

February is Black History Month



IMPORTANT INFORMATION: STAY INFORMED!!

Mandatory Masks for Visitors:

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:

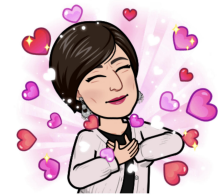
- Lunch Drop off table is in the front office. Please label your child's lunch ahead of time with the student's first and last name, class, and teacher
- Please be sure to provide your child with a **water bottle** and any **utensils they will need for their lunch**

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@fmps.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.**

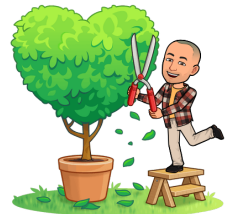
Principal's Message

Happy February DF Flyers families! There are so many amazing things happening in the coming months at École Dickinsfield, including recognizing Black History Month. We are starting this month with an exciting presentation from the SANGEA Academy as they lead classes through an African Dance workshop. Many of our teachers are reading stories and doing lessons about Black History in Canada. Be sure to ask your child about what they are learning.



As a school we are on a journey towards truth and reconciliation, working hard to show that Every Child Matters and learn the truth about Canadian history and the impacts of colonization on First Nations, Métis and Inuit people. Teachers at École Dickinsfield are doing a book study of *Five Little Indians* by Michelle Good, learning and reflecting about the impacts of Indian residential schools. On February 14th, some classes will be writing letters to our MLAs and MPs to support Have a Heart Day and equal rights and opportunities for First Nations children. Families can learn more about this by visiting www.haveaheartday.ca or by watching this [video](#) with their children.

Our School Council is busy preparing some informative parent presentations that will be shared at upcoming School Council meetings. These meetings are easily accessed by all of our parents virtually (hooray, no need to find childcare). School Councils are a means to learn more about what is happening at our school, and for parents to engage with school based decisions that impact your children.



Many of our grade two and three students have been receiving daily literacy support to address learning gaps as part of some additional funding provided by the provincial government. In January, grade 1 students underwent assessments to identify learning gaps that they might have, and will begin to receive interventions based on these assessments in March. In addition to these supports, many other students are receiving interventions for reading, mathematics and communication from a number of staff at École Dickinsfield. If you have any concerns about your child's progress, please be sure to contact their teacher. Student progress updates are done monthly through the PowerSchool Parent Portal, additionally, report cards will be coming out for Term 2 on March 18th.

Though we haven't been able to have our school wide leadership groups this year, there are plenty of leadership opportunities for students in every classroom. All of our students learn about the 7 Habits of Happy Kids, which provide them with tools to be successful and solve conflict throughout their lifetime.

Oh, and don't forget, now is the time to get started on a Science Fair Project with your child. Our Virtual Science Fair will be held on March 10th, with nine grade 4-6 projects being selected to go to the regional science fair. The science fair is open to all students.

DF Leadership Team

Erin Keca, Principal

Leannah Robertson, Vice Principal

Brad St. Denis, Vice Principal

IMPORTANT DATES:

February

February 9th
February 16th
February 18th
February 21st
February 28th - March 4th

- DFFA Virtual meeting @9:30am
- School Council Virtual meeting @6:30pm
- PLF - No School
- Family Day - No School
- Teacher's Convention - No School

