



101 Mink Creek Road
Whitecourt, AB T7S1S2
780-778-3898
www.percybaxter.ca



ROCK STARS REVIEW

ADMINISTRATOR'S MESSAGE – Mrs. Rawluk, Assistant Principal

The month of February was one of the coldest months in recent history and our students and staff could not be more excited to welcome the warmer temperatures! The first day of Spring is quickly approaching and with the warmer weather, we would like to remind parents to ensure your child wears proper footwear to school.

Percy Baxter teachers virtually attended the North Central Teachers' Convention in February. Teachers attended many excellent sessions and will continue to grow as professionals, through these professional learning experiences.

Thank you to all parents who participated in our second round of Parent-Teacher Interviews on February 24th and 25th. For those parents who were unable to schedule an appointment and would like more information regarding their child's progress, please feel free to contact your child's homeroom teacher as well as check online in our PowerSchool Portal for classroom citizenship as well as academic progress.

On February 24th Percy Baxter Students and Staff participated in PINK SHIRT DAY, in support of anti-bullying. The theme for this year was "Be Kind, Always". Staff were disappointed they were unable to serve pancakes at our annual pink pancake breakfast due to current COVID-19 restrictions, but remind students of the importance of this anti-bullying message.

Upcoming Dates:

March 17th - St. Patrick's Day

March 20th - First Day of Spring

March 29th - April 6th - Spring Break

April 7th - First Day back after Spring Break



Northern Gateway
Public Schools



Wanting to stay connected to Percy Baxter school? Look for updates and school news via the PBS Facebook page!

ATTEND TODAY, ACHIEVE TOMORROW



Every Day Counts

If your child misses...	That equals...	Which is...	And over 13 years of schooling that is...
1 day every 2 weeks	20 days per year	4 weeks per year	Nearly 1 ½ years
1 day per week	40 days per year	8 weeks per year	Over 2 ½ years
2 days per week	80 days per year	16 weeks per year	Over 5 years
3 days per week	120 days per year	24 weeks per year	Nearly 8 years

How about 10 minutes late a day? Surely, that won't affect my child?

He/She is only missing...	That equals...	Which is...	And over 13 years of schooling that is...
10 minutes per day	50 minutes per week	Nearly 1 ½ weeks per year	Nearly ½ a year
20 minutes per day	1 hr 40 min per week	Over 2 ½ weeks per year	Nearly 1 year
30 minutes per day	Half a day per week	4 weeks per year	Nearly 1 ½ years
1 hour per day	1 day per week	8 weeks per year	Over 2 ½ years

If you want your child to be successful at school then YES, attendance does matter!

IN THE SPOTLIGHT.....

STUDENTS OF THE MONTH

LACEY SKIFFINGTON

G
R
A
D
E

6



JADYN MOORE

G
R
A
D
E

7



MACKENZIE CHARTRAND

G
R
A
D
E

8





PLANNING FOR STUDENT SUCCESS – YOUR VOICE MATTERS!

Northern Gateway Public Schools seeks your input as we plan for the 2021-22 school year and beyond. Your feedback as students, parents, staff and leaders is an important part of our education planning process.

WATCH YOUR INBOX! We are using a tool called ThoughtExchange to gather your input. You will receive an email in which you will be asked to answer two open-ended questions with as many responses as you like. Then, you will move on to the next step, which is Star. In Star, you will see your thoughts and the thoughts of others and assign stars to each thought (from 1-5) depending on how strongly you agree or disagree with the idea.

ThoughtExchange ensures your anonymity, keeping confidential who shared each thought and who assigned what ratings. You can rate as many thoughts as you would like, and come back often to rate new ideas.

We're listening! We will review all of the collected thoughts to understand what is important to you in improving student learning. Thank you for taking the time to share your voice! The Exchange will remain open until March 10 at midnight.

WE LOOK FORWARD TO HEARING FROM YOU!



Northern Gateway
Public Schools

COVID-19 INFORMATION – HOW LONG TO STAY HOME FROM SCHOOL

This summary, based on the October 2020 Government of Alberta update, [COVID-19 Symptoms – Student illness](#), provides further clarity to parents about the 'isolation' period or 'stay home' period if a child has presenting symptoms.

