

55 Malvern Avenue  
Toronto, ON  
M4E 3#4  
416-393-1480  
@malvernci\_TDSB

January 2021  
Volume 1, Issue 4  
Principal: Sandy Kaskens  
Sandy.Kaskens@tdsb.on.ca  
Vice-Principal: Jenna Greenfield  
Jenna.Greenfield@tdsb.on.ca

# MALVERN C.I.

## QUAD 3 STARTS MONDAY, FEBRUARY 8 (DAY 1)

Students will receive an invitation to their new Google Classroom OR they will notice their new class in Brightspace. Students should log into their Day 1 or Day 2 morning class by 8:45 a.m. on Monday, Feb. 8.

The morning classes scheduled for Feb. 8 (Day 1) **AND** for Feb. 9 (Day 2), will **BOTH** begin on Feb. 8 at 8:45 a.m. (online). This is considered Course #1 in the chart below.

The morning classes scheduled for Feb. 10 (Day 3) **AND** for Feb. 10 (Day 4), will **BOTH** begin on Feb. 10 at 8:45 a.m. (online). This is considered Course #2 in the chart below.

### Quad 3 Schedule During School Closure

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

## SYNCHRONOUS LEARNING: WHAT CAN IT LOOK LIKE?

The 150 minutes of “synchronous” learning every morning doesn’t mean that it’s 150 min of live, teacher-led instruction for the entire time.

Similar to a classroom environment, the teacher will divide this time with a variety of activities from teacher-led instruction, to perhaps some time where students work together in break-out rooms, back to instruction, then maybe some independent work, then checking back in to review, perhaps a quiz. Students may not be expected to be in their online classroom for the entire 150 minutes, depending on the teacher’s instructions. The teacher, however, is available, live, on-line, to guide students, answer questions, provide clarification, move the class on to the next task, etc...for 150 minutes.

\*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.

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## SPECIAL POINTS OF INTEREST

### MESSAGES FROM THE PRINCIPAL:

*Responding to Racism,  
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## **GUIDANCE CORNER**

### **COURSE SELECTION IS OPEN FOR 2021/22**

January and February are set to be busy months in guidance with course selections for 2021-2022 in full swing.

On **January 15th**, myBlueprint was opened to students and their parents/guardians. You can find detailed information on our new website: [bit.ly/MCICourseSelection](https://bit.ly/MCICourseSelection). Be sure to check out the “[Course information](#)” section where each department compiled various materials/ presentations to explain their courses in more detail.

A couple of things to note about course selection:

How to log on to myBlueprint: [myBlueprint.ca/tdsb](https://myBlueprint.ca/tdsb)

This year, parental approval will be completed by email. Please ensure that your student sends their approval email to you and that you then **promptly approve their course selections.**

Many students have submitted course selections but without your approval, we will not be able to process their selections.

Grade 11 students will notice that they are being asked to limit their selections to 7 courses for their grade 12 year. Please read the following [document](#) in order to learn more about this decision.

Registration is now open and will remain open until **Friday, February 5, 2021**. Please ensure that your student's course selections are completed and approved by this date

### **MALVERN'S TDSB VIRTUAL STUDENTS**

If you are registered at TDSB's Virtual School (not Malvern's Local Virtual Program), course selection opens on **February 8th, 2021** and closes on **February 17th, 2021**

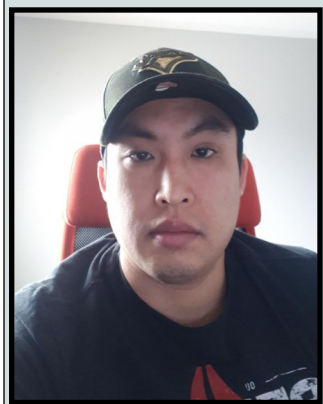
### **CHAT WITH STEVE AND ADRIAN!**

During this time of remote learning, our favourite hall monitor and life guard are available to connect with you!

Go to Google Meet and type in the nickname: **ChatwithSteve**



Steve and Adrian are available during the week from 12:30—2:00.



## **MALVERN CLUBS - GET INVOLVED AND STAY CONNECTED**



### **LOOKING FOR A CLUB TO JOIN?**

Malvern has always been a vibrant school with many opportunities for students to become involved. Despite the pandemic, we have been able to run many clubs and councils virtually.

Remaining in contact with each other is perhaps more important than ever before. To see a list of current clubs that are running this year please go to [http://bit.ly/MCIClubs2021](https://bit.ly/MCIClubs2021).

If your student hasn't become involved in something already, please encourage them and reinforce that it is never too late in the year to become involved with the school.

## THINKING ABOUT REACHING AHEAD?

Many students choose to take reach-ahead courses through summer school, elearning, or a private school. Other students will reach ahead by requesting a course in semester one, and the next grade level in semester 2.

These are great ways to make room for other optional courses, a spare, or to lighten the load in grade 12. We encourage students to plan ahead like this!

But be sure to plan wisely.

First, it's not a race to the finish, and sometimes students actually accumulate too many credits and find themselves over the 34 credit limit before they are ready to leave high school.

Second, taking a reach-ahead course often results in timetable changes in August/September, when classes and staffing have already been established. Sometimes there is very little room to make changes. We cannot guarantee that your requested replacement course will have space.

While we will strive to accommodate requests to change courses after students have completed reach-ahead courses, there will be situations where a class is full or has a waiting list.

Priority will be given to students in the corresponding grade level (over those students who are in a grade below and have chosen the course after completing a reach ahead course).



**It's course selection time for 2021/22!**  
**There are many things to consider when planning ahead...**

## THINKING ABOUT A 5<sup>TH</sup> YEAR?

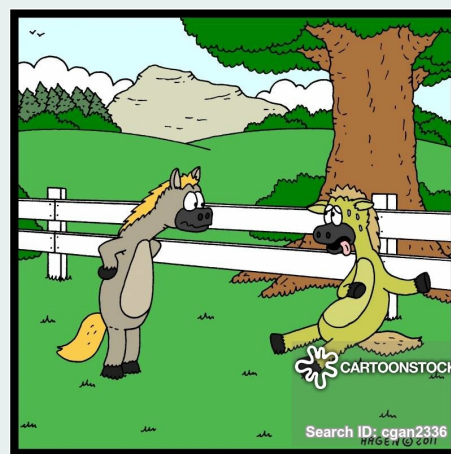
If you require a 5th year to complete your diploma requirements, guidance will work with you to ensure that you are set to graduate in 2022.

Sometimes students have fulfilled their diploma requirements but wish to spend a “gap year” taking additional courses. Typically, students in this situation are encouraged to take courses through the Continuing Education Department, particularly if their course selections would exceed 34 credits.

Students wishing to repeat a course (for which they have already earned a credit) should register for this course through the Continuing Education Department.

Under exceptional circumstances, Malvern will register students for a “victory lap” despite them having graduated (or being 1 or 2 credits away from graduating). Course registration will be subject to available space in the class.

Students and parents should consider a variety of options available to students in a gap year, as a victory lap is not for everyone. Students sometimes find it very challenging to put the work into high school courses (and to stay motivated) after already fulfilling their graduation requirements. It may seem like a good idea at the time, but many ‘lose their steam’ once back at high school.



I gave all I had during the race and won,  
but that was still not enough for him:  
We had to do a victory lap...

## FINAL REPORT CARDS FOR QUAD 2



If we are back to in-person learning on Feb. 11, final report cards for Quad 2 will be distributed at school during the week of February 15, and emailed to those students enrolled in Local Virtual School.

If school closures are extended, final report cards will be emailed through TDSB's IT department during the week of February 15.

## QUAD 3 TIMETABLES

For the first time, we are starting new classes while being remote.

