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October 2022
Volume 3, Issue 2
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MALVERN C.I.

Halloween Edition



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EXTRA-CURRICULAR WEBSITE

Bookmark the website to find out information about all of Malvern’s clubs, councils, leadership groups, special events and athletics.

The website will be updated regularly as we introduce more extra-curriculars!

<https://sites.google.com/tdsb.on.ca/mci-extra-curricular/clubs>

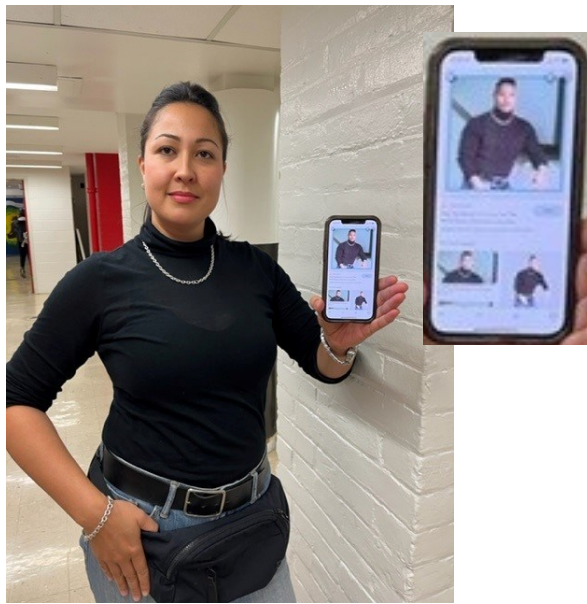


Charlie’s Angels—minus 1





Smart Cookie!



Prince Shrek!





MIZIWE BIK STUDENT FUNDING OPPORTUNITY

Indigenous TDSB secondary students with a Social Insurance Number are eligible to receive \$1000 funding for books and supplies. To receive funding, contact your Guidance counsellor or email Reception@miziwebiik.com. An Employment Specialist will touch base with you about the funding application process. More information can be found here: <https://miziwebiik.com/student-funding/>

SECONDARY ALTERNATIVE SCHOOLS - VIRTUAL FAIR

The [Virtual Secondary Alternative Schools Fair](#) is taking place on November 9, 2022. This session will introduce families to the Alternative schools that offer Grade 9 to 12 programming. Alternative schools are highly engaged, smaller school environments. They use non-traditional hands-on approaches to learning. Each school has a distinct identity and focus. Alternative schools are ideal for students seeking an alternative to mainstream education and who want to take an active role in their own learning. Visit the [Alternative Schools in the TDSB website](#) for more information.

IGNITE FAIR- Not done your community service hours? Check out the Virtual Ignite Fair to make connections with not-for-profit organizations across the province.

ONTARIO YOUTH APPRENTICESHIP PROGRAM (OYAP)

If you're interested in getting into the skilled trades after high school, [OYAP \(Ontario Youth Apprenticeship Program\)](#) could be the right program for you. Speak to your guidance counsellor if you're a Grade 11 or 12 student who is interested in applying for Semester 2.

OYAP Application Deadlines for Semester 2

November 4 - [Accelerated OYAP](#)

November 18 - [STEP to Construction](#) and [STEP to Transportation](#)

December 2 - [PACE \(Pre-Apprenticeship Co-operative Education\)](#)

Looking to get started with an electrical apprenticeship after graduation? Check out pre-apprenticeship opportunities with the [Electrical Apprenticeship Training Alliance](#). The Alliance has three apprenticeship opportunities: 309A Construction & Maintenance Electrician, Network Cabling Specialist 631A, Low-Rise Residential (LRR). Contact your guidance counsellor for more information.

Accelerated OYAP Virtual Information Night Recordings

If you are interested in Accelerated OYAP but missed the virtual information session, you can watch the recordings here: <https://oyaptdsb.com/accelerated-virtual-info-night>

HOUSE OF COMMONS PAGE PROGRAM

Each year, 40 students are selected from across Canada to participate in the House of Commons Page Program. Pages work directly on the floor of the House of Commons and are responsible for a wide range of tasks related to Chamber activities. Pages are first-year students registered at one of the eligible post-secondary institutions in the national capital region. They work on a part-time basis for one year. This provides them with the opportunity to broaden their knowledge of Parliament by playing a role in the rich traditions of the Canadian parliamentary system. The recruitment campaign for the 2023-2024 academic year is taking place from September 26 to November 6, 2022.

Eligibility:

- ◆ be a Canadian citizen or a permanent resident;
- ◆ be graduating, or have graduated, from high school and starting full-time or part-time studies in September 2022 at [one of the eligible post-secondary institutions in the national capital region](#);
- ◆ be willing to reside in the national capital region during your year of employment; and orally communicate fluently in both official languages (will be formally evaluated by the House of Commons).

Please visit the website ourcommons.ca/page to learn more.

How to reach your Guidance Counsellor

Karyn Bugelli (last names A-Go) - karyn.bugelli@tdsb.on.ca

Sylwia Mlynarska (last names A-Go) - sylwia.mlynarska@tdsb.on.ca

Leeanne Larabie (last names Gr-M) - leeanne.larabie@tdsb.on.ca

Evan Grant (last names N-Z) - evan.grant@tdsb.on.ca

Malvern Guidance Instagram - follow us [@mcguidance](https://www.instagram.com/mcguidance) for updates from the guidance team! [Useful links are found in our bio.](#)

IMPORTANT DATES

Have you visited the new Malvern Guidance website? Check it out at bit.ly/MCguidance

[Ontario Colleges](#) applications open: October 2022 - now open!

