



Spring General School Councils Meeting

Tuesday, March 24, 2015

Start time 6:00 PM

Sexsmith Secondary School Cafeteria

9401 - 99 Avenue

Supper starts at 6:00 p.m.

AGENDA

1. **Call to Order** Dana McIntosh
2. **Welcome and Introductions** Dana McIntosh
3. **Division Update** Dana McIntosh
4. **AGM School Councils Conference**

Tyla Klassen-Savard

Summary:

The Alberta School Councils' Association Conference and Annual General Meeting will be held from April 24 to 26 in Edmonton. Tyla Klassen-Savard, Provincial Director, ASCA will provide information about the conference and the AGM.

5. **Student Leadership Initiative** Katie Douglas

Summary:

Katie Douglas, student at Beaverlodge Regional High School and member of the Alberta Speak Out Student Engagement Initiative, will present on plans for a district wide Student Leadership Initiative.

6. **Comprehensive School Health Initiative**

Barb Arend/Shawn O'Shea

Summary:

Members of the Comprehensive School Health Team will present highlights of the program from throughout the district.

7. **Adjournment**



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Issue Summary Report

4. AGM School Councils Conference

#20150213007

Meeting : Spring General School Councils Meeting

Meeting Date : 2015/03/24 18:00

Meeting Type : School Councils Meeting

Presenter : Tyla Klassen-Savard

Executive Summary

The Alberta School Councils' Association Conference and Annual General Meeting will be held from April 24 to 26 in Edmonton. Tyla Klassen-Savard, Provincial Director, ASCA will provide information about the conference and the AGM.

Background

School Councils:

Alberta School Councils' Association Annual Conference and AGM is held on April 24th - 26th at the Delta Edmonton South in Edmonton. Details and [registration form](http://www.albertaschoolcouncils.ca) are available on the ASCA website at <http://www.albertaschoolcouncils.ca>. Online registration deadline is April 15, 2015.

Peace Wapiti School Division supports the attendance of school councils at the Alberta School Councils' Association Annual Conferences by:

- covering the registration fee for the attendance of up to 2 school council members per school:
 - When completing the online registration form, choose '*create an invoice to submit payment by cheque*' under the Method of Payment and forward the invoice to Dawn Assel or JoAnn Vanstone. You can do this via email or fax, or mail. Or submit it to your school administrative assistant or principal and they will forward it to us.
 - **Remember to choose the ASCA Member rate – all PWSD School Councils are members of ASCA**
- providing transportation to and from the conference via white bus at no charge to delegates.
 - The white bus will be leaving from Peace Wapiti School Division office at 9:00 AM, Friday, April 24, 2015.
 - School Council members planning to ride on the Peace Wapiti bus must advise Dawn Assel at the PWSD office by April 20, 2015. Phone 780-532-8133 or e-mail dawnassel@pwsd76.ab.ca with your name, school representing and phone number(s).

Appendix 1 for 4.: Resolutions Summary



Explanation of Resolution Process

Presenting a resolution to the assembly

- Resolution sponsors will be the first speaker to a motion.
- The sponsor will take his/her delegate card to the microphone, Identify him/herself by first and last name and state the school name and location
- The sponsor shall read the TITLE of the motion and the REQUEST section of the motion.
- The sponsor may speak to the resolution for a maximum of three minutes unless there is a motion to extend or reduce this limit.

Responding to a proposed resolution

- After the presenter of the motion has completed his/her explanation of the resolution on the floor, speakers from the assembly may speak only once to a motion but, may speak for the motion, or against the motion. The resolution process indicates that speakers will be limited to three minutes
- Debate is an essential element in making rational decisions. Debate refers to discussing the merits of a pending motion. Both the reasons FOR adoption of a motion, AND the reasons AGAINST adoption of a motion should be discussed fully and openly.
- The chair will try to ensure that speakers to the debate speak alternatively FOR the motion and AGAINST the motion.
- Requests for clarification may be asked as often as necessary.
- To respond to a resolution, take your delegate card to the microphone, Identify yourself by first and last name and state your school name and location
- The mover shall not be allowed to speak a second time on the same main motion until the end of the debate. At that time, the mover may CLOSE DEBATE by speaking again on the motion.
- Every association member in the assembly has the right to speak to every debatable motion. However, Robert's Rules of Order indicates that a member may call "question" from the floor. If this is not disputed, the vote shall be taken. If it is disputed, debate on a motion can be stopped with a motion to limit debate or to close debate. A motion to close or limit the debate will require a seconder, and a two thirds vote in favour of the motion. (These are motions of procedure.)

