

MINUTES

Paul Kane School Council

October 8, 2020 / Meeting called to order at 19:00

- In Attendance

Paul Shamchuk, Michelle Neraasen, Erin Steele, Beth Elliott, Mohammed Abu-Sharkh, Cathleen Clarke, Deb Vollrath, Marwa Elmorshedy, Marcie Gray, Saeed Ahmad, Susan Komlenic, Heather Jeffrey, Julie Mann-Johnson, Elaine Wong, Judy Krajnak, Carol Poulin, Shima Zonneveld, Sherry Wallace, Dalia Saeed, Sherif Refaat,

- Approval of previous month's minutes

September 2020 Minutes: Elaine Wong approved minutes and Deb Vollrath seconded

- Business

Principal Report – Erin Steele

1. Awards Night – will be released on November 19, interactive website for award winners.
2. Parent Teacher Interviews were virtual or by phone this quarter. They went very well. The next one is on Dec 9th.
3. Exam break backs onto the fall break, this happened after district calendar was set. There are tutorial sessions set up for students. This is a longer break but won't happen again in Quarter 2. The school website has all diploma exams listed.
4. Buses are running for Diplomas but not on the 9th and 10th.
5. Every Wednesday, there is 90 minutes of extra help for the students.
6. Student Services has psychologist comes in every Friday, there is an addictions counsellor here on Wednesday for the students.
7. Covid response, the students have been very good in school with mask use. There will be an expanded place for lunch with the cold weather coming.
8. Online High School is not a parallel high school, it is now a separate entity. This is now a PK and Bellerose student combination. There are fewer choices available at the online school. Contact District Office with questions.
9. Virtual Open House, this will be shared to grade 12 students via student services very soon.
10. DELF exam will occur, students will be notified. It is being run out of District Office.
11. New School Update – construction is ongoing and right now, it is on track.
12. There is an outbreak in our district of Covid 19, there are 4 cases at that school.

Clubs/Activities/Sports/AP Program – Paul Shamchuk

1. No sports right now due to Covid-19. This will be looked at again in November.
2. Activities – extra curriculars are cancelled for the most part. A small Student Union and SAGA are the only 2 clubs that function, it is done online.
3. Clothing – online orders are open until Sunday at 11:59PM Get your orders in!

4. AP Program – they want in person exams in May but virtual exams will be the backup. There is extra support online for the students with extra questions, prompts, instructional videos etc.

Trustee Report – Sheri Wright, Trustee Wright was unable to join us.

Other Business:

Parent Advocacy - ASCA Survey on “School Re-entry and Re-entry Planning”

Deb reviewed the attached survey from ASCA and collected our school council responses.



ASCA School
Council Engagemen

Next Meeting: **November 19, 2020 19:00 PM**

Meeting adjourned at 21:06

Notes on Coping with Anxiety with Shawn Reynolds

Written by Michelle Neraasen

Family dynamics – relationships between family members.

effects stress levels and responses of individual members

Items that impacts family members - there are many

Parent’s relationship;

Parenting styles - the same or opposed;

Number of children (increased number means increased # of relationships)

Level and type of influence from extended family or others

Chronic sickness or disability within the family;

Values, beliefs, culture and ethnicity

<https://www.strongbonds.jss.org.au/workers/families/dynamics.html>

Family Dynamics:

In a family, members have a relationship with each other. These are known as interrelationships.

A family with 2 parents and 2 children will have 12 interrelationships. Any one of which can cause an impact on all the others.

Remember pets also play a role in family dynamics.

Family dynamics can also be impacted by events and relationships outside of the home.

Family dynamics are especially important during COVID as family members spend more time together.

Stressors with COVID – once again this list is just a sample

How do your perceptions (of risk, of behaviours, etc.) compare with those of others in the community?

How do your perceptions compare with those of the other members of your household and/or family?

Personal and family health and safety

Feeling others are over or under reacting to the situation at hand

Financial burdens on families

A lot of time in close proximity to your family (alone time is important)

Employment – loss of, overworked, constant working, micromanaging superiors

Uncertainty as to how long COVID and/or COVID measures will last

Stress related to school is compounded by the impacts of COVID

Less social interactions

Remember: As our stress levels increase it affects how we respond to **all** of life's stressors. Be aware of your own mental health as well as that of your family.

Anxiety:

Experience this in our mind (pervasive thoughts; feeling "stuck"; inability to focus; irritability; etc.) as well as in our bodies (increased or racing heart rate; increased blood pressure; tension; unsettled gut; etc.)