[OUAC / Ontario Universities](#) application PINs distributed: mid-November 2022

Semester 1 Mark Maintain After Date (Full Disclosure): Friday November 25, 2022 - *Course changes are now done for Semester 1, but grade 11 & 12 students may still drop a course by this date so it does not appear on the student transcript*

Semester 2 [TDSB Night School](#): course offerings coming in December

Semester 2 [TDSB eLearning](#): course offerings available this fall



2022 IGNITE FAIR
NOVEMBER 5, 2022 | 1:00 - 3:00PM

LOOKING FOR VOLUNTEER HOURS?
Ignite Fair's mission is to connect youth with meaningful and accessible volunteer opportunities in their communities across Ontario!
Registration opens on October 13, 2022

Do-hosted by:

The poster features a map of Ontario with various locations marked, a QR code, and a photo of a young woman wearing a headset and looking at a laptop.

Post-secondary education & career webinar series

Headed to college or university? Are you a student with a disability preparing for your post-secondary education and career?

Join us for our Fall 2022 free webinar series

Webinars include a mix of information (presentation style) and opportunities to ask questions. We engage Youth Mentors to share their lived experiences.

We designed these sessions for students and welcome families/parents to participate.

To register & questions

You must register in advance of these free webinars [REGISTER HERE](#)

You are eligible to register if you are:

- Living with a disability and/or autism spectrum disorder
- In high-school (grades 10, 11, 12 or 12+) and working towards your OSSD
- Living in Ontario

Date:	Session:	Learn about:
Saturday, October 29, 2022 10:00-12:00	Getting ready for the transition to post-secondary	<ul style="list-style-type: none"> • Exploring program and career interests • Applying to college/university
Saturday, November 26, 2022 10:00-12:00	Setting up supports for post-secondary	<ul style="list-style-type: none"> • Accessing services and accommodations at college/university • Maintaining physical and mental health • Funding options
Saturday, December 10, 2022 10:00-12:00	Advocacy and independence skills	<ul style="list-style-type: none"> • Developing self-management strategies and asking for what you need • Enjoying campus life and getting involved

Holland Bloorview
Kids Rehabilitation Hospital

tdsb
Toronto District School Board

MENTAL HEALTH, WELL-BEING and COMMUNITY SUPPORTS

For a variety of resources and organizations to help support student mental health & well-being, see the links below for info and chat options. Connect with a Guidance Counsellor for support.

[TDSB Mental Health & Well-Being Resources](#)

[Kids Help Phone](#) at 1-800-668-6868 or text CONNECT to 686868

[What's Up Walk-In® | Mental Health Counselling](#) - 1-866-585-MHTO (6486)

[Telehealth Ontario](#) at 1-866-797-0000

[211](#) – community supports such as food banks, housing and more.

[Canadian Mental Health Association - Ontario](#)

[Distress Centres of Greater Toronto](#) - 416-408-4357 or text 45645

[Assaulted Women's Helpline](#) 1-866-863-0511 or text #SAFE (#7233)

[Black Youth Helpline](#) - 416-285-9944

[Hope for Wellness - Indigenous Youth Helpline](#) - 1-855-242-3310

[Naseeha - Muslim Youth Helpline](#) - 1-866-627-3342

[Hong Fook Mental Health Association \(Youth and Family Service\)](#) - 647-619-9030

[Trans Lifeline](#) - 1-877-330-6366

[Lesbian Gay Bi Trans Youth Line](#) - 1-800-268-9688 or text 647-694-4275

“THE SCHOLARSHIP REPORT” / POST-SECONDARY INFORMATION

The “Scholarship Report” is a comprehensive guide to scholarships, bursaries and other post-secondary opportunities in Ontario and beyond.

Here are recent updates:

[Fall 2021 - Ontario University Open House Schedule](#)

[Fall 2021 - Ontario College Open House Schedule](#)

[Grade 12 Fall "FUNDING" Workshop Summary](#) (log in below to watch the full funding workshop tutorial)

The Malvern community now has direct access to regular updates through the link and password below.

The Scholarship Report portal: <https://seekingscholarships.com/the-scholarship-report-2/>

Password: scholar1

POST-SECONDARY UPDATES

OUAC UPDATES

Students will hear from the Malvern Guidance department when we receive PINs to create an account. We will let students know as soon as we receive these, hopefully by mid-November. Please note OUAC does not provide a specific date in advance for when we will receive these PINs.

[Student Hyperdoc \[PDF\]](#): This document contains links to material about applying to university, and other important information, such as deadlines, university recruitment events and online resources like Ontario Universities' Info and Ontario Universities' Indigenous Student Resources.

Visit the [OUInfo website](#) for all information pertaining to Ontario university applications

Visit our [FAQs](#) or our [COVID-19 information page](#) to find out more about how the OUAC and Ontario universities are supporting students.

OUT-OF-PROVINCE UNIVERSITY APPLICATIONS

If you are planning to apply to out-of-province universities, pay careful attention to any deadlines set by that university. OUAC assists with transferring marks for some out-of-province universities for Ontario high school students who have applied through the OUAC:

<https://guidance.ouac.on.ca/counsellor-resources/other-university-options/>

Students who apply to these out-of-province universities can authorize the universities to request their academic information from the OUAC.

To authorize them, the applicant must include their 11-digit OUAC Reference Number on the university's application form.

NOTE: students must have completed and paid for the OUAC application to receive a Reference Number.

For any *early* out-of-province applications, students may need to request a transcript from their guidance counsellor at least one week in advance of any deadline.

U OF T SUMMER MENTORSHIP PROGRAM (SMP)

The UofT Summer Mentorship Program (SMP) is opening the application process already! As you know, SMP provides high school students of Indigenous or African ancestry a chance to explore health sciences at the University of Toronto over four weeks

in July. Students receive a grade 12 science credit (SNC4M) for completing the program.

