUNCIL

Thanks to all of the families for your contributions to our holiday Staff & Teacher appreciation day – we heard that the treats brought a smile to everyone's face. We are thankful for the school's tremendous efforts in keeping our kids safe, engaged and learning. Thanks to Principal Kaskens for bringing such positive energy to her first quadesters at Malvern.

We have been busy finalising the School Statement of Needs along with this year's budget and our parent speaker/workshop series for the New Year– stay tuned!

Our next meeting is scheduled on Tuesday Jan 12th from 7-8:30 pm. We are still looking for parent volunteers to join our committees (parent engagement or fundraising). Message us on FB or email us at: malvernschoolcouncil@gmail.com.

Don't forget to follow us on FB: Malvern School Council: www.facebook.com/MalvernSchoolCouncil or Malvern Parents: www.facebook.com/groups681984311937375

Wishing you all a safe and happy holiday.

Next meeting: Tuesday, January 12 @ 7:00 p.m. via zoom.

<https://tdsb-ca.zoom.us/j/98016666470>



STUDENTS LAUNCH 1ST ISSUE OF MALVERNITES

The *Malvernites Magazine* is an exciting new student-run online publication at Malvern! The first issue has been published on the Malvernites website! Check them out on Instagram @malvernites_ for updates!

Lily Stock and Océane Parent are the Co-Editors for this year's *Malvernites Magazine*. Students who wish to have a piece published, are interested in becoming a journalist, or have any questions can contact Lily or Océane.

Also, they can contact the Topic Editors if they have a specific topic to submit a piece for.

We accept articles, visual art, photography, poetry, creative writing and more!

News/Politics editors: Portia Lo, Rianna Brown, and Téa Reed-Watson

Pop Culture editors: Kiki Zourbas, Isobel Forrest, and Mary Henderson

Sports editors: Chance Gomes and Martina Lanakiev

<https://malvernites.wixsite.com/malvernites-1>

ONTARIO ANNOUNCES \$200 FOR SECONDARY SCHOOL STUDENTS

Don't Miss Out on Ontario's Support for Learners Program

The Ontario government is expanding the the Support for Learners program to include secondary school students aged 13 through grade 12.



The one-time payment of \$200 is to help offset education expenses during the school lockdown.

For more information visit:
<https://www.ontario.ca/page/get-support-learners>

The deadline to apply is February 8, 2021.

Application instructions will be available on the Support for Learners web page starting in January 2021.

Secondary school student applications will be open from January 11, 2021 to February 8, 2021.

MALVERN'S SCHOOL COUNCIL

ONE DONE, THREE TO GO!

check box

HELLO MALVERN FAMILIES

Our first quadmester is over and we're well into the second. We're making the best of this, dare we say... unprecedented year. Thanks to those who have stepped up to support our teens and staff.

You can keep up to date with our initiatives through our FB page.

<https://www.facebook.com/MalvernSchoolCouncil>

Time for a little good news:

NO BAKE SALE REQUESTS

NO NEED FOR A NEW DRESS

NO FUNDRAISING EVENT



BUT we need your help now more than ever!

Instead of a year of fundraisers, the School Council is looking for contributions to help us support the school's needs for the following:

- **Creation of an outdoor learning space**
- **Wellness initiatives for students**
- **Phys-Ed kits that promote social distancing**
- **Water bottle filling station (there is only one in the entire school!)**
- **Student scholarships**

Please contribute using School Cash Online: <https://www.schoolcashionline.com>

Sign in using your student's name, find the item name "MCI School Council Contribution - 2020/2021" choose your dollar amount, check off the quantity, add to cart and submit payment.

Thank you very much for your gift and support, it's appreciated!

EXTREME MAKEOVER—OFFICE EDITION

If you've ever visited the VPO (aka the Vice-Principals' office or Attendance Office), you may recall that it was a little dated and sad-looking. The reception desk wasn't a reception desk at all! It was an old desk, with a makeshift counter. It had a precarious "lean" to it, with several pieces of duct tape covering splintered wood. Students



sometimes needed a quiet place to work, but the student work area was just outside the noisy photocopy room. It was a dark little area that housed a

small desk. Few people even knew this space existed. A makeover was long overdue! Our goal was to make it a space where students and visitors feel comfortable and welcome. All that is missing now for the walls to reflect who we are as a community.