Students have access to their Quad 3 timetables through their school connects app on Feb. 1

Students and parents can also expect to be emailed their Quad 3 timetable by February 5.



## VIRTUAL SCHOOL COMPARED TO IN-PERSON LEARNING

**Quad 1:** 120 Malvern students enrolled in TDSB's Virtual School

**Quad 2:** 60 Malvern students enrolled in Local Virtual School.

**Quad 3:** 16 Malvern students enrolled in Local Virtual School.  
Approximately 7 students have returned to In-Person Learning.

Total # of Students Fully Virtual: 190

Total # of Students In-Person: 1050



## \$200 FOR SECONDARY SCHOOL STUDENTS

The Ontario government has expanded 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>



## OSSLT (ONTARIO SECONDARY SCHOOL LITERACY TEST)

The following memo from EQAO was sent to schools on January 21:

This year, EQAO is field testing a new online OSSLT. The purpose of this field test is to allow students and educators to become familiar with the new model, and to support the validation and development of the new platform.



The field test will occur from **March 23 to May 21, 2021**, and will be available to students participating in in-person learning and working toward their Ontario Secondary School Diploma (OSSD). This will allow the opportunity for students in Grades 10 and 11, and non-graduating Grade 12 students, to attempt the test and, if successful, have it counted on their transcript. Because the Ministry of Education has waived the literacy graduation requirement for all students graduating during the 2020–2021 school year, graduating students do not need to take the field test.

**More information will follow regarding Malvern's participation in the field test.**



## HE/HIM/SHE/HER/THEY/THEM: WHAT'S IN A PRONOUN?

*When a signature includes gender pronouns, it's not just about communicating a gender identity. It also communicates that gender identity is not presumed, based on one's name, appearance or voice.*



The Malvern Gender & Sexuality Alliance is a club that has been running for a number of years, and everyone is welcome in this positive space for 2SLGBTQ students and straight allies.

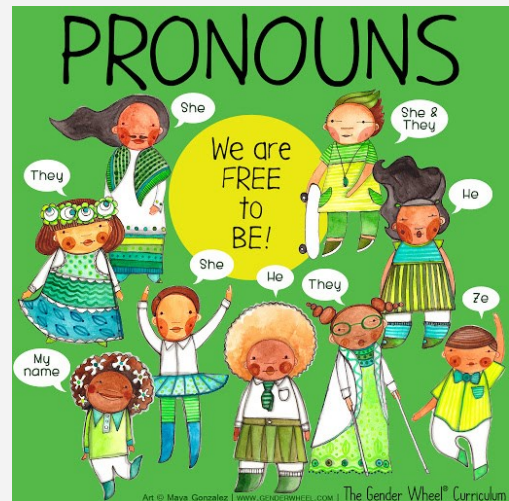
One piece of learning we have been trying to focus on at Malvern is around the importance of pronouns and getting them right. In schools, like in many workplaces, you will increasingly see students and staff sign their emails, update their Zoom names, or introduce themselves at meetings by including their pronouns (i.e. she/her, they/them, he/him).

This is the case for transgender and cisgender individuals alike, because our pronouns often represent our own intrinsic sense of self and connect to our expression of our gender, whether it is feminine, masculine, both, or neither.

Respecting gender identity is rooted in the Ontario Hu-

man Rights Code, federal law, TDSB policy, and a commitment to human dignity.

Malvern teachers and staff are working to be more inclusive in our language, and we welcome any feedback from students or families. Please feel free to reach out to Evan Grant [evan.grant@tdsb.on.ca](mailto:evan.grant@tdsb.on.ca) or Ruthie Cowper Szamosi [ruthie.cowperszamosi@tdsb.on.ca](mailto:ruthie.cowperszamosi@tdsb.on.ca)



### FROM SAC

In the month of January, SAC was busy organizing our *Planning for the Future Conference*!

From January 11-15, the week leading up to the OUAC deadline, we invited guests from various universities and fields in Canada, some of whom were alumni from Malvern, to speak at workshops that ran after school.

Each day had a different theme, such as engineering, or humanities & social sciences. Malvern SAC invited Riverdale students to come as well, and we saw a phenomenal turnout from both schools with over 275 students attending over 4 days!

We also collaborated with Malvern's guidance department and peer leaders to create and deliver workshops to grade 9's about **consent** as part of our year-long equity initiative.

In the final week of January, we worked to spread awareness about mental health and resources that students can access in recognition of Bell Let's Talk Day, and a need to promote mental health during this difficult time.



### THE MALVERNITES: ISSUE 2 RELEASED!

The *Malvernites Magazine* is a student-run online publication at Malvern! 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>

# SCHOOL COUNCIL NEWS & PARENT WORKSHOPS

## FROM COUNCIL CHAIR, LAURA BEAUNE

The School Council has had a busy January. We hosted our first meeting of the New Year on January 12<sup>th</sup>, and we're busy planning a series of parent engagement talks, ramping up our fundraising initiative and working with the school on a variety of initiatives.

## MEET TRUSTEE MICHELLE AARTS

February's School Council Meeting

**Tuesday, Feb. 2, 7:00 p.m.** Zoom Meeting ID: 980 1666 6470 Passcode: 706381

Join in our conversation with Trustee Michelle Aarts where we talk about everything from planning to return to in-person learning, updates on COVID safety protocols, planning for next year's school year and more.

## DEVELOPING COPING SKILLS AND BUILDING RESILIENCE

*How parents can support and encourage their teens during COVID*

**Tuesday, Feb. 9 at 6:30 p.m.** Zoom Meeting ID: 993 8839 6544; Passcode: 581644

Speakers: Sue Knutsen-Somigli, Malvern's Social Worker; Kristen Bloodworth-Feeney, Malvern's Youth Worker; Jennifer Kapler, TDSB Psychologist

## PARENTS SUPPORTING PARENTS (PART OF OUR PARENT TALKS SERIES)

**THURSDAY, FEB. 18, 7:00 P.M.** Zoom Meeting ID: 923 3482 8028 Passcode: 036838

Come and virtually meet fellow Malvern parents and a few staff members who will be available to chat about Malvern issues, mental health concerns and resources, kids with special needs, post secondary education and opportunities post high school. You will have the opportunity to hear from our guest panel and their experiences and it is a chance for you to ask questions in an informal setting. If you have a topic that you would like to discuss, please send it to [pjanderson@sympatico.ca](mailto:pjanderson@sympatico.ca)

## JANUARY'S SCHOOL COUNCIL MEETING MINUTES

<https://docs.google.com/document/d/1qZ8aDjUHVX1eX6HPLAIsDe8gWDv3oHPo62MRumz2Syc/edit?usp=sharing>

## FEBRUARY COUNCIL MEETING AGENDA AND ZOOM INVITE

Zoom Meeting ID: 980 1666 6470 Passcode: 706381

Agenda: [https://docs.google.com/document/d/1CsiEoSmdnpAj9BeelUygMwQ31PGHXB3Sl4KW6\\_Z1VSM/edit?usp=sharing](https://docs.google.com/document/d/1CsiEoSmdnpAj9BeelUygMwQ31PGHXB3Sl4KW6_Z1VSM/edit?usp=sharing)

## STAY IN TOUCH

Message Malvern's School Council on FB or email us at: [malvernschoolcouncil@gmail.com](mailto:malvernschoolcouncil@gmail.com).

Don't forget to follow us on FB: Malvern School Council: [www.facebook.com/MalvernSchoolCouncil](https://www.facebook.com/MalvernSchoolCouncil) or Malvern Parents:

[www.facebook.com/groups/681984311937375](https://www.facebook.com/groups/681984311937375)

## MAKE A DONATION TO SCHOOL COUNCIL – IT'S EASY!

Our one and only fundraising initiative is underway and easy – simply log in to your School Cash On Line account

([www.schoolcashionline.com](http://www.schoolcashionline.com)) and you'll see an item called 2020-2021 MCI School Council Fundraiser – click on an amount of your choice. Our priority for this year will focus on contributing to the grade 12 commencement and scholarships.