Students will:

- ◆ Explore health science education and careers through hands-on activities, experiments, lectures, and special projects.
- ◆ Learn from and connect to a variety of health science faculty, professionals, and students
- ◆ Enjoy valuable mentoring experiences from a variety of professionals
- ◆ Earn a credit you can use on your University and/or College applications

Resources:

[Brochure](#)
[Website](#)

BLACK APPLICANT SUPPORT AND ENGAGEMENT

from the University of Toronto Engineering Outreach Office
The Black Applicant Support and Engagement, or BASE, demystifies the path to post-secondary engineering education at the University of Toronto. This program provides Black-identifying Grade 12 students with a customized experience and resources to assist them through the challenges of the university application and decision-making process.

WHAT BASE PARTICIPANTS CAN EXPECT

- Gain an understanding of the Ontario university application process.
 - Learn about all U of T campuses and Faculties, with a focus on U of T Engineering.
 - Learn about the requirements and supplementary forms of the U of T Engineering application process.
 - Gain an understanding of applying for the Ontario Student Assistance Program (OSAP) and other financial aids. Have the resources and support of U of T Engineering staff throughout the application process.
- To read more about BASE and to register, please visit the [Black Applicant Support and Engagement webpage](#).

ONTARIO COLLEGE FAIR

The [Ontario College Fair](#) returned this year! The Malvern Guidance Department accompanied a group of students to attend this in-person event which involved browsing booths set up by Ontario colleges. Students learned about different career options, which exciting college programs are available, campus life, housing and student services. We look forward to making this field trip and annual event!

MALVERN'S POST-SECONDARY FAIR

On Thursday, October 6th, Malvern invited over 20 different colleges and universities to set up an informational booth in our cafeteria. Students were able to speak to representatives from all over Ontario (and the East Coast - thanks Dalhousie and King's College Halifax for coming!) and get to know the different post-secondary programs available to them. We hope our Grade 11 and 12 students found the event informative and we look forward to hosting it next year!



ACADEMIC SUPPORT FOR STUDENTS

PEER TUTORING


Students can sign up to receive tutoring support from other Malvern students!

Volunteer to be a tutor here: <http://bit.ly/MCIpeertutor>

Sign up for tutoring here: <http://bit.ly/MCIpeertutee>

Student Support Room

Room B1 (basement - across from the Cafeteria)

Who We Are	What We Do
<ul style="list-style-type: none"> ★ Ms Bourgard - Student Support Teacher Block A, Block B, Block C ★ Ms Cowper- Student Support Teacher Block D ★ Kristen Bloodworth-Feeney, CYW 	<ul style="list-style-type: none"> ★ Tracking and Monitoring of Students ★ Credit Recovery ★ Social/Emotional Growth (CYW) ★ Academic Support/ Extra Help ★ Assistive Technology ★ Alternative Setting for A&E
<p>A&E in the Student Support Room will primarily be for students having an IEP with 'alternative settings' in Assessment Accommodations</p> <p>Space is limited! Please ask students to sign up using the form http://bit.ly/MCIB1 in advance of the evaluation</p>	
<p>BOOKMARK THIS!</p> 	
<p>You can reach us at 4002 on the house phone</p>	

AFTER-SCHOOL TUTORING SUPPORT AVAILABLE

**Tutoring Support at Malvern
Sessions start the week of Oct. 31
and end the week of Dec. 19**

The "Drop In" sessions listed below are open to students who need support on current assignments, homework, or test preparation. Students may attend tutoring sessions as needed and do not need to sign up ahead of time.

The "Review Class" sessions listed below are open to students who are taking grade 9 or 10 math in semester 2, and who would benefit from reviewing essential math skills. For these sessions, students are expected to attend every week. Students do not need to sign up ahead of time.

Monday's	Tuesday's	Wednesday's	Thursday's
Writing & Research— Drop In Ms. Hunnisett—Library 7:45-8:45 a.m. Grade 9-12	French Language— Drop In Mr. O'Mara— Rm 311 7:45—8:45 a.m. Grade 9-12 Core French, Fr. Imm. Ext. Fr.	Writing & Research— Drop In Ms. Hunnisett—Library 7:45-8:45 a.m. Grade 9-12	Grade 9 Math—Drop In Ms. Pytlovana—Rm 108 3:15-4:15 p.m. *For students currently taking Grade 9 Math
Grade 9 Math—Drop In Ms. Pytlovana—Rm 108 3:15-4:15 p.m. *For students currently taking grade 9 Math	Grade 10 Math—Drop In Ms. Parmar—Rm 205 3:15-4:15 p.m. *For students currently taking grade 10 Math	Grade 10 Science—Drop In Ms. Dawe—Rm 210 3:15—4:15 p.m. *For students currently taking grade 10 Science	Grade 9 Science—Drop In Ms. Sanderson— Rm 211 3:15—4:15 p.m. *For students currently taking grade 9 Science
Grade 10 Science—Drop In Ms. Dawe—Rm 210 3:15—4:15 p.m. *For students currently taking grade 10 Science	Grade 9 Science—Drop In Ms. Sanderson—Rm 211 3:15—4:15 p.m. *For students currently taking grade 9 Science	Grade 11 Math—Drop In Ms. Barsby—Rm 103 3:15—4:15 *For students currently taking any grade 11 Math	Grade 10 Math—Drop In Ms. Parmar—Rm 205 3:15-4:15 p.m. *For students currently taking grade 10 Math
Grade 11 Math—Drop In Ms. Barsby—Rm 103 3:15—4:15 *For students currently taking any grade 11 Math	Math Review Class For students taking gr 10 math in Sem 2. Ms. Bourgard—Rm 110 3:15-4:15 p.m. <i>Classes are for students who need review of essential math skills prior to taking math in Semester 2. Students are expected to attend each week</i>	Math Review Class For students taking gr 9 math in Sem 2. Mr. Matthews—Rm 208 3:15—4:15 p.m. <i>Classes are for students who need review of essential math skills prior to taking math in Semester 2. Students are expected to attend each week</i>	Math Review Class For students taking gr 9 math in Sem 2. Mr. Matthews—Rm 208 3:15—4:15 p.m. <i>Classes are for students who need review of essential math skills prior to taking math in Semester 2. Students are expected to attend each week</i>

Student who need extra help for courses that are not listed above are encouraged to make arrangements with their teacher.

