



School Hours

ECDP/Kindergarten

AM ECDP Start: 9:00am

AM ECDP & Kindergarten End: 11:46am

PM ECDP & Kindergarten: 12:53pm - 3:30pm

Grades 1 - 6

8:40am - Doors open for Staggered entry for K-6

9:00am - Start

Staggered Recess & Snack

10:30am - 10:45am - gr. 1-3 play / gr. 4-6 eat

10:45am - 11:00am - gr. 1-3 eat / gr. 4-6 play

Staggered Recess & Lunch

12:30pm - 12:49pm - gr. 1-3 play / gr. 4-6 eat

12:49pm - 1:08pm - gr. 1-3 eat / gr. 4-6 play

Principal's Message

Dear École Dickinsfield Families,

Welcome back to another wonderful year at École Dickinsfield School. Though it's almost December, this is our first newsletter of the year. In the absence of a newsletter, there has been plenty of communication. Parents get weekly emails from teachers with upcoming important dates along with information about school wide events, including details about our School Council and the Dickinsfield Flyers Fundraising Association (DFFA). Parents also had an opportunity to connect with teachers during our virtual Parent Teacher Interviews. A reminder to also consult our school social media on [Facebook](#), [Instagram](#) and [Twitter](#), as well as our school [website](#).



There are some wonderful announcements to make. Congratulations to Mrs. Pamela Wellman and Mrs. Erin Andrews, who welcomed new babies to their families in September. We have a couple of new faces on staff this year. Let's extend a big Flyers welcome to Ms. Brittney Peters, who is teaching our grade 5/6 English class and to Mr. Brad St. Denis as one of our Vice Principals. Mr. St. Denis is also teaching some grade 3 English and is helping to coordinate our First Nations, Métis and Inuit initiatives, along with Ms. Pollyanna McBain. We say goodbye to Mrs. Roberts, who is now the Head Administrative Assistant at the FMCS. In her place as a front office administrative assistant, we welcome Mr. Raul Lastimosa.

This year our school is specifically addressing Call to Action #62 from the Truth and Reconciliation Commission of Canada, which calls on education leaders to work on improving education about Aboriginal people and cultures. Ms. Pollyanna McBain has been delivering teachings to classes in our Gathering Space, and doing crafts to help build our students' understanding about Indigenous people and cultures. Each month there is a focus on a new teaching, with December being about the Sabe. Should your family want to further explore the Calls to action, a great child friendly resource is [Spirit Bear's Guide to the Truth and Reconciliation Commission of Canada Calls to Action](#). There are both French and English versions available.



A focus of this month's newsletter is Mental Health and Wellness. This has been a challenging few years for everyone around the globe, and now, more than ever, we recognize that families can use support. We would like our families to remember that we have mental health resources in the school for students. Please reach out to your child's teacher, our school counselor, or any of the principals if your child needs some extra support. Families can also consult our [FMPSD Mental Health Website](#) for community resources and support. As health restrictions permit, spending time with friends and loved ones, and a return to outside activities is a great way to lift our spirits.

In closing, we hope that everyone has a wonderful holiday season that is filled with love, laughter and good tidings.