Students, we need your creative touch for the office walls!

NIGHT SCHOOL & E-LEARNING—CON.ED.

Continuing Education Night School (Credit Recovery and Full Credit Courses) for Semester 2

Registration opens at 10:00 a.m. on Monday, January 4, 2021 and closes at 2:00 p.m. on Wednesday, February 3, 2021 for all courses. Please note that space in all courses is limited. Some courses may fill prior to the close of registration.

Students are encouraged to visit the [Continuing Education Night School](#) and [Night School Credit Recovery](#) sites for registration instructions and additional information.

Virtual Secondary School counselors and Continuing Education staff will continue to do the approvals in eReg.

5. e-Learning Day School Quad 3 Registration

Quad 3 2020/21 e-Learning Day School Registration will be open for students on January 5, 2021 by 9:00am. Students are encouraged to review the e-Learning Day School site for [registration instructions](#) and the [list of available courses](#). Again, VSS staff and e-Learning staff will continue to do approvals in eReg.



SPECIAL EDUCATION UPDATE

Does your child with an IEP need resource support? The Virtual Resource Room (VRR) is currently being under-used! Ms. Milton is available via Zoom or Google Hangouts to support students throughout each school day who require organization, study, time management, planning strategies and more! Please have your child take advantage of this wonderful opportunity. Please join the VRR at <https://bit.ly/MCI-VRR>. Ms. Milton's information is available on that site.

Is your child struggling with procrastination at home? Here are some tips. (Good for ALL students!)

<https://www.ldatschool.ca/five-strategies-helping-students-lds-avoid-procrastination/>

Also, please join our social media outlets for information and updates:

Instagram @TDSB_Malvexander

Twitter @MalvexanderTDSB

Our website: <https://sites.google.com/view/mcispecial/welcome>

MESSAGE FROM THE PRINCIPAL ON RACISM AND EQUITY

At the end of November, a video surfaced on social media, recorded a year prior, of a Malvern student using the N-word.

On December 4, a letter was sent to all Malvern students and families acknowledging the incident of anti-Black racism, and stating that we were taking the incident seriously, and that we will continue the important work of intentionally identifying, interrupting and addressing incidents of racism and discrimination of any kind.

Since the incident, I have been engaging in conversations with staff and students. I have learned a great deal.

There will be an article in our monthly newsletter that will provide resources or updates on our work at Malvern.

I am doing this for several reasons:

1. Awareness of Next Steps: When there is an incident that takes place at a school and it has a significant impact on student safety and school tone, there are protocols that take effect immediately. The incident,

however, isn't over once the investigation is completed. It's important for the community (parents, staff, students) to be aware of the steps we are taking to make Malvern safe and more inclusive.

2. Learning: While we continue to build on programs at Malvern aimed at learning more about equity, discrimination, racism, power and privilege, it's also important to invite the parent community to join in our learning. Our newsletter articles will provide resources for parents, and hopefully will provide greater insights into the complexities of racism and discrimination in our community.
3. Student Voice: Students at Malvern—those that have experienced racism and discrimination—have their own painful stories, and they are asking for change. We need to listen and we need to learn. Malvern's United Cultures Club suggested that updates and information could be included in the school newsletter. Excellent idea!

The following statement was developed last year by Malvern's Equity Committee:

The Malvern community stands together to recognize that we are all entitled to a life of equality, dignity and respect — a life free from discrimination. All students should feel safe at school and deserve a positive school climate that is inclusive and accepting, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability.

SOME REFLECTIONS AND A COUPLE OF SUGGESTIONS...

The video is not an isolated incident. When it was viewed, it caused hurt and outrage to many. It also triggered the hurt and outrage from prior incidents, some from several years ago, others that are more recent. Some of these incidents were reported, others were not.

I learned from MUCC that students have stories, and they are still painful. We understand that other incidents may surface as we support students who have been wronged. We can't change what happened in the past, but we can learn from it, and we can support those who need to heal.

We can also acknowledge our mistakes, express regret, and pledge to do more.