## TIPS FOR PARENTS & TEENS

Thank you to Kristen (Malvern's youth worker) and Sue (Malvern's social worker) for joining us at our January School Council meeting and for sharing these tips for families and teens:

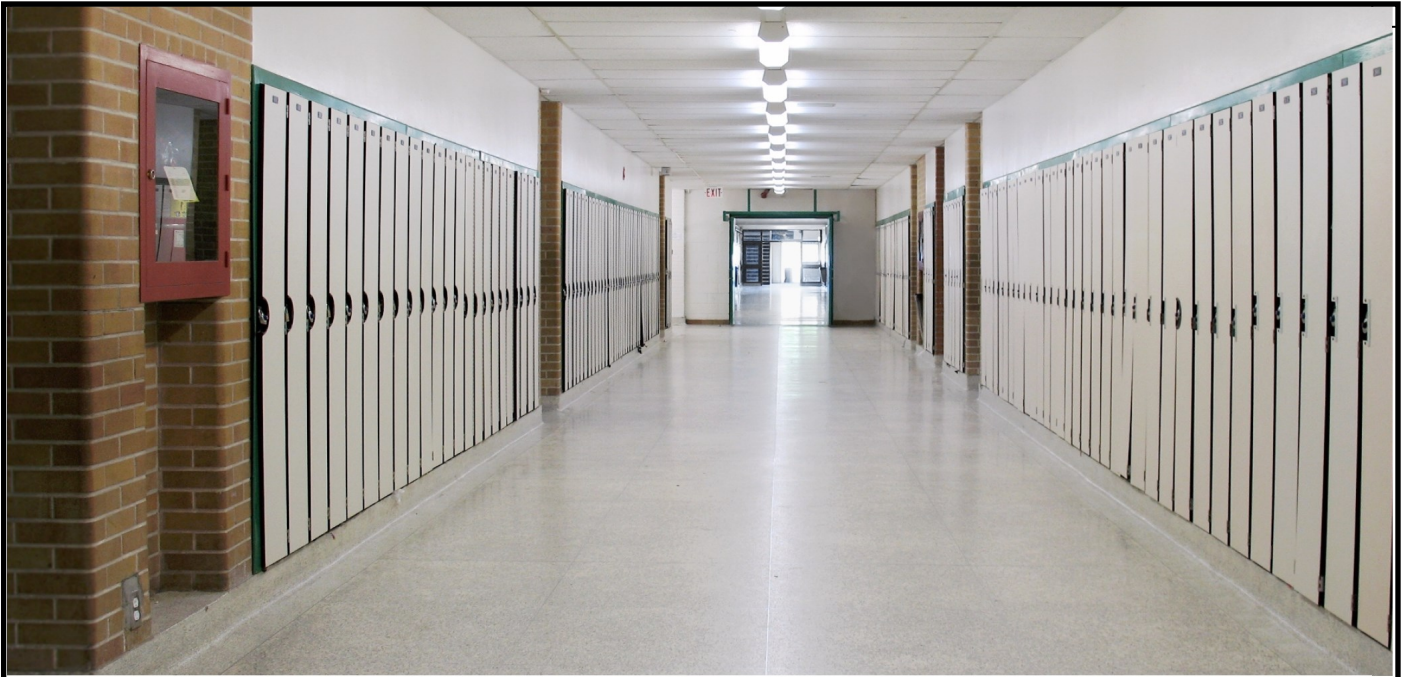
### Tips for Teens

- ◆ No right or wrong feeling-we just feel.
- ◆ Empathy is key.
- ◆ Get outside.
- ◆ Talk -have conversations no matter how big or small.
- ◆ Try and create two spaces - the one where you work/school, and a place of comfort and relaxation.
- ◆ Music - create playlists or have that "go to song" for motivation, for singing at the top of your lungs, or just to chill.
- ◆ Try and eat together...or at least not in your room, by yourself.

### Tips for Parents

- ◆ Go easy on yourselves, you are parenting through a pandemic. Students are learning in a way they never had to before: quadmester (so intense), remotely, etc.
- ◆ Don't worry so much about your child being behind- who exactly are they behind? We're all in this situation, the whole world.
- ◆ Help your child create a structure to their day with as much time outside of their room as possible- mealtime, exercise time, fresh air time, family time. Try to find ways to schedule that it.
- ◆ Encourage connections with their peers through Facetime or other apps where they can actually see each other's faces.
- ◆ You know your child best- if you feel they are struggling with their mental health, get help. A great place to start is Mental Health Toronto/What's Up Walk-In Clinic- M-F, 9-7, call: 1-866-585-MHTO to speak with an intake worker and be connected with a therapist right away.





## HELLO MALVERN FAMILIES

The second quadmester is coming to a close and as we move into the third quad and into the back half of the year, we can start to feel that Spring is in view.

Even though this is not a regular school year, School Council has been busy with several initiatives. You can keep up to date through our Facebook page. <https://www.facebook.com/MalvernSchoolCouncil>



## PLEASE GIVE TO THE RED & BLACK FUNDRAISER!

We're looking for contributions to help us support the school's needs for the following:

- **2021 Commencement**
- **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**
- **Breakfast/Snack Program**

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

- Sign in and select your Malvern student
- Choose this item: **2020-2021 MCI School Council Fundraiser**
- Select your dollar amount(s) and submit payment. If you would like to contribute additional dollars, you can do so by increasing the "Quantity".

Thank You very much for your gift and support, it's appreciated!  
And THANK YOU to all who have contributed to-date!

## NEW GRADE 11 COURSE OFFERING (NBE<sub>3</sub>U1)

Students can now obtain their compulsory Grade 11 English credit by taking *NBE3U: Understanding Contemporary First Nations, Métis, and Inuit Voices*.

If you have any questions, please email George Janeteas ([george.janeteas@tdsb.on.ca](mailto:george.janeteas@tdsb.on.ca)).

## NEW GRADE 12 COURSE OFFERING (IDC4U1) FILM STUDIES AND PRODUCTION

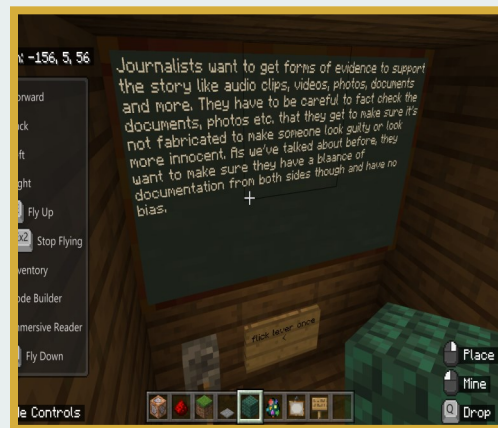
Students will have an opportunity to study various films and explore the cultural, social and historical significance of various film genres.

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

# GRADE 9 CHANGEMAKER PROJECT - NEWS LITERACY HANDBOOK

Students have been examining the effects misinformation on our democracy and were inspired to create a digital handbook to promote news literacy. They created infographics, Tik Tok style videos, and more!

One group even created an interactive game on the Standards of Journalism using Minecraft Education.



## YEARBOOK SALES

The year-book team is working hard to create a book of memories that will last a lifetime.



The year-book costs \$30 and may be purchased through schoolCashonline.

**Baby Grad Pages:** If you purchase a yearbook, you may contribute a photo for the Baby Grads pages or an additional \$20!

Baby Grad purchases are also available through School Cashionline.

**Note:** If you already purchased a baby grad, you will be reimbursed the difference in payment.

Thank you for your support of  
Malvern's Yearbook, The Muse.