Amendments proposed to a resolution

- While debate is in progress, any member, after being recognized by the Chair, may propose an amendment to a motion.
- All amendments shall be written and handed to the Resolutions Recorder before the mover of the amendment can speak to the amendment. Amendments require a seconder.
- All amendments will be made available to the assembly on the large screen(s)
- The mover of the amendment will take his/her delegate card to the microphone, Identify him/herself by first and last name and state the school name and location
- The mover of the amendment may speak to the amendment first and may close the debate by speaking a second time on the amendment.
- Every ASCA member in the assembly has the right to speak on an amendment to a motion.
- Robert's Rules of Order allow for only one amendment to be on the floor at any one time.

Order of debate and voting when there is a main motion and an amendment shall be:

- debate and vote on the amendment to the main motion;
- debate and vote on the main motion.

(There may also be procedural motions introduced during the debate on the main motion. A few examples of procedural motions are postponing the motion; tabling the motion; referring the motion to a committee; or a motion to recess.)

Voting on a motion after debate

- When it appears that the debate on a motion has been exhausted, the Chair will call for the vote.

Appendix 2 for 4.: Resolutions



Member Sponsored Proposed Advocacy Resolutions for 2015 AGM April 26, 2015

P15-01 **Provincial Dual Credit Strategy** - Sponsor: Horizon Council of School Councils

Background:

Between 2008 and 2011, the Alberta government funded dual credit pilot projects while, at the same time, individual school jurisdictions and post-secondary institutions negotiated separate non-government funded dual credit agreements. Through these dual credit opportunities, high school students participated in apprenticeship training and/or post-secondary, college or university courses while earning both high school and post-secondary credits for the same course. In 2012, The Government of Alberta identified six priority initiatives, including education and entrepreneurship, as the cornerstones of a dynamic Alberta economy. The Provincial Dual Credit Strategy contributes to and aligns with the Government's priority initiatives and creates more opportunities for students to earn credits in high school and post-secondary institutions at the same time, as well as opportunities for preferred placement (post-secondary course exemption) and workplace certification.

The Provincial Dual Credit Strategy saw the province invest millions over a three year period to be available to local partnerships for dual credit programming over and above existing funding to assist school jurisdictions, post-secondary institutions, and business and industry or community partners in expanding or creating dual credit opportunities that:

- Engage students in their learning through pathways that open their possible futures
- Motivate students to finish high school
- Inspire students to learn, work and live in the local community
- Give students the confidence to transition from high school to post-secondary and/or the workplace

Building upon local practices, lessons learned, and the expertise of key stakeholders, the Strategy is a 'Call to Action' for school jurisdictions, post-secondary institutions, business and industry to expand their collection effort to develop and expand engaging and relevant learning experiences for Alberta students so they can reach their full potential in becoming ethical citizens and engaged thinkers with an entrepreneurial spirit.

WE Request that to ensure students have more access to dual credit programming opportunities and to personalize their high school experience and build on or discover their career passions and interest that the government implement sustainability practices that ensure students are assured choice and mobility throughout their lifelong learning.

Reference

Alberta Education. (2014). Provincial Dual Credit Strategy. Retrieved from
<http://education.alberta.ca/departments/ipr/dualcredit.aspx>
<http://www.albertadualcredit.ca>

Appendix 2 for 4.: Resolutions

P15-02 **Wireless Technology Safety in Alberta public schools** - Sponsor: Jennie Letwin Individual Member

Background:

With electronic devices becoming increasingly important tools in education and social culture, educational stakeholders need to become informed about the potential health risks and to take steps to minimize the danger. In 2011, the International Agency for Research on Cancer, a division of the World Health Organization, reclassified the microwave radiation emitted from Wi-Fi and wireless devices as Class 2B “possible” carcinogen, in the same category as lead and DDT. Parents were never informed. Currently, levels of radiation in our classrooms are comparable to standing 100m from a large cell tower. In order to ensure students are as safe as possible at school, Alberta Education should examine a “Best Practices” approach to reduce radiation in schools, based on the key messages outlined in the Canadian Teachers’ Federation (CTF) Brief “The Use of Wi-Fi in Schools” (2014).