There are individuals who have said or done something in the past that has been discriminatory, racist, sexist, homophobic, etc. and those words or actions do not reflect who they are today: what they value and what they stand for.

To those individuals, consider how you might make things right through your words and actions. Given that we are all in a remote world right now, your social media presence might be a good place to start.

Consider your social media presence as your digital resume: everything you "like", everything/one you "follow", everything you "post", every "lol", everything reflects who you are and what you value. Consider doing a little "inventory" of what your social media presence says about you.

If you consider yourself to be someone who stands up against racism and discrimination of any kind, but there is no digital evidence of this (despite the fact that you have a social media presence), then you may be missing out on an opportunity to make a difference.

As we all know, social media can be very powerful; please use it for positive change.





Malvern Grads Return to Pick up their "Grad Bags!"

55 DIVISION MEETS 55 MALVERN

Officers from 55 Division feverously worked through case files, pulling out verifiable facts, making plausibly inferred theories - grounded in textual evidence, of course! - and preparing questions for the next steps of the crime scene investigation. (Read: Ms. Vuckovic's grade 9 English classes are learning to put reading strategies into practice through game-ified lessons, and we're having a blast with collaborative tasks!)

In a mock trial, students then prepared their defense or prosecution of the accused, writing a persuasive and supported opinion paragraph. The Malvern English Department is working hard to put the "magic" back in reading!

Ask your child about their Book Club text over the winter break! All new selections of Young Adult Fiction have been distributed and selected by students based on interests. No homework from Vuckovic this break except to read! See you in the new year, 9s!

HANDMADE MASKS SUPPORT SICK KIDS HOSPITAL

We are les lutins de Malvern: a group of students in grade 10 and 11, who wish to do something altruistic during the challenging time that is the covid-19 pandemic. In the fall we announced that we planned on creating masks (to be sized for both adults and children) for which all profits would be used to purchase requested items (toys, books, perhaps even some technological items) for Toronto Hospital for Sick Children.

We are very excited to announce that we now have quite a collection of different mask models available for purchase! Members of the Malvern community can very easily place an order through TDSB's School On-line Cash.

Please visit our website (<https://sites.google.com/view/leslutinsdemalvern/home>?) so that you can see the different mask models we have available. Please note that although there are six different styles, we cannot at this time promise the distribution of one style over another. Thus, the mask(s) you obtain will be chosen at random.

Please e-mail us if you have any questions: leslutinsdemalvern@gmail.com

Thank you for your support!

COMMENCEMENT 2020

Malvern's 2020 grads were invited back to Malvern to receive their diplomas. With the support from our school council, and the many hours of video editing from Nickie Lewis and our amazing office staff, we were able to provide our grads with a tribute video and a few extra goodies.

Congratulations Class of 2020!

**Farewell
and
Good Luck**

THANK YOU, MR. BARKAS

Mr. Barkas will be back with us in September, but for now he is supporting TDSB's Secondary Virtual School.

Thank you, Mr. Barkas, for all you have done for the staff and students in quad 1!



Attention Grade 12 students in TDSB's Virtual School:

Full Disclosure

To withdraw from (drop) a course, students must connect with their OSR (home) school Guidance Counsellor and request to be withdrawn from the course. If a student is under 18, their parent/guardian will need to be in contact with the OSR (home) school Guidance Counsellor to approve the withdrawal. The full disclosure date is the same as in bricks and mortar schools: January 18, 2021.

2. Quadmester 1 Report Cards

The VSS will be generating Quad 1 report cards and emailing them to the OSR schools to be printed and filed in the students' OSRs.

3. Applying to Post-Secondary

The following guide has been shared with Virtual Secondary School students: [Virtual Secondary School Guide to Applying to Post Secondary](#). It contains key information about important dates and the application process to OCAS (college) and OUAC (university).

If VSS students are experiencing any issues with their OUAC PIN or account, they should use [this form](#) to enable the Virtual School Guidance Department to access their account and assist them.

Please remember to include your VSS students in any information sharing opportunities related to post-secondary applications.

Malvern Welcomes Mr. Hutchison for Quad 2

This quadmester, students of Mr. Hutchison's Grade 10 woodshop class were challenged to make a Marble Run Machine with limited materials (cardboard, glue) and certain measurement restrictions. During this project, we learned how to structurally design a machine that works, fit the dimensions given and had little to no problems while in motion. None of the students used an electric motor to move their marbles, instead everyone made their gear system out of cardboard. This challenge was difficult, required lots of thinking and was really fun!

Katie Anderson, Grade 10



During the first month of Woodshop we worked on a variety of different projects, but my favourite project was making the marble run. Only using cardboard, and a limited amount of tape, glue, popsicle sticks, paper clips and wire we had to create a machine that creatively moved two marbles up to a height of 300-425 mm and paths that brought the marbles to the bottom. I spent a majority of my time building a wheel that brought the marbles to the top. I was constantly re-adjusting the wheel making sure the marble holders, which were made out of copper strapping and paper clips could pick up the marbles smoothly and bring them to the top. My final project ended up working great! Overall this project was a great learning experience and super fun to make.

Kaiya Wallace, Grade 10



He showed up on his first day with 25 huge cardboard boxes. We helped him unload the boxes and when asked if he needed anything else, he replied, "25 glue sticks". Who has so many boxes lying around?? Ms. Kaskens

QUAD 3 LOCAL VIRTUAL SCHOOL (LVS) SIGN UP

The following information was sent to all Malvern families prior to the break:

At the start of Quadmester 1, the TDSB launched its system-wide Virtual Secondary School, and it quickly reached capacity. For Quadmester 2, schools developed local models to accommodate those students wishing to switch to a fully virtual model. Malvern partnered with several other secondary schools to develop a **Local Virtual School Hub**. The participating schools share students, teachers and courses so that students can have a fully virtual program for the rest of the school year.

We understand that some families may be considering switching to fully remote learning starting Quadmester 3.

As a point of clarification, the local virtual school hub is **not** for students who may need to temporarily switch to virtual learning because of illness or quarantine. Malvern teachers will continue to provide virtual learning opportunities for students who are temporarily absent from in-person learning.

Switching from In-Person to the Local Virtual School Hub

Students currently attending in-person learning who would like to switch to the local virtual school hub must submit a request by **January 11, 2021** through the following Google Form link <https://forms.gle/159UjBXRRkBUb6Nx5>

This change would take effect at the start of Quadmester 3 (February 8, 2021).

Please consider the following in your decision:

- You don't need to rush your decision. Spots and programming will **not** be considered on a first-come, first served basis so you can make your decision closer to the January 11 deadline.
- Space and course availability are limited, particularly French Immersion/Extended French courses in optional subject areas;

- Courses will be not necessarily be delivered by Malvern teachers;
- Students will not be able to take one course virtually, and another course in-person.
- We will accommodate all requests and will do so under the assumption that the decision is based on risk factors associated with COVID, and not on factors such as preference or convenience.
- We will not be able to accommodate requests to switch after the deadline of **January 11**.
- We cannot guarantee course selections. Changes to desired courses in a specific quadmester may be required in order to align with availability and course offerings.
- We cannot guarantee that students will be able to switch back to in-person learning in Quad 4 as it will be dependent on space and course availability.

Switching from the TDSB Virtual School (or Local Virtual School) to In-Person Learning

