

**ATTENDANCE**

Naomi Shumka

Tammy Hangs

Jessica Eren

Judi Hunter

Brendan Trina

Alanna Berger

Laurie Gulley via Zoom

**AGENDA**

**A. Welcome**

**Tina Andiel Carlson / Naomi Shumka**

Naomi Shumka welcomed everyone.

**B. Approval of Agenda**

*Naomi Shumka makes the motion to approve the agenda. Seconded by Alanna Berger. Motion carried.*

**C. Approval of Oct 2019 Meeting Minutes**

*Naomi Shumka makes the motion to approve the October meeting minutes. Seconded by Jessica Eren. Motion carried.*

**D. School Trustee Report**

**Judi Hunter**

There will be substantive work in the coming weeks/months to address the provincial budget reductions. This will involve assessing school capacities and likely introducing transportation fees. There will also be considerations as to leveraging the reserve funds where possible but this will not make up the required difference in funding. It is not expected that fees will be introduced mid-year, but parents should expect fees to be introduced next year. The school board is also assessing who should pay for health workers required to support students and whether this is an education or health budget expenses. Judi recommends that parents write a letter of concern around the significant budget reductions to the Board and copy her.

Dr. Lynn Miller presented at Springbank High School, September 23, 2019. Her presentation was most interesting. She provided the bibliography which is attached at the end of this report. Reprinted with permission. Dr. Miller recommended [www.anxietycanada.com](http://www.anxietycanada.com) as a website offering information and strategies for family. The website is an excellent resource.

At the October 3 meeting, the Board received a presentation from the Numeracy Team. Numeracy improvement was one of the strategic goals of the Board. The lead teachers, Shauna Pascoe, and Stacy Connolly, shared their framework for working with teachers and administration. The team has offered many professional development activities to teachers and has worked with a lead teacher and administration of most school to advance the numeracy goals of the division. The focus of their work is intentional learning with a focus on fluency, reasoning and problem-solving and is grounded in research and solid pedagogy. As part of their work they also have developed a section on the RVS website called "Making Numeracy Visible"

The Numeracy work that the Team has embarked on has the potential to improve math instruction and math achievement. For more information you can visit the Rockyview website [www.rockyview.ab.ca](http://www.rockyview.ab.ca) and view the literacy/numeracy framework.

Judi attended an inclusive playground presentation. It was excellent. What was really interesting was the statistics around demographic shifts. By 20 there will be more people over the age of 65 than there are children under 15. Over 15% of general population has some handicap. Spending by this subset of the population is estimated to be 17.3 billion to 34.63 billion per year. Many cities are developing business strategies around disability destination travel. Also interesting was the number of grandparents who are raising their grandchildren due to the opioid crisis in the United States.

The framework around which the playgrounds were created is called universal design. It looks at the interaction between social structures, economic considerations and environmental sustainability. It is a process that enables a diverse population by improving human performance, health, wellness, and social participation. I have attached a number of videos showing accessible playgrounds at the end of this report.

Rockyview is going cashless. Parents can set up a wallet where they can deposit funds. The wallet can then be used to purchase services or products. More information on the website.

**Recommended readings regarding children and youth with anxiety concerns:**

Chansky, Tamar E. (2004). *Freeing Your Child from Anxiety: Powerful, Practical Solutions to Overcome Your Child's Fears, Worries, and Phobias*. New York, NY: Broadway. *How to talk with your child about anxiety.*

Dacey, J. (2000). Your Anxious Child: How Parents and Teachers Can Relieve Anxiety in Children. (Brief but practical)

Foa, Edna B. and Linda W. Andrews. (2006). *If Your Adolescent Has an Anxiety Disorder: An Essential Resource for Parents*. New York, NY: Oxford University Press. *Clinical and practical advice for parents to help their teen with anxiety.*

Kearney, C. A. & Albano, A. (2009). When Children Refuse School: A cognitive-behavioral therapy approach. Parent Workbook. Oxford University Press, USA.

Last, Cynthia G. (2006). *Help for Worried Kids: How Your Child Can Conquer Anxiety and Fear*. New York, NY: The Guilford Press.

Lyons, L., & Wilson, R. (2013). *Anxious Kids, Anxious Parents: 7 Ways to Stop the*

Worry Cycle and Raise Courageous and Independent Children

Manassis, K. (2008). Keys to parenting your anxious child. NY: Barrons Education Series. *Very practical overview of anxiety concerns.*

Rapee, R., Wignall, A., Spence, S.H., Cobham, V. & Lyneham, H. (2016). *Helping Your Anxious Child: A Step-By-Step Guide for Parents*. San Francisco: New Harbinger. Available at [Amazon](#).