The CTF recommend the prudent use of Wi-Fi, such as turning off routers when not in use urging that “teachers and school communities have not been informed regarding the implementation of Wi-Fi and any inherent hazards.” School boards rely on Health Canada’s standards to assure the safety of students however the Brief points out that current guidelines do not consider biological effects, which many scientists say puts the health of our students at risk. The American Academy of Pediatrics agrees that there is cause for concern, warning that current radiation guidelines do not protect vulnerable groups such as children and pregnant women and are advocating for updated standards to protect the public.

Surprisingly, the dangers are no longer opinion but part of accepted medical education offered as Continuing Education Credits that Physicians may take as part of licensing. In June, 2012, *Women’s College Hospital* in Toronto stated that family doctors must learn to detect symptoms of exposure to radiation from wireless devices-- including disrupted sleep, headaches, nausea, dizziness, heart palpitations, memory problems and rashes. In 2014, a Physician call to Health Canada asks them to reduce exposure in schools, and to provide Physicians with resources to recognize health related problems related to microwave radiation exposure.

With the WHO cancer warning in mind, along with the fact that doctors are now treating patients for adverse effects, Teachers’ unions in Canada, USA, Germany and the UK, BCCPAC Parent Council, and countries such as France, Germany and Europe have already taken action to minimize exposure to microwave radiation in order to protect the health of their members and citizens. In Canada, MP Terence Young recently introduced Private Members Bill C-648 that would require cancer warnings on cell phones, Ipads and other wireless devices such as home cordless phones and baby monitors.

Rational for a motion passed by Edmonton Catholic Schools calling for a Provincial Symposium to give scholarly consideration to this issue (2014), proposed by Trustee John Acheson states: “because of the growing body of information on the matter that raises questions as to possible health concerns of Radio Frequency Radiation it is deemed to be prudent that the trustees of the province {ASBA}, the teachers {ATA} and the parents councils {ASCA} exercise their due diligence on the matter.”

WE Request that Alberta Education provide a copy of the Canadian Teacher’s Federation Brief “The Use of Wi-Fi in Schools” (2014) to School Boards advising they implement a prudent approach to the use of Wi-Fi and that a “Best Practices” method be explored to ensure that students are as safe as possible when exposed to Wi-Fi at school.

WE support the ASCA partnering with ASBA and the ATA to organize a Provincial Symposium regarding the safe use of Wi-Fi in Schools.

References Retrieved from:

- 1.Canadian Teachers’ Federation Brief “The Use of Wi-Fi in Schools”. (2014) Retrieved from: <http://www.ctf-fce.ca/Research-Library/wifi-final-2014-ENG.pdf>
2. Women’s College Hospital. The Effect of Invisible Waves (2012) Retrieved from <http://www.womenscollegehospital.ca/news-and-events/connect/the-effects-of-invisible-waves>
- 3.Canadians for Safe Technology (C4ST) (www.c4st.org) Declaration: Doctors Call for Protection from Radiofrequency Radiation (2014) Retrieved from: <http://www.c4st.org/images/documents/hc-resolutions/medical-doctors-submission-to-health-canada-english.pdf>
- 3.Canadian Teacher Magazine “Canadian Teachers’ Federation Sounds the Alarm on Wi-Fi” Retrieved from (p.46) http://www.canadianteachermagazine.com/issues/2015/CTM_JanFeb15/index.html
4. Letter to Minister Ambrose Summarizing Public Input re SC6 (2014) Retrieved from: <http://www.c4st.org/MOHSubmission>
5. MP Terence Young’s Bill C-648 (2014) Retrieved from: www.c4st.org/PMB
6. Edmonton Catholic Schools Motion Passed. (2014). Retrieved from: <http://www.c4st.org/news/wifi-in-schools/motion-radio-frequency-electromagnetic-radiation.html>



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Issue Summary Report

5. Student Leadership Initiative

#20150213009

Meeting : Spring General School Councils Meeting

Meeting Date : 2015/03/24 18:00

Meeting Type : School Councils Meeting

Presenter : Katie Douglas

Executive Summary

Katie Douglas, student at Beaverlodge Regional High School and member of the Alberta Speak Out Student Engagement Initiative, will present on plans for a district wide Student Leadership Initiative.



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Issue Summary Report

6. Comprehensive School Health Initiative

#20150213008

Meeting : Spring General School Councils Meeting

Meeting Date : 2015/03/24 18:00

Meeting Type : School Councils Meeting

Presenter : Barb Arend/Shawn O'Shea

Executive Summary

Members of the Comprehensive School Health Team will present highlights of the program from throughout the district.

Appendix 1 for 6.: What is Comprehensive School Health

What is Comprehensive School Health?

Comprehensive school health is an internationally recognized framework for supporting improvements in students' educational outcomes while addressing school health in a planned, integrated and holistic way.

It is not just about what happens in the classroom. Rather, it encompasses the whole school environment with actions addressing four distinct but inter-related pillars that provide a strong foundation for *comprehensive school health*:

- social and physical environment;
- teaching and learning;
- healthy school policy; and
- partnerships and services.

When actions in all four pillars are harmonized, students are supported to realize their full potential as learners – and as healthy, productive members of society.



Why Do We Need Comprehensive School Health?

Health and education are interdependent: healthy students are better learners, and better-educated individuals are healthier. Research has shown that *comprehensive school health* is an effective way to tap into that linkage, improving both health¹ and educational outcomes² and encouraging healthy behaviours that last a lifetime.

In the classroom, *comprehensive school health* facilitates improved academic achievement and can lead to fewer behavioural problems³. In the broader school environment, it helps students develop the skills they need to be physically and emotionally healthy for life.

Comprehensive School Health:

- Recognizes that healthy young people learn better and achieve more
- Understands that schools can directly influence students' health and behaviours
- Encourages healthy lifestyle choices, and promotes students' health and wellbeing
- Incorporates health into all aspects of school and learning
- Links health and education issues and systems
- Needs the participation and support of families and the community at large

¹ Stewart-Brown, S. (2006). *What is the evidence on school health promotion in improving health or preventing disease and, specifically, what is the effectiveness of the health promoting schools approach?* Copenhagen, WHO Regional Office for Europe (Health Evidence Network report; <http://www.euro.who.int/document/e88185.pdf>, accessed 16 Sep. 2008).

² Murray, N.D., Low, B.J., Hollis, C., Cross, A. Davis, S. (2007). Coordinated school health programs and academic achievement: a systematic review of the literature. *Journal of School Health*, 77 (9), 589-599.

³ *ibid*

Appendix 1 for 6.: What is Comprehensive School Health

Pillars of Comprehensive School Health

When We Say	We Mean
<i>Social and Physical Environment</i>	The social environment is: <ul style="list-style-type: none"> • The quality of the relationships among and between staff and students in the school. • The emotional well-being of students. • Influenced by relationships with families and the wider community.
	The physical environment includes: <ul style="list-style-type: none"> • The buildings, grounds, play space, and equipment in and surrounding the school. • Basic amenities such as sanitation and air cleanliness.
<i>Teaching and Learning</i>	<ul style="list-style-type: none"> • Resources, activities and provincial/territorial curriculum where students gain age-appropriate knowledge and experiences, helping to build the skills to improve their health and wellbeing.
<i>Healthy School Policy</i>	<ul style="list-style-type: none"> • Management practices, decision-making processes, rules, procedures and policies at all levels that promote health and wellbeing, and shape a respectful, welcoming and caring school environment.
<i>Partnerships and Services</i>	Partnerships are: <ul style="list-style-type: none"> • The connections between the school and students' families. • Supportive working relationships within schools (staff and students), between schools, and between schools and other community organizations and representative groups. • Health, education and other sectors working together to advance school health.
	Services are: <ul style="list-style-type: none"> • Community and school based services that support and promote student and staff health and wellbeing.

Different Terminology, Same Ideas

The term “*comprehensive school health*” is widely used in Canada. In other jurisdictions, the approach may be known as “health promoting school” or “coordinated school health” and its pillars may be expressed in different ways.

However, the underlying concepts are the same; they are all based on the World Health Organization’s Ottawa Charter for Health Promotion (1986).

Comprehensive School Health in Canada

Effective, sustainable progress in *comprehensive school health* depends on a common vision, shared responsibilities and harmonized actions among health, education and other sectors. The challenge is to coordinate these efforts so that partners pool resources and develop action plans together with, and in support of schools.

In Canada, the Joint Consortium for School Health models, supports and encourages the partnerships between health and education that are essential to *comprehensive school health*. It works across provincial, territorial and federal governments to better coordinate and integrate efforts that champion improved health and learning for children and youth. For more information on *comprehensive school health* in Canada, contact the Consortium at inquiry@jcsh-cces.ca, or visit www.jcsh-cces.ca.