

Committee of
School Councils

Meeting Agenda

[Virtual Meeting: Zoom](#)

Wednesday, April 7, 2021

6:30 p.m.

Time	Agenda	Presented by
6:30 p.m.	Opening remarks and welcome	Lesley Bowman, COSC Chair
6:32 p.m.	Introductions: Virtual	All
6:35 p.m.	Additions to the Agenda and Agenda Approval	Lesley Bowman, COSC Chair
6:38 p.m.	Approval of Minutes	Lesley Bowman, COSC Chair
6:40 p.m.	Board Report	Trina Boymook, EIPS Board Chair
6:50p.m.	ATA Report	Deneen Zielke, President, ATA Local No. 28
7 p.m. 7:05 p.m. 7:08 p.m. 7:10 p.m. 7:12 p.m.	For Information <ol style="list-style-type: none"> ASCA Update ASCA Proxy Vote SCA Secondary: Guest Speaker Invite Caregiver Series: April <i>Saffron Cyber Second</i>: April 	Jacquie Surgenor & Krista Scott, ASCA Directors Lesley Bowman, COSC Chair Devon Marshall, COSC Vice- Chair Lesley Bowman, COSC Chair Lesley Bowman, COSC Chair
7:15 p.m. 7:30 p.m. 7:40 p.m.	New Business <ol style="list-style-type: none"> Draft Curriculum: Update COVID-19: Update Inclusive Education and Specialized programming within EIPS: PALS to Grade 12 	Mark Liguori, EIPS Superintendent Mark Liguori, EIPS Superintendent Sandra Stoddard, EIPS Associate Superintendent
8:10 p.m. 8:20 p.m.	COSC Sharing <ol style="list-style-type: none"> ASCA Resolution No. 3: Restoring PUF Funding to 2020 Levels ASCA Resolution No. 11: Allocating Public Funding to Public Education 	Lesley Bowman, COSC Chair Lesley Bowman, COSC Chair

Handouts

COSC Minutes: March 3, 2021
 Board Highlights: March 18, 2021
 ASCA Proxy Vote Form
 ASCA Voting Form
 SCA Guest Speaker Invite
 Caregiver Series
Saffron Cyber Second
 EIPS Inclusive Educations
 ASCA Resolutions

Next Meeting:

Wednesday, May 5, 2021
 virtual meeting



UNRATIFIED

MEETING MINUTES

Elk Island Public Schools, virtual meeting

March 3, 2021 | 6:30 p.m.

Committee of School Councils

In Attendance

SCHOOL COUNCIL EXECUTIVE

Chair: Lesley Bowman, Pine Street Elementary

Vice-Chair: Devon Marshall, SCA Elementary

Secretary: Brian Vick, Brentwood Elementary

Jacque Surgenor, Westboro Elementary & Salisbury Composite High School
Michelle Uytterhagen, Fultonvale Elementary Junior High
Jessica Winship, Glen Allan Elementary

SCHOOL COUNCIL MEMBERS

Ken Allen, A.L. Horton Elementary
Jackie Anderson, Ardrossan Elementary & Ardrossan Junior Senior High
Aileen Bozic, SCA Secondary
April Childs, Lakeland Ridge
Jen Fraser, Salisbury Composite High
Dawn Ferguson, Win Ferguson Elementary
Cara Kern, Pine Street Elementary
Cassandra Levitt, Fort Saskatchewan Christian
Theresa MacKenzie, Westboro Elementary
Robyn Michaelchuk, Fort Saskatchewan Elementary
Melissa Pressé, Davidson Creek Elementary
Kimberly Scott, Westboro Elementary
Krista Scott, Bev Facey Community High, Fultonvale Elementary Junior High & SCA Secondary
Amanda Shand, École Parc Élémentaire

ELK ISLAND PUBLIC SCHOOLS BOARD OF TRUSTEES

Trina Boymook, Chair
Colleen Holowaychuk, Vice-Chair
Randy Footz, Trustee
Skip Gordon, Trustee
Annette Hubick, Trustee
Don Irwin, Trustee
Jim Seutter, Trustee

ELK ISLAND PUBLIC SCHOOLS

Mark Liguori, Superintendent
Sandra Stoddard, Associate Superintendent
Deneen Ziekle, ATA Local No. 28 President
Corrie Fletcher, Communications

CALL TO ORDER

The meeting was called to order at 6:30 p.m.