Sorenson, E. S. (1993). Children's Stress and Coping: A Family Perspective *Provides a perspective on how children deal with stress and how parents and clinicians can teach them effective coping strategies.*

Spence, Sue, et al. (2000). *Helping Your Anxious Child: A Step-by-Step Guide for Parents*. Oakland, CA: New Harbinger Publications, Inc. *Good chapter on teaching relaxation skills.*

Dzung X. Vo *The Mindful Teen*.

Recommended websites for parents of children with anxiety concerns:

[www.anxietybc.com](http://www.anxietybc.com)

Run and operated by the AnxietyBC, a nonprofit organization whose mission is to increase awareness and promote education of anxiety disorders, increase access to evidence-based treatment, and to encourage and develop new treatments and delivery. Has a click and print self-test for anxiety disorders for adults. Video clips with “child experts” explain the different subtypes of anxiety disorders, with tips for parents.

[www.adaa.org](http://www.adaa.org)

Run and operated by the Anxiety Disorders Association of America. Has a very good page on literature for children, adolescents, parents, and professionals. Has a click and print test for adolescents for anxiety disorders.

[www.childanxiety.net](http://www.childanxiety.net)

A nonprofit educational website.

How to order FRIENDS materials:

1. As part of the province-wide MCFD sponsored FRIENDS Program, BC school teachers and educators teaching grade k/1, 4/5 & 7 students can order FRIENDS materials at no cost after completion of the required FRIENDS 1-day training.

For more information got to the FRIENDS website at:  
[www.mcf.gov.bc.ca/mental\\_health/friends.htm](http://www.mcf.gov.bc.ca/mental_health/friends.htm)

2. For those wishing to use the FRIENDS program for other purposes outside of the school system, FRIENDS materials can be purchased directly via:

Crown Publications  
Queen's Printer for British Columbia Phone:  
250-387-6409  
Toll Free: 1-800-663-6105  
Website: [www.publications.gov.bc.ca](http://www.publications.gov.bc.ca) Email:  
[crownpub@gov.bc.ca](mailto:crownpub@gov.bc.ca)

What is Anxiety?

*Anxiety means feeling worried and nervous. It is a normal human reaction to stressful situations or even new situations. Anxiety is both psychological and physical.*

*Psychological symptoms* include worried thoughts, being unable to concentrate, being irritable, thinking the worst, and feeling afraid.

*Physical symptoms* of anxiety include racing heart, fast breathing, stomach aches or "butterflies", headache, muscle tension, and constantly feeling tired and "on edge".

Isn't Anxiety Normal?

*Anxiety is a normal built-in human reaction to signal that you need to be ready for action or that there is some danger. Anxiety is a signal that often helps us to pay attention, to be careful, or to recognize that there is a problem to be solved. Anxiety plays a role in the development of the conscience as children are growing up; they learn that disobeying rules makes them anxious which doesn't feel good.*

*It is normal to become anxious when big changes are happening: a new school, a move, changes in the family structure (new baby, new marriage, etc.), or when upsetting things happen – loss of a friend, when parents are fighting. Children also tend to worry about certain things at different ages.*

*Preschoolers worry about the dark or being separated from their parents. Older children worry about whether they will be accepted by friends or on a team, or about tests. Teens worry about friends, their future, their health and so on.*

When is Anxiety a Problem?

*Anxiety is a problem if it occurs too much of the time, or is interfering with daily life.*

Anxiety in Young People:

*Children can have all the anxiety disorders that adults suffer. At least 5 per hundred children will have a significant anxiety problem such as Panic Disorder, Generalized Anxiety, Obsessive Compulsive or Posttraumatic Stress Disorder. Even more will have Social Phobia, or other phobias or fears.*

*The challenge with childhood anxiety is that it is often not recognized. While some children may be obviously upset and worried, others will have different reactions, becoming angry, uncooperative and even aggressive.*

Common symptoms of anxiety in children:

- Worries
- Tearfulness
- Clinging
- Avoidance or Withdrawal
- Separation fears
- Sleep problems
- Physical complaints
- Constant fatigue

Other symptoms of anxiety in children:

- Anger, Tantrums
- Irritability
- Oppositional attitude
- Inflexibility
- Aggression
- Inattentiveness
- Fidgety or hyperactive
- Refusal to go to school
- Excessive resistance to doing work

What Causes Anxiety?