**FROM THE SPECIAL EDUCATION DEPARTMENT**

Does your child's IEP need to be updated? Please set up a consultation between you, your child and Ms. Alexander at [Catherine.Alexander@tdsb.on.ca](mailto:Catherine.Alexander@tdsb.on.ca) as soon as possible.



Does your child need some assistance with their courses? Encourage them to sign in to the Virtual Resource Room.

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

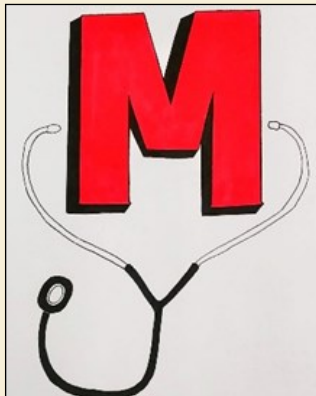
Twitter @MalvexanderTDSB

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



## SCIENCE DEPARTMENT GUEST SPEAKER SERIES

Connecting our school and the students' educational experience to the community, post-secondary institutions, and the professional field is an awesome way to engage students, make connections to the real world, enhance learning, and allow for the exploration of different opportunities that students may choose to pursue in their post-secondary endeavours.



Malvern Science is excited to announce our guest speaker series which we kicked off on January 25<sup>th</sup> with a visit from Toronto based retail pharmacist, Donna Capelli!

Some of the guest speaker presentations will be for specific classes, others will be for extra-curricular clubs, and some will be open to the entire school! Seeing as vaccines are such an important topic in the age of covid, we will be opening up the U of T vaccine and immunology workshops to all students and staff in the school.

These workshops will be taking place on February 8<sup>th</sup> and 15<sup>th</sup> @ 3:30pm. Students can find the link to the Zoom meet closer to the date by visiting the Malvern Medicine Instagram page @malvmedicine.

We are always looking for more connections, so if you or someone you know works or studies in the STEM (science, technology, engineering, mathematics) field, please don't hesitate to reach out.

We'd love to connect with you!

You can reach me at [Rafael.escobarlamanna@tdsb.on.ca](mailto:Rafael.escobarlamanna@tdsb.on.ca)

*Rafael Escobar*

*ACL of Science & STEM*



### SPEAKER SERIES

#### January 25<sup>th</sup>

Presenting to Malvern Medicine Club  
Donna Capelli: Retail pharmacist with 20+ years experience.

#### February 2<sup>nd</sup>

Presenting to SBI3U class  
U of T students from the Department of Medical Biophysics  
Amy Chen: Masters student specializing in the structure and function of fungal proteins.  
Kate McDonald: PhD candidate specializing in the cellular biology of DNA damage and repair.

#### February 3<sup>rd</sup>

Presenting to SBI4U and SBI3U classes  
U of T grad Biophysics:  
Valerie Facca: PhD candidate developing targeted radiation therapy for aggressive cancers.  
Kate McDonald: PhD candidate specializing in the cellular biology of DNA damage and repair.

**\*Presentation to be repeated for all future SBI3U and SBI4U classes this year\***

#### February 8<sup>th</sup> @ 3:30pm

Presenting to Malvern Medicine Club  
U of T I MMSpire Immunology Workshop  
Part 1 "What are Vaccines and How do They Work?"

**\*This workshop will be open to all Malvern students and staff\***

#### February 15<sup>th</sup> @ 3:30pm

Presenting to Malvern Medicine Club  
U of T IMMSpire Immunology Workshop  
Part 2 "The Immunology of Vaccines".

**\*This workshop will be open to all Malvern students and staff\***

#### March 29<sup>th</sup>

Presenting to Malvern Medicine Club: Undergraduate nursing student.

## BUSINESS COUNCIL: OPPORTUNITIES, VOLUNTEERISM, WORLD ISSUES

At our January meeting, we discussed topics such as how Bias, Inequity and Anti-Black Racism affect society. Un-learning what we've learned was part of our self-reflection.

We were presented with an understanding of Equity, Bias, and Anti-Black racism. During the meeting, many of our members discussed what they saw and the double standard that exists. For example, during the Capitol Hill Riots, our members voiced their views and concerns and how these riots were different from the Black Lives Matters protests.



Our members found a huge difference in ways the individuals were treated. BLM activists were tear-gassed for protesting while Capitol Hill protesters were faced no repercussions from authorities. After we discussed this as, we reviewed resources and articles about how to take action against racism and how as a school community we can make a change.

Previous to our January 6th meeting, we had guest speakers

from various ethnic groups talk about their professional journeys from different career standpoints tied to equity and mental health.

On October 29th, 2020, we had the honor of having Babatope Ajayi (picture to the right) who graduated from the University of Toronto with a degree in Mechanical Engineering. Our members were able to ask Babatope about his journey, about achieving success and handling the transition to post-secondary, and managing mental health.



For our upcoming meetings, here's what to expect:

- ◆ Accomplished guest speakers from the business world from sectors such as communication, accounting, real estate, entrepreneurship, and investment
- ◆ Discussions on academic opportunities such as Harvard High school summer camp and other virtual volunteer and academic opportunities to improve your resume
- ◆ Scholarship and essay writing tips
- ◆ Preparing your online profile with LinkedIn

The next virtual meeting is January 28th from 12:50-1:20

Follow Business Council on Instagram @malvernbusinesscouncil Want to join Business Council's Google classroom? Email us: [Fiona.pavlovska@student.tdsb.on.ca](mailto:Fiona.pavlovska@student.tdsb.on.ca); [Hera.Hasekiu@student.tdsb.on.ca](mailto:Hera.Hasekiu@student.tdsb.on.ca)

## PEER LEADERS EQUITY COUNCIL / SAC GRADE 9 VISITS

A dynamic group of student leaders from the Peer Leaders Equity Council and Student Council have begun monthly visits to grade 9 classes discussing topics that are important and relevant to them.

Approximately 30 students are taking part in monthly training sessions with Mr. Grant, Ms. Bugelli and our TDSB Student Equity Program Advisor, Chelsea, to explore equity-related topics including consent, sexism, anti-Black racism, homophobia, and mental health, and to discuss how they play out in high school.

The workshops are being developed by senior students and delivered to grade 9 classes virtually. We are excited to work with students to create a safe and inclusive school environment that celebrates diversity and respect, starting from the very beginning of the Malvern experience.

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](https://bit.ly/MCICourseSelection) for more information. Once student registration opens

## MESSAGE FROM THE PRINCIPAL: RESPONDING TO RACISM, HATE, BIAS

The following procedures were outlined in an email to all parent, students and staff.

Students: Please review your social media accounts and remove any content that may constitute racism, hate or bias.

When your private messages or posts are offensive to others and are made public, you cause harm to members of the school community which will negatively impact the school tone. The following procedures will be followed:

### Incidents of racism or hate/bias

A racism or hate/bias incident refers to conduct that is motivated, in whole or in part, by racism or hate/bias on the grounds of someone's identity or group affiliation (real or perceived). The conduct is a violation of someone's right to learn and work in an environment that is free of discrimination and harassment.

#### Identity or group affiliation

Examples of someone's identity or group affiliation (that are protected under the Ontario Human Rights Code) include the following: race, national or ethnic origin, language, colour, creed, religion, sex, age, mental or physical disability, gender identity, gender expression, and sexual orientation.

#### Conduct

Examples of conduct can include the following: slurs, insults, abusive or offensive gestures, displaying, posting or re-posting offensive messages or material that are racist, homophobic, transphobic, Islamophobic, misogynistic, etc.

- ⇒ This conduct could be verbal, a written message, a gesture, a symbol, or an illustration.
- ⇒ It could have started by an unknown person and then promoted or supported by a student (through their encouragement or re-posts).
- ⇒ It could take place at school, off school property, or online.
- ⇒ It could take place during the school year, during the holidays or on the weekends.
- ⇒ It could have taken place recently, or it could have taken place in the past and has resurfaced.

### Malvern/TDSB procedures

When an incident of racism or hate/bias has been reported, here is what will happen next:

- ◆ The principal or designate will report the incident through the Racism, Bias and Hate (RBH) portal.

- ◆ The principal or designate will notify the School Superintendent and the Human Rights office of the RBH report and of the school's initial response.
- ◆ If the incident constitutes a *hate crime*, as defined in [PR728](#), it will be reported to the police.
- ◆ As per the [TDSB's Chart of Consequences for Inappropriate Behaviour](#), the principal may issue a suspension of up to 20 days, pending a possible expulsion, which is then subject to a *Principal's Inquiry*.
- ◆ After issuing the suspension, the Principal's Inquiry will be completed within 5 school days and the principal will make a determination regarding consequence.
- ◆ The determination of consequences is made in consultation with the Caring and Safe Schools Department, the Human Rights Office, the Superintendent, and the Organizational Response Team, if such a team is convened. The superintendent may convene an Organizational Response Team (ORT) to inform next steps for the victim(s), the alleged perpetrator(s) and the school community. The ORT may include: the school administration, a Human Rights Officer, Community Advisory members, the Executive Superintendent, and advisors from the Equity, Communications, Legal, and Caring and Safe School Dept's.
- ◆ Where it is deemed appropriate and necessary, communication may be sent to the school community regarding the incident.
- ◆ The principal, in partnership with other TDSB/School personnel, will support those students affected by the incident, and will work with the school community to promote and support the safety and wellbeing of all members of the school community.

Malvern's Code of Conduct and the [TDSB's Chart of Consequences for Inappropriate Behaviour](#) outline definitions, expectations and the range of consequences involved in a racism incident or a hate/bias incident, as well as other incidents that compromise the safety and wellbeing of the school community.

#### Reference Documents:

[Reporting and Responding to Racism and Hate Incidents Involving or Impacting Students - TDSB](#)

[Human Rights Policy - TDSB](#)

[Canadian Charter of Rights and Freedoms - Equality](#)

[Ontario Human Rights Code](#)



## Model UN, Debate Team & the Importance of Involvement

After spending seven months in isolation, I was so hungry to talk to people, meet people, and have a busy schedule again. I think it's fair to say that this past year has taught us a lot about the importance of community. For me, it was a no brainer that the Malvern community would fill this void.

With physical isolation comes social isolation. Though this year is very different, there are new opportunities to seize; so many amazing clubs with so many amazing people to meet and learn from, and advance with.

In September, I restarted Malvern's Debate Team. With the help of my friends Casey Bolton, Jessica Richardson, and Jordan Sampson, and our wonderful teacher supervisor Ms. Bugelli. The Debate Team has 35 members.

In the Debate Team we work together to improve our skills in formal debating, thesis formation and argumentation, and students have the opportunity to attend (Zoom) debating competitions. Debate Team gives us a space to discuss important topics and develop our opinions, and I have no doubt that our Debate Team is creating the next generation of critical thinkers and effective communicators.

More recently, Malvern's new Model United Nations (MUN) Team was formed. I worked together with Maggie Adamson, Hannah Budge, the amazing Madelle Cortes and incredible Ms. Alli to create this group.

In MUN we are currently learning about the United Nations and its role in global society. We also are participating in workshops with local universities who have offered to help us achieve our goal of attending a (Zoom) conference this year.

Model UN gives us the chance to experience world issues from the perspective of countries across the world. As we draw nearer to adulthood it's so important that we are able to call ourselves citizens of the world, and begin to look beyond our own privileged lives, and Model UN helps us build empathy and understanding.

Now that we are in a second lockdown, it feels like we are travelling back in time.

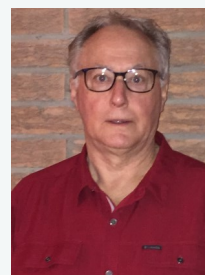
Make this time different, do something new! Join us at the Debate Team and Model UN!

Isobel Forrest

Farewell  
and  
Good Luck

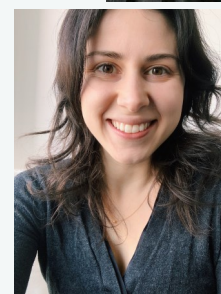
As we approach the end of Quad 2, we also say good-bye to a few staff members.

Many thanks to Mr. Hutchison, who came out of retirement and stepped in to teach Integrated Technologies (and brought cardboard to a whole new level!).



Mr. Doyhenard (Sci & Phys. Ed) will be heading to Forest Hill while Ms. Vuckovic (English) will join the team at Virtual School.

Hopefully you can both make your way back to Malvern next year!



## YWEG: YOUNG WOMEN'S EMPOWERMENT

YWEG (Young Women's Empowerment Group) virtual meetings have been off to a great start this school year! Although we started up the club again this year a little later than anticipated, we are very happy with the turnout at each meeting and are thrilled that students have been showing interest in the club.

We have been meeting every other Wednesday at 3:30 since the first week of December. We have been focussing a lot on mental health so far because we feel it's a very important thing to be discussed, especially in the midst of a global pandemic.

Our first guest speaker shared her personal experiences and struggles with mental health. She provided support and

good advice for the club on how to deal with mental health challenges.

Our second guest speaker, life coach Jen Torres, talked to us about stress management. She gave us some great coping mechanisms to regulate stress in our everyday lives, which is very helpful especially with online learning. We are hoping to continue talking about mental health throughout the year as well as topics surrounding feminism and female empowerment! We will continue to invite guest speakers to our meetings and we are looking forward to it! Our Instagram is @malvernYWEG and the details for our Google Classroom are in the bio :)

Grace Nassif and Olivia Pisani, YWEG co-presidents 2020-2021

## STUDENTS ENCOURAGED TO HAVE CAMERAS ON DURING REMOTE LEARNING

Back in March, students and educators scrambled to carry on “remotely” until the end of the school year. **Remotely.** Interesting terminology because many of us didn’t have the “remotest” idea of how we could continue to do business.

I attended my first Google meeting and I bravely turned on my camera. It was weird. I couldn’t imagine holding staff meetings using this format. I’m ok talking in front of a group, but I’m not ok being on video, and having my face and words broadcast (live) on people’s computer screen, in their home, in my home.

During this remote learning time, most students did not use their cameras or their audio. After all, this was all new to them as well.

Fast forward a few short months and a new school year and Google Meet (or Zoom or Webx) has become a regular part of our school day; it has also become a way of connecting with friends and family. What felt so weird before, is now (weirdly) comforting.

Students have adapted and seem accustomed to using these platforms for club meetings or group work, but when the class meets, the cameras are off and they communicate through the chat section.

If you ask them why, you’ll hear some common responses:

*It’s just kind of weird.  
Nobody else puts them on. I’m not going to be the only one.  
I don’t want people to see me like this.*

Dig a bit deeper, and there are other reasons for not putting the camera on. Consider the following:

- ◆ How often do teenagers actually “call” each other as opposed to texting? They are not used to speaking to someone through a computer (or phone).
- ◆ For some students, it’s difficult to participate in class. They experience a genuine fear of being “called upon” in class, or “called out” for not completing their homework. Others may feel comfortable participating, but not presenting in front of others. While having the camera on is not the same as *actively participating* in class or presenting to the class, it

may create the same response. The thought of it may be anxiety-provoking.