APPROVAL OF AGENDA

COSC Chair Bowman called for additions or deletions to the agenda for March 3, 2021.

MOTION | The agenda be adopted, as circulated.

MOTION CARRIED

APPROVAL OF MINUTES

Bowman called for confirmation of the meeting minutes for Feb. 3, 2021.

MOTION | The agenda be adopted, as circulated.

MOTION CARRIED

Board Report

Board Chair Trina Boymook presented the Board report.

HIGHLIGHTS

- At the February 18 Board meeting:
 - The Board of Trustees approved a modification to Lamont County's junior high and senior high attendance boundaries.
 - The Board approved the Three-Year Capital Plan. The No. 1 priority is a replacement school that combines Sherwood Heights Junior High and École Campbelltown. The No. 2 request is a replacement school that combines Rudolph Hennig Junior High and Fort Saskatchewan High.
 - The Board approved sponsoring the registration fees for school council members to take part in the 2021 Albert School Councils' Association (ASCA) Conference and Annual General Meeting on April 23-25. The Board will fund the cost of one registration fee per EIPS school—up to a maximum of 15 registrants.
- On February 19, Chair Boymook and Trustee Jim Seutter met virtually with Nate Glubish, Alberta's Minister of Service and Member of the Legislative Assembly for Strathcona County-Sherwood Park. The meeting focus: The recommendation to combine Sherwood Heights Junior High and École Campbelltown into a new kindergarten to Grade 9 school and how Elk Island Public Schools (EIPS) plans to address access space at Salisbury Composite High.
- On February 25, the province released its Budget 2021. Overall, school boards view it as a good-news budget, given the current financial climate and pandemic.
- On February 25, Chair Boymook and Superintendent Mark Liguori took part in a budget debrief with Adriana LaGrange, the Minister of Education. The meeting included school board chairs and superintendents from across the province and offered a high-level overview of the province's education budget for the next school year.
 - The province's education funding commitment is maintained at \$8.2 billion.
 - School boards are held harmless from pandemic-related enrolment challenges.
 - Student transportation funding remains the same.
 - The province will fund 14 new capital projects—expected to be announced in mid-March.
 - The modular program has increased support.
 - The province will shift \$40 million from Plant, Operation and Maintenance to Specialized Learning Supports—PUF; First Nations, Métis and Inuit; English language learners; social economics; geography; and school nutrition.
- The Board expects to receive its funding letter by March 31.
- At the April Board meeting, trustees will approve school allocations for the upcoming year. School Council are encouraged to have a school budget discussion at their next school council meeting. The Board will also set student transportation fees and other administrative fees for 2021-22.

ATA Report

ATA Local No. 28 President Deneen Zielke presented the ATA report.

HIGHLIGHTS

- On February 4-5, the ATA hosted its virtual North Central Teachers' Convention, which included a Partners in Education session with keynote speaker Shelley Moore, a renowned expert on effective practices of inclusion, special education, curriculum and professional learning. Zielke thanked the Board and the Committee of School Council Chair (COSC) for attending.
- On February 6, Zielke attended the ATA Local President's meeting. It's clear from survey data the pandemic has taken a toll on teachers—both mentally and physically. The stress will continue to worsen without a commitment from the province about vaccinating school staff.

- The ATA and teachers are concerned about the province’s new curriculum, specifically the change in focus and credentials of those overseeing it. The extensive changes also have significant budget and time-commitment implications—already in short supply.
- Despite the challenges, educators continue to learn new strategies and technologies to ensure students are both safe and engaged.