It is still expected that parents complete [Alberta Health's Daily Checklist](#), each day, before sending you child to school.

If a student has these symptoms:

- Fever (temperature of 38°C or higher)
- Cough (continuous, more than usual, not related to other known causes or conditions such as asthma)
- Shortness of breath
- Loss of sense of smell or taste (not related to other known causes or conditions)

What to do:

- The child is to isolate for 10 days from the start of symptoms.
- Use the AHS Online Assessment Tool or call Health Link 811 to arrange for testing and to receive additional information on isolation.

Your child may return to school:

- Once the 10-day [isolation](#) is complete and symptoms have resolved
- OR**
- When your child has received a negative COVID-19 test result, has no known exposure to the virus, and symptoms have resolved.

Other symptoms:

- Chills
- Sore throat/painful swallowing
- Runny nose/congestion
- Feeling unwell/fatigued
- Nausea, vomiting and/or diarrhea
- Unexplained loss of appetite
- Muscle/joint aches
- Headache
- Conjunctivitis (pink eye)

One of these other symptoms:

- Keep your child at home and monitor for 24 hours.
- If the symptom improves after 24 hours, your child can return to school and activities when they feel well enough to go. Testing is not necessary.
- If the symptom does not improve or worsens after 24 hours (or if additional symptoms emerge), use the [AHS Online Assessment Tool](#) or call Health Link 811 to check if testing is recommended.

Two or more of these other symptoms:

- Keep your child home.
- Use the [AHS Online Assessment Tool](#) or call Health Link 811 to determine if testing is recommended.
- Your child can return to school and activities once their symptoms go away as long as it has been at least 24 hours since their symptoms started.



Northern Gateway
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.

Screening Questions for Children under 18:

1.	Has the child traveled outside Canada in the last 14 days?	YES	NO
If the child answered "YES": <ul style="list-style-type: none">The child is required to quarantine for 14 days from the last day of exposure.If the child develops any symptoms, use the AHS Online Assessment Tool or call Health Link 811 to determine if testing is recommended. If the child answered "NO", proceed to question 2.			
2.	Has the child had close contact with a case ¹ of COVID-19 in the last 14 days? Face-to-face contact within 2 metres for 15 minutes or longer or direct physical contact such as hugging	YES	NO
If the child answered "YES": <ul style="list-style-type: none">The child is required to quarantine for 14 days from the last day of exposure. <i>NOTE: Individuals who previously tested positive for COVID-19 in the 90 days before being exposed to another case of COVID-19 are not required to quarantine.</i> If the child answered "NO", proceed to question 3.			
3.	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, out of breath, 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 child answered "YES" to any symptom in question 3: <ul style="list-style-type: none">The child is to isolate for 10 days from onset of symptoms OR receive a negative COVID-19 test and feel better before returning to activitiesUse the AHS Online Assessment Tool or call Health Link 811 to arrange for testing and to receive additional information on isolation. If the child answered "NO" to all of the symptoms in question 3, proceed to question 4.			

4.	Does the child have any new onset (or worsening) of the following other symptoms:		
	Chills Without fever, not related to being outside in cold weather	YES	NO
	Sore throat/painful swallowing Not related to other known causes/conditions, such as seasonal allergies or reflux	YES	NO
	Runny nose/congestion Not related to other known causes/conditions, such as seasonal allergies or being outside in cold weather	YES	NO
	Feeling unwell/fatigued Lack of energy, poor feeding in infants, not related to other known causes or conditions, such as depression, insomnia, thyroid dysfunction or sudden injury	YES	NO
	Nausea, vomiting and/or diarrhea Not related to other known causes or conditions, such as anxiety, medication or irritable bowel syndrome	YES	NO
	Unexplained loss of appetite Not related to other known causes or conditions, such as anxiety or medication	YES	NO
	Muscle/joint aches Not related to other known causes or conditions, such as arthritis or injury	YES	NO
	Headache Not related to other known causes or conditions, such as tension-type headaches or chronic migraines	YES	NO
	Conjunctivitis (commonly known as pink eye)	YES	NO

If the child answered "YES" to ONE symptom in question 4:

- Keep your child home and monitor for 24 hours.
- If their symptom is **improving** after 24 hours, they can return to school and activities when they feel well enough to go. Testing is not necessary.
- If the symptom **does not improve or worsens** after 24 hours (or if additional symptoms emerge), use the [AHS Online Assessment Tool](#) or call Health Link 811 to check if testing is recommended.

If the child answered "YES" to TWO OR MORE symptoms in question 4:

- Keep your child home.
- Use the [AHS Online Assessment Tool](#) or call Health Link 811 to determine if testing is recommended.
- Your child can return to school and activities once their symptoms go away as long as it has been at least 24 hours since their symptoms started.

If the child answered "NO" to all questions:

- Your child may attend school, childcare and/or other activities.

Please note: If your child is experiencing any symptoms from the lists above, do not bring them to visit a continuing care or acute care facility for 10 days from when symptoms started or until symptoms resolve (whichever is longer), unless they receive a negative COVID-19 test result and feel better.

Library News

March Madness



16 Books Enter



1 Book Leaves
Victorious



Which One Will Win?
You Decide!



VS



VS



VS



VS



VS



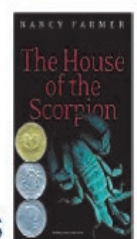
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SPRING BREAK



Percy Baxter Mental Health Newsletter | February 2021

Emotional Regulation

Hello again from the mental health team here at Percy Baxter Middle School. We hope you are staying warm in the chilly weather! This month we wanted to focus the newsletter on emotional regulation. What is emotional regulation? Emotional regulation is the way we are able influence the emotions we have, when we have them and how we express them. This is an important process as a higher degree of control over our emotions can lead to lower levels of anxiety and depression.



Emotional regulation is all about learning to pause between feelings and reactions. Learning self-regulation involves slowing down and objectively evaluating a subject before acting. This means that a student who fights and yells at his friends over small issues likely has less emotional control than a student who talks to their teacher about the problems they are having.



One of the most important factors in self-regulating our emotions is self-awareness! Noticing how you are feeling and being able to name the specific emotions you are experiencing allows you to understand how it is influencing current thinking.

Once aware of how you are feeling and how these emotions are contributing to the way you are thinking it is important to take note of how your body is feeling and how the external world is contributing to how you feel. This is mindfulness awareness.



Our feelings are not there to be cast out or conquered. They're there to be engaged and expressed with imagination and intelligence. -T.K. Coleman

The next step is to see if you can identify if the thoughts that you are currently having are accurate or if they are being distorted by how you are feeling. There are some common thought distortions that can be read about in the link provided below. If you recognize that you are not being entirely accurate with your way of thinking then the next step is to re-appraise the situation with a more accurate thought.

In doing this we are increasing our mental flexibility and adaptability which us face the challenges we have in life.

Another factor that contributes to strong emotional regulation is self-compassion! Reminding ourselves of our talents, skills, and other positive qualities makes it easier for us to be flexible and adaptable.

To encourage the learning of emotional regulation it is important to model this behaviour for children and teens. If they are able to see parents/guardians/teachers and other adults in their life practicing these skills they will be more well-equipped to handle stressful situations themselves.

Encourage students to take their time and not react immediately in situations that they find stressful. This allows them the chance to think through their actions as well as calm their initial emotional response.



Help students make the connection between actions and consequences. Helping a student learn how their actions influence the outcomes they see encourages them to think through their responses in difficult situations.

Helping students learn how to identify their emotions and developing their emotional vocabulary helps students express themselves in a productive manner and reduces a lot of frustration they might be experiencing at not having the words to express how they are feeling.

Helpful Resources :



Emotional Regulation Activities for kids : <https://www.voremlkids.com/news/emotional-regulation-activities-for-kids>

15 Common Cognitive Distortions : <https://psychcentral.com/lib/15-common-cognitive-distortions#The-Most-Common-Cognitive-Distortions>