



## Northdale Public School

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N4S 6W5

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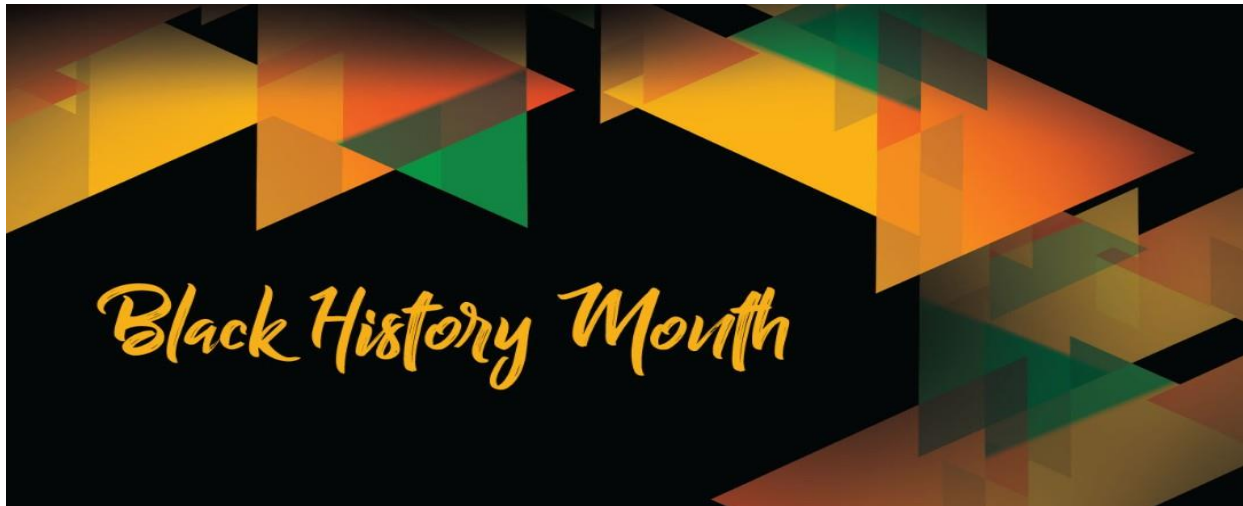


<https://northdalewoodstock.tvdsb.ca/en/index.aspx>

Christine Kramer, Principal Julie Pulley, Vice-Principal  
Dennis Wright, Superintendent Barb Yeo / Bill MacKinnon –Trustees

February 19th, 2021

### STAR News UPDATE



#### February is Black History Month

In recognition of February as Black History Month in Canada, schools throughout the Thames Valley District School Board are invited to participate in discussions and curricular extensions to honour the legacy of Black Canadians past and present. Here at Northdale many classrooms will be reading texts and discussing the significant contributions of many Black Canadians both past and present.

#### CHECK IT OUT!

*Stay in touch and informed!* Checkout our school website for updates, information and links to important happenings in and around the school and TVDSB.

**Front Page:** Important Updates and Links for our School and around TVDSB / School Cash online/Parent Portal /Brightspace

**School Tab:** School Council updates

**Parent Tab:** School Newsletters and Communications / Calendar updates

<https://northdalewoodstock.tvdsb.ca>



Be sure to check out the [TVDSB Mental Health and Wellbeing](#) webpage for tips and resources that are specific to students, parents and families. This page also includes crisis outreach and support details for all ages.

### **TVDSB CHECK IN SURVEY**

Thank you for sharing your experiences with us in the first check-in. Read about what we heard and our response so far [here](#). Do you have anything else to share? TVDSB families, students in grades 5-12, and staff are invited to share their experiences through a second check-in survey.

The survey is available until February 28, 2021, through the link below.

**TVDSB Families – <http://bit.ly/FamilyFeb2021CheckIn>**

### **REQUESTS TO CHANGE LEARNING MODELS**

Requests to change from **In-Person Learning to Full Remote Learning** will be reviewed by the Full Remote Learning Committee on a case-by-case basis and will only be approved for circumstances that are exceptional. Following approval, families will be provided with a transition date. Please note that time is required to allow for classroom placement. Please send learning model change requests to your school principal.