For Information

ASCA UPDATE – Krista Scott and Jacquie Surgenor, COSC members and ASCA Board directors

- As expressed, numerous times, the province cut the grant it provides to the Alberta School Councils’ Association (ASCA) by 70 per cent.
- The ASCA board of directors believe public education needs strong school councils.
- ASCA plans to maintain the services it provides, as best that it can.
- ASCA believes strong advocacy, through school councils, is essential.
- ASCA needs alternative funding and recently launched a fundraising campaign, called [Rally for ASCA](#).
 - The goal is to raise \$300,000 by June 15, 2021.
 - There are three ways to contribute: [donate](#); [share a story](#), three to five sentences, about how ASCA or your school council positively impacted student learning or parent engagement; or [produce a video](#) describing an impactful story involving ASCA.
- *REMINDER*: ASCA has a website with excellent resources available to school councils.
- Krista Scott and Jacquie Surgenor encourage all members to look through the webinars ASCA offers.

ASCA REGISTRATION AND PROXY VOTE – Lesley Bowman, COSC Chair

- Lesley Bowman thanked the EIPS Board for sponsoring school councils to attend this year’s ASCA conference and annual general meeting.
- Registration information is provided in the COSC meeting package.
- If you’re registering, the sooner, the better.
- ASCA will send detailed information to those who register about voting on an online platform.
- Also included in the meeting package are forms and details about proxy voting.
- Discuss the ASCA resolutions and how to vote at the next school council meeting.
- If a school council doesn’t have someone attending the annual general meeting, another EIPS school council can complete a proxy vote on the school council’s behalf.
- For more information about proxy voting contact the COSC Chair.

CAREGIVER SERIES UPDATE – Lesley Bowman, COSC Chair

- The March Caregiver Series [schedule](#) is now available.
- Offered through Alberta Health Services, the sessions are informative and the resources valuable.
- School councils are hearing comments about mental health issues—affecting parents and children.
- Bowman encouraged members to review the March Caregiver Series calendar.

SAFFRON CYBER SECOND – Lesley Bowman, COSC Chair

- The March issue of the [Saffron Cyber Second](#) is now available.
- The newsletter offers tips, tools and strategies to help children develop skills for healthy and safe online experiences.
- Consider distributing it in a school council newsletter, the school newsletter or through social media.

New Business

ACCESSING TECHNOLOGY – Mark Liguori, Superintendent, EIPS

- EIPS is starting a conversation about a possible technology fee.
- It takes time to determine what to do about a technology fee, but it's important to start the conversation.
- As schools proceed with new technology, there are associated costs.
- All school boards have struggled with the increasing costs of technology.
- There are two ideas administration brought forward to the Board: bring your own device or introducing a technology fee.
- Costs associated with technology are never-ending, such as software and bandwidth.
- School boards can't absorb these costs under the existing funding guidelines.
- The conversation needs to encompass what a fee could include—software, bandwidth, and even possible depreciation on hardware.
- Another large part of the overall conversation is about equitable technology access—students living in certain rural areas don't have the same overall access to the internet.
- EIPS will receive information about its 2021-22 funding envelop at the end of March. Once known, EIPS is in a better position to start the conversation.
- With the current economic situation in Alberta, the Board wants to make sure families aren't surprised and know a discussion is likely to happen.

COMMENTS AND QUESTIONS

Comment: Last year, when EIPS received its budget, it had to discontinue the evergreening fund. The rationale: To push as many dollars as possible to schools. As a result, it's likely the current technology will begin to fail in two or three years.

Question: Can you give us an idea about the purchasing and the decision-making process for technology?

Answer: Schools come to the Division with what they need. The Division then solicits different vendors through the IT department for the best prices and support. EIPS also tries to achieve economy of scale and use the same technology, as much as possible. Schools have a structured process to follow when purchasing technology.

Q: You mentioned bandwidth. Who is your internet provider, as most providers don't limit the amount of bandwidth or number of added devices to a network?