In addition, Malvern has an excellent peer-tutoring program.

For more information about Peer Tutoring, please ask your child to see Ms. Bourgard. Information is also available in the school newsletter.

LOOKING FOR EXTRA HELP IN MATH?

Did you know that students can sign up for free online tutoring through TVO's Mathify?

Be sure to register now to access tutoring from on Ontario Certified teachers, 7 days a week, until 9:00 p.m.

For all grades (even grade 12!)

[Register \(tvomathify.com\)](http://tvomathify.com)

Note: Students will need their OEN number (which is different from their TDSB Student number). Call the school if you need this information.

Teachers are Available!

Students are encouraged to reach out to their teacher if they need clarification on an assignment.

Some teachers are available for regularly scheduled extra help sessions, while others are available as needed.

Do not hesitate to ask for assistance!

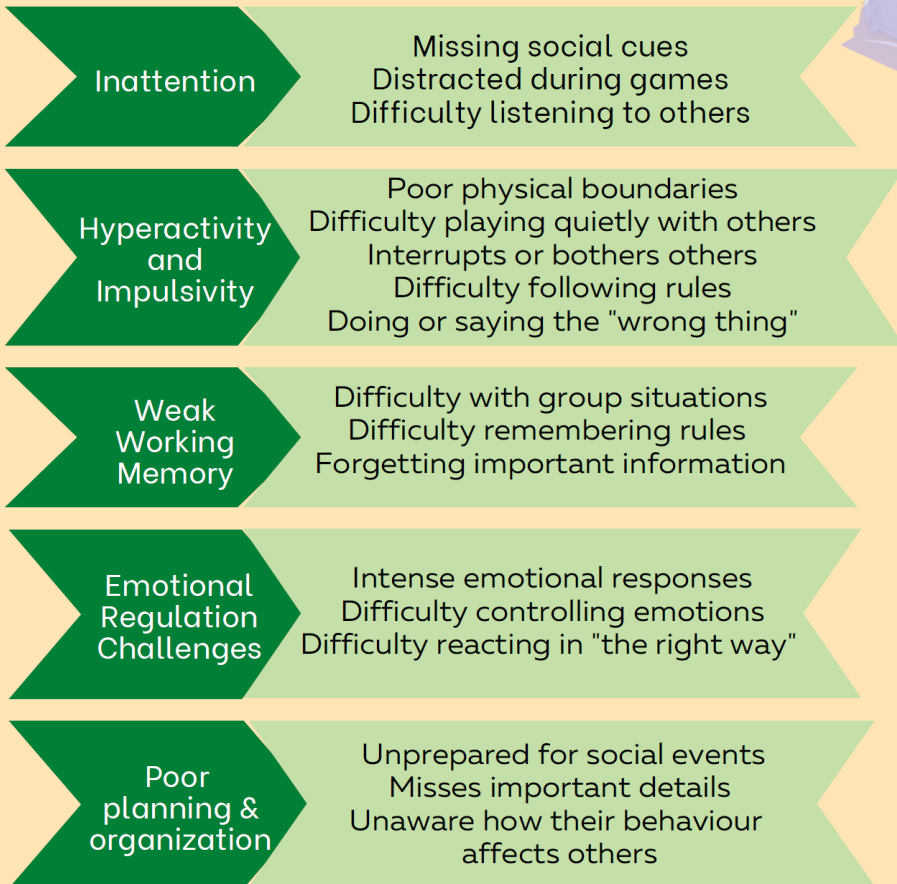
Parents, please encourage your child to advocate for themselves if they need extra help.

Please go the Hearts & Minds newsletter for working links

ADHD & Social Relationships

by Megan Smith, Ph.D. C.Psych

Most students with ADHD are very social. They want to have friends and get along with people. But their ADHD symptoms often make this more difficult. Here are some common ways ADHD may affect students' relationships.



There are ways we can help children and youth with ADHD have positive relationships at home and school:

- **Help them practice social problem-solving strategies.** Help them act out different situations, practicing what they will say and do. Practice at least a few times.
- **Help children and youth learn to look for social cues.** For example, when watching TV, ask questions, such as, "What do you think that character is feeling? How do you know that? When have you felt that way before?"
- **Help them predict when problems are most likely to happen, and find ways to prevent those situations.** For example, if a student is having social challenges at recess, they may help out in the kindergarten room or be a part of a structured 'games club' with peers during that time of day.
- **Help the student advocate for their social needs** by talking with their friends or peers' parents. For example, "JC can't always think before speaking. That is why she sometimes say things that are upsetting."

DID YOU KNOW?

Fast facts about ADHD

- Five percent of the world's population has ADHD - it is the most common neuro-developmental disorder!
- ADHD occurs in all genders and all ethnicities. ADHD is passed down through family genes, and it is comparable to how height is inherited in a family (approximately 75 percent!)
- Although ADHD looks different for every individual, most people with ADHD have difficulty regulating their emotions and/or actions.
- ADHD is treated using a combination of school/workplace supports, behaviour therapy and family coaching, medication, and maintaining healthy habits (sleep, exercise, routine).
- ADHD is NOT caused by parenting or teaching styles, vaccinations, or diet. It is related to differences in the brain structure, typically seen from birth.
- People with ADHD are often 'out of the box', creative thinkers. With proper treatment, people with ADHD can thrive and be leaders in their school, community, and workplace.