Requests to change from **Full Remote Learning to In-Person Learning** will be permitted where space in schools is available. Please contact your home school with your request.

### **DAILY SCREENING AND REPORTING STUDENT ABSENCES**

It is important that the daily screening for COVID-19 symptoms is completed daily. If your child is unwell, we ask that you follow direction provided through the screening tool and continue to report absences through School Messenger or contact the school. Below is a link to the COVID information page on the TVDSB website.

<https://www.tvdsb.ca/en/our-board/covid-19-information.aspx>

# COVID-19 Decision Tool for Parents & Caregivers

Last updated: February 5, 2021



**EACH DAY** complete the COVID-19 Student Screening Tool before school

<https://covid-19.ontario.ca/school-screening/>



If your child FAILS the Screen, follow these steps:










Scenario 1	Parent/Caregiver Action
<p>Your child has <b>ONE</b> of these symptoms:</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;"> sore throat</div> <div style="text-align: center;"> stuffy/runny nose</div> <div style="text-align: center;"> headache</div> <div style="text-align: center;"> nausea vomiting diarrhea</div> <div style="text-align: center;"> muscle aches</div> <div style="text-align: center;"> very tired</div> </div>	<div style="background-color: red; color: white; padding: 5px; margin-bottom: 10px;"><b>STOP</b></div> <ol style="list-style-type: none"> <li>Child <b>MUST</b> stay home from school and self-isolate*.</li> <li>Child can go back to school 24 hours after the symptom first started, if the child is feeling better, and no more symptoms develop.</li> <li>Child <b>MUST</b> pass the Student Screening Tool to return to school.</li> <li>Household members without symptoms should self-monitor** and can go to work/school.</li> <li>If symptom is <b>not improving</b> after 24 hours, or is getting worse the child:             <ul style="list-style-type: none"> <li><b>MUST</b> stay home and self-isolate</li> <li>should get tested or call their health care provider</li> <li>While waiting for test results, all household members <b>MUST</b> stay home and cannot go to school or work until COVID-19 has been ruled out.</li> </ul> </li> </ol>
Scenario 2	Parent/Caregiver Action
<p>Child has <b>ONE</b> of these symptoms (new/getting worse):</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;"> fever (37.8 °C or 100 °F or higher)</div> <div style="text-align: center;"> cough</div> <div style="text-align: center;"> hard to breathe</div> <div style="text-align: center;"> decrease/loss taste or smell</div> </div> <p style="text-align: center; color: red; font-weight: bold;">-OR-</p> <p>Child has <b>TWO OR MORE</b> of these symptoms:</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;"> sore throat</div> <div style="text-align: center;"> stuffy/runny nose</div> <div style="text-align: center;"> headache</div> <div style="text-align: center;"> nausea vomiting diarrhea</div> <div style="text-align: center;"> muscle aches</div> <div style="text-align: center;"> very tired</div> </div>	<div style="background-color: red; color: white; padding: 5px; margin-bottom: 10px;"><b>STOP</b></div> <ol style="list-style-type: none"> <li>Child and all household members <b>MUST</b> stay home.</li> <li>Sick child <b>should get tested</b>.</li> <li>While waiting for test results, all household members <b>MUST</b> stay home and cannot go to school or work until COVID-19 has been ruled out.</li> </ol> <p style="text-align: center; color: red; font-weight: bold;">CALL AND BOOK A COVID-19 TEST:</p> <p><b>Woodstock Hospital Assessment Centre, Tillsonburg District Memorial Hospital Assessment Centre, or Alexandra Hospital Ingersoll Assessment Centre</b> 1-855-905-6148</p> <p><b>St. Thomas Elgin General Hospital COVID-19 Assessment Centre</b> 519-631-2030 ext. 6210</p> <p><b>West Elgin Community Health Centre</b> 519-857-2683</p> <p><a href="#">Carling Heights Community Centre, London</a> 519-885-8500 ext. 75503</p> <p><a href="#">Oakridge Arena, London</a> 519-867-8886</p>

\*Self-Isolating means: stay home, avoid contact with others (including those you live with), and keep your distance of at least two metres, wash your hands, cover your coughs and sneezes, wear a mask over your nose and mouth when visiting your health care provider or if you can't stay more than two metres away from others in your home.