A: We use The Alberta SuperNet, or Axia. School boards are charged for increased bandwidth.

Q: Is there an option to go to another provider, such as Shaw or TELUS?

A: No. We've looked at other options, but we need to have the same internet connectivity throughout the Division. There are still connectivity issues that EIPS needs to address—not only in rural communities but urban areas as well. We're looking at solutions.

Q: If students bring their own devices, how will schools manage those student's personal data plans?

A: Once students log in, they'd draw on the Division's bandwidth.

Q: What are the parameters surrounding this technology conversation. Is this something we are looking at starting in September?

A: If the Board does not have a decision on funding soon, then it's not a fee it will contemplate this year.

C: There are many variables surrounding this technology conversation, and that's why it's important we have it.

Q: The optics of a technology fee could be seen as double-dipping since some school fundraising groups already do it. Do we know how many schools are fundraising for technology?

A: We do have that information. I don't have it on hand, though. Typically, school fundraising is for many things to benefit students. It's not, "do you want a Chromebook or a playground." The draft curriculum will likely roll out digitally, in all subjects, meaning additional demands and unanticipated costs.

Q: School councils have a general understanding about the process for school fees. That said, it would be helpful for school councils to further understand the process surrounding any additional fees.

A: Typically, senior administration brings the Board a series of reports about what fees should encompass. Based on the reports, the Board then directs senior administration—such as, conduct a public consultation. What the Board directs depends on the need and how broadly people are affected. In terms of a potential technology fee, what we don't want is for families to be caught off guard by any conversation about a new fee. That's why trustees raised the discussion with school councils. Ultimately, fees are brought to the Board for consideration in budgeting. Any school fee levied must be used for the stated purpose.

COVID-19 UPDATE – Mark Liguori, Superintendent, EIPS

- Total active COVID-19 cases: 4
 - Three at Bev Facey Community High and one at Sherwood Heights Junior High.
 - There was a variant of concern identified at Bev Facey.
- Total cases reported—since January 1: 15
- Total number schools on Alert Status: 2
 - Bev Facey and Salisbury Composite High
 - Total number of schools on Outbreak Status: 0
- It's not known as to why these cases have occurred.
- The credit for the low numbers goes to the families, staff and students within EIPS.

COMMENTS AND QUESTIONS

Question: Has there been any talk of loosening up the rules?

Answer: We are going to keep the current protocols in place at this time. That's because the current protocols work. The Division will loosen restrictions where possible, such as opening libraries.

Q: Even though it's a long way off, do we have any idea of what protocols will be in place for September?

A: The hope is we return to as normal as possible in September. We'll try to resume as many things as possible. At the same time, we'll have whatever protocols in place, as necessary.

Q: Moving forward, how closely are we going to follow Alberta Health Services' recommendations? And, will all students have to write final exams?

A: Everyone's writing final exams. There was variability across some of the senior high schools. In terms of the first question, EIPS will not risk the health of a large number of students to accommodate athletics. We will try to resume normal activities, as best as possible, next year. Right now, all protocols must align with the overall goal of keeping students in school through to the end of June.

COSC Sharing

ASCA RESOLUTIONS 2021 – Lesley Bowman, COSC Chair

- Members discussed ASCA's proposed resolutions for the upcoming annual general meeting.
- The No. 1 resolution members voted to discuss involves adequate funding from the government for technology—Resolution 1 and Resolution 11.
- We have decided to consolidate some resolutions.
- It's important to talk about the advocacy resolutions at COSC and at school council meetings.
- If not attending the ASCA annual general meeting, school councils can exercise their vote by proxy.

QUESTIONS

Question: Although we don't have the details yet, the new draft curriculum will be more heavily related to technology, and this will result in increased costs. Is that correct?

Answer: Last heard, the province is looking at the implementation of digital resources and curriculum. Curriculum changes can be costly—such as textbook revisions. Historically the province hasn't funded curriculum changes. The Division doesn't know what changes will occur.