- ◆ We all have been in meetings or workshops where we can sense that the presenter is looking for a volunteer. If we don’t have an answer, or don’t want to volunteer, most of us do the same thing: avoid eye contact! Sometimes, we simply don’t want to be noticed. Cameras on does not allow for that.
- ◆ Some students may not have a designated workspace in their home. If they have their camera on, they risk their little sister or a parent being a part of their background.
- ◆ Cameras on brings other students into a private and safe space. For some, this feels like a violation of privacy.
- ◆ Many students have experienced some form of online bullying over the years. Recordings, screenshots and captions have caused a great deal of harm to others. Students don’t necessarily feel a sense of safety and trust in a classroom online environment (compared to meeting with a club or group of friends online).
- ◆ Sometimes it’s simply a luxury to attend class in the morning without having to get out of bed or get ready for school!

When we went fully remote after the winter break, some parents expressed frustration and concern with the “camera/audio off” class norm. Their teens weren’t getting out of bed and were distracted during synchronous learning (often multi-tasking and socializing with each other through social media).

Teachers commented that some students logged into the class but were not “present” for most of the morning class.

Parents worried that students were already isolated from friends. Perhaps if they put their cameras on, they might feel a small sense of connectedness to others.

Teachers commented that talking to a silent screen felt unsettling and having a class discussion was particularly challenging.

Teachers and parents agreed that if students had their cameras on, they would be more engaged in their learning. They also agreed that we can’t expect it from all students.

In January, I sent an email to teachers inviting them to encourage their students to put their cameras on. I also sent an email to students encouraging them to consider this.

Some students didn’t exactly embrace the idea. For some, it was simply inconvenient to put their cameras on; for others, it had more to do with some of the other factors listed above.

Teachers have reported that there are varying degrees of “camera on” participation. The same teacher would see one class with most of the students turning their cameras on, while in the other class most of them kept the cameras off.

Teachers (and some students) also admitted that it was a much different and better experience with the cameras on.

\*\*\*\*\*

Quad 3 will begin on February 8 and we will still be fully remote. Students will have different teachers, and teachers will be getting to know a new group of students. We will continue to encourage students to turn their cameras on so that teachers and students can build a sense of community in their new classes.

To those students who don’t feel comfortable with the idea of cameras on, no worries!

But consider how stepping into something that is a bit uncomfortable often results in growth and opportunity, and eventually, it may just become comfortable.

Ms.  
Kaskens



## MATHEMATICS CONTESTS - SCHOOL YEAR 2021

Every year Malvern students participate in the University of Waterloo Math Contest. To keep with this tradition, we welcome students to continue to participate and to register for the contests using the following google form link: <https://forms.gle/sY8rY8ZepQMk3jdf9>

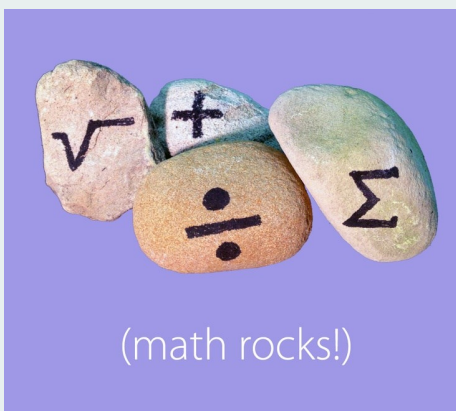
The Pascal, Cayley and Fermat (PFC - Grade 9 -11)) contests are the first set of contests to take place on **Wednesday February 21, 2021**. These contests are the perfect opportunity for students to have fun and to develop their mathematical problem-solving ability.

This year these contests will be administered **virtually** where each student writing online will be provided with a link and a password to access a secure online platform assembled specifically for the multiple-choice contests. The contests will last 65 minutes.

The online platform will be available in early February 2021 to anyone registered to allow interested students to practice using the system with the 2020 Pascal, Cayley and Fermat problems

To obtain more details about the PFC contests, visit [PFC contests](#).

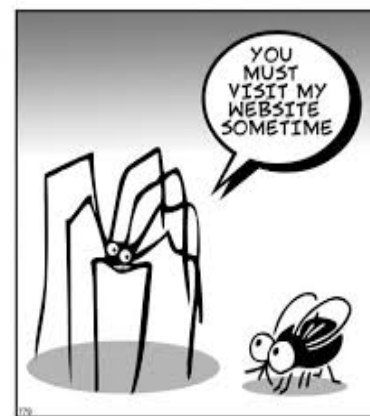
To help prepare for these contests, please visit [Contest Preparation](#) where you will find past contests and solutions along with PFC e-workshops.



## COMING SOON!

- ◆ New Malvern (main Website)
- ◆ New Math Website
- ◆ New Guidance Website

Malvern's new website will go live soon!



## MALVERN REGISTRATION DEADLINE FOR PFC CONTESTS:

Tuesday February 4th, 2021

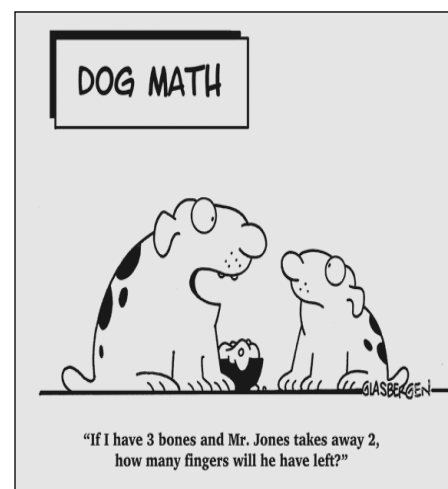
(Thank you to those who have already registered but there is still time before registration closes).

More information will be provided at a later date for the Fryer, Galois and Hypatia (grade 9 -11) contests and the Grade 12 Euclid contest that will be written on Wednesday April 14th and Wednesday April 7th, 2021, respectively.

**CONTEST FEES:** Charges for contest registration are based on per contestant fees. Once registration has been received, confirmation will be sent to the contestant's email and a link for School Cash Online will be provided.

Contest	Cost per Contestant
Pascal, Cayley and Fermat	\$5.00
Fryer, Galois and Hypatia	\$10.00
Euclid	\$16.00

Elizabeth Barsby, ACL of Mathematics





January 2020

# The Indigenous water crisis in Canada

An ongoing and severe issue in our country that is not talked about enough.



Many First Nations across Canada lack clean and safe drinking water. A basic human right! Numerous communities are under drinking water advisories.



## A promise was made.

In 2015, the Trudeau government promised to end all long-term drinking water advisories (in place for more than one year) in First Nations by March 2021. They announced in December 2020 that this target will not be met.<sup>1</sup>



## Contamination

73 percent of First Nations' water systems are at high or medium risk of contamination.<sup>2</sup>



## Current advisories

As of December 2nd, 2020 there were 59 advisories in place in 41 communities. Indigenous Services Minister Marc Miller said that the number of advisories could decrease to 12 by the Spring of 2021. This seems vague and there is no new target date.<sup>1</sup>



## How many people?

One single drinking water advisory can impact as many as 5000 people, meaning they don't have access to safe and clean drinking water. Imagine how many people it impacts with numerous advisories in place!<sup>2</sup>

## Causes

- **Colonialism**  
Many First Nations were forced to relocate to regions where the extraction of resources affects drinking water sources.<sup>3</sup>
- **Lack of resources**  
Such as a lack of trained staff, lack of funding, and challenges getting replacement parts in remote areas.<sup>3</sup>
- **Systemic racism**  
First Nations have been under advisories for years, like Neskantaga First Nation since 1995. This is clearly systemic racism against Indigenous peoples.<sup>5</sup>