\*\*Self-monitoring means: pay attention to how you feel and watch for the start of any COVID-19 symptoms.

# COVID-19 Decision Tool for Parents & Caregivers

Last updated: February 3, 2021

Scenario 2	Parent/Caregiver Action
<p>IF child's COVID-19 test is POSITIVE.</p> 	 <ol style="list-style-type: none"> <li>Public Health will contact you and let you know what to do.</li> <li>Child and all people who live together <b>MUST</b> stay home, isolate, and follow public health advice.</li> </ol>
<p>IF child's COVID-19 test is NEGATIVE.</p> 	<ol style="list-style-type: none"> <li>Child can go back to school once they have been feeling better for 24 hours.</li> <li>All people in the house can go back to school and work if they are well.</li> </ol> <p><b>Note:</b> A child or household members who are a close contact of a COVID-19 case, cannot go back to school/work, even if they tested negative. See Scenario 3 for more information.</p>
<p>IF child was not tested.</p> 	 <ol style="list-style-type: none"> <li>Child <b>MUST</b> stay home.</li> <li>Child <b>MUST</b> self-isolate away from others for 10 days from the day symptoms started.</li> <li>Child can return to school after 10 days, if they are fever-free (without medicine), and their symptoms improving for 24 hours.</li> </ol> <p>All members of your household must stay home and self-isolate for 14 days from when your child developed symptoms.</p> <p><b>Note:</b> If you think your child has symptoms because of another known reason, not new to them, talk to your health care provider (e.g., doctor or nurse practitioner). Health care providers may not be able to rule out COVID-19 without a test.</p>
Scenario 3	Parent/Caregiver Action
<p>Child is a close contact of a COVID-19 case (confirmed by public health).</p> 	 <ol style="list-style-type: none"> <li>Public Health will give direction on self-isolation and when child can return to school.</li> <li>Child <b>MUST</b> stay home from school and other activities.</li> <li>Child <b>MUST</b> self-isolate <b>away</b> from others in the home.</li> <li>If self-isolation away from others in the house is not possible, everyone <b>MUST</b> stay home.</li> <li><b>Have your child tested</b> for COVID-19, even if they do not have symptoms. Everyone in the house <b>MUST</b> stay home while waiting for results.</li> <li>If child tests negative, child must still complete self-isolation as directed by public health. Others in the home can go back to school or work if the child is well, and the child is isolating <b>away</b> from them.</li> </ol>
Scenario 4	Parent/Caregiver Action
<p>Child travelled outside of Canada.</p> 	 <ol style="list-style-type: none"> <li>Child cannot go to school.</li> <li>Child <b>MUST</b> self-isolate for 14 days.</li> <li>Child can return to school after 14 days if no symptoms and pass screening tool.</li> <li>Isolation from others in the home starts day child returns to Canada.</li> <li>If child develops symptoms of COVID-19 while self-isolating, child should be tested.</li> </ol> <p><b>Note:</b> Anyone who travels outside of Canada <b>MUST</b> self-isolate in accordance with provincial and federal legislation.</p>

## MASK REQUIREMENTS FOR ELEMENTARY STUDENTS

In TVDSB, students in Kindergarten to Grade 8 have been wearing masks to school since September 2020. The Ministry of Education has changed the requirement for students in Grades 1-3 to wear masks; previously this requirement from the province was for students in

Grades 4-12. Therefore, we would like to remind families to please ensure your child continues to attend school with a mask. A mask will be provided, if needed.

For families requesting a mask exemption, this is to be provided in writing to the school principal. All requests will be reviewed by the Mask Exemption Review Panel. Until an exemption is approved, students are required to wear masks.

Masks are now required to be worn outdoors, for recess breaks and outdoor learning where physical distancing cannot be maintained. Students will be supported to have breaks from mask wearing during these times while maintaining the requirement to be safely distanced from peers. In addition, congregating outdoors before and after school is not permitted. Parents are also encouraged to maintain social distance or wear a mask.

Thank you for working with us for the health and safety of our students, staff and communities.

### **SNOW HILL SAFETY**

Please be aware that the snow hills at the entrance to the parking lots both on Victoria St and on Northdale Ave are **out of bounds** for students. We ask that when you are picking up or dropping of your student(s) you do not permit your students to play on these hills. They are adjacent to busy parking lots and streets. Your support in this matter is greatly appreciated.



### **Restorative Practices**

TVDSB has provided opportunities for Leadership Teams in schools to take this professional development to support our relationship building approach to managing behaviour. The underlying premise of Restorative Practices rests with the belief that people will make positive changes when those in positions of authority do things with them rather than to them or for them. We know that students place significant attention on how they are treated. When punished, it is easy for them to fixate on the harm they experience rather than how their behavior may affect others. This focus on the self leads to resentment toward the punisher and resentment turns into resistance to participation in activities and disassociation and/or aggression toward others.

#### *Key Goals of Restorative Discipline*

-To understand the harm done and develop empathy for both the harmed and the harmer.

To listen and respond to the needs of the person harmed and the person who harmed.

To encourage accountability and responsibility through personal reflection within a collaborative planning process.

To reintegrate the harmer into the community.

To create caring climates to support healthy communities.

To change the system when it contributes to the harm.

From *The Little Book of Restorative Discipline*, By Lorraine Amstutz and Judy Mullet

Restorative practices take incidents that might otherwise result in punishment and create opportunities for students to:

- Become aware of the impact of their behavior.
- Understand the obligation to take responsibility for their actions.
- Take steps toward making things right.



The Forest of Reading is returning to Northdale! Ms. Pulley is putting together a Virtual space for staff, students and families to explore the books. This will help support participation at school and home. It will be a combination of books read aloud in class and book clubs for the older students.

- **WHAT IS THE FOREST OF READING®?**

The Forest of Reading is Canada’s largest recreational reading program with over 270,000 participants every year. Our goal: to develop a lifelong love of reading. We have programs for all ages, and we connect them with stellar Canadian literature, as well as giving them the opportunity to vote for their favourite book. The Forest of Reading offers 10 reading programs for young people in English and French, plus there is an adult book club.

- **HOW DO THE PROGRAMS WORK?**

Young readers participate by reading of five out of the ten nominated titles and then vote during April for their favorite book. The picture book programs (Blue Spruce and Le prix Peuplier) require the reader to read 10 books, but also can have them read aloud to them in order to be eligible to vote.

## **HOME CONNECTION**

### **February 2020 -Children’s Literature and Mathematics**

We have known about the importance and benefits of reading with our children for a long time. Children’s literature can be a rich source of learning mathematics at all levels, not just primary. Using literature helps to meet the needs of all learners and accommodate a range of learning styles. The use of literature should continue throughout the junior years as stories help to bring mathematics to life. Students of all ages love stories and love to talk about stories. When teachers and parents use literature with a mathematical connection, they help students learn to “talk mathematics”. Good stories provide good opportunities for math talk. Author and researcher, ReLeah Cossett Lent asserts that background knowledge is the glue that makes learning stick. “Picture books, sometimes known as children’s books, aren’t just for little kids anymore. Surprisingly, picture books contain more rare words per thousand words than prime-time television or the conversation of college graduates. Picture books build background through visual images as well as through words, an especially important factor for this generation of visual learners” (Cossett Lent).

Literature can be used in numerous ways to create challenging math problems with a variety of entry and exit points. For example, in the magical Chinese folktale, *Two of Everything* (Hong, 1993), a couple finds a pot that doubles whatever is put into it. Children can be challenged with how many people

would be in their family if the entire family fell into the Magic Pot. Children of all ages can use a variety of strategies to solve this problem. You can also extend the activity by changing the Magic Pot to tripling what is put into it, and so on.



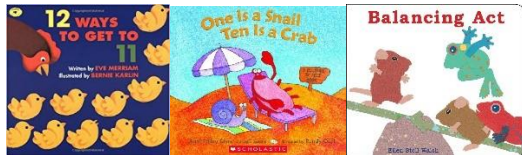
A variety of non-fiction (books, newspapers, magazines, the Web) literature can be used in teaching mathematics. They are all great sources for problems that have the added benefit of helping students make connections to the world around them.

One excellent online math site and resource for children's literature and mathematics is the **Erikson Institute Early Math Collaborative**. We have included here an example of 3 children's books that build an understanding of equivalency. <https://earlymath.erikson.edu/3-childrens-books-build-understanding-equivalency-and-teaching-equivalency-concepts/>

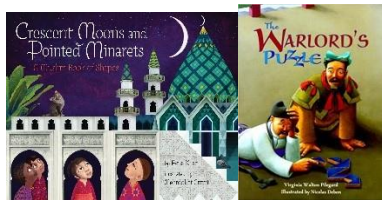
“Long before young children are writing equations with the equal sign, they are exploring how amounts that look different can actually be equivalent.

Ideas about equivalence develop through everyday, concrete experiences that require children to find something that is the same as something else. Imagine a child figuring out how to fill a space in a block structure when the desired shape is not available (two isosceles right triangle blocks are the same as a square block) or sharing colored candies with a sibling (my 3 reds and 1 yellow are the same as your 2 reds and 2 yellows).

The following books offer engaging visual representations of equivalence—in the form of balance and equivalent representations of numbers.”



Another great book is *The Warlord's Puzzle* by Virginia Walton Pilegard, where children can explore spatial, geometry and fraction concepts using tangram pieces.



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*Crescent Moons and Pointed Minarets* by Hena Khan, celebrates the shapes—and traditions—of the Muslim world

For students of all ages, literature resonates with their experiences and imaginations, making them more enthusiastic about solving the related mathematics problems and more likely to learn and to see mathematics as a useful tool for exploring the world.

Here are some great links to children's literature and activities to go with them. Also be sure to check out your school and local library. Have fun!

<https://earlymath.erikson.edu/>

<https://dreme.stanford.edu/news/children-s-books-foster-love-math>

<https://www.the-best-childrens-books.org/math-for-kids.html>

# EarlyON Connections

~a monthly newsletter designed with Oxford County families in mind~

Issue no. 2 February 2021



## Welcome!

Happy February everyone! We have so many ideas for programs that we can't wait to share with you and we are working hard behind the scenes to make sure we get it just right. Stay tuned with our social media sites as we announce new and exciting programs in February! This month, we are also adding the Literacy Activity Calendar which will include simple activities that you can do with your child each day!



## What's ON this month?

Do you have a new baby in your family? Sign up for the **Virtual Infant Massage** program to learn soothing massage techniques that will strengthen the loving connection between you and your infant. This **free** four-session program will run February 16, 18, 23, 25 from 11:00am-noon. Register at [www.keyon.ca](http://www.keyon.ca) (Choose Events, Region: Oxford County - Virtual Village - Virtual Infant Massage)

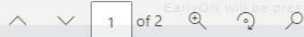


## EarlyON community

Wellkin and Oxford County Library have launched **The Hub for Parents and Caregivers**. It is a space where parents and caregivers can be reminded that they are not alone, providing an opportunity to learn about wellness resources available in our community and connect with other parents and caregivers.

[parentcaregiverhub.ca](http://parentcaregiverhub.ca)

EarlyON will be presenting on March 2nd!



## Early Years Spotlight

Did you know that one of the best ways you can support your child in their social development is by role modelling the behaviours we want to see from them? You are their first and most important teacher and they are first learning these skills from you! Try these activities with your child to support their social skills:

- ♥ **Play peek-a-boo**
- ♥ **Take time to snuggle**
- ♥ **Play pretend with toys**

## EarlyON @ home

While we are staying safe at home, we encourage you to check out the **Rhymers will be Readers** live sessions on Facebook each weekday at 10:00am and join us in the **Book Nook** each Monday, Wednesday and Friday at 6:30pm for a story! We will be inviting you to participate in a fun community challenge this month - stay tuned for more details!



## Connect with us!








Want to find out more about activities you can do to support your child's development, or any other topic related to your role as a parent/caregiver? Send us an email! [earlyon@oxfordcounty.ca](mailto:earlyon@oxfordcounty.ca)



Oxford EarlyON is thrilled to be moving to an online registration system!  
Please visit [keyon.ca](http://keyon.ca) to register.



Welcome to the new early literacy activity calendar! Each month we will provide simple ideas that you can do with your child at home to develop their early literacy skills. When you **talk, sing, read** and **play** with your child you are building their vocabulary, letting them hear the sounds that letters make, showing them that when you put letters together you can form words, and that when you combine words together you can create stories. ***You are their first teacher, and we are here to support you!***

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
<b>TALK SING READ PLAY</b>	<b>1</b> Read a story with repetition, like <i>The Three Little Pigs</i> . Be sure to huff and puff!	<b>2</b> Did you see your shadow today? 	<b>3</b>  Go play in the snow! What shapes can you create together?	<b>4</b> Cook alphabet soup, play with alphabet pretzels, or eat alphabet cereal!	<b>5</b> Telling knock knock jokes supports turn taking in communication! 😄	<b>6</b> Use family photos or magazine pictures to build a story.
<b>7</b> Be a role model! Let your child "catch" you reading!	<b>8</b> Turn off the screens and play a board game with your child!	<b>9</b> What was your favourite thing to do in the winter? Tell your child about it!	<b>10</b> Look for familiar words around your house (Cheerios).	<b>11</b> Make a fort using blankets and pillows. Enjoy a story inside of it!	<b>12</b> Sing the alphabet song...slowly! 	<b>13</b> Teach your child a new nursery rhyme! 
<b>14</b> Act out your favourite story or fairy tale.	<b>15</b> 	<b>16</b> Sing a favourite song together! Are there actions to go along with it? Do them!	<b>17</b> What can you make for lunch together today? Let your child gather the supplies!	<b>18</b> Talk about the colours in your clothing today.	<b>19</b> Play with rhymes! What words rhyme with CAT? 	<b>20</b> Make a grocery list with your child using words or pictures.
<b>21</b> Set up a cozy reading corner in your house and join us in The Book Nook this week.	<b>22</b> Have your child cut 10 words out of a magazine that they can read!	<b>23</b> Send a letter to a grandparent or relative. 	<b>24</b> Look out the window and ask your child about all the things they see.	<b>25</b> What is your child's favourite bedtime story? Tonight, read it twice!	<b>26</b> Fill a bag with small objects. Build a story by pulling one object out at a time!	<b>27</b> Encourage your child to draw a picture. Ask them to tell you about it.
<b>28</b> Take a walk around your block – what signs do you see? What do they mean?	<p>Stay connected with us on Facebook, Instagram and Twitter @oxfordearlyon Use the hashtag #earlyliteracyoxford and tag us in a photo of you participating in one of the activities! Check out our new website: <a href="http://www.oxfordearlyon.ca">www.oxfordearlyon.ca</a> for more information and ideas! Email us with any questions you may have about your child's development: <a href="mailto:earlyon@oxfordcounty.ca">earlyon@oxfordcounty.ca</a></p>					

*"Children are made readers on the laps of their parents." ~ Emily Buchwald*

**UPCOMING DATES TO REMEMBER:**

February 22<sup>nd</sup> –Award of Distinction deadline

February 24<sup>th</sup> - PINK SHIRT DAY / SISP Team meeting @3:40pm

February 26<sup>th</sup> –SPIRIT DAY – CAREER DAY

March 5<sup>th</sup> –PA DAY

March 12<sup>th</sup> –SPIRIT DAY – BEACH DAY

March 17<sup>th</sup> -BONUS SPIRIT DAY – Wear your Gold/Green! -Happy St. Patrick's Day!

April 2<sup>nd</sup>-5<sup>th</sup> -Easter Long Weekend

April 12<sup>th</sup>-16<sup>th</sup> -April Break (NEW –Government announcement of change)