May notice the physical signs before the mental signs.

Others notice irritability, sadness, difficulty solving problems, withdrawal. Although they notice these things it may not be obvious to them that the person is anxious.

Anxiety is a spectrum. We develop strategies to cope anxiety in our lives. There are strategies that help us cope with both the physical and the mental signs of anxiety.

If you have tried multiple strategies and none have worked; if 1 member of your family is in regular distress; if there is self-harm; if anxiety begins to impact your daily life (ie. not being able to get out of bed), then it is **time to seek professional help**.

Some stressors for our children related to School:

Abrupt and strange end to in person classes last year;
Out of school routine for 6months (loss of predictability and control);
Worried about the content that is not able to be taught due to time and technological restrictions;
Most kids, especially in Jr High, already have mixed feelings about going to school;
Students have their own anxiety about COVID (varies across the entire spectrum);
Standing out and being judged because of mask wearing preference;
Blamed for illness;
Making-up schoolwork/ catching-up on school work / missing tests/assignments/exams as a result of being away due to isolation requirements;
Social connections and friend groups

Speak to your children about:

What they are looking forward to compared to what they are not looking forward to about returning to school.

What the positives of returning to school compared to the negatives of returning to school.

Making a decision about returning to school or other activities:

Look at: Your perception of the risk and willingness to assume that risk;
Confidence in the school's or association's efforts to address the risk;
Personal risk in relation to immunocompromised individuals;
Child's ability to learn independently;
Child's ability to engage with others at a healthy level when outside of school;
Child's preferences

This is a parent decision. If your child does not like the decision you make it does not mean that you are a bad parent.

Helping your child cope: keep it age appropriate

1. Emphasise Predictability:

Things may not be the same, but you can discuss how things may look, how things have changed, and play out scenarios.
Speaking about how things were pre-pandemic may help your child as society goes back to a more normal state.

2. Promote Resiliency:

Speak about times when they have had to endure something negative. If the outcome was not as bad as expected or positive emphasise how they overcame the stressor (help them find the silver lining in the storm cloud).

Speak about what your child does to help them feel better when they are upset. Think up ways to use these strategies in class or in everyday interactions.
Speak about failures in a way that makes them seem less catastrophic.
Encourage speaking to others when your child is having a hard time.
Speak to them about how their actions can impact their life.

3. Practice Healthy Habits:

Physical activity (these can become family events);
Balance (including your “down- time” with your productive time);
Understanding emotions;
Healthy strategies that help one feel better – exercise, social connection, mindfulness, relaxation, meditation, spiritual growth, self-reflection, positive self-talk, etc

Helping your family cope:

1. Adjust your expectations:

Keep them reasonable. When we are stressed, we are not perfect.
This is not giving up or giving in, but rather modifying or postponing.

2. Model healthy choices:

Show your children.
Family activities that are fun and traditions can play a big role.

3. Be understanding and kind to each other:

Be quick to forgive, slow to speak and slow to anger.
Show grace on mistakes.
Be calm in conflicts (reflect and empathise).

DATES TO REMEMBER

OCTOBER 2020

- 07 Staff Meeting
- 08 *Parent Communication Emailed*
- 08 School Council Meeting
- 12 Thanksgiving Day
- 13 PD Day (site based)
- 15-17 UofA – Virtual Open House
- 16 Photo Retakes

- 21 Staff PLC Meeting
- 28 Exams – FLA 30-1: Part A – a.m.
- 29 Last day of classes for Quarter 1
- 30 Exams – FLA 30-1: Part B – a.m.

NOVEMBER 2020

- 02 Exams – ELA 30-1/30-2 Part A – a.m.
- 03 Exams – Social 30-1/30-2 Part A – a.m.
- 04 Staff Meeting
- 04 Exams – ELA 30-1/30-2 Part B – a.m.
- 05 Exams – Social 30-1/30-2 Part B – a.m.
- 06 Exams – Math 30-1/30-2 Diploma – a.m.
- 06 Exams – Chemistry 30 Diploma – p.m.
- 09 Exams – Physics 30 Diploma – a.m.
- 09 Exams – Biology 30 Diploma – p.m.
- 09 No School
- 10 Exams – Science 30 Diploma – a.m.
- 10 No School – lieu day for PST Conferences
- 11 Remembrance Day – No School
- 12 First day of classes for Quarter 2
- 18 Staff PLC Meeting
- 19 School Council Meeting
- 26 **Parent Communication Emailed**