



THE GRIZZLY GAZETTE

December, 2020

Issue # 4

K. Simpson, Principal

D. Aspden, Vice Principal

B. Sinnesael, Secretary

R. Kuiper, Superintendent

PRINCIPAL'S MESSAGE

It is hard to believe that we are now finishing our third month of school and that we are so close to the holiday season! December is always a busy month for everyone....

Although we seem to have had an extended fall season, it is starting to get colder and I imagine we will have snow (that stays!) before long. We have several students who are either not bringing warm jackets, etc., or are choosing not to wear them once they get here.

Please encourage your child/children to wear their warm clothing to school. If the staff see students on the yard not wearing their jackets, they will be sent back in to get them. In previous years, we had some extras here at the school that we could provide students with for the day if they had not brought a coat or jacket with them. Unfortunately, we are not able to do that this year with COVID protocols in place.

We would also like to ask your support in reminding and encouraging your child/children to follow the COVID protocols here at school (as well as in the community). While we may be weary of the restrictions, these restrictions are in place to keep us all safe. Please remind your child/children (as we do every day) to wear their masks, practice good hand hygiene and coughing/sneezing etiquette, not share items and to maintain as much physical distancing as possible, especially when outside as they are not wearing masks. We appreciate your support with this!

I would like to take this opportunity to wish everyone a safe and happy holiday season and I look forward to seeing everyone back at school on Monday, January 4th, 2021.



Kimberly Simpson, Principal

SCHOOL COUNCIL NEWS

As 2020 is wrapping up, the School Council would like to wish you a wonderful holiday season!

We were so pleased to have been able to recently purchase walkie talkies with the fundraising efforts of the Annandale School Council PTA. Every single staff member now has a walkie talkie! Their fundraising efforts have also enabled us to be able to provide a turkey luncheon on December 3 for all of the students and staff at Annandale.

Our next meeting is Monday, February 1 from 6:00-6:30pm, via TEAMS. New areas of interests and planning are coming up in 2021 and we would like your input.

Annandale
School Council



SEASONS GREETINGS!

On behalf of the students and staff at Annandale, we would like to wish you all a safe and happy holiday season.

See you in the new year!



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*A Place of Opportunities :
We build each child's tomorrow, every day*

Annandale Public School
60 Tillson Avenue
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DATES TO REMEMBER

- December 3** - Turkey Luncheon (Thank you PTA!)
- Monday Dec 14** - Spirit Day: winter/holiday hats
- Tuesday Dec 15** - Spirit Day: red, green and jingly
- Wednesday Dec 16** - Spirit Day: winter/holiday/Christmas characters (elf, snowman, Christmas trees, gingerbread people, Santa, reindeer, Grinch)
- Thursday Dec 17** - Spirit Day: (ugly)holiday/winter sweaters
- Friday Dec 18** - Spirit Day: PJ Day and last day of classes!
- January 4** - Back to School!



EVERY STUDENT BELONGS SURVEY

The Thames Valley District School Board (TVDSB) is working to gain a better understanding of the diverse backgrounds of students and families across the district. To provide information that will help achieve this goal, TVDSB is launching the Every Student Belongs Survey in December, 2020. The survey is guided by Ontario's Equity Action Plan, which asks school boards to collect information about students and staff related to their background (for example, their race, ethnicity, religion, gender identity, sexual orientation, disability).

Students in grades seven to twelve will be invited to complete the survey during the school day throughout the month of December. Families will be receiving a letter with more detailed information. Families of children in kindergarten to grade six will be invited to complete the survey on behalf of their child in January, 2021. For more information, please visit the website: www.tvdsb.ca/everystudentbelongs.

COVID-19 DECISION TOOL FOR PARENTS/CAREGIVERS

SCENARIO FOUR

Your child is a **CLOSE CONTACT*** of someone with COVID-19 (confirmed by Public Health).

COURSE OF ACTION

➔ Your child must not attend school and they are required to quarantine for 14 days.

WHAT SHOULD I DO NEXT?

- You can expect a call from their local public health unit to provide you with next steps and further information.

WHEN CAN MY CHILD RETURN TO SCHOOL, ACTIVITIES & WORK?

- Your child can return once the self-isolation period determined by public health has been completed **AND** they do not have any symptoms.
- If your child is tested and is negative, they must still complete their 14 day self-isolation before returning to school, activities and work.

SCENARIO FIVE

Your child has **TRAVELLED OUTSIDE OF CANADA.**

COURSE OF ACTION

➔ Your child must not attend school and they are required to self-isolate for 14 days.

WHAT SHOULD I DO NEXT?

- The 14 day quarantine begins on the day your child returns to Canada.
- If your child develops symptoms of COVID-19 while quarantining after travel, testing should be done at an assessment center ([Middlesex-London](#), [Elgin-St. Thomas](#), [Oxford](#)) or consult with health care provider if you think symptoms are not due to COVID-19.
- Your child must self-isolate from household members that did not travel. If they do not, other household members must also self-isolate.

WHEN CAN MY CHILD RETURN TO SCHOOL, ACTIVITIES & WORK?

- Your child can return once the 14-day self-isolation has been completed **AND** they do not have any symptoms.

* A close contact is someone who has spent greater than 15 consecutive minutes within 6 feet of someone else who tested positive for COVID-19, regardless of whether either party was wearing a mask.

***The isolation period is 10 days for people who already have symptoms. The self-isolation period is 14 days for people who do not have symptoms but have been a close contact.

Every Student Belongs SURVEY

Thames Valley District School Board

1 WHAT?

- Ministry-mandated Student Census
- Voluntary for students, parents, guardians
- Questions related to race, ethnicity, gender, disability, religion, socioeconomic status
- Linked to other student data through a confidential identifier

2 HOW?

- Students complete survey online during in person or remote learning class time
- Parents/guardians complete survey online from any electronic device
- Available in 7 different languages, on paper or by phone
- Students and parents/guardians invited by email with a secure link
- Parents/guardians may opt out for their child
- Data is confidential and collected, analyzed and reported by TVDSB system staff

For more information visit our website: www.tvdsb.ca/everystudentbelongs

3 WHY?

- To affirm the identities of our students and better understand their backgrounds
- To determine if the identities of our students are represented among our staff
- To inform Board policies and practices and address barriers to equitable and inclusive education

5 WHEN?

December 2020

2020 - 2021 School Year

4 WHO?

Parents/Guardians of students in Kindergarten to Grade 6

Students in Grades 7 - 12+

COVID-19 DECISION TOOL FOR PARENTS/CAREGIVERS

SCENARIO TWO

Your child develops **TWO** of the following symptoms of **sore throat, stuffy/runny nose, headache, nausea/ vomiting/diarrhea, muscle ache/fatigue.**



COURSE OF ACTION

Your child must stay home. If symptoms develop while at school, they will be sent home.

WHAT SHOULD I DO NEXT?

- Your child should stay home and self-isolate.
- Your child should get tested at an assessment center (Middlesex-London, Elgin-St. Thomas, Oxford) OR
- Contact your Health Care Provider for further assessment if you think your child's symptoms are not due to COVID-19. Health Care Providers are unlikely to be able to rule out COVID-19 without a test.
- If your child is getting tested, or receives an alternative diagnosis, household members without symptoms should self-monitor and can go to school or work.

WHEN CAN MY CHILD RETURN TO SCHOOL, ACTIVITIES & WORK?

- If your child has a POSITIVE COVID-19 test:**
 - Your local Public Health Unit will contact you with further direction.
 - Your child must stay home and self-isolate for 10 days from the day the symptoms first appear. They may return to school after 10 days if they do not have a fever (without using medication), AND their symptoms have been improving for at least 24 hours.
 - All members of your household need to self-isolate and follow public health advice.
- If your child has a NEGATIVE COVID-19 test:**
 - Your child can go back to school if their symptoms have been improving for 24 hours, AND if they are not a close contact* of someone with COVID-19.
 - Household members without symptoms should self-monitor and can go to school or work.
- If your child is NOT tested for COVID-19 but has alternative diagnosis unrelated to COVID 19:**
 - Your child can go back to school if their symptoms have been improving for 24 hours.
 - Household members without symptoms should self-monitor and can go to school or work.
- If your child is NOT tested for COVID-19 and has no alternative diagnosis:**
 - Your child needs to self-isolate for 10 days from the day symptoms started. Your child may return to school after the 10 days, if they do not have a fever (without using medication) AND their symptoms have been improving for 24 hours.
 - All members of your household need to stay home and self-isolate for 14 days from when your child developed symptoms.

SCENARIO THREE

Your child develops **ONE** of the following symptoms of **sore throat, stuffy/runny nose, headache, nausea/ vomiting/diarrhea, or muscle ache/fatigue.**



COURSE OF ACTION

Your child must stay home. If symptoms develop while at school, they will be sent home.

WHAT SHOULD I DO NEXT?

- Your child should stay home and self-isolate.

WHEN CAN MY CHILD RETURN TO SCHOOL, ACTIVITIES & WORK?

- Your child must stay home for 24 hours.
- If the symptom is improving, they can return to school 24 hours later. Testing is not needed.
- If the symptom is not improving after 24 hours or is getting worse, your child should stay home, self-isolate and get tested. You can also contact their health care provider.

December 2020



Home Connections in Mathematics

Supporting Subtraction Understanding

"What people who are numerate really do is that, when they are given a problem, they look to the numbers first, they look for a strategy—a strategy that will be a really efficient, elegant strategy given those numbers. Someone who is not numerate uses the same strategy for all problems no matter what the numbers are."

Many TVDSB students have been working with their teachers to develop a deeper understanding of addition, subtraction, multiplication, and division and strategies that may support them in producing reasonable answers.

Parents/guardians often express concern that their children are learning methods that they, as parents, did not learn in school and wonder how they can support their children in this context. This newsletter is intended to offer some support for parents/guardians.

Subtraction is more than 'take-away'

When we subtract, we find the difference between two numbers. We do this in a variety of contexts.

- Separating/Removing:** "Faizal had 3 erasers and gave 2 to his friends. How many does he have left?"
- Joining/ Adding:** "Cara had some markers and got 3 more. She now has 11. How many did she have at the beginning?"
- Parts-Whole:** "The fruit bowl has 8 pieces of fruit in it: all are bananas or mangoes. If 6 are mangoes, how many are bananas?"
- Comparison:** "The green team has 3 more players than the yellow team. The yellow team has 6 players. How many players are on the green team?"

Each of these situations is important. Students need to understand that these situations call for finding the difference between two numbers. Ontario students are quite good at *performing subtraction*, but have learning to do when it comes to seeing that subtraction is required.

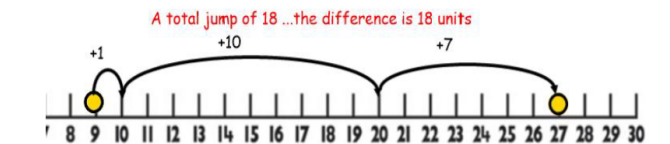
What strategies help deal with difference?

Consider the following subtraction: $27 - 9 = 18$
 High-achieving students deal with this difference using **reasoning strategies** which **may include strategies shown below**—they may rarely use the standard North American algorithm.

Splitting: This strategy involves an understanding that all numbers can be broken up to make working with the numbers easier. This student sees the hidden 7 inside the 9 and subtracts in two parts (7 and then 2) to make the work easier.

$$\begin{array}{r} 27 - 9 \\ - 9 \\ \hline 18 \end{array}$$

Jumping: This strategy involves an understanding that numbers can be shown on a number line and if subtraction is difference or distance, we can travel that distance in a way that makes sense. This student jumps to a friendly number (10), jumps by 10, and then covers those last 7 spaces to see a big jump of 18.



Compensating: Sometimes it may be more helpful to do too much and then undo the extra that you did. In this case, the student knows subtracting 10 to get to 17 and then knows she took off 1 too much and puts that back on to get to 18.