Online ADHD Resources:

- [How to ADHD YouTube channel](#) (for caregivers and students)
- [Understood.org](#) and the [Wunder app](#) (for caregivers)
- [Additude Mag](#) (for caregivers)

Please go the Hearts & Minds newsletter for working links

DID YOU KNOW?

Fast facts about Learning Disabilities (LD)

- People with LD's are smart! To have a learning disability, a person needs to have average to above average intelligence, but they struggle to demonstrate all of their skills and knowledge effectively.

- LD's sometimes go by different names, like Learning Disorders, dyslexia, dysgraphia, or dyscalculia. No matter the title, it is important to understand the strengths and specific needs for that person, so we can give the right support!

- LD's tend to run in the family, similar to ADHD. It is usually first identified in elementary school, when academic achievement is impacted.

- Kids with LD's are not lazy or unmotivated. Their brains process information in different and sometimes less effective ways compared to other students.

- With proper support, people with LD's can lead successful and passion-driven lives. Support can include teaching, test-taking and/or environmental accommodations, assistive technology, and parent and student counselling.

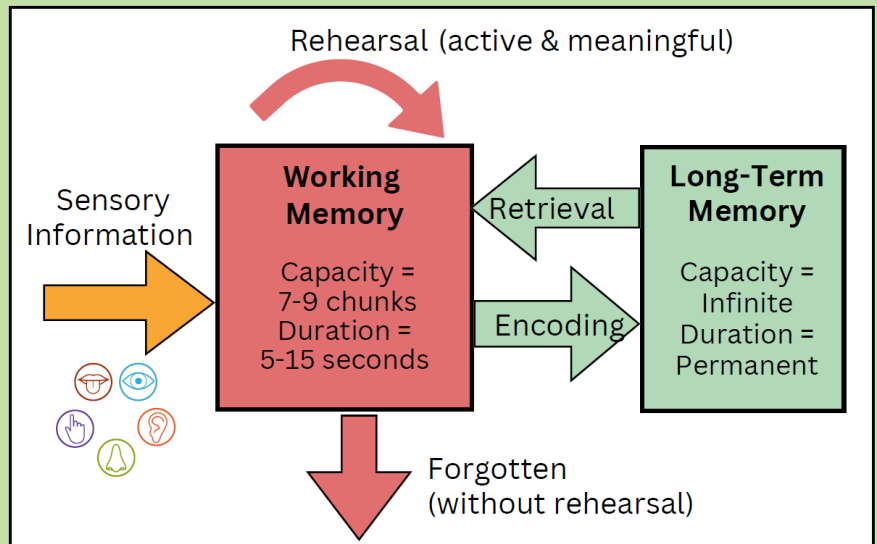
Online LD Resources:

- [LD@HOME](#) (for caregivers)
- [Handbook on LD's](#) (for caregivers)
- [Seeing LD's through a child's eyes](#) (videos for caregivers and students)

Working Memory: What You Need to Remember!

Working Memory is the ability to hold information in your mind for a short period of time, while also working with that information. Working memory takes new information that a person sees or hears, and makes connections to information they already know. Working memory is essential for learning!

A Model of Working Memory



What do working memory challenges look like?

- Difficulty solving multi-step problems or following steps
- Difficulty doing mental math
- Trouble with organizing and sequencing written ideas
- Difficulty staying on track when doing homework or chores
- Difficulty following along with new lessons
- Takes longer to respond out loud or answer test questions
- Choppy reading pace despite good decoding skills
- Trouble remembering academic vocabulary
- Losing track of information or materials

People with Learning Disabilities and/or ADHD often have working memory challenges. The good news is that using specific memory strategies can really help students improve and activate their working memory:



Play card games like Uno or Crazy 8's to help enhance skills



Chunk instructions or activities into smaller parts



Use mnemonics or acronyms to remember facts



Use visualizations like "memory palace" to recall complex information



Review new information at home - see it, do it, talk about it, repeat it!



Learn more about working memory strategies for students

PRINCIPAL'S UPDATE

Issues Facing Teens

At October's School Council meeting we talked about the various challenges that teenagers face.

The week prior to this meeting, I, together with Ms. Mlynarska, met with representatives from student groups to get their input and to decide on some student-led initiatives. They indicated that **consent** and **vaping** would be worthwhile initiatives. In particular, they felt vaping amongst youth is rampant, and any programs at the school should combine awareness with support and strategies for quitting or for **harm reduction**. Students also felt that consent was something that needed more awareness.

I asked students about **bullying**. They felt that the school community needed to continue our programming with respect to anti-racism, discrimination against the 2SLGBTQ+ community, and other forms of discrimination and hate. In the past few years, students have led workshops on these issues, and we've partnered with "Get Real" for school assemblies.

The issue of **cyber-bullying** wasn't immediately raised. Perhaps most students don't experience it or witness it, or perhaps they are desensitized and at a point where online hate is just "one of those things".

Over the years, cyber-bullying has changed. Hateful comments, judgemental quips and empty threats still make their way into Snapchat, but what seems to be more prevalent are posts aimed at humiliating and/or harming someone's reputation.

Teenagers have a knack for quickly recording fights or humiliating situations, and posting it in what seems like a nano-second. We can all agree that it's simply mean, and those who re-post or "like" it are complicit in the bullying.

At times, teens are set up, coerced, or dared to make inappropriate comments, only to find it released on social media months or even years later.