DF Leadership Team

Erin Keca, Principal

Leannah Robertson, Vice Principal

Brad St. Denis, Vice Principal

2021 - 2022 School Staff

In The Office

Principal: Erin Keca

Vice Principal: Leannah Robertson

Vice Principal: Brad St. Denis

Head Administrative Assistant: Deanna Reid-Boostrom

Bussing & Attendance Administrative Assistant: Tammy Johnson

Administrative Assistant: Raul Lastimosa

Librarian: Patti Gidge

In Classrooms

English

ECDP & Kindergarten: Kristy Fitzherbert

Grade 1: Bev Waldner

Grade 1/2: Cheryl MacDonald

Grade 2/3: Kitty Cochrane

Grade 3: Victoria Enwood

Grade 4: Erin Sampson & Ariana Mancini

Grade 4/5 & PEAK: Bob Niven

Grade 5/6: Brittney Peters

Grade 6: Andrea Harding

French Immersion

ECDP: Lise DeLaFranier

Kindergarten: Diana Anthony

Grade 1: Samantha Descanzo & Line Landry

Grade 1/2: Katelyn Sipila

Grade 2: Chantalle Cloutier

Grade 2/3: Caitlin Quilty

Grade 3: Naoual Mrizig, Mireille Bujold

Grade 4: Ashley Barnes & Danielle Taylor

Grade 4/5: Kristen Craig

Grade 5: Nicole Arseneau

Grade 5/6: Jenni Burke

Grade 6: Erika Kennedy

Literacy: Kim Gartenburg

Music: Rosalee Warner

Physical Education: Joel Arseneau

LAC: Alexandra Parsons & Kim Gartenburg

Counselor: Tyler Chaisson

First Nation, Metis & Inuit Liaison: Pollyanna McBain

Educational Assistants: Jessica Abraham, Nicole Blais, Hailey Kiyan, Sophie Langlais, Kendra Morrison, Fabiola Paossi, Tracey Power, Rhonda Smith, Kristy Sturge, Angela Urchyshyn

Custodians: Lois Coull, Thelma Hannaford, Sherie Smith, Joanne White

IMPORTANT INFORMATION: STAY INFORMED!!

Mandatory Masks:

A reminder to parents/guardians: It is mandatory to wear a mask, if you are entering the building for an appointment or to visit the office. Parents/guardians are also encouraged to wear masks when dropping off and picking up students.

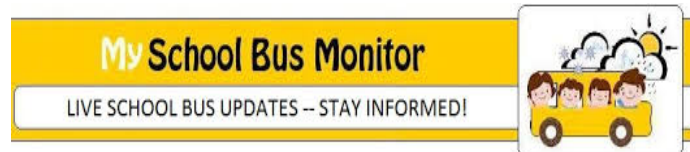


A Note About Lunches:

- Lunch Drop off table is in the front office. Please label your child's lunch ahead of time with the student's first and last name, class, and teacher
- Please be sure to provide your child with a **water bottle** and any **utensils they will need for their lunch**

Student Absences/Lates:

Please notify the office if your child is going to be late or absent by calling 780-791-6990 or emailing dfabsences@fmprsd.ab.ca with "absent" or "late" and your child's first and last name in the subject line. **Be sure to state the reason for the absence in the body of the email with a list of symptoms, if sick.**



My School Bus Monitor has live school bus updates - stay informed!

Please go to www.myschoolbusmonitor.ca

You can click for a Mobile Friendly option or click to receive email alerts. You can also search by school: in the search box start typing Ecole Dickinsfield School and school options will show just pick our school.

They will update any buses that have a delay of 10 minutes or more late

IMPORTANT DATES:

December

- December 3rd - PLF - No School
- December 8th - Virtual DFFA Meeting @9:30am
- December 13-16 - Holiday Spirit Week - details to come
- December 17th - PLF - No School
- December 20th - Jan. 3rd - Christmas Break - No School

UPCOMING DATES:

January

- January 4th - Classes Resume
- January 14th - Division Professional Learning Day - No School
- January 28th - PLF - No School

GREEN SCHOOL

Our school is known as an environmental leader in the city, with a School Learning Garden, composting, no idling, and waste reduction.



The best way you can help is by packing Waste Free Lunches. Reusable containers, reusable utensils and reusable water bottles help reduce waste immensely. Every little thing we do makes a very big difference. Join in!



Habit 1 (Be Proactive): Taking it Home

1. Proactive (Water) Versus Reactive (Soda)

Resource: An unopened bottle of soda and an unopened bottle of water.

Firmly shake the bottle that is filled with soda and the bottle of water at the same time, while sharing examples of a day of upsetting events. Use situations applicable to your family. For example: "Imagine this is your day: It started off rushed because the alarm didn't sound, and then a friend made fun of you at school. And then..." Conclude by asking: "How do you feel?" State: The carbonation in this soda is like a reactive person. The more you shake it up, the bigger the explosion is going to be if you take off the top. Not only will it explode on you, but the soda will get all over everyone around you. Now, imagine the water bottle is a proactive person. As soon as I stopped shaking it, the water settled down. Being proactive doesn't mean we don't get shaken up, it is natural to get "all shaken up" and it is healthy to have emotions. But when we feel like this, we can take a pause and choose how we will respond so we can make choices based on principles and values.

