



December 2020 Newsletter

Kettle Creek Public School
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<http://kettlecreek.tvdsb.ca/en/index.aspx>

Principal: Mrs. W-C

Vice Principal: Mr. Ritter

Administrative Assistant: Mrs. Sutherland

Administrative Team Message

November was a wonderful month at Kettle Creek with many meaningful learning opportunities for our students. Our Remembrance Day Service provided a great focus for us to explicitly teach our role as PEACEMAKERS throughout the world and in our own community. We are thankful for technology that allowed us to share this beautiful celebration even though we weren't able to be altogether in the same space.

November also provided opportunities for families to work with their children to set academic goals for learning and growth. The Progress Reports went home and many parents took the opportunity to discuss their child's progress and set goals for improvement. Along with Caribou Math Club and Green Team, our students enjoyed the start of Lego Club and Intramurals. A HUGE thanks to our parent volunteers who are working as part of Home & School and School Council for their outstanding work organizing.

Our Home and School and School Council met last month and continue to work hard to support opportunities for our students to learn and grow. We are so grateful to all of these volunteers to give tirelessly to help us support student learning. Our next meeting will take place VIRTUALLY on December 3rd at 6:30 p.m. and we would like to extend an invitation to all members of our community. The link to access this meeting will be sent through the school email or can be found on our Facebook page or school Website. EVERYONE is welcome and we hope you will consider joining us. Many hands make light work.

The anticipation of the holidays and the festive spirit makes December a great month to learn with many exciting events happening at Kettle Creek P.S. We are thrilled that our Student Voice has some wonderful spirit activities planned the month. As well, our amazing staff are working on a virtual HOLIDAY CONCERT that will be shared with Extencicare and our school community. The link for that sharing will be sent through School Messenger on Wednesday, December 16th and if you want to get some popcorn and gather around the computer at 6:30 p.m that night, we will be joining together as a school community to celebrate and enjoy what our students will be sharing.

It is an absolute pleasure to work with such an amazing community and we would like to thank you for your positive and ongoing support! These efforts really make a huge impact and help us make Kettle Creek P.S. a great place to learn. On behalf of our staff and students, we wish you all a wonderful Holiday Season and a healthy and happy New Year.

Ms.W-C and Mr. Ritter

Individual Plans of Care (IPOC)

If your child has medical concern such as allergies, asthma or other medical conditions, please go on line to fill out the IPOC information through the parent portal. It is very important that all student medical concerns are on file. Thank you for your cooperation.

Kettle Creek P.S. IS NUT SAFE

Due to students with allergies, Kettle Creek Public School is nut safe. To look for safe lunch ideas that do not contain or indicate "may contain" these products, please check out this website: www.snacksafely.com. Please do not send any nut products (or may contain) to school with your child. Please note that items from bulk food locations often come into contact with nuts. Please check their safety before sending them to school. Per Thames Valley's Policy, please do not send **Wow Butter** or any items made with Wow Butter to school. Thank you for helping us to ensure the safety of each of our students.



STAY CONNECTED to KETTLE CREEK P.S on your PHONE

1. Download the SCHOOL MESSENGER app to your phone. Follow the instructions from this link: <https://www.tvdsb.ca/en/parents/school-messenger-step-by-step-guide.aspx>
2. Log in using the email that you have provided to the school.
3. Follow the prompts on the app. .

We will also communicate regularly through our school website and our school Facebook page.

PLANNING AROUND SCHOOL HOURS

In an effort to minimize classroom disruptions and ensure that curriculum can be covered appropriately, we are asking parents to consider booking appointments after school or during our nutrition breaks whenever possible. We recognize that this isn't always possible however, doing so will help us to minimize disruption during the learning time. If you do need to pick your child up at the end of the school day, please call Mrs. Sutherland at the school by 3:20 p.m. so that we can make sure they don't get on the bus. Our school day begins at 9:15 a.m. and ends at 3:45 p.m. Our 2 nutrition breaks are from 10:55-11:45 a.m. and 1:45-2:25 p.m. each day. Thank you for considering this request.

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.

LEARNING SKILLS & GLOBAL COMPETENCIES

In order to support academic growth, we will be continuing to explicitly teach the 6 learning skills as outlined on the Provincial Report card. We will coordinate on a school wide level, the focused skill of the month. This will provide common language and consistency across the school and allow all staff to provide teachable moments throughout the school day with all the students. The monthly focus pages can be found in the front of each child's planner so if you would like to coordinate your home focus with ours, that would be fantastic.

Our learning skill focus for December is:

COLLABORATION as a key to INNOVATION AND CREATIVITY

School Goals and Intentions

Numeracy Goal - FLEX YOUR NUMBERS

Using Parts/Whole to Improve Number Flexibility and Fluency

Literacy Goal – BETTER ANSWERS

Improving written responses to open response questions.

School Culture Intention

Using Mindfulness, Positive Self Talk and Physical Movement to help express emotions appropriately.

Sports Updates

Our staff are beginning Intramural Activities for students. We are grateful for our student teacher, Mr. Blankenship who has willingly stepped up to help us run these activities and the staff, Mr. Roy and Mr. McCurdy who are also supporting this effort by volunteering their time.

Lego Club

We are thrilled to announce that our LEGO club will be offered for Primary students this month. Thanks to our student teacher Ms. Carr and our staff member Ms. T for volunteering her time to host this extra-curricular activity for our students. We really appreciate their time doing that.

MATH TEAM

Our Caribou Math team continues to participate in the monthly contest and we thank Mr. McCurdy for all his time organizing this activity for our Intermediate students.

Our newest addition to our Learning Commons. Great inspiration for all of our student readers!



Mark your Calendars

Thursday, December 3

- Home & School/School Council Meeting – 6:30 p.m. (virtual link sent to all families via email.)

Thursday, December 10

- Hanukkah begins at sundown

Wednesday, December 16

- Virtual Holiday Concert Link sent at 6:20 p.m to start at 6:30 p.m.

Thursday, December 17

- Environmental Ornament Contest Judging

Friday, December 18

- Door Decorating Contest
- Spirit Day – Tacky Sweater Day

December 18-January 3

- Holidays – no school

WHAT AN AMAZING COMMUNITY!

#1. We are so grateful to the Lion's Club for their ongoing support of our efforts here at the school. In response to a recent article posted in the Beacon, that talked about the challenges of being heard in a classroom behind masks and shield, the Lion's donated \$1250 to cover the cost of personal amplifiers for our teachers. We are beyond grateful and students have been commenting on what a difference it is making for them as they listen to their teachers speak.

#2. The Municipality of Central Elgin have generously donated 2 Large Compost bins so that we can continue to compost our waste and help the earth. Many thanks for this generous donation!

#3. Thanks to the Lioness club who have donated \$2000.00 toward the purchase of Chromebooks for our school. During this pandemic, it has become very challenging to share devices among students and many of our Chromebooks are in need of repair or replacement. This generous donation will help us to make learning accessible for all our students.

#4. Thanks to Derek Brown for his hard working helping us get our garden out back ready for the winter and out front taking care of our persistent weeds. We are so grateful for your generosity of time as we try to keep these spaces healthy and beautiful.

HOME & SCHOOL/SCHOOL COUNCIL

Welcome to Kettle Creek P.S.

The Home and School along with the School Council members continue to work tirelessly to support our efforts at Kettle Creek. Our next meeting will take place virtually on December 3rd at 6:30 p.m. and we would like to invite EVERYONE to join us.

Community Culture

We will be collecting canned goods for the Port Stanley Christmas care during the month of December to support families in need during this holiday season. If you are able to send a can or two, that would be appreciated.

GREEN TEAM

Our ECO CLASS Leaders have been continuing to work very hard to get our GREEN TEAM programs running smoothly. All our recycling programs have been launched including our composting program. All of these steps will help us in our quest to maintain our PLATINUM ECO SCHOOL certification level.

This month our members have launched our **WASTELESS WEDNESDAY campaign** and we are working very hard to ensure that all students make an effort to reduce the waste they create everyday but especially on Wednesdays.

REDUCE, REUSE, RECYCLE

MILK BAGS-We are recycling Milk Bags and are weaving them into mats.

POP TABS- We are recycling pop tabs to support a student who needs a new wheelchair.

EYE GLASSES- We are working with the Lions Club to collect used eye glasses. They recycle them and give them to folks who cannot purchase new glasses.

ECO CLASS UPDATE

The Grade 8 E.C.O. class has been heavily involved in a new ecological project right here in Port Stanley! Working with the Port Stanley Villagers Association, the Berm Committee, as well as Carolinian Canada, the class has been named as ambassadors of the Keepers of the Creek Carolinian project. The project involves creating a 6 acre Carolinian forest on the berm in Port Stanley, next to Little Beach. The students have created a public service announcement, written letters, made infographics as well as posters to create awareness about the declining Carolinian forest population. For more information on conservation efforts visit caroliniancanada.ca.

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.”
 Cathy Fosnot (2014)

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.

- a) **Separating/Removing:** “Faizal had 3 erasers and gave 2 to his friends. How many does he have left?”
- b) **Joining/ Adding:** “Cara had some markers and got 3 more. She now has 11. How many did she have at the beginning?”
- c) **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?”
- d) **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?

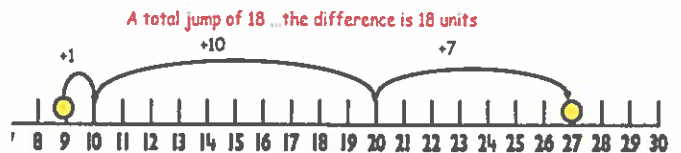
Consider the following subtraction:

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

$$\begin{array}{r}
 27 - 9 \\
 - 7 - 2 \\
 \hline
 20 - 2 = 18
 \end{array}$$

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.

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.



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

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 the patterns in subtracting 10 to get to 17 and then knows she took off 1 too much and puts that back on to get to 18. 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)

Kettle Creek Public School Home & School / School Council

NEWSLETTER

Hello from Home & School Association and School Council,

We are excited to partner with you, our students and the school to bring activities and events that focus on wellbeing, sustainability and inclusion –in the effort to add to the overall student experience and strengthen our wonderful community.

While Covid-19 has made a “new normal” for all of us, we are working together to bring safe, physically distanced activities and events in and outside of our school. We are currently working on a timeline that we will showcase our proposed activities and events for this school year in our next Home & School/School Council (H&S/SC) meeting on 3 December at 6:30 pm. We hope you can join us virtually.

Each month, we will use this platform for an H&S/SC update. If you have any ideas or suggestions for us, please contact us at kettlecrschoolcouncil@gmail.com. We would love to hear from you.

As we enter the holiday season and focus on bringing light to our diverse community, we want to wish you a Happy Diwali, Hanukkah, Christmas and Kwanzaa. Whether you observe one of these or none, we wish you a safe holiday season.

~ Beth, Jessica, Katy, Sarah, Suman & Tara

FUN FACT

Did You Know?

In 1923 Port Stanley was recognized as a National Historic Site. The HSMBC cairn is located at the intersection of Bridge, Main, Joseph and Colborne streets. Why? Port Stanley was an important landing point for a succession of explorers in the 17th and 18th centuries as well as the encampment by Isaac Brock and his trips in the war of 1812.

Please send us your fun facts on our area and community to kettlecrschoolcouncil@gmail.com. It may be included in a future newsletter!

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

COURSE OF ACTION

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



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.

COVID-19 DECISION TOOL FOR PARENTS/CAREGIVERS

SCENARIO TWO

COURSE OF ACTION

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



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

COURSE OF ACTION

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



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

COURSE OF ACTION

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

➔ 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

COURSE OF ACTION

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

➔ 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.

LIMITING FACE COVERING SKIN IRRITATION

For some people, face coverings can cause dry skin and skin irritation. This is more common for people who need to wear a face covering for long periods of time, like health care workers, retail workers and school staff and students.

One reason irritation occurs is that face coverings do not allow airflow to the face. When a person breathes, moisture can build up and become trapped on the face. That dark, warm environment can cause dry skin and skin irritation. In addition, face coverings can irritate the skin simply by rubbing against it, or by exposing the skin to allergens. Dermatologists agree there are some simple steps you can try to reduce this irritation.

10 TIPS FOR REDUCING SKIN IRRITATION WHEN WEARING A FACE COVERING

1

Clean and moisturize your skin every day.

When washing your face, use a mild, fragrance-free cleanser. Apply a moisturizer right after washing your face. For skin redness, stinging, burning and dryness, use a moisturizer with one of the following ingredients: Hyaluronic Acid, Ceramide or Vitamin E. To prevent breakouts, use one that is formulated for your skin type:

- Oily skin: Gel moisturizer
- Normal to combination skin: Lotion
- Dry to very dry skin: Cream

2

Apply thin layer of petroleum jelly or lip balm to protect your lips.

3

Avoid wearing makeup under the mask. Makeup is more likely to clog your pores and lead to breakouts.

4

To reduce skin problems, avoid harsh products such as chemical peels, exfoliants, or retinoids.

5

Select a mask that offers a snug, but comfortable fit. If the mask feels too tight or slides around on your face, it can irritate your skin.

6

Select a mask that has soft, natural and breathable fabric, such as cotton, on the inside layer that rests against your skin. Avoid synthetic fabrics, such as nylon, polyester, and rayon on the layer that rests against your skin.

7

Take a 15-minute face covering break every 4 hours when it is safe to do so.

8

Replace your face covering as soon as it becomes damp or wet.

9

Wash your cloth face covering after each use.

Washing it removes oils and skin cells that collect inside the mask which could lead to skin irritation. You can wash a cloth mask in a washing machine or by hand, but be sure to:

- Follow the washing instructions on each face covering.
- Wash the masks in hot water unless the instructions say otherwise.
- Use a fragrance-free, hypoallergenic laundry detergent.

10

If you have a skin condition that is being treated by a dermatologist, continue the treatment program unless otherwise directed.