Why do teenagers use social media in ways that can cause harm to others? There are many answers and it can be very complex. Simply put they:

- ◆ don't think before they click
OR
- ◆ they are intentionally bullying someone
OR
- ◆ they are doing what they feel is right
OR
- ◆ all of the above

Students take to social media as a way of *calling someone out* because it is believed that they have done something very wrong. The post quickly finds its way onto other people's stories and within minutes the alleged wrong-doer is inundated with messages expressing outrage (or even threats of violence), many of which come from people they've never met. The students on the periphery are taking a stand for what is right, often based on 2nd or 3rd hand information. The end result is often widespread social exclusion. And yes, social exclusion can be a form of bullying.

But it's complicated because social exclusion is also a form of solidarity for the alleged victim(s), a form of punishment for the alleged offender, a form of awareness-raising, and a form of deterrence.

And those doing the excluding sometimes have no direct link to the alleged incident or the people involved. They join in because they feel it is right, and if they don't join, they may be perceived as complicit, thereby running the risk of being socially excluded themselves.

There is a fine line between activism and bullying.

We need to continue to encourage students to take a stand, to speak out and to call out. They need to have a voice and we need to respect their decision to disassociate from someone who has caused harm through hate, gender-based violence or discriminatory comments/behaviour. Students want to support and align themselves with those that have been harmed. They need to be commended for having a firm stance and understanding of human rights. They are fighting for change in a way that makes sense for them.

They also need to be able to exercise control over their own story and those around them need guidance in ally-ship.

When students use social media to call out or to tell their story, it can quickly turn into a widespread campaign of ostracization, and their story morphs into various levels of misinformation and assumptions in the constant re-telling (and re-posting). As countless people insert themselves into the story, the person who originally spoke out loses their voice and loses control over their own story.

We have taught kids to call out racism, sexism, discrimination, and hate, but we didn't consider the medium through which this is done. We didn't consider the impact on the individual who loses control over their own story. We didn't consider the impact that widespread and long-term social isolation can have on young people.

Teenagers should be called out by their peers for behaviour or words that cause harm to others. Teenagers need to be held accountable when their words and actions have caused serious harm to others. There should be appropriate consequences. There also needs to be space for the offender to learn and to change.

It is not up to those that have been harmed to provide this space for learning.

It is up to everyone else—the adults around them and all the teens who insert themselves on the periphery of other people's story—to provide a space for learning and change.

Admittedly, it can feel very conflicting for many students. How can they be allies for those that have experienced harm and discrimination, and take a stand, and be part of the solution? They need our guidance.

We—parents, educators and all the caring adults in their lives—need to:

- ◆ guide them in how to speak out and be allies;
- ◆ support them in their healing;
- ◆ challenge them to question and discern what is true;
- ◆ model for them how to effectively and appropriately hold others accountable;
- ◆ counsel them to make good decisions and to exercise empathy.

And we need to remind them, in some way, each and every day, that everyone—even those who have wronged others—need space to heal, grow, learn and change.

Let's work together and continue to have conversations with our children/students about their use (and misuse) of social media.

Sandy Kaskens, Principal

STUDENT ACTIVITY FEES

Parents are reminded that the student activity fee may be paid through School CashOnline.

The Activity fee covers the cost of the yearbook, as well as a number of student activities (including athletics and extracurricular clubs) throughout the year.

It also covers the cost of student cards (that all students have already received).

HONOURS CERTIFICATES & SUBJECT AWARDS FOR THE 2021-2022 YEAR

The school is in the process of preparing Honour's Certificates for all students who achieved an overall average of 80% or higher in the 2021-22 school year.

We are also preparing subject award certificates for each course.

One recipient for each course (not each class) is chosen to receive this certificate based on the following criteria:

- ⇒ Demonstrate outstanding achievement;
- ⇒ Attend class regularly;
- ⇒ Make valuable contributions to the learning atmosphere;
- ⇒ Build a sense of inclusion and community through their participation, leadership, initiative and collaboration with others.

Certificates will be distributed to students in the month of November.

PROGRESS REPORTS, REPORT CARDS AND PARENT-TEACHER INTERVIEWS

During the last couple of weeks, teachers have been reaching to parents if there are concerns regarding their child's achievement, attendance or if there are missing assignments. Some teachers have emailed a generic report indicating the specific areas of concern.

Parents/students can expect a mid-term report card by Nov. 21 and parent-teacher interviews are scheduled for December 1, 2:00-4:00 p.m. and 6:00—8:00 pm.

If you have not heard from a teacher and have some concerns, please do not hesitate to reach out to them. All emails all listed on the last page of this newsletter.

CYBER CITIZENSHIP

Mr. Janeteas' grade 11 Media class has been completing research and projects on digital citizenship. Their research has included topics such as data privacy, online misinformation and disinformation, and the impact of digital media on our freedom (the erosion of democracy).

The students will be presenting to various classes in order to raise awareness of how social media manipulates our behaviours as consumers, manipulates our ideas and beliefs through misinformation, and compromises privacy.

EQAO—ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT)

Students who have not yet been successful on the OSST, or students who are in grade 11 or 12, and have not yet completed the test, will have an opportunity to complete the test on Dec. 5. More details to follow. Successful completion of the OSSLT is a diplomas requirement.

All grade 10 students will complete the OSSLT in the spring, and will have opportunities to do a practice test.

For more information and to access practice tests, please go to EQAO's [website](#).

TAKE OUR KIDS TO WORK DAY

On November 2, many grade 9 students across the province participated in Take Our Kids to Work Day. At Malvern, those who did not go a workplace participated in our local program.

A special thank you to Malvern Community members to agreed to be part of a panel discussion on their career decisions and their path to achieving it!



WE HAVE BROKEN GROUND!

Construction is now underway at the front of the school! The bricks on the pathway will be replaced, and the sloped area in front of the cenotaph will feature armour stones for seating (and an outdoor classroom!)



GIRLS' VARSITY ULTIMATE TEAM

The girls varsity ultimate team capped off a successful season with only one loss during the regular season and a strong showing at the regionals finals game.

Congratulations to all players on their tremendous growth as players in this lightning-quick season. Special mentions to our new players (Alexis, Avery, Caitlyn, Cate, Ellie, Gabby, Georgia, Gwyneth, Keira, Lola, Maiya, Mia, Mika, Mila and Sienna) and to our Grade 12 graduating players (Anika, Bryn, Shannon, Sophie and Tessa). Honourable mentions to our longest serving players, Avalon as well as co-captains Charlotte and Ella.

Be sure to bring your clean jerseys to Ms. Tsukada to get your deposits back. See you in the spring for co-ed ultimate and/or softball.



TECH DESIGN

The grade ten tech design students have been busy building towers to test which joints could support the highest amount of compression stress.

Congrats to the handful of students who designed towers that could hold over 250lbs!



GRADE 10 SCIENCE

A few grade 10 science classes wrapped up the chemistry unit with some colourful experiments! The students used purple cabbage juice to test a number of everyday products to see if they were either acidic or alkaline.



PARENTING FOR POSITIVE MENTAL HEALTH



On September 27 and October 25, Malvern CI hosted Amanda Lamb from the Pine River Institute for 2 webinars for our community.

The Sept. 27 webinar focussed on identifying risky behaviour in children and teens. She also addressed the question of why some kids struggle, and identified factors that increase risk.

The October 25 webinar focused on “intentional parenting” and the importance of attunement when communicating with youth.

Attunement involves making time for connecting, learning to listen, suspending judgement, validating emotions, and engaging in open-ended questions with curiosity.

She spoke to the importance of “seeing your child accurately” and of attending to underlying issues, not the behaviours and symptoms. She also touched on the importance of “limits” as separate from “punishments”, and appropriate limits are based on our own boundaries. Finally, she reminded parents to be courageous, persistent and determined.

For those who were not able to attend please find a link to our recording on Youtube. <https://www.youtube.com/watch?v=rmRR1NWDgbs>

If you would like more information about Pine River’s program and admission process, please join them on Nov 23 at 12pm. Registration is available here; <https://uso6web.zoom.us/meeting/register/tZopcO2vqjsrHt2n5pJcUAksA6DOerBPRz-->

NEW COMPUTERS AND E WASTE INVESTIGATIONS

The Room 102 computer lab has just been upgraded with new computers! As part of our learning in Business Technology, grade 9 students investigated the impact of E Waste and the importance of recycling used electronics. Students created visually stunning and informative infographics, using their new knowledge and graphic design skills.



Infograph by Mia Airewele, Gr. 9

COOPERATIVE EDUCATION PARTNERS WANTED!

Cooperative Education is made possible through the support of placement supervisors and employers.

Strong community partnerships are essential to providing students with rich, relevant work experiences. As a Cooperative Education partner, you can play a valuable role in helping a student develop skills, knowledge and habits they will refer to throughout their lives.

Partnerships are mutually beneficial as our students will bring new ideas, fresh perspectives, enthusiasm, and additional support to your workplace. We have a number of students at Malvern looking for in-person placements in a variety of fields starting in mid-February. If you are interested in becoming a placement supervisor for one of our students, please email rebecca.sanderson@tdsb.on.ca to learn about how you can become a partner.



MS. SMOLKIN'S SPANISH CLASSES MAKE PIÑATAS



LEARNING ABOUT PSYCHIATRY

On October 31st, the Malvern Medicine club hosted Dr. Laura Gage as a guest speaker.

Dr. Gage is a psychiatrist at Michael Garron Hospital. She spoke with the club about her journey through medical school, why she chose to enter the field of psychiatry, and what the day day life is like for a psychiatrist.

Club members learned a lot about the field of psychiatry as well medicine in general.

Thank you, Dr. Gage for your time and commitment to our community.



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REMEMBRANCE DAY WALKING TOUR—ALL ARE WELCOME TO PARTICIPATE

As we approach Remembrance Day, the SOS-V would like to share our plans.

On November 11th, just before 11:00 o'clock there will be a short address over the PA by the SOS-V which will include the Last Post (by Mr. Falla) and a minute of silence at exactly 11:00 (on the Malvern clock).

The SOS-V will also be sharing a short video that teachers will show during period 2 on Nov 11th either before or after the minute of silence.

Notre Dame has organized a **local walking tour** around the community next week that maps local homes of soldiers who participated in various wars.

Teachers are encouraged to have students walk the tour in **PERIOD 2 on Day 1s ONLY on Nov 7th, 9th or 11th** to prevent students repeating the walk in various classes.

ALL COMMUNITY MEMBERS are welcome to take this walking tour at any time!

Link with map for WalkingTour: [not available until Nov 7]

<https://www.google.com/maps/d/edit?hl=en&mid=1Av63VSphn0oHQUyCRSzpWvhuUfJXS6O&ll=43.680725430674315%2C-79.29107415103454&z=16>

MALVERN'S LIBRARY HAS A MAKEOVER!

After two years of pandemic challenges, we are happy to announce that the Malvern Library has had a makeover and is up and running and is as busy as ever.

The space is well used by senior students on spares throughout the day and by students from all grades in the mornings (8:30-9:00), at lunch and Tuesdays afterschool.

It is a hub for Malvern's peer tutoring program and there are various spaces available to students including study carols, tables for groups and a lounge area with displays of books selected by students.

We are in the process of updating our collection and are awaiting the arrival of many new fiction, non-fiction and graphic novel selections for personal reading and to complement curriculum from various disciplines. Teachers often bring their classes down to use the space for round table discussions, seminars or independent research.

It's so amazing to see all parts of the library come to life again!

NEW COMMUNICATION OPTIONS FOR FAMILIES - SCHOOL MESSENGER

The following information was shared with all TDSB families from the TDSB.

The TDSB is offering two new ways for parents and caregivers to stay connected with their school and the TDSB.

COMMUNICATION FROM SCHOOL

Parents and caregivers will have an opportunity to opt in to receive text messages from their school and TDSB in addition to receiving messages through email. A text message will be sent to you to the phone number you have on file in September inviting you to opt in.

REPORTING ATTENDANCE

Families will also have the option to use the [School Messenger](#) app or website for a faster and easier way to report absences and receive communication sent by the TDSB and your school. This service is available now. More details about how to get started with School Messenger are available below.

Learn more about [SchoolMessenger](#) and watch a [video](#) about it.

For more information and instructions for families please visit [this section](#) of the TDSB site.

Malvern's School Council

Our School Council meetings consist of updates from our Student Council, Principal (Sandy Kaskens), Teacher Representative (Rafael Escobar) plus Treasurer, Ward Rep and Committee updates.

Here are dates of upcoming meetings. All current Malvern parents/guardians are welcome to join!

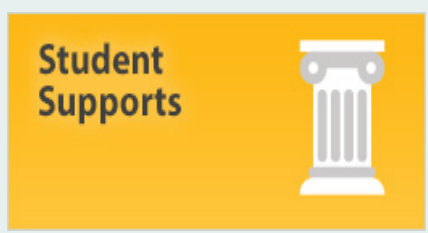
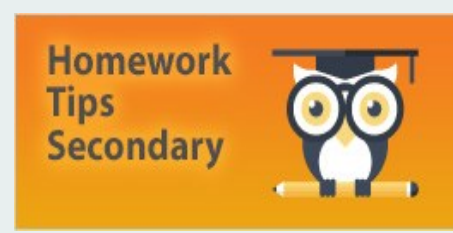
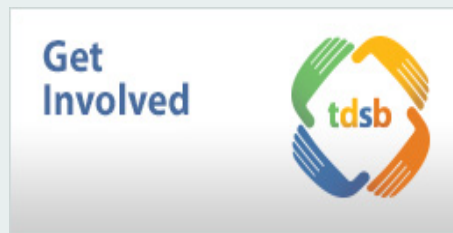
We meet the 2nd Tuesday of every month, 7PM-8:30PM, with some exceptions as noted below. Currently, our meetings are both in-person in the library and online. Our plan is to continue to have meetings either hybrid or fully on-line especially during those "bad weather" days!

November 15, 2022 *; December 13, 2022; January 10, 2023; February 14, 2023; March 7, 2023 *; April 11, 2023; May 9, 2023; June 13, 2023

* not the 2nd Tuesday of the month

Fundraising: Traditionally, Malvern School Council has held two fundraiser/community engagement activities in the front half of the year (the Malvern Mixer) and back half (Boardwalk BBQ), however, these didn't take place during the pandemic and the online Red & Black Fundraiser was created instead. As a result, there is currently no one taking a lead on these or any other in-person fundraising events. If you are interested, please email MalvernSchoolCouncil@gmail.com.

See various links below for information from the TDSB for Parents and Caregivers.



MALVERN'S CLUB FAIR

On Thursday, October 13th, Malvern held a Club Fair! We had an amazing turnout of over 24 student-led extracurriculars. The fair really demonstrated the diversity of interests that Malvern students have and are involved with. From Dungeons and Dragons, Study Club, Music Council, Debate Team and more - we have it all!

We want to thank all of the clubs that were able to come to the fair and to all the students who attended. We hope that many of our students will consider joining an extracurricular in some way.

A big congratulations to YWEG (Young Women's Empowerment Group) who won the Poster and Display Contest for their fun and interactive display.



Please visit our [extracurricular website](#) to learn more about the extracurricular activities that Malvern has to offer!



MUSIC DEPARTMENT

The Malvern band is excited to be a part of several parades this holiday season, including Toronto's Santa Claus Parade on November 20 and the Beaches Parade on November 7!



EXPERIENTIAL LEARNING IN THE GRADE 9 LEARNING STRATEGIES COURSE

Planning, organizing, collaboration, communication, teamwork and leadership skills were the focus during this past month as the grade 9 Learning Strategies class planned and executed a class luncheon. The menu: The meal started with a berry and orange juice fruit smoothy appetiser followed by the ever so reliable and protein packed tuna melt with a side of fresh tomato-basil pasta salad tossed in a lemony vinaigrette. To complete the meal, the students enjoyed a fresh made brownie.



YOUR GRADUATION PHOTO DAY IS HERE

Graduation Portraits at your school will be starting on:

DECEMBER 5, 2022

To book an appointment please visit:

<https://www.brightpics.ca/bookyourappointment>

Create an account and book an appointment using the
JOB ID and GRAD ID provided below:

JOB ID: N9013 GRAD ID: e74yQ86H

Each student is required to pay \$35.00 Sit Fee to the Photographer on Photo Day. This fee includes digital proofs as well as an 11" x 14" composite of the Graduating Class.

Your digital proofs will be sent to the email address used to register for your appointment

Your Graduation Portrait session should be a memorable event. Please take time to look your best! We recommend all graduates wear a white collared shirt for the best results!

Graduates may also wear a tie if they choose.

Please be on time for your appointment!



If you need to make a change or cancel your appointment please contact us at:

studio@brightpics.ca



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ACL Curriculum Leader

Blue Guidance/Student Support

Red Office and Administration