- Inborn, inherited tendency
- Shy or cautious temperament
- Unpredictable lifestyle
- Stressful experiences
- Learning from anxious parents
- Habit patterns of avoidance

The tendency to anxiety is inherited, and made worse by stressful experiences. Anxiety

is Contagious in Families:

*Anxious children affect the rest of the family. Often the anxious child is demanding, difficult to please, won't go to sleep in her own bed at night, and disrupts daily routines with refusal to cooperate or emotional outbursts.*

*Parents may disagree about handling this, and feel unsure about whether to be more firm, or to give in. The end result is frustrated, tired parents who feel they are “walking on eggshells” around the anxious child. Often the parents are already anxious people. Anxiety is contagious within families, and it seems that everyone ends up its prisoner.*

Anxiety and Perfectionism:

*Many anxious children are “perfectionistic”. They want to do things perfectly right away – or else they may refuse to do them at all. Sometimes perfectionistic children are quite paralyzed by this. They don’t feel like they can start anything because they won’t do it well enough anyway. They finally start, and a little thing goes wrong, and they have a catastrophic reaction.*

*Generally, they end putting everything off or “procrastinating”. Homework piles up, chores are not done, the room is a mess, and they certainly don’t look like most people’s idea of a perfectionist. They may refuse to try new things.*

*They won’t ride a bike, won’t go to the new preschool, and often won’t do written schoolwork. This is even worse if they also have a minor problem with coordination so their work doesn’t look neat.*

*The suggestions that follow for managing anxiety really work for these kids. An excellent book is called Perfectionism: What’s So Bad About Being Too Good by Adderholdt-Williams.*

### Helping Anxious Children

In most cases, the tendency to be anxious stays with a person throughout their life. So, we need to help anxious children develop coping skills to manage their own anxiety eventually. This starts with parents helping them. Older children and teens can do some of this for themselves!

1. Assessment: Have a child’s general health checked by the doctor. Untreated allergies, anemia, ear infections or other problems make it harder for anxious children to cope. The doctor can also check out whether panic attacks or obsessive-compulsive disorder, which need very specific treatment, are present. For some kinds of anxiety, medicine may be suggested, but in most cases treatment includes learning new coping skills.

2. Look after the basics: No one copes well when they are tired or hungry. Anxious children often forget to eat, don’t feel hungry, and don’t get enough sleep. Establish bedtime routine (see below), and offer frequent, nutritious snacks. Anxious children rarely eat a large full meal. They are better to “graze” as long as the snacks cover the basic food groups in a day.

3. Establish routines: Routines reduce anxiety. But anxiety tends to disrupt routines. So, you need to work hard to build regular patterns so life is more predictable. Have the child

help plan the routine. Making an attractive schedule for the fridge gives a sense of control and order. This is not the kind of child who copes well with a disorganized, “spontaneous” family style. Help the child adjust to changes by gradually introducing them and preparing them in advance.

4. Bedtime routines are especially important. Start at least an hour before the planned bedtime, build in a story, a chat time, some warm milk or snack. A warm bath ahead of time may help. The ritual helps the child gradually relax. It is important that parents not get into the habit of sleeping with the child or having them fall asleep in the parents’ bed as this becomes a habit, which is hard to break. Settle them with some quiet music or a story tape, and check in briefly at planned intervals (5 min. for young child, 10-15 min. with older) so they don’t need to worry about where people are. A good routine can take several weeks to establish, but everyone will feel better once it is in place.

5. Plan time for homework and projects: This needs to be a regular part of the schedule, as anxious children tend to procrastinate. Because anxious children become overwhelmed, breaking the job up into small chunks, setting a specific time to work, and rewarding yourself for each bit done are tools they need to learn. Often the hardest part is getting started, so knowing that the TV program is on afterwards, or having computer time to look forward to can help to start.

6. Firm, consistent parenting: Anxious children feel calmer when life is predictable, when they know what is expected of them, and what the consequences will be. Setting limits is a challenge for parents, however, when the child becomes so upset. With practice, everyone can feel more secure, and children are relieved to have adults in charge.

7. Tools to relax: Teach the child a way of relaxing by mental imagery, progressive muscular relaxation, described in the booklets, “Taming the Worry Dragon”. To order phone (604)875-3549.

