



THE GRIZZLY GAZETTE

November, 2020

Issue # 3

K. Simpson, Principal

D. Aspden, Vice Principal

B. Sinnesael, Secretary

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PRINCIPAL'S MESSAGE

“Bullying” is often used erroneously by students to describe a conflict situation. Conflict is inevitable, bullying is not.

Everyone faces conflict in their daily lives. Through conflict we can learn to negotiate and build relationships. Bullying is about tearing others down as opposed to building relationships. It leaves no room for negotiation.

Bullying and harassment can have a serious and significant impact on learning, student safety and the school climate. Bullying is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance. (PPM 144) The power imbalance can come in the forms of age, size, social status, strength, number, ability, economic resources or sense of self.

SOME KEY DIFFERENCES BETWEEN CONFLICT AND BULLYING (based on the work of Dan Olweus, 1993)

Normal Conflict	Bullying Behaviour
Occasional	Is a repeated happening
Not pre-planned, in the heat of the moment	Premeditated, on purpose, intentional, planned
Genuine upset to both parties	Person being bullied is more upset
Trying to work things out	Trying to be the one in control
Not trying to take something from someone	Want to take power or possessions from someone
Effort to solve the problem by both parties	No effort to solve the problem by the person bullying

In helping our students to grow and learn to advocate for themselves, it is important that we help them distinguish between bullying and conflict.

Here are some scenarios (from Region of Peel—Public Health) that you can use with your child to help them understand the difference between bullying and conflict:

1) Tom asked Jim not to touch the blocks today because he wants to build a huge castle all by himself. **Is this bullying?**

No, it's not happening more than once, no intention to hurt anyone.

2) Susan is calling Sally mean names again, just like she did yesterday and the day before that. **Is this bullying?**

Yes, calling names is intended to hurt, only one person calling the other names, not reciprocal and it has happened more than once.

3) Susan and Sally are friends. Today they are having an argument. Susan called Sally a mean name and Sally called Susan a mean name. **Is this bullying?**

No, both are being mean and will probably be friends again, not one person hurting the other, reciprocal.

4) One student keeps knocking over the towers that Sally and Sue have built at the construction center. Last week she was wrecking their art projects. **Is this bullying?**

Yes, it's mean behaviour, happening more than once and intended to hurt.

Talk with your child/children and help them to understand the difference between bullying and conflict.

Phone: 519-688-3498
Fax: 519-688-4839

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

Annandale Public School
60 Tillson Avenue
Aylmer, Ontario N5H 2N8

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:

- Take your child for testing at an assessment center (Middlesex-London, Elgin-St. Thomas, Oxford) **OR**
- Contact your health care provider for further assessment including if your child needs a COVID-19 test or other treatment **OR**
- 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.

KNOW THE FLU FACTS

THE FLU CAN BE A SERIOUS DISEASE.

- + The flu is very contagious and can spread quickly and easily.
- + Before you even know you are sick, you can pass the flu on to others.
- + The flu can affect anyone, including those who are healthy, but people at higher risk of serious complications are:
 - > young children,
 - > adults aged 65 and over,
 - > pregnant women, and
 - > those living with a chronic health condition.
- + In Canada, an average of 12,200 hospitalizations and 3,500 deaths related to the flu occur each year*.

YOU NEED TO GET VACCINATED EVERY YEAR.

- + Flu viruses change each year. Experts create a new vaccine to protect you each flu season.

YOU CAN'T GET THE FLU FROM THE FLU VACCINE.

- + The viruses in the flu vaccine are either killed or weakened and cannot give you the flu.

THE FLU VACCINE IS SAFE.

- + The flu vaccine has benefited millions of Canadians since 1946.
- + Most people don't have reactions to the flu vaccine; those who do may have soreness, redness or swelling at the injection site.
- + Severe reactions to the vaccine are extremely rare.

EVERYBODY WINS WHEN YOU GET VACCINATED.

- + By getting the flu vaccine, you protect yourself and others because you are less likely to spread the flu.
- + It's a simple action that can save lives.

* An Advisory Committee Statement (ACS) National Advisory Committee on Immunization (NACI), Canadian Immunization Guide Chapter on Influenza and Statement on Seasonal Influenza Vaccine for 2016–2017

TO LEARN MORE AND TO FIND OUT WHERE TO GET YOUR FLU VACCINE, VISIT [CANADA.CA/FLU](https://canada.ca/flu)



Public Health
Agency of Canada

Agence de la santé
publique du Canada

Canada

Home Connections in Mathematics

Addition Strategies that Make Sense

"The ability to compose and decompose numbers is an important aspect of number sense that contributes significantly to children's success in arithmetic, particularly addition and subtraction."
~ Cathy Bruce (2013)

How would you solve $46 + 38$? Many of us would stack the two numbers and add them the way we were taught. Our curriculum requires teachers to develop methods with our students that are grounded in understanding. With this in mind, let's look at the meanings of addition and strategies built on understanding.

Meanings of Addition

Although addition always relates to the combining of things, there are two situations to consider: one is active and one is static.

a) An active addition situation:

"Kara had 5 pencils. Her mom gave her 6 more pencils. How many pencils does she have altogether?"

b) A static addition situation (no action takes place): "Kara has some pencils in her pencil case. 7 are blue and 6 are red and 3 are yellow. How many pencils does she have?"

Students often find it easier to first consider active situations, where joining actually occurs, and later more static situations, where a whole is made up of two or more parts that are already joined.

What strategies help with addition?