## Effects

- **MRSA**  
Excessive water boiling causes mould which deteriorates housing, causing overcrowding. Overcrowding and a lack of water can contribute to contracting methicillin-resistant Staphylococcus aureus bacteria (MRSA), which disproportionately affects Indigenous peoples.<sup>3</sup>
- **Other health problems**  
Lack of access to water can cause cancer, diarrhea, skin infections, increased rates of pneumonia, whooping cough, and influenza.<sup>4</sup>
- **Financial hardships**  
Some people are forced to use their own money to purchase clean water from other sources, when this money could be used for food and other necessities.<sup>3</sup>

## Sources

1. Stefanovich, O. (2020, December 02). Indigenous Services minister to acknowledge Liberals won't meet promised drinking water targets. Retrieved from <https://www.cbc.ca/news/politics/indigenous-services-minister-drinking-water-target-1.5624614>
2. The Council of Canadians. (N.D.). Safe Water for First Nations. Retrieved from <https://canadians.org/in-water>
3. Dally-Starna, C. (2020, November 26). Water crisis in First Nations communities runs deeper than long-term drinking water advisories. Retrieved from <https://theconversation.com/water-crisis-in-first-nations-communities-runs-deeper-than-long-term-drinking-water-advisories-148977>
4. Mitchell, K. (2020, July 24). Drinking water crisis in First Nations communities violates human rights. Retrieved from <https://ecojustice.ca/drinking-water-crisis-first-nations-communities-violates-human-rights/>
5. Mason, G. (2019, January 29). Our national shame: The racism inherent in our First Nations water crisis. Retrieved from <https://www.thevoiceandmail.com/opinion/article-our-national-shame-the-racism-inherent-in-our-first-nations-water/>

## Water Crisis

by Olivia Pisani

For my project, I chose the Indigenous water crisis as I feel it is an extremely important issue that is not talked about enough.

My objective is to raise awareness and educate people, specifically my fellow students at Malvern, about this issue. This infographic that I created contains some important information about this issue.

My hope is that you will learn at least one new thing after looking at it and that you will feel more educated about the topic. I also want to get the attention of government officials regarding this issue, which is why I will also be sending emails to Justin Trudeau and Minister of Indigenous Services Marc Miller.

I will be posting templates for others to do the same on the Instagram account that I have created for this project.

If you are interested in learning more about this issue, visit my Instagram page **@indigenous\_water\_crisis** where I will continue to post information about the topic.

## Employment Opportunities

by Michaela Thorpe

The purpose of this announcement is to inform you of an issue that is present in our society. The issue is that there are a lack of employment opportunities for individuals with disabilities.

Employers in the workplace are hesitant to hire persons with disabilities for many stereotypical reasons. Due to these prejudices, persons with disabilities are suffering.

While this issue may not affect you directly, it is still important to understand the causes and effects surrounding this topic.

Please see the links below for helpful resources as well as a powerpoint to find out more information and how you can encourage change.

LEARN MORE ABOUT THE BARRIERS FACED BY INDIVIDUALS WITH DISABILITIES IN THE WORKFORCE:

<https://toronto.cmha.ca/help-for-employers/>  
<https://ccla.org/useful-resources-for-people-with-disabilities-related-to-employment-and-access/>  
[https://onwin.ca/en/special\\_interest\\_groups/persons\\_with\\_disabilities/](https://onwin.ca/en/special_interest_groups/persons_with_disabilities/)  
[https://docs.google.com/presentation/d/1BmdrT1z4XhIkWBIDkvhA\\_tFvD8P21SkxQoYoUorZcBA/edit#slide=id.p](https://docs.google.com/presentation/d/1BmdrT1z4XhIkWBIDkvhA_tFvD8P21SkxQoYoUorZcBA/edit#slide=id.p)

## HAND-MADE MASKS FOR A GOOD CAUSE

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](mailto:leslutinsdemalvern@gmail.com)



## MR. JANETEAS' PLAYLISTS ARE ALL THE RAGE



### MR. JANETEAS' GRADE 9 ENGLISH CLASS, BELL LET'S TALK PLAYLIST

Good News - Mac Miller  
Put Your Records On - Ritt Momney  
Count on Me - Bruno Mars  
Treat People With Kindness - Harry Styles  
Walking on Sunshine- Katrina and the Waves  
One Call Away - Charlie Puth  
Someone New - Hozier  
Lean on Me - Bill Withers  
Be Alright - Ariana Grande  
Don't Stop Me Now - Queen  
Flowers in Your Hair - The Lumineers  
Best Song Ever - One Direction  
Alive and Kicking - Simple Minds  
Location - Khalid



Cigarette Daydreams - Cage the Elephant  
The Nights - Avicii  
Strangers - Mt. Joy  
Bummerland - AJR  
Stayin' Alive - Bee Gees  
Mind Over Matter (reprise) - Young the Giant  
The Days - Avicii  
Wake Me Up Before You Go-Go -Wham  
Shut Up and Dance - WALK THE MOON  
On Top of the World- Imagine Dragons  
I'm Coming Out- Diana Ross  
Peace of Mind - Boston  
Rise Up - Imagine Dragons

#SHARETHEGOOD



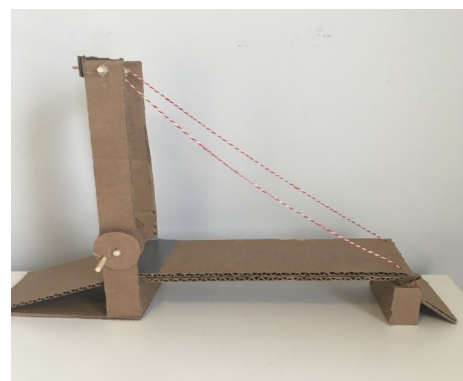
PIC•COLLAGE

## EXPLORING TECHNOLOGY, WITH CARDBOARD!

I made this bridge out of cardboard. The materials used were rope, plastic straws, wooden skewers, and hot glue. It is quite remarkable what you can do with such simple everyday materials with a gracious amount of time.

Overall I learned a lot during the process of building the bridge. I learned how to be precise with hot glue (and the best ways to accidentally burn yourself with hot glue). I learned how to structure cardboard in ways to hold more weight than I could probably lift but I still have to test that theory, and I learned how to manage my time fairly well over the course of when the assignment was assigned all the way to the deadline. *Allison O'Leary*

I began to work on this bridge by researching mechanisms that I thought would be useful in this project. I used various sites to learn about how most real life drawbridges work, and tried to apply that to my design when I was planning. Before I had figured out what type of drawbridge to use, I drew quick sketches of a couple different possible solutions. After choosing the best one, I planned it in more detail. When I started to build, I tried to manage my time and build the base first, and then add on the slightly more complex parts afterwards. After my bridge was finished, I tested it using weight, and once it had passed that test, the evaluation was complete. *Julia Morwick*



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.



## STAFF CONTACT INFORMATION

[Catherine.Alexander@tdsb.on.ca](mailto:Catherine.Alexander@tdsb.on.ca) – Special Education ACL

[Nareesa.Alli@tdsb.on.ca](mailto:Nareesa.Alli@tdsb.on.ca) – Grade 9 Geography, English

[Karen.Ash@tdsb.on.ca](mailto:Karen.Ash@tdsb.on.ca) – Grade 9 & 10 Visual Art, GLE

[Elizabeth.Barsby@tdsb.on.ca](mailto:Elizabeth.Barsby@tdsb.on.ca) – Grade 11 Math

[Florina.Basaraba@tdsb.on.ca](mailto:Florina.Basaraba@tdsb.on.ca) – Grade 10 Science

[Diana.Berazadi@tdsb.on.ca](mailto:Diana.Berazadi@tdsb.on.ca) – Grade 11 English

[Kristen.Bloodworth-Feeney@tdsb.on.ca](mailto:Kristen.Bloodworth-Feeney@tdsb.on.ca) – Youth Worker