8. Tools to cope with worrying: Some simple ways of “locking up” worries in an imaginary box, or setting a scheduled “worry” time are some tools to control the amount of energy worry takes up. Other ideas are to mentally “pull the plug” on the worry, “take out the worry disk so it’s not using up all the RAM”, “caging the worry dragon”, or whatever image suits a child’s interests. Fortunately, most anxious children have a talent for “creative worrying” which can be harnessed for creative problem-solving instead.

9. Taking risks: Anxious children need to try some experiments like making phone calls, talking to a new friend, and encouraging themselves through positive “self-talk” instead of imagining the worst. Parents can model these tools by using them too.

10. Physical exercise: This is helpful not only in relieving stress, but also in triggering a physical “relaxation response”. Anxious children often feel “tired all the time” because they are always exhausting themselves with worry, so they don’t feel like exercising. But exercise will improve energy and reduce worry. Try to find something fun to do together rather than making this a chore.

Does Anxiety Go Away?

Anxiety can get better or be better controlled, but the tendency stays with people. If it is



not managed, other problems like depression can occur. That's why it is so important to develop tools to master it. The good news is that anxious children can become very skilled and confident at managing their anxiety, and this is an achievement which helps them cope with future life challenges with extra skill.

For more information: Anxiety Disorders Association of British Columbia (604) 681-3400  
website: [www.anxietybc.com](http://www.anxietybc.com)

## **ACCESSIBLE PLAYGROUND VIDEOS**

Bremerton Beyond Inclusive Playground

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

We-go-round video

<https://www.youtube.com/watch?v=bU4CQWpC8jc>

Parkersburg West Virginia Splash pad video

<https://www.youtube.com/watch?v=BMWgUCy-6pk>

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## **E. Council Reports**

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### **1. Principal's Report**

**Brendan Trinca**

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The year continues to go well. The student led conferences were completed successfully and the conferences provided an opportunity to orient parents on the parent portal (PowerSchool) including the information which can be accessed there. The extent of information in the parent portal is dependent on the teacher.

There was a House Team assembly today and the House Team concept continues to be well received by staff and students. The Remembrance Day activities are also going well.

The elementary school will be having a meeting with the middle school to review the Grade 6 provincial achievement results and discuss opportunities for further collaboration as the work to be successful on the Grade 6 achievement testing starts in elementary school.

The school continues to assess how the provincial budget cuts to schools impacts this year and future year's activities. There is the strong possibility of student fees as we go into next year.

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**2. Vice Principal's Report**

**Alanna Berger**

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Four teachers just returned from a conference in Quebec City which was funded by a grant. It was a great opportunity to be immersed in French learnings.

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**3. Treasurer's Report**

**Laurie Gulley**

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There was some revenue received from Mabels Labels and also some grade team expenses over the month, but everything remains on budget. The school council fundraising allows the school to take care of the people while continuing some of the sports/arts activities. Additional fundraising for 2020/2021 will need to be considered.

*Laurie Gulley makes a motion to put the financials on file. Seconded by Naomi Shumka. Motion carried.*

**Elbow Valley Elementary Parent Advisory Council  
Statement of Revenue and Expenditures  
as of November 11, 2019**

	<b>2019/20</b>	<b>2019/20</b>	<b>2018/19</b>
	<b>Actuals</b>	<b>Budget</b>	<b>Actuals</b>
<b>REVENUE</b>			
Special Lunch Program - Rebate	2,268.10	15,000.00	15,986.36
Mathathon		20,000.00	17,953.10
Family Dance		10,000.00	10,720.00
Yearbook		1,000.00	
Mabels Labels	61.11	250.00	184.07
<b>Total Revenue</b>	<b>2,329.21</b>	<b>46,250.00</b>	<b>44,843.53</b>
<b>EXPENDITURES</b>			
<b>School Programs</b>			
Grade Teams	290.86	10,000.00	9,553.69
<b>Committees</b>			
Volunteer Coordinator		100.00	-
Spirit of Caring		250.00	87.18
<b>Business/Field Trips</b>			
Financial Assistance		500.00	-
<b>Special Programs/Events</b>			
Special Programs		6,000.00	5,633.11
David Bouchard		3,000.00	-
Special Day		2,000.00	1,636.42
Net Ball		2,000.00	1,778.00
French Culture		2,000.00	1,727.20
In-Line Skating		10,000.00	9,893.60
Sound Kreations Residency		4,500.00	4,251.96
First Aid		250.00	-
Family Dance		1,800.00	1,628.70
Sports Day		500.00	621.78
<b>School Council Expenses</b>		750.00	-
<b>ASCA AGM</b>		1,250.00	68.04
<b>TOTAL EXPENDITURES</b>	<b>290.86</b>	<b>44,900.00</b>	<b>36,879.68</b>
<b>NET INCOME</b>	<b>2,038.35</b>	<b>1,350.00</b>	<b>7,963.85</b>
<b>Opening Book Balance</b>	25,703.19	25,703.19	17,739.34
<b>Net Income</b>	2,038.35	1,350.00	7,963.85
<b>Closing Book Balance</b>	<b>23,664.84</b>	<b>27,053.19</b>	<b>25,703.19</b>

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**4. Teacher's Report**

**Christie White**

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There is no teacher report this month.