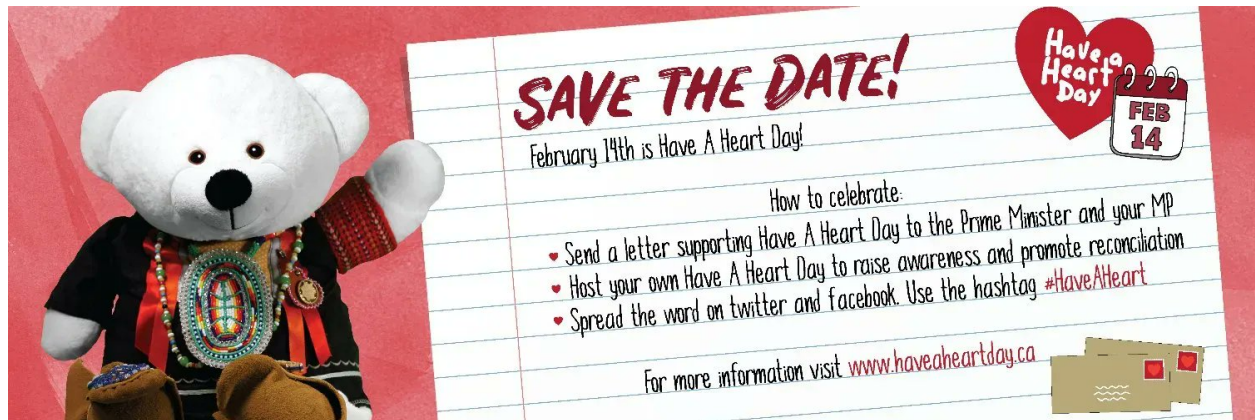
March

March 9th
March 9
March 10
March 10

March 9
March 16th
March 18

March 18th
March 23rd & 24th

- DFFA Virtual meeting @9:30am
- 6:30 - 7:30 - Virtual ECDP Open House
- DF Virtual Science Fair
- 8:30 - 3:30 - Virtual ECDP Open House
(No School for all ECDP & English Kindergarten)
- 6:30 - 7:30 - Virtual Kindergarten Open House
- School Council Virtual meeting @6:30pm
- 8:30 - 3:30 - Virtual Kindergarten Open House
(No School for all ECDP & Kindergarten)
- Term 2 Report Cards go home
- Parent Teacher Interviews (Virtual or Phone)



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

SCHOOL COUNCIL NEWS

February School Council Meeting Wednesday, February 16, 2022 at 6:30pm Online via Google Meet Please email dickinsfieldschoolcouncil@gmail.com to receive the meeting login info.

It was great to see some new and some returning faces at our last School Council meeting!

February's meeting will be similar to our last meeting, as we keep up-to-date with any changes happening within the school. Please email any questions you have for members of the administration team to School Council at dickinsfieldschoolcouncil@gmail.com ahead of the meeting to ensure your concerns can be adequately addressed. Of course, you are also welcome to bring your questions to the meeting! Please remember that we focus on the entire school community at our meetings and that individual issues cannot be addressed during our meetings.

GREEN SCHOOL

We are one of the leading environmental schools in the city, and inspire others.

GREEN SCHOOL



Healthy Food Has Less Waste

We are one of the leading green schools in the city, and inspire others.
Apples and bananas. They're such healthy snacks, and they don't have waste! It's so easy to cut up cheese, peel some carrots, add some crackers and put them in reusable containers. Healthy kids, and a healthy planet! Every little thing makes a very big difference.



Dickinsfield Flyers Fundraising Association (DFFA)

DFFA Meeting

February 9th @9:30am

Online using

Google Meet

Email dicksinfieldparents@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, learning tools, books, bussing for programs and activities within the school.

Mark your calendars for our upcoming fundraiser:

M&M Food Market week-end: April 2nd and 3rd shop at M&M Food Market in Thickwood and before you pay tell the sales associate that you would like your purchase credited to the DFFA. With nothing extra to you, a portion of your purchase will be credited back to the DFFA and supporting École Dickinsfield.

Current 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.

Like and follow us on Facebook to stay up to date on fundraising events at your child's school – Dickinsfield Flyers Fundraising Association.

If you would like to learn more about the DFFA or get involved with fundraising for your child's school check us out on facebook or you can contact dicksinfieldparents@gmail.com.

Our next virtual meeting is Wednesday February 9th at 9:30 am all parents/caregivers are invited to attend, hope to see you there.



A MOMENT FOR MENTAL HEALTH

What to Do (and Not Do) When Children Are Anxious

When children are chronically anxious, even the most well-meaning parents, not wanting a child to suffer, can actually make the youngster's anxiety worse. It happens when parents try to protect kids from their fears. Here are pointers for helping children escape the cycle of anxiety.

1. The goal isn't to eliminate anxiety, but to help a child manage it.

None of us wants to see a child unhappy, but the best way to help kids overcome anxiety isn't to try to remove stressors that trigger it. It's to help them learn to tolerate their anxiety and function as well as they can, even when they're anxious. And as a byproduct of that, the anxiety will decrease over time.

2. Don't avoid things just because they make a child anxious.

Helping children avoid the things they are afraid of will make them feel better in the short term, but it reinforces the anxiety over the long run. Let's say a child in an uncomfortable situation gets upset and starts to cry — not to be manipulative, but just because that's how they feel. If their parents whisk them out of there, or remove the thing they're afraid of, the child has learned that coping mechanism. And that cycle has the potential to repeat itself.

3. Express positive — but realistic — expectations.

You can't promise a child that their fears are unrealistic—that they won't fail a test, that they'll have fun ice skating, or that another child won't laugh at them during show & tell. But you can express confidence that they're going to be okay, that they will be able to manage it. And you can let them know that as they face those fears, the anxiety level will drop over time. This gives them confidence that your expectations are realistic, and that you're not going to ask them to do something they can't handle.

4. Respect their feelings, but don't empower them.

It's important to understand that validation doesn't always mean agreement. So if a child is terrified about going to the doctor because they're due for a shot, you don't want to belittle those fears, but you also don't want to amplify them. You want to listen and be empathetic, help them understand what they're anxious about, and encourage them to feel that they can face their fears. The message you want to send is, "I know you're scared, and that's okay, and I'm here, and I'm going to help you get through this."