- The No. 2 resolution voted to discuss is about allocating funds to public education.
- Two groups attending the ASCA annual general meeting are public school groups and charter school groups.

Q: What is the difference between public school and catholic school systems? Can you explain to us the difference?

A: In Alberta, there are three publicly funded systems: the public system, the catholic system and francophone education.

Q: A charter school in Sherwood Park is not an EIPS school, is that correct?

A: Yes, that is correct. Charter schools have their own superintendent, board and are an independent school division.

GENERAL COMMENT:

- The overall discussion focused on differences between charter schools and private schools.

MEETING ADJOURNED AT 8:49 p.m.

Next COSC Meeting

DATE: April 7, 2021

TIME: 6:30 p.m. to 8:30 p.m.

LOCATION: Virtual meeting, link available in April agenda

MARCH 18, 2021

Chair's Report

RECENT EVENTS

Board Chair Trina Boymook highlighted a few recent events and shared information:

- On February 19, Chair Boymook and Trustee Jim Seutter met virtually with Nate Glubish, Alberta's Minister of Service and Member of the Legislative Assembly for Strathcona County-Sherwood Park. The meeting focus: The Sherwood Park Value Scoping Session, the recommendation to combine Sherwood Heights Junior High and École Campbelltown into a new kindergarten to Grade 9 school and plans going forward.
- On February 24, Chair Boymook and Vice-Chair Colleen Holowaychuk took part in a virtual roundtable discussion hosted by Jackie Armstrong-Homeniuk, Alberta's Member of the Legislative Assembly for Fort Saskatchewan-Vegreville. The focus: The impact of COVID-19 on businesses. During the discussions, Chair Boymook raised the issue of connectivity and the need for reliable access provincewide.
- On February 25, Chair Boymook and Superintendent Mark Liguori took part in a budget debrief with Adriana LaGrange, the Minister of Education. The meeting included school board chairs and superintendents from across the province and offered a high-level overview of the province's education budget for the next school year.
- On March 5, Chair Boymook brought greetings at the virtual Elk Island Public Schools (EIPS) Classified Staff Professional Learning Day event.
- On March 16, Chair Boymook took part in EIPS' Inspirational Math Week by virtually reading to 50 Grades 1 and Grade 2 classrooms. The book she read was about sorting, which elicited a lot of wonderful and exciting reactions from students.

Superintendent's Report

RECENT EVENTS

Superintendent Mark Liguori highlighted a few recent events and shared information:

- On March 9, Superintendent Liguori attended a meeting with the Employee Relations Group to discuss the Division's critical worker benefit.
- On March 15-19, students and staff celebrated numeracy during EIPS' Inspirational Math Week. Divisionwide, schools hosted daily math activities, games and hands-on learning exercises all aimed at building students' mathematical confidence. Superintendent Liguori also took part by reading a book entitled, *Pigeon Math*, to students in grades 1 and 2. He thanked EIPS' consultants for their hard work to make the week possible.

CLASSIFIED STAFF PROFESSIONAL LEARNING DAY

The EIPS Classified Staff Professional Learning Day took place on March 5. Throughout the day, classified staff participated in various virtual professional learning workshops and keynote speaker sessions. Superintendent Liguori and Ryan Marshall, the Director of Instructional Supports for EIPS, took part in a discussion facilitated by Doug Keeley, the CEO of Stories Rule! Overall, it was a fantastic event. Superintendent Liguori thanked Human Resources for organizing the event and making it a success.

Association and Local Reports

ASBA ZONE 2/3 REPORT

Trustee Heather Wall attended a virtual Alberta School Boards Association (ASBA) Zone 2/3 meeting on Feb. 19, 2021. The meeting focused on the Zone's governance review. Overall, it was an excellent meeting. The next meeting takes place on March 19.