I jumped back up 1 row (removed 10) then put 1 back on...the difference is 18.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

Ultimately, we would like our students to understand how our number system works and what operations mean. When those understandings are in place, students will have a variety of strategies at their fingertips and be truly numerate.

"Learning a range of strategies and the connections among them will contribute to overall number sense"
 Van de Walle et al., (2014)



We build each student's tomorrow, every day.

WINTER 2021 SOCIAL SKILLS FOR STUDENTS WITH ASD

We Look Forward To Hearing From You!

Are you a parent/guardian of a child who is registered with The Thames Valley District School Board and has a diagnosis of Autism Spectrum Disorder (ASD)? Are you interested in exploring ways to help your child learn valuable skills virtually after school?

If your child is in grades 3-12 and has a diagnosis of ASD, you are invited to complete this participation survey regarding virtual social/communication skills groups from January to March 2021. Please follow the link below to complete the survey:

<https://forms.gle/CrDWw7mQyUqzkytX9>

Relationships

Equity

Inclusion

Communication



COVID-19 DECISION TOOL FOR PARENTS/CAREGIVERS

Please use this document if your child has failed their daily COVID-19 student screening at <https://covid-19.ontario.ca/school-screening/>

Call 911 if your child is struggling for each breath, can only speak in single words, has severe chest pain, is confused or unsure of where they are, or is losing consciousness.

NOTE: INDICATE WHICH SCENARIO THE STUDENT IS IN AND FOLLOW THE GUIDELINES ACCORDINGLY.

SCENARIOS

- ONE** Your child develops NEW symptoms of fever/chills (>37.8C/100F), cough, difficulty breathing or loss of taste/smell.
- TWO** Your child develops TWO of the following symptoms of sore throat, stuffy/runny nose, headache, nausea/vomiting/diarrhea, muscle ache/fatigue.
- THREE** Your child develops ONE of the following symptoms of sore throat, stuffy/runny nose, headache, nausea/vomiting/diarrhea, or muscle ache/fatigue.
- FOUR** Your child is a CLOSE CONTACT* of someone with COVID-19 (confirmed by Public Health).
- FIVE** Your child has TRAVELLED OUTSIDE OF CANADA.

SCENARIO ONE

Your child develops NEW symptoms of fever/chills (>37.8C/100F), cough, difficulty breathing or loss of taste/smell.

COURSE OF ACTION

Your child must stay home. If symptoms develop while at school, they will be sent home.

WHAT SHOULD I DO NEXT?

Parents/Guardians have three options:

1. Take your child for testing at an assessment center (Middlesex-London, Elgin-St. Thomas, Oxford) OR
2. Contact your health care provider for further assessment including if your child needs a COVID-19 test or other treatment OR
3. If your child will not be tested, they must isolate for 10 days after symptoms first appear

Note: If your child is getting tested or receives an alternative diagnosis, household members without symptoms should self-monitor and can go to school or work.

WHEN CAN MY CHILD RETURN TO SCHOOL, ACTIVITIES & WORK?

If your child has a POSITIVE COVID-19 Test:

Your local Public Health Unit will contact you with further direction.

- Your child must stay home and self-isolate for 10 days from the day the symptoms first appear. They may return to school after 10 days if they do not have a fever (without using medication), AND their symptoms have been improving for at least 24 hours.
- All members of your household need to self-isolate and follow public health advice.

If your child has a NEGATIVE COVID-19 test:

- Your child can go back to school if their symptoms have been improving for 24 hours, AND if they are not a close contact* of someone with COVID-19.
- Household members without symptoms should self-monitor and may go to school or work.

If your child is NOT tested for COVID-19 but has an alternative diagnosis unrelated to COVID-19:

- Your child can go back to school if their symptoms have been improving for 24 hours.
- Household members without symptoms, should self-monitor and may go to school or work.

If your child is NOT tested for COVID-19 and has no alternative diagnosis:

- Your child needs to self-isolate for 10 days from the day symptoms started. Your child may return to school after 10 days, if they do not have a fever (without using medication) AND their symptoms have been improving for 24 hours.
- All members of your household need to stay home and self-isolate for 14 days from when your child developed symptoms.