5. Don't ask leading questions.

Encourage your child to talk about their feelings, but try not to ask leading questions— "Are you anxious about the big test? Are you worried about the science fair?" To avoid feeding the cycle of anxiety, just ask open-ended questions: "How are you feeling about the science fair?"

6. Don't reinforce the child's fears.

What you don't want to do is be saying, with your tone of voice or body language: "Maybe this is something that you should be afraid of." Let's say a child has had a negative experience with a dog. Next time they're around a dog, you might be anxious about how they will respond, and you might unintentionally send a message that they should, indeed, be worried.

7. Encourage the child to tolerate their anxiety.

Let your child know that you appreciate the work it takes to tolerate anxiety in order to do what they want or need to do. It's really encouraging them to engage in life and to let the anxiety take its natural curve. We call it the "habituation curve." That means that it will drop over time as he continues to have contact with the stressor. It might not drop to zero, it might not drop as quickly as you would like, but that's how we get over our fears.

8. Try to keep the anticipatory period short.

When we're afraid of something, the hardest time is really before we do it. So another rule of thumb for parents is to really try to eliminate or reduce the anticipatory period. If a child is nervous about going to a doctor's appointment, you don't want to launch into a discussion about it two hours before you go; that's likely to get your child more keyed up. So just try to shorten that period to a minimum.

9. Think things through with the child.

Sometimes it helps to talk through what would happen if a child's fear came true—how would they handle it? A child who's anxious about separating from their parents might worry about what would happen if a parent didn't come to pick them up. So we talk about that. If your mom doesn't come at the end of soccer practice, what would you do? "Well I would tell the coach my mom's not here." And what do you think the coach would do? "Well he would call my mom. Or he would wait with me." A child who's afraid that a stranger might be sent to pick them up can have a code word from their parents that anyone they sent would know. For some kids, having a plan can reduce the uncertainty in a healthy, effective way.

10. Try to model healthy ways of handling anxiety.

There are multiple ways you can help kids handle anxiety by letting them see how you cope with anxiety yourself. Kids are perceptive, and they're going to take it in if you keep complaining on the phone to a friend that you can't handle the stress or the anxiety. I'm not saying to pretend that you don't have stress and anxiety, but let kids hear or see you managing it calmly, tolerating it, feeling good about getting through it.



Readers are Leaders!

Reading and understanding what you read is a skill that everyone needs to be successful. The best way to improve understanding is to read a lot. There is nothing like a challenging book to lift you up or take you to another world. Developing a love of reading will be an asset to your student in all areas of school and will give them a jumpstart to a lifetime of reading!

Integrating the habits into a part of your family's life can be fun and exciting, using books they enjoy. Below are some suggestions of how to engage with books.

LOWER ELEMENTARY (PREK-3)

Read the book together. Ask your students questions about how the characters used the habits.

UPPER ELEMENTARY (4-6)

Your student reads the book to you. Ask questions about how the characters use the habits.

SECONDARY (7-12)

Encourage students to engage in conversations and connections to what they are reading and the habits.

Sample questions that you can ask during reading include:

- Was the main character proactive or reactive? How do you know?
- What examples of synergy (working together) did you see in this book?
- What was the conflict/problem in the book? Did the characters use a win-win attitude? Why or why not?
- What was the main character's end in mind?

Make reading a family affair!

- Set a regular time that works for everyone (even just 15 minutes) where each member of the family can engage in a fun book.
- Create a cozy, relaxing environment that encourages reading.
- Store books in a visible location at home.
- Talk to your student about what you're reading, both for work and personal life



APPLE MESSAGE



Choose like a Champion!



This month we're going to look at "Choosing like a Champion" when it comes to the drinks we enjoy. It's time to rethink your drink!

Choose like a champion, and choose water! Why not stop by the fountain every day for a free, thirst quenching sample of a super healthy drink? Water is a great choice to make when rethinking your drink!

Did you know that a large slurpee has 37 teaspoons of sugar in it? If you had a slurpee every day for the whole year you would have drank 128 pounds of sugar! That will be very hard on your teeth and make it hard for you to concentrate! Choose like a champion and go for milk or water.

Consider these 3 things when choosing a drink: 1. Quench Your Thirst · If you have been active or are very thirsty, choose a hydrating drink like water 2. Build Strong Teeth · Choose a drink low in sugar and better for your teeth, like milk or water. 3. Fuel Your Body · Choose a healthy piece of fruit for a quick and easy snack.

This month we are choosing our drinks like a champion. Here's another tip to see if your juice box is a champion's choice. If your drink has the word "punch" as in fruit punch, or "-ade" as in lemonade, or "beverage" as in fruit beverage or "cocktail" as in cranberry cocktail, they have very little fruit juice in them. They are mostly sugar, flavouring and water. Check your juice box today. A healthy juice box should say 100% juice. Don't forget to Choose like a Champion!