[Lisa.Bourgard@tdsb.on.ca](mailto:Lisa.Bourgard@tdsb.on.ca) – Guidance (M), COOP

[Fiona.Boyd@tdsb.on.ca](mailto:Fiona.Boyd@tdsb.on.ca) – Grade 9 Ext. French & Ext. Geography

[Karyn.Bugelli@tdsb.on.ca](mailto:Karyn.Bugelli@tdsb.on.ca) – Guidance, A-L

[Jessica.Collura@tdsb.on.ca](mailto:Jessica.Collura@tdsb.on.ca) – Grade 11 APS, Grade 12 Law

[Jo-Anne.Cortes@tdsb.on.ca](mailto:Jo-Anne.Cortes@tdsb.on.ca) – Grade 10 Fr. Imm. Civics

[Ruthie.CowperSzamosi@tdsb.on.ca](mailto:Ruthie.CowperSzamosi@tdsb.on.ca) – Grade 11 EPS/Cred. Rec

[Theresa.Crosby@tdsb.on.ca](mailto:Theresa.Crosby@tdsb.on.ca) – Attendance Secretary

[Lea.Cruz@tdsb.on.ca](mailto:Lea.Cruz@tdsb.on.ca) – Grade 12 Ext. Fr Grade 10 Imm. Fr

[Janine.Davies@tdsb.on.ca](mailto:Janine.Davies@tdsb.on.ca) – Grade 9 Phys.ed

[Christian.Do@tdsb.on.ca](mailto:Christian.Do@tdsb.on.ca) – Grade 9 & 10 Imm. Math

[Alba.Doudoumis@tdsb.on.ca](mailto:Alba.Doudoumis@tdsb.on.ca) – Grade 11 Biology

[Brant.Drewery@tdsb.on.ca](mailto:Brant.Drewery@tdsb.on.ca) – Grade 11 History

[Jeffrey.Eschle@tdsb.on.ca](mailto:Jeffrey.Eschle@tdsb.on.ca) – Grade 12 Math (Adv. Functions)

[Rafael.EscobarLamanna@tdsb.on.ca](mailto:Rafael.EscobarLamanna@tdsb.on.ca) – Grade 12 Biology

[Michael.Falla@tdsb.on.ca](mailto:Michael.Falla@tdsb.on.ca) – Grade 9 & 10 Music

[Ashley.Fullbrook@tdsb.on.ca](mailto:Ashley.Fullbrook@tdsb.on.ca) – Grade 12 Math (Data)

[Nalini.Graham@tdsb.on.ca](mailto:Nalini.Graham@tdsb.on.ca) – Grade 12 Equity

[Evan.Grant@tdsb.on.ca](mailto:Evan.Grant@tdsb.on.ca) – Guidance N-Z

[Alexander.Hang@tdsb.on.ca](mailto:Alexander.Hang@tdsb.on.ca) – Grade 10 Science (Virtual)

[Luke.Hartley@tdsb.on.ca](mailto:Luke.Hartley@tdsb.on.ca) – Grade 9 Geography

[Catherine.Hunnisett@tdsb.on.ca](mailto:Catherine.Hunnisett@tdsb.on.ca) – Grade 12 Philosophy

[John.Iacobucci@tdsb.on.ca](mailto:John.Iacobucci@tdsb.on.ca) – Grade 11 & 12 Tech

[George.Janeteas@tdsb.on.ca](mailto:George.Janeteas@tdsb.on.ca) – Grade 9 English

[Dorothy.kane@tdsb.on.ca](mailto:Dorothy.kane@tdsb.on.ca) – Grade 9 Science

[Ethel.Koumarelas@tdsb.on.ca](mailto:Ethel.Koumarelas@tdsb.on.ca) – Grade 11 Chemistry

[Paul.Leclerc@tdsb.on.ca](mailto:Paul.Leclerc@tdsb.on.ca) – Grade 9 French Imm.

[Jenny.Lee@tdsb.on.ca](mailto:Jenny.Lee@tdsb.on.ca) – Grade 9, 10 & 11 French (core)

[Erich.Lehrer@tdsb.on.ca](mailto:Erich.Lehrer@tdsb.on.ca) – Grade 10 Drama

[Nickie.Lewis@tdsb.on.ca](mailto:Nickie.Lewis@tdsb.on.ca) – Office Administrator

[Carter.Livingstone@tdsb.on.ca](mailto:Carter.Livingstone@tdsb.on.ca) – Grade 11 & 12 Personal Fitness

[Angela.Manios@tdsb.on.ca](mailto:Angela.Manios@tdsb.on.ca) – Grade 10 English

[Robert.Matthews@tdsb.on.ca](mailto:Robert.Matthews@tdsb.on.ca) – Grade 12 Art; Gr 11/12 Media Art

[Fraser.McCulloch@tdsb.on.ca](mailto:Fraser.McCulloch@tdsb.on.ca) – Grade 10 Business

[Rosita.Milton@tdsb.on.ca](mailto:Rosita.Milton@tdsb.on.ca) – Educational Assistant

[Sonja.Mitrovic@tdsb.on.ca](mailto:Sonja.Mitrovic@tdsb.on.ca) – Grade 11 Accounting

[Sylvia.Mlynarska@tdsb.on.ca](mailto:Sylvia.Mlynarska@tdsb.on.ca) – Grade 11 English  
(for [John.ouzas@tdsb.on.ca](mailto:John.ouzas@tdsb.on.ca))

[Laura.Norris@tdsb.on.ca](mailto:Laura.Norris@tdsb.on.ca) – Grade 11/12 Vocal Music

[Liam.O'Mara@tdsb.on.ca](mailto:Liam.O'Mara@tdsb.on.ca) – Grade 11 French Imm.

[Anthony.Parise@tdsb.on.ca](mailto:Anthony.Parise@tdsb.on.ca) – Grade 12 English

[Karan.ParmarNaples@tdsb.on.ca](mailto:Karan.ParmarNaples@tdsb.on.ca) – Grade 9 Math

[Andrew.Patterson@tdsb.on.ca](mailto:Andrew.Patterson@tdsb.on.ca) – Grade 12 English

[Mario.Portoraro@tdsb.on.ca](mailto:Mario.Portoraro@tdsb.on.ca) – Grade 11 Engineering

[Tetyana.Pytlovana@tdsb.on.ca](mailto:Tetyana.Pytlovana@tdsb.on.ca) – Grade 10 Math

[Manuela.Roberts@tdsb.on.ca](mailto:Manuela.Roberts@tdsb.on.ca) – Gr 9 Fr (core) ; Gr 10 Ext. Fr

[Rob.Salvatore@tdsb.on.ca](mailto:Rob.Salvatore@tdsb.on.ca) – Grade 9 Phys.Ed

[Dean.Sasabuchi@tdsb.on.ca](mailto:Dean.Sasabuchi@tdsb.on.ca) – Grade 9 Science

[Andrew.Saskin@tdsb.on.ca](mailto:Andrew.Saskin@tdsb.on.ca) – Grade 10 English

[Daniel.Shand@tdsb.on.ca](mailto:Daniel.Shand@tdsb.on.ca) – Grade 12 Sports Marketing

[Marcela.Smolkin@tdsb.on.ca](mailto:Marcela.Smolkin@tdsb.on.ca) - Spanish

[Mark.Steel@tdsb.on.ca](mailto:Mark.Steel@tdsb.on.ca) – Grade 12 Chemistry

[Anne.Tsukada@tdsb.on.ca](mailto:Anne.Tsukada@tdsb.on.ca) – Grade 12 Kinesiology

[LisaAngela.Turcotte@tdsb.on.ca](mailto:LisaAngela.Turcotte@tdsb.on.ca) – Grade 10 Civics (Fr. Imm)

[Qing.Zhu@tdsb.on.ca](mailto:Qing.Zhu@tdsb.on.ca) – Grade 9 Science, Grade 11 Physics