



Northdale Public School

290 Victoria Street, North, Woodstock, Ontario
N4S 6W5

Telephone: (519) 537-5761 Fax: (519) 537-1088



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

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

January 29, 2021



STAR News UPDATE

**KINDERGARTEN REGISTRATION FOR 2021-2022
Online Student Pre-Registration will be open for
2021-2022**

January 18, 2021 – February 5, 2021

Parents and Guardians you now have the ability to complete an Online Student Pre-Registration Form which is accessible through

the Board's Website as of **January 18, 2021** for the 2021-22 School Year. Once you complete and submit the Online Student Pre-Registration Form to the school, you will be contacted by the school by email.

Parents who complete the Online Student Pre-Registration Form are required to provide the appropriate documentation to the school (Proof of Birth, Proof of Eligibility to Attend and Proof of Address) to finalize/confirm the child's registration. Please also provide any supporting documentation that we will require regarding your child's health and guardianship.

Loaned Devices

All computing devices that were loaned out to students to support remote learning will remain with students, for the time being. Loaned devices will not be collected from students at this time. Students who have been loaned a computing device are encouraged to bring this device to school, each day for In-Person Learning so that this device can be used by the student while in class. It will not be shared with other students.

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 Communication / 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.

Out of Area Requests - REMINDER

Parents/Guardians wishing for their children to be considered for registration in a school out of their designated attendance area, shall complete the Out-of-Area Exemption Request form and submit it to the Principal of the requested school, prior to *February 15th*. The Principal of the receiving school shall review with the Superintendent of Student Achievement all exemptions that are being considered for registrations. This must be completed annually.

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.

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.

Safe and Inclusive School Plan

The Safe and Inclusive School Plan (SISP) brings together the Bullying Prevention and Intervention Plan and the Safe and Accepting School Plan documents that were previously used throughout TVDSB. The SISP is facilitated at the school level by a school-based team composed of students, family members, teachers, support staff, community partners and the principal/vice-principal. The Safe and Inclusive School Team must meet (2-3 times) throughout the school year to identify local priorities, plan appropriately and reflect on progress towards addressing identified need. The Action Plan with a summary of the priority areas the school team plans to address first will be posted and shared with our School Council and on our school website by the end of March.

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.

UPCOMING DATES TO REMEMBER:

January 18th-February 5th – Kindergarten Registration for 2021-22 (New students only)
January 29th -deadline for Grade 8s to complete 'My Blueprint' Grade 9 course selections
February 1st -Return to in person learning
February 12th - Report Cards go home / SPIRIT DAY – 100 DAY
February 13th-15th –Family Day Weekend
February 22nd –Award of Distinction deadline (see ad below)
February 26th –SPIRIT DAY – CAREER DAY
March 5th –PA Day
March 12th –SPIRIT DAY – BEACH DAY
March 15th-19th –March Break

Now Accepting Nominations



*Award of
Distinction*
2021

**Do you know of an individual
who has made significant
contributions to TVDSB, either
at a school or system level?**

The 2021 Awards of Distinction honours students, staff, volunteers and parents who have made a real and lasting difference for our students and our school Board.

For more information on how you can nominate someone visit:

WWW.TVDSB.CA/AOD

Deadline is Monday, February 22, 2021 at 4:00 p.m.

THAMES VALLEY DISTRICT SCHOOL BOARD

We build each student's tomorrow, every day.

January 2021

Home Connections in Mathematics

Supporting the Understanding of Multiplication and Division

Understanding the meaning of multiplication and division is essential for success in mathematics. When we multiply, we can think about 'groups of' or 'copies of' the same number. Organizing items into rows and columns allows students to build and see their multiplication facts; we call this type of organization an 'array'. By organizing concrete objects into a rectangular shape, it is easier to see the groups. Many things in the real world are organized this way to determine the quantity easily with multiplication.



Arrays make it clear to see why 3×4 is the same as 4×3 . Knowing this relationship allows students to reduce the number of facts that they need to know.

The array is very powerful because it also shows students how to divide. From a single array, 4 operation statements can be determined.



This array of donuts shows:

$$4 \times 3 = 12 \quad 12 \div 4 = 3$$

$$3 \times 4 = 12 \quad 12 \div 3 = 4$$

Arrays also provide a great opportunity to count by different numbers. The donut array can be counted by 3's and 4's. Children can count the donuts by saying, "3, 6, 9, 12" or "4, 8, 12". Counting on a regular basis by numbers other than 1 allows children to be more efficient in determining their facts and explore different number patterns.

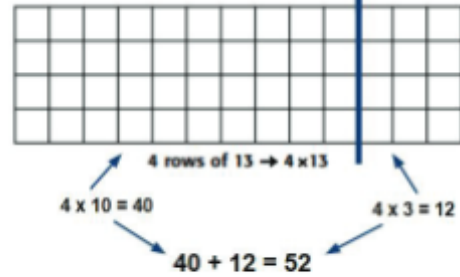
Arrays can also show fractions of a number. The donut array makes it easy to see that $\frac{1}{4}$ of 12 is 3 and $\frac{3}{4}$ of 12 is 9 by looking at the vertical rows.



By noticing and naming arrays wherever you see them, children can see multiplication in the world around them. They can also understand the connection between multiplication and division.

When the numbers in multiplication get larger, children can move from organizing concrete objects to using grid paper. By drawing the rectangles on centimetre grid paper, they are also drawing and determining the areas of a rectangle. The grid can be split up to make finding the area easier.

On grid paper, draw a 4×13 array.



Eventually, children can create proportional drawings that represent their multiplication without the grid.

6×23



Multiplying with arrays helps students to break up multiplication into parts that can be added together. In the above array, 23 groups of 6 is broken up into 10 groups of 6, 10 groups of 6 and 3 more groups of 6. Flexibility in breaking up multiplication allows students to multiply together easier numbers to find the total.

The same process can be extended into double and triple digit multiplication. This method ensures that children are multiplying with meaning, and not starting with memorizing a procedure. Increased understanding of multiplication leads to increased fluency of multiplication facts. For more information on the area model of multiplication, go to :

<https://www.youtube.com/watch?v=Sfi4QUlQ4co>