All strategies are based on breaking apart numbers and adding in parts.

$$46 + 38$$

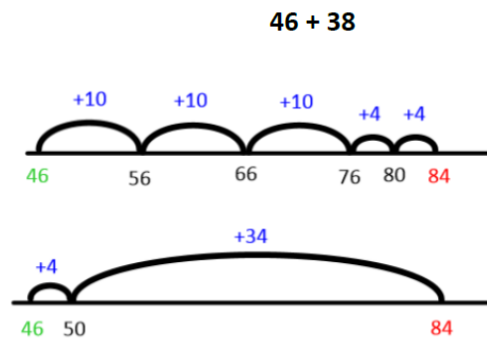
Splitting: This strategy splits (decomposes) and joins (composes) numbers in ways that make computation easier. It ensures that students are thinking about the value of the numbers.

$$46 + 38 = 40 + 30 + 6 + 8 = 70 + 14 = 84$$

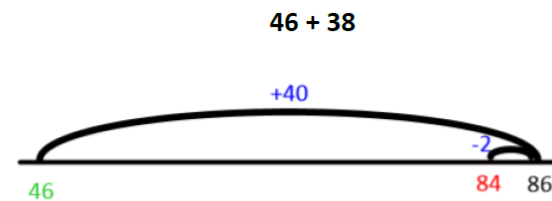
This **Jumping:** strategy



involves sequential "jumps" on an open number line, by or to numbers that make the operation easier. The use of a number line allows students to maintain their sense of quantity as they add numbers together, and is less prone to computational errors. Two different jumping strategies are shown below. The first example shows three jumps of 10, then a jump of 4 to get to 80, then 4 more. The second example shows a jump of 4 to get to 50, then a jump of 34 more.



Compensating: Sometimes it may be more helpful to add too much and then subtract the extra. In this case, the student adds 40 to 46 to get 86, and then subtracts 2 to get 84.



With practise, students will learn to operate flexibly with numbers, choosing from meaningful strategies. We encourage you to try some of these strategies at home with your child.

Try This! Try the following addition questions with your child. Which strategy do they find the most effective? Then make up some real-world addition problems for them to solve.

$24 + 26$ $68 + 19$ $18 + 57$

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.

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.

DATES TO REMEMBER

October 29: IEP's are distributed electronically via the Parent Portal

November 1: Daylight Saving Time Ends

Sunday, November 1, 2020, **2:00:00 am** clocks are turned **backward** 1 hour to Sunday, November 1, 2020, **1:00:00 am** local standard time instead.



November 2: School Council at 6:00 (virtually)

November 11: Remembrance Day (virtual activities)



November 13: Progress Reports go home



November 27: Jersey Day

SCHOOL COUNCIL NEWS

On October 2nd, we held our School Council Elections and the following positions were filled:



Chair: Sheena Larmer
Secretary: To be announced

Thank you to those parents and our School Council members for supporting our students!

Our next meeting is Monday, November 2nd from 6:00-7:00pm virtually. Anyone interested in attending please **DO** let the office know of your interest and we'll send you a TEAMS invite to join us virtually! New faces and ideas are always welcome!

School Council Chair
Sheena Larmer

Homework

Homework can take many forms including, but not limited to, nightly reading, playing educational games, finishing work from class, reviewing concepts, practising skills, independent research and preparing for lessons. Parents are encouraged to provide a scheduled time each night for homework completion. Effective use of daily independent work periods will limit the amount of homework brought home. Our homework policy is defined by the TVDSB independent procedure which can be found on our website under Homework Policy. The TVDSB homework procedure recommends the following guidelines:

GRADE	CRITERIA	TIME	ASSESSMENT	EXAMPLES
Kindergarten	<ul style="list-style-type: none"> There is a strong connection between parental involvement and student achievement. As a result, families are encouraged to engage in early learning activities such as reading, playing and talking together in English and/or in the family's first language. Teachers may provide resources to support home-based early learning activities 			
Primary Grades 1-3	<ul style="list-style-type: none"> Homework assignments should be curriculum based and clearly articulated and communicated to students and parent(s)/guardian(s). 	<ul style="list-style-type: none"> Homework should not exceed 20 minutes per evening. Parent(s)/guardian(s) are encouraged to end homework at this time and communicate progress with the teacher. 	<ul style="list-style-type: none"> Homework should provide teacher feedback to the student for future learning and is reported in the Learning Skills section of the Elementary Provincial Report Card. 	<ul style="list-style-type: none"> reading playing educational games interactive activities such as building, cooking, talking and interviewing family members/guardians/friends. on occasion, finishing work from the class
Junior Grades 4-6	<ul style="list-style-type: none"> Homework assignments should be curriculum based and clearly articulated and communicated to students and parent(s)/guardian(s) Homework assignments should be designed to require no additional teaching outside the classroom. 	<ul style="list-style-type: none"> Homework should not exceed 40 minutes per evening. Parent(s)/guardian(s) are encouraged to end homework at this time and communicate progress with the teacher. 	<ul style="list-style-type: none"> Homework should provide teacher feedback to the student for future learning and is reported in the Learning Skills section of the Elementary Provincial Report Card. 	<ul style="list-style-type: none"> reading playing educational games interactive activities with family members/guardians finishing work from the class reviewing concepts practising skills
Intermediate Grades 7-8	<ul style="list-style-type: none"> Homework assignments should be curriculum based and clearly articulated and communicated to students and parent(s)/guardian(s). Homework assignments should be designed to require no additional teaching outside the classroom. 	<ul style="list-style-type: none"> Homework should not exceed 60 minutes per evening. Parent(s)/guardian(s) are encouraged to end homework at this time and communicate progress with the teacher. 	<ul style="list-style-type: none"> Homework should provide teacher feedback to the student for future learning and is reported in the Learning Skills section of the Elementary Provincial Report Card. 	<ul style="list-style-type: none"> reading practising skills reviewing concepts finishing work from the class preparing for lessons independent research