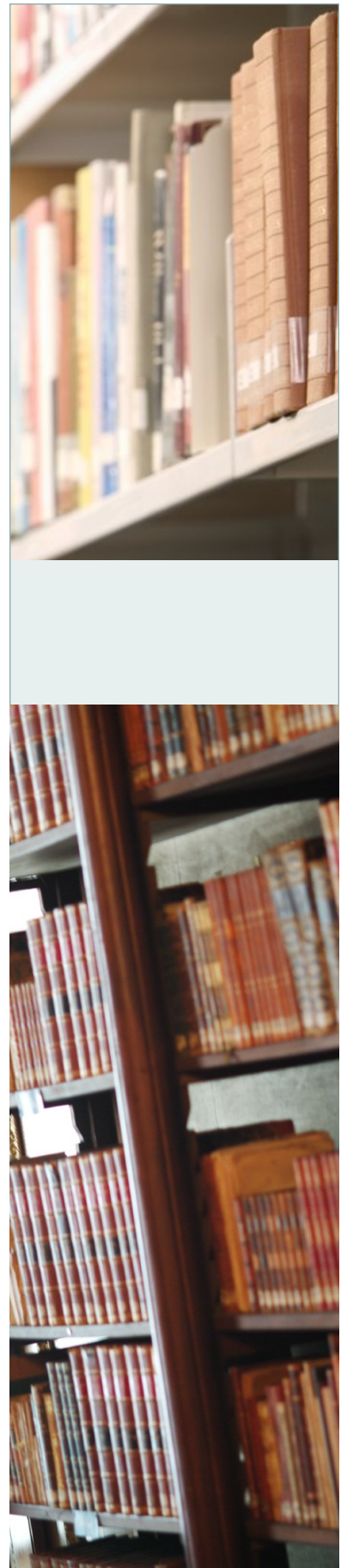
OR

Switching from TDSB Virtual School to the Local Virtual School Hub

Students who are currently registered in Virtual School and would like to return to in-person learning at Malvern (or to Malvern's local virtual school hub) must contact their guidance counsellor at Malvern by **January 11** to see if a timetable can be created for the specific courses they have requested for Quadmasters 3 and 4.

If a timetable can be created, a transfer will be facilitated.

Thank you for your patience during this evolving situation. We are doing everything we can to accommodate student requests while ensuring as much stability as possible in all classrooms.



January		
Day	Date	Cycle
Mon	4	1
Tues	5	2
Wed	6	3
Thurs	7	4
Fri	8	1
Mon	11	2
Tues	12	3
Wed	13	4
Thurs	14	1
Fri	15	2
Mon	18	3
Tues	19	4
Wed	20	1
Thurs	21	2
Fri	22	3
Mon	25	4
Tues	26	1
Wed	27	2
Thurs	28	3
Fri	29	4
February		
Day	Date	Cycle
Mon	1	1
Tues	2	2
Wed	3	3
Thurs	4	4
Fri	5	PA
Mon	8	1-Q3
Tues	9	2
Wed	10	3
Thurs	11	4
Fri	12	PA
Mon	15	Holiday
Tues	16	1
Wed	17	2
Thurs	18	3
Fri	19	4
Mon	22	1
Tues	23	2
Wed	24	3
Thurs	25	4
Fri	26	1

March		
Day	Date	Cycle
Mon	1	2
Tues	2	3
Wed	3	4
Thurs	4	1
Fri	5	2
Mon	8	3
Tues	9	4
Wed	10	1
Thurs	11	2
Fri	12	3
Mar 15-19 Break		
Mon	22	4
Tues	23	1
Wed	24	2
Thurs	25	3
Fri	26	4
Mon	29	1
Tues	30	2
Wed	31	3
April		
Day	Date	Cycle
Thurs	1	4
Fri	2	Holiday
Mon	5	Holiday
Tues	6	1
Wed	7	2
Thurs	8	OSSLT
Fri	9	3
Mon	12	4
Tues	13	1
Wed	14	2
Thurs	15	3
Fri	16	4
Mon	19	1
Tues	20	2
Wed	21	3
Thurs	22	4
Fri	23	1-Q4
Mon	26	2
Tues	27	3
Wed	28	4
Thurs	29	1
Fri	30	2

May		
Day	Date	Cycle
Mon	3	3
Tues	4	4
Wed	5	1
Thurs	6	2
Fri	7	3
Mon	10	4
Tues	11	1
Wed	12	2
Thurs	13	3
Fri	14	4
Mon	17	1
Tues	18	2
Wed	19	3
Thurs	20	4
Fri	21	1
Mon	24	Holiday
Tues	25	2
Wed	26	3
Thurs	27	4
Fri	28	1
Mon	31	2
June		
Day	Date	Cycle
Tues	1	3
Wed	2	4
Thurs	3	1
Fri	4	2
Mon	7	3
Tues	8	4
Wed	9	1
Thurs	10	2
Fri	11	3
Mon	14	4
Tues	15	1
Wed	16	2
Thurs	17	3
Fri	18	4
Mon	21	1
Tues	22	2
Wed	23	3
Thurs	24	4
Fri	25	Cr. Res.
Mon	28	Cr. Res.

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