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**5. Volunteer Committee's Report**

**Jessica Eren**

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Jessica attended a full day session around volunteer engagement put on by the Calgary Leadership Board. She has a number of suggestions based on the learnings from this session. It is important to ensure parent volunteers feel welcomed and she recommended granola bars and coffee/water be stocked in the staff room by school council for volunteers. It is important volunteers feel comfortable. Brendan confirmed he was comfortable with having snacks/water made available to volunteers in the staff room.

It is also important that volunteers understand the value of what they are doing and receive appreciation/thank you for what they do. The follow-up around what the volunteers do is important. Jessica also recommended handing out the critical record check forms in January and June as a reminder to parents to get them done or get them renewed. It is important that the volunteer forms are accessible on the web site as well.

Jessica suggested that the newsletter sent by the school shows the actual content in the email versus a link to content and Brendan will address this.

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**6. Special Lunch Coordinators**

**Michele Pankiw / Nicky Homenko**

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There is no special lunch report this month.

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**7. Library**

**Jill Johnson**

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Thanks to all who helped out with the Scholastics Book Fair, all volunteer slots filled which was fantastic and everything seemed to go smoothly, Jill doesn't have exact numbers but Wendy said we made as much as normal which was great. There will likely be \$5K to be spent on books for the school. It was recommended that the importance of having enough inventory be reinforced to Scholastic for the next book fair as they seemed to run short. There were also some issues with US and CDN pricing. Brendan will discuss both of these items (stock and CDN/US pricing) with Wendy and Scholastic for the next book fair.

There is still the ongoing need for weekly volunteers for shelving books, after a busy start to the term numbers have dwindled significantly and we are yet again finding it hard to get the numbers of people needed each week though we do seem to be just about keeping on top of things.

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**8. Yearbook Committee**

**Manhar Cheema**

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Last year's yearbooks have been distributed. There is no further yearbook update this month.

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**9. French Immersion / CPF**

**Stephanie Rosenbaum**

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CPF just had their AGM last week and have a couple of new updates. We will not be moving forward with the cheese fundraiser as in years past but will be looking to do a different fundraiser in the spring. CPF will be conducting a membership drive within all three schools soon. Many French Immersion parents don't understand the breadth of benefits and resources available through membership. Information forthcoming.

We are looking to coordinate with Springbank high school French Immersion students to create a master tutor list for those needing extra help in elementary and middle school FI subjects. Not only does this facilitate a sense of community but also helps out parents who don't speak French to assist their kids in learning.

CPF is interested in activities being planned for French Culture week and how we can assist. In previous years we have had the Bonhomme costume and can provide again this year.

It was suggested that the details on the French family camping weekend be shared with EVEC as it is done twice a year and would also be a good opportunity for the elementary school families.

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**10. Grant Writers**

**Cate Wilkins / Victoria Ross**

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Cate advised that the school has received a recycling grant of \$5K to improve the recycling processes and bins around the school in a kid-friendly manner. Judi also reminded school council that the bottle depot also had indicated they would be willing to work with the school on initiatives.

The front entry grant is pending landscape renderings. Brendan has followed up numerous times but will continue to follow-up on the status of the renderings. Once the rendering are completed, Cate will approach LaFarge for a large rock. Transportation will likely have to be arranged by the school and the school's expense. It was suggested there may be a parent who can help facilitate transportation so this will be further explored once the renderings are finalized. It was also suggested that the community association may have connections with a company who could help with transportation of the large rock at a discounted cost. Naomi will discuss with Karin Hunter how school council and the community association can continue to work together on coordinated reach out to the community.

**11. Spirit of Caring**

**Pauline Hall**

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There is no spirit of caring report this month.

**F. FEEVES Report**

**Chris Kelly**

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The funds raised from the casino will be communicated at the end of the quarter.

**G. Other / Open Floor**

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Meeting Adjourned

**Next Meeting Date: December 10<sup>th</sup> @ 1pm**