2. Pause, Think, and Choose

Ask family members to think of a situation where they usually respond reactively. Have each family member write down the answers to the following questions: • What is the situation? • What is something you can do to take a PAUSE in this specific situation? • THINK, what are some choices you could make in this situation? What will be the consequence of each choice? • What will you CHOOSE to do to be proactive in this situation? Invite family members to take a turn to be a performer and act out their situation. Cheer for the proactive choices!

3. Breathe Deeply

Discuss the benefits of taking time to focus on your breathing. Mindful breathing helps people to be proactive because it allows space to pause and take time to be aware of our actions and choices. Practice mindful breathing with family members.



A MOMENT FOR MENTAL HEALTH

What if negative emotions aren't so bad?

Negative emotions? Unpleasant feelings? Chances are you have them. And chances are they've intensified this past year, as we've struggled with the effects of the pandemic. If you're like us, chances are you've tried to push them down or numb them out. The good news about "bad" emotions is that they really aren't bad at all.

Unpleasant feelings are part of the vast, human emotional spectrum and having the full range of emotions is a sign of good mental health. Grief and sadness are healthy responses to loss. When anger is justifiable, it is a healthy response to mistreatment.

This past year we have been dealing with a significant amount of grief and loss, both as a society, and individually. We might be mourning our pre-pandemic lives. Or grieving for loved ones. Perhaps you've lost your job or your business. These experiences will create feelings that just aren't easy.

But feeling all our feelings is simply part of being human, and there may be no such thing as "negative" feelings. In fact, the very feelings we associate with feeling bad are actually good for us. Here are some myths about negative feelings, and the corresponding facts.

Myth: It's better to suppress – than express – your negative feelings.

Fact: Suppressing your feelings can backfire.

When it comes to emotional behaviours, research shows that recognizing when you're upset or feeling down is more effective than pushing down those feelings. For instance, studies have shown that emotional cravings for food and alcohol increase when you try to suppress them.

When it comes to anger, if it's bottled up, it can lead to an unhealthy anger response.

If it is turned inward, anger can lead to depression and other health problems.

ANGER

Myth: Anger will always lead to violence.

Fact: Anger has a very bad rap. It's not surprising, really, as it is associated with violence and aggression. But feeling and even expressing anger do not have to lead to aggressive behaviour. It is very important to note, however, that when anger is turned outward as aggression, it is destructive and unacceptable.

Myth: Anger serves no constructive purpose.

Fact: Anger can actually be our friend when we're not acting it out.

When it is justified and appropriate, anger can be constructive. It can help clarify and solve problems and correct misunderstandings in relationships. When people can express their anger calmly, they are more able to resolve conflict. Some researchers suggest that constructive anger can even promote heart health.

When we are threatened or attacked, anger can provide the strength we need to protect ourselves or stand our ground. Social movements fueled by anger can also be effective in overcoming injustice in society.

SADNESS

Myth: Sadness serves no purpose.

Fact: In many cultures, sadness is considered an “undesirable” or “problem” emotion that serves no purpose. In fact, sadness serves important functions. Sadness can trigger thinking and behaviour strategies that help us deal with demanding social situations. It is also a healthy way to process an experience of loss.

Myth: if you're crying, you're not coping.

Fact: This is just not true. Crying is an indication of strong feelings, to be sure, but tears are a natural way to work through grief, loss and sadness.

FEAR

Myth: Fear causes us to freeze in our tracks, which makes us open to danger.

Fact: In fact, fear makes human beings get out of harm's way. Instinctively. We don't even have to think about it. That's because our species evolved fear as a way to respond quickly to dangerous situations – which is known as the “fight or flight” response. It allows us to make our escape, and it was essential to our survival. At the same time, being fearful puts us on high alert, bringing us back to the present moment, which can make us better able to deal with danger.

—

What it boils down to is this: go ahead and feel what you feel. Even if it's hard or uncomfortable. It may not always be pretty, but it can do you good.

Of course, if anger, sadness or fear are causing you distress, and these feelings last for a long time, are very intense and/or are interfering with your ability to function, they may indicate a problem. Please seek help from a healthcare provider. It is also important to reinforce that anger expressed inappropriately as threat or violence cannot be tolerated.

Sources

<https://www.scientificamerican.com/article/negative-emotions-key-well-being/>

<https://www.takingcharge.csh.umn.edu/impact-fear-and-anxiety>

<https://www.smithsonianmag.com/science-nature/what-happens-brain-feel-fear-180966992/>

<https://www.apa.org/monitor/mar03/angrythoughts>

<https://doi.org/10.1111/1468-5914.00196>

<https://doi.org/10.1177/0146167207311281>



Apple Message

A BITE OF HEALTH

12 Days of Fitness

This year, go beyond the holiday hustle and bustle. Get your family to participate in fun, refreshing activities that brighten your spirits. Here are some ideas to get you started:

- Hold a contest to see who can build the biggest snowman in the neighborhood.



- Grab your skates or sled and head outdoors to the local rink or hill.
- Check out the local festivals happening in your community.



• Spread some cheer! Volunteer at local charities. They always need extra help during the holiday season. This month, students are learning how to stay active during the holiday season through a campaign called 12 Days of Fitness. Here are ways you can support your child's health this season.

Tis the Season to be Healthy and Mindful

During the holidays, baked goods are just a hand's reach away and gatherings focus around food. Maintaining a healthy routine can be challenging during this time. Here are some quick tips to promote a healthy holiday season for your family:

- Store treats until snack or meal time. If left out in an accessible area, your family is more likely to nibble throughout the day instead of scheduled meals times.
- Plan fun winter activities. Make the best of the snow while you can. Build a snowman, have a snowball fight, or go tobogganing as a family.



Dickinsfield Flyers Fundraising Association (DFFA)

DFFA

Meeting

Dec. 8th @9:30 am

Online using

Google Meet

Email dickinsfieldparents@gmail.com for the meeting link.

The Dickinsfield Flyers Fundraising Association (DFFA) is a volunteer group of parents and caregivers of École Dickinsfield students. The main objective of the DFFA is to raise funds for school programs and to enrich the learning environment for students. In the past we have funded items such as Chromebooks, books, learning tools, bussing for programs and activities within the school.

In a typical year our main fundraiser is our hot lunch program but currently due to continuing restrictions related to Covid-19 we are unable to run this program. Once restrictions are lifted, we will be relying heavily on volunteers to help run this program.

To help fill the funding void left by the loss of our hot lunch program, the DFFA is running some ongoing fundraisers.

Oliver's Labels is where you can order labels and other personalized items through the link below.

<http://www.oliverslabels.com/Dickinsfield>

FlipGive is an easy to use cash back app/website where you can support our Dickinsfield Flyers whenever you do regular or online shopping. You can use FlipGive through their app or on your online browser.

Here is a link about how FlipGive works:

<https://www.youtube.com/watch?v=DybipF6oyms>

The code to join our team École Dickinsfield DFFA is PFGKBC.

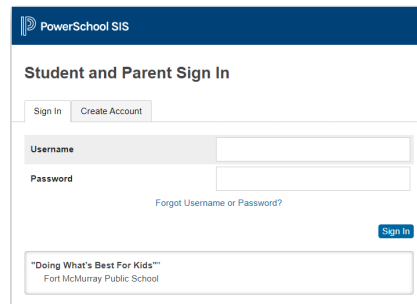
Shop M&M Food Market on Sunday December 5th and before you pay, tell the sales associate that you would like your purchase credited to DFFA. With nothing extra to you, a portion of your order will be credited back to DFFA.

If you would like to learn more about the DFFA or get involved with fundraising for your child's school you can contact dickinsfieldparents@gmail.com. Our next virtual meeting is Wednesday December 8th at 9:30 am all parents/caregivers are invited to attend.

PowerSchool Parent Portal

A secure web-based student management system designed to strengthen communication between the school and home. It provides parents and legal guardians online access to their children's progress in school as well as their attendance. Parents are also able to pay fees as well as register for the upcoming school year directly from their parent portal account.

Parents who have not yet registered please watch for information with your child's report card.



PowerSchool SIS

Student and Parent Sign In

Sign In Create Account

Username

Password

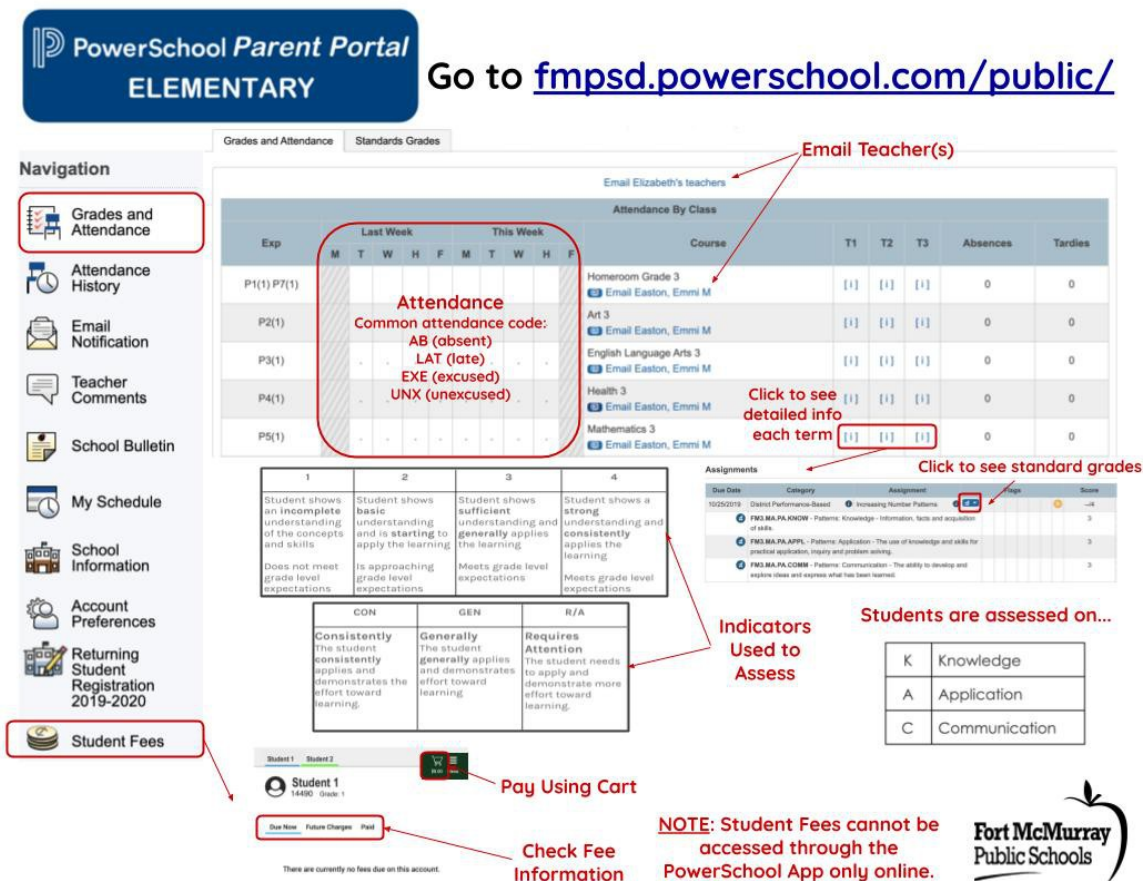
[Forgot Username or Password?](#)

[Sign In](#)

"Doing What's Best For Kids"
Fort McMurray Public School



Tips on how to navigate Parent Portal (click [HERE](#) to see larger version)



PowerSchool Parent Portal ELEMENTARY

Go to fmps.powerschool.com/public/

Navigation

- Grades and Attendance
- Attendance History
- Email Notification
- Teacher Comments
- School Bulletin
- My Schedule
- School Information
- Account Preferences
- Returning Student Registration 2019-2020
- Student Fees

Attendance

Common attendance code:
AB (absent)
LAT (late)
EXE (excused)
UNX (unexcused)

Attendance By Class

Exp	Last Week							This Week							Course	T1	T2	T3	Absences	Tardies
	M	T	W	H	F	S	S	M	T	W	H	F	S	S						
P1(1) P7(1)															Homeroom Grade 3	[1]	[1]	[1]	0	0
P2(1)															Art 3	[1]	[1]	[1]	0	0
P3(1)															English Language Arts 3	[1]	[1]	[1]	0	0
P4(1)															Health 3	[1]	[1]	[1]	0	0
P5(1)															Mathematics 3	[1]	[1]	[1]	0	0

Assignments

Due Date	Category	Assignment	Index	Score
10/29/2019	Distinct Performance-Based	Increasing Number Patterns	1	3
	FMS.MA.PA.KNOW - Patterns: Knowledge - Information, facts and acquisition of skills			3
	FMS.MA.PA.APPL - Patterns: Application - The use of knowledge and skills for practical application, inquiry and problem solving			3
	FMS.MA.PA.COMM - Patterns: Communication - The ability to develop and express ideas and arguments that have been learned			3

Indicators Used to Assess

Indicator	Description
CON	Consistently The student consistently applies and demonstrates the effort toward learning.
GEN	Generally The student generally applies and demonstrates effort toward learning.
R/A	Requires Attention The student needs to apply and demonstrate more effort toward learning.

Students are assessed on...

Indicator	Description
K	Knowledge
A	Application
C	Communication

Pay Using Card

Check Fee Information

NOTE: Student Fees cannot be accessed through the PowerSchool App only online.

Fort McMurray Public Schools

COVID-19 INFORMATION

COVID-19 ALBERTA HEALTH DAILY CHECKLIST (FOR CHILDREN UNDER 18)

Overview

This checklist applies for all children, as well as all students who attend kindergarten through Grade 12, including high school students over 18. Children should be screened every day by completing this checklist before going to school, childcare or other activities. Children may need a parent or guardian to assist them to complete this screening tool.

If your child has traveled outside Canada in the last 14 days, follow the [Government of Canada Travel, Testing, Quarantine and Borders](#) instructions, including any requirements for exempt travelers related to attending high-risk environments.

If within the last 10 days, your child has been notified by Public Health that they are a case³ of COVID-19, they are required to isolate as per Public Health instructions.

Screening Questions for Children under 18:

1.	Has your child been a household contact of a case² of COVID-19 in the last 14 days? <i>A household contact: a person who lives in the same residence as the case OR who has been in frequent, long-duration, close-range interaction with a case of COVID-19. For example, siblings, someone who slept over, or someone who provided direct physical care to the child.</i>	YES	NO
If the answer is "YES" AND they are NOT fully immunized⁴: <ul style="list-style-type: none">Child should stay home and NOT attend school, childcare and/or other activities for 14 days from the last day of exposure and monitor for symptoms. If your child has symptoms, proceed to question 2.			
If the answer is "NO" to question 1, proceed to question 2			
2.	Does the child have any new onset (or worsening) of the following core symptoms:		
	Fever Temperature of 38 degrees Celsius or higher	YES	NO
	Cough Continuous, more than usual, not related to other known causes or conditions such as asthma	YES	NO
	Shortness of breath Continuous, unable to breathe deeply, not related to other known causes or conditions such as asthma	YES	NO
	Loss of sense of smell or taste Not related to other known causes or conditions like allergies or neurological disorders	YES	NO
If the answer is "YES" to any symptom in question 2: <ul style="list-style-type: none">The child is required to isolate for 10 days from onset of symptoms as per the current CMOH Order OR receive a negative COVID-19 test and feel better before returning to activities.Use the AHS Online Assessment Tool or call Health Link 811 to arrange for testing and to receive additional information on isolation.			
If the answer is "NO" to all of the symptoms in question 2, proceed to question 3.			

³ A lab-confirmed case OR a probable case as defined in the [Alberta COVID-19 Notifiable Disease Guideline](#)

⁴ A person who has received the complete vaccine series for COVID-19 and it has been 14 days after the second dose in a two dose series