The Science Fair will be virtual:
Open to all grades K-6

1. Projects must be created at home. No time will be given at school to do them.
2. All entries must be submitted by March 10th using the provided Google slide template. They can use their school Google account for this.
3. Judges will be viewing their google slides. In the slide they need to have a 1 minute video presentation in addition to the other pages with information and photos.
4. The wording in the steps of the project has changed but it follows the same steps in the Scientific Process.
5. Students can create a project alone or with a partner.
6. Our school will give out 2 medals to winning Environmental Science Fair projects. Pollution, waste reduction, helping animals, energy conservation, renewable energy are some ideas.
7. Nine projects will be chosen to go on to the Regional Science Fair
8. Please contact Jennifer.Burke@fmpsds.ab.ca, Brittney.peters@fmpsds.ab.ca or Andrea.Harding@fmpsds.ab.ca if you have any questions.
9. Student information forms will be handed out this week to any student interested.



Early Childhood Development Program (ECDP)

Language Enriched Play
A Safe & Caring Environment
Improved Literacy Skills
Improved Numeracy Skills
Physical Activity
Healthy Living
FUN!



Virtual Open House



March 9, 2022 6:30-6:45 PM
Virtual Open House hosted by each school

March 9, 2022 6:50 PM-7:30 PM
March 10, 2022 8:30 AM-3:30 PM
Virtual Meet and Greet for individual families
(10 minute appointments)

Parents can choose any Fort McMurray Public School currently offering ECDP.

*Children born in 2018 are eligible to enter the program in September.

Beacon Hill Public School
Christina Gordon Public School (R)
Dave McNeilly Public School
Dr. Clark Public School
École Dickinsfield Public School (FI)
Fort McMurray Christian School

Greely Road Public School
Thickwood Heights School
Timberlea Public School
Walter & Gladys Hill Public School (R)
Westview Public School

FMPSD offers a variety of Early Learning programming including French Immersion, Christian, and Reggio Inspired.

Step 1: Register for the Open House and Meet and Greet today!

<http://fmpsds.schoolappointments.com/>

Step 2: Register for the 2022-2023 school year:

www.fmpsdschools.ca

Contact 780-799-7900

Facebook.com/fmpsds

Twitter: @FMPD @FMPDSEarlyLearn



Doing
What's
Best
For Kids



Kindergarten

Learning through play
Building independence
Problem-solving
Creativity
Making friends



Virtual Open House



March 17, 2022 6:30-6:45 PM
Virtual Open House hosted by each school

March 17, 2022 6:50 PM-7:30 PM
March 18, 2022 8:30 AM-3:30 PM
Virtual Meet and Greet for individual families
(10 minute appointments)

Parents can choose any Fort McMurray Public School offering Kindergarten.

*Children born in 2017 are eligible to enter the program in September.

Beacon Hill Public School
Christina Gordon Public School (R)
Dave McNeilly Public School
Dr. Clark Public School
École Dickinsfield Public School (FI)
Fort McMurray Christian School
Fort McMurray Islamic School

Greely Road Public School
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Doing
What's
Best
For Kids

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. International travellers who become a case of COVID-19 after arrival in Alberta should follow isolation requirements outlined by the Government of Canada.

If your child has received a message from Public Health indicating that they are a case⁴ of COVID-19 or if your child has tested positive on a rapid test, they are required to isolate as per [Public Health instructions](#). For more information on isolation requirements after a positive rapid test, refer to the [Rapid Testing at Home website](#).

Screening Questions for Children under 18:

1.	Has your child been a household contact of a case ⁴ 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, someone who slept over, attended a birthday party or someone who was a play date with a case.</i>	YES	NO
<p>If child answered "YES" AND they are NOT fully immunized⁵:</p> <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 <p>If child answered "YES" and they are fully immunized⁵ proceed to question 2: If child answered "NO" to question 1, proceed to question 2</p>			
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
<p>If the child answered "YES" to any symptom in question 2:</p> <ul style="list-style-type: none"> If the child is fully immunized⁵ they are required to isolate for 5 days from onset of symptoms or until symptoms resolve³ whichever is longer. They must wear a mask for up to 5 days after their isolation period if you are outside of the home in a public place or otherwise in the company of other persons out of your household (no exceptions permitted) OR If they are NOT fully immunized⁵, they must isolate for 10 days from the onset of symptoms or until they resolve³ whichever is longer OR Until symptoms resolve³ if they receive a negative PCR COVID-19 test OR Until symptoms resolve³ if they receive two negative rapid antigen tests, with at least 24 hours between tests 			

³ Symptoms resolved means symptoms have improved and with no fever for 24 hours without the use of fever reducing medication

⁴ A lab-confirmed case OR a probable case as defined in the [Alberta COVID-19 Notifiable Disease Guideline](#)

⁵ A child 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