ATA LOCAL REPORT

The Board received for information the Alberta Teachers' Association (ATA) Local No. 28 report from President Deneen Zielke:

- On February 23, Zielke was re-acclaimed the Local No. 28 President, a position she'll serve for two years.
- On March 12, the ATA announced the results of its provincial executive election. Jason Schilling was acclaimed President, Greg Carabine and Jenny Regal were elected Vice-President, and Paul Froese was elected the district representative for the Edmonton region. Each position has a two-year term, which starts on July 1, 2021.
- On April 27, the Local's hosting its annual general meeting, which includes elections for table officers.
- Teachers continue to worry about the education budget and the possibility of cuts to classrooms.

New Business

BOARD POLICY 12: ROLE OF THE SUPERINTENDENT

The Board approved amendments to [Board Policy 12: The Role of the Superintendent](#). The changes relate to the EIPS Assurance Cycle and ensuring engagement opportunities with stakeholders that inform the Division's priorities. The Board also approved amendments to Policy 12's [Appendix B: Performance Assessment Guide](#)—again, related to the EIPS Assurance Cycle

BOARD POLICY 20: ASSESSMENT AND REPORTING OF STUDENT LEARNING

The Board approved amendments to [Board Policy 20: Assessment and Reporting of Student Learning](#). The changes made strengthen the clarity and language within the policy.

BOARD POLICY 21: EXPENSE TRANSPARENCY

The Board approved amendments to [Board Policy 21: Expense Transparency](#). The changes simplify information related to professional membership fees.

Reports for Information

UNAUDITED FINANCIAL REPORT: SEPTEMBER 2020 TO FEBRUARY 2021

The Board received for information the EIPS Unaudited Financial Report for the six-month period ending Feb. 28, 2021. Overall, revenues exceeded expenses resulting in an operating surplus of \$4.15 million. Revenue for the six months is \$96.28 million, which represents 50 per cent of the year-to-date budget—an expected percentage for the fiscal year midpoint. Meanwhile, total expenses are \$92.13 million, which represents 47 per cent of the year-to-date budget—slightly below what the Division anticipated. (see pg. 43, "[Unaudited Financial Report for Sept. 1, 2020 to Feb. 28, 2021](#)").

Trustee Reports Roundtable

Trustees shared information and highlighted recent events:

- **Vice-Chair Colleen Holowaychuk** attended a virtual roundtable discussion hosted by Jackie Armstrong-Homeniuk, Alberta's Member of the Legislative Assembly for Fort Saskatchewan-Vegreville, the March Committee of School Councils (COSC) meeting and various school council meetings. She also thanked a family member who spearheaded a significant donation of winter clothing to Lamont County schools, through the Holy Cross Ukrainian Catholic Parish in Edmonton.
- **Trustee Randy Footz** attended the March COSC meeting and school council meetings for Vegreville Composite High and A.L. Horton Elementary.



BOARD HIGHLIGHTS

- **Trustee Skip Gordon** attended the March COSC meeting and various school council meetings.
- **Trustee Annette Hubick** attended the March COSC meeting and four school council meetings—two meetings for Mills Haven Elementary, Salisbury Composite High and Davidson Creek Elementary. The last meeting was dominated by questions about the 2021 provincial budget, announced on February 25. Trustee Hubick also attended a virtual Alberta School Board Association (ASBA) Coffee Conversation. The focus: How boards engage the community and the value of locally elected trustees.
- **Trustee Don Irwin** attended the March COSC meeting and three school council meetings—the Westboro Elementary meeting included a discussion about the 2021 Alberta School Councils' Association Proposed Advocacy Resolutions. Trustee Irwin also attended ASBA's virtual Coffee Conversation.
- **Trustee Jim Seutter** attended four school council meetings and the March COSC meeting, which featured an extensive discussion about a possible technology fee.
- **Trustee Harvey Stadnick** attended three school council meetings. One of the meetings included a long discussion about the Alberta School Councils' Association proposed advocacy resolutions—the bulk of the questions focused on the resolutions proposed by charter schools.
- **Trustee Heather Wall** attended various school council meetings and the ASBA Zone 2/3 meeting.

Board Members

Trina Boymook, *Chair* | Colleen Holowaychuk, *Vice-Chair* | Randy Footz | William (Skip) Gordon
| Annette Hubick | Don Irwin | Jim Seutter | Harvey Stadnick | Heather Wall

FOR MORE INFORMATION CONTACT:

Trina Boymook, *Board Chair* | P 780 417 8101

Laura McNabb, *Director, Communication Services* | P 780 417 8204

www.eips.ca | Twitter: [@eips](https://twitter.com/eips) | Facebook: [elkislandpublicschools](https://www.facebook.com/elkislandpublicschools)



PROXY VOTING FORM

This form must be completed and submitted for each ASCA Member School Council designating a parent representative from an (alternate) ASCA Member School Council attending the AGM – who is authorized to vote on their behalf.

School Council

School District/Division:

Name:

School Council

Town/City:

Address:

PROXY HOLDER	Position on school council:
Parent Designate Name:	
Email:	Phone:
School Council Designate Name:	School District/Division:
Address:	Town/City:

Authorization

Executive Position:

Name:

Email:

Phone:

Signature:

(Equivalent as printed)

One VOTING KEY will be provided to the representative indicated on this form.

[ElectionBuddy](#) online voting software is utilized for Virtual voting. Voters use an access key issued to them via email after the start of the meeting.

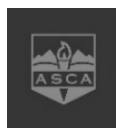
Please ensure the EMAIL address for the Proxy holder is ACCURATE (and legible) and phone number is provided.

In the ElectionBuddy voting software, Proxy voters are not required to manage additional devices for proxy voting. Proxy voting will be managed within one access key for all votes, on one device.

NOTE - It is the responsibility of the authorizing school council to advise the Proxy holder of their voting decisions. If no direction is provided, the Proxy holder is expected to make the voting decision(s) using their own judgement.

Return this form by email to tracyr@albertaschoolcouncils.ca or via fax at 1-780-455-0167, before 5:00 pm on **April 16, 2021**.

2021 Annual General Meeting (AGM)
April 25, 2021 8 am – 4 pm
Zoom ONLINE Webinar, Virtual voting



**Alberta
School Councils' Association**
Promoting parent engagement in public education

CREDENTIAL VOTING FORM

This form must be completed and submitted for each ASCA Member School Council designating a parent representative (voting delegate) to attend and vote on their behalf at the AGM.

**School Council
Name:**

School District/Division:

School Council
Address:

Town/City:

**Parent Designate
Name:**

Position on school council:

Email:

Phone:

**Authorization
Name:**

Executive Position:

Email:

Phone:

Signature:

(Equivalent as printed)

One VOTING KEY will be provided to the voting delegate indicated on this form.

ElectionBuddy – a secure, online voting software will be utilized for Virtual voting. Voters use an access key issued to them via email after the start of the meeting.

Please ensure the EMAIL address for the Voter is ACCURATE (and legible), and phone number is provided.

NOTE: Voters are required to manage two browser windows on their device throughout the meeting – one for the Zoom platform, and one for the ElectionBuddy platform.

Additional members from the school council are encouraged to register (\$25) and attend the meeting.

Return this form by email to tracyr@albertaschoolcouncils.ca or via fax at 1-780-455-0167, before 5:00 pm on **April 16, 2021**.

Keeping Them Safe While Helping Them Grow:

Supporting children's emotional
growth in challenging times

PRESENTED BY
Dr. Alex Russell
Registered Psychologist and Author
and SCA Secondary



Caregiver Education Team Newsletter

April 2021



AHS, in collaboration with **The Mental Health Foundation**, is proud to offer **FREE** online programming for parents and caregivers of children and youth.

Sessions are offered online through the Zoom conferencing application. A link to access the online session will be sent by email to those who have registered for the session.

Lunch & Learn Webinars

Anxiety Part 1: An Introduction

Tuesday, April 6
12:00 – 1:00 pm

Mindfulness: Benefits for the Whole Family

Part 1 – Monday, April 12
12:00 – 1:00 pm

Anxiety Part 2: Calming Our Bodies

Tuesday, April 13
12:00 – 1:00 pm

Mindfulness: Benefits for the Whole Family

Part 2 – Monday, April 19
12:00 – 1:00 pm

Anxiety Part 3: Settling Our Minds

Tuesday, April 20
12:00 – 1:00 pm

More than Just a Bad Day: Understanding Depression

Monday, April 26
12:00 – 1:00 pm

Anxiety Part 4: Overcoming Avoidance

Tuesday, April 27
12:00 – 1:00 pm

Sessions at a Glance

Caregiver Education Sessions

Test Anxiety:

Strategies for Success
Wednesday, April 7
6:00 – 7:30 pm

Understanding Autism

Wednesday, April 14
6:00 – 7:30 pm

Keeping Scattered Kids on Track:

Understanding and Supporting Children and Youth with ADHD
Wednesday, April 21
6:00 – 7:30 pm

Building Executive Functioning Skills

Promoting Success in Learning
Wednesday, April 28
6:00 – 7:30 pm

Drop-In Series

Mental Health and Resiliency Series

Settling Into Routines:

Making Uncertain Times More Predictable
Thursday, April 8
6:00 – 7:30 pm

Giving Time and Attention to Our Big Needs

Thursday, April 15
6:00 – 7:30 pm

Strengthening Connections

With Ourselves, Our Kids, and Our Communities
Thursday, April 22
6:00 – 7:30 pm

Positive Communication that Promotes Growth

Thursday, April 29
6:00 – 7:30 pm



Mental Health Foundation



Children, Youth & Families
Addiction & Mental Health

For more information, visit www.cyfcaregivereducation.ca

Caregiver Education Sessions

April 2021



These free 90 minute online sessions are intended to provide parents, caregivers, teachers, and community members with introductory information regarding mental health challenges that can affect children and youth.

Registration

Sessions are offered online through the Zoom conferencing application.

A link to access the online session will be sent by email to those who have registered for the session.

To register, click [HERE](#) or go to:

www.cyfcaregivereducation.ca

Test Anxiety Strategies for Success

Does your teen prepare for exams only to freeze up during the test? Test and performance anxiety are very common among students. This session will help teens learn how to succeed despite their anxiety and help caregivers support their teens to reduce test anxiety.

Date: Wednesday, April 7, 2021

Time: 6:00 – 7:30 pm

Notes: For caregivers and teens (grades 7-12) to attend together.

Understanding Autism

In this introduction to Autism Spectrum Disorder (ASD) participants will learn how ASD affects the way children and adolescents interpret and interact with the rest of the world and the people in it. Once we understand the core characteristics of ASD, we will then discuss strategies to support our child's wellness.

Date: Wednesday, April 14, 2021

Time: 6:00 – 7:30 pm

Notes: For caregivers of children grades K-12; for adults only.

Parent Feedback:

“I really appreciated the fact that I could attend and share this learning experience with my teen, it prompted meaningful discussion.”

“Thank you for the great session. I really appreciate the answers during the Q&A section.”

“I enjoyed the interactive questions. Time and length was good.”

(Continued on next page...)



Mental Health Foundation



Children, Youth & Families
Addiction & Mental Health

For more information, visit www.cyfcaregivereducation.ca

Caregiver Education Sessions

April 2021



These free 90 minute online sessions are intended to provide parents, caregivers, teachers, and community members with introductory information regarding mental health challenges that can affect children and youth.

Registration

Sessions are offered online through the Zoom conferencing application.

A link to access the online session will be sent by email to those who have registered for the session.

To register, click [HERE](#) or go to:

www.cyfcaregivereducation.ca

(...continued)

Keeping Scattered Kids on Track

Supporting Children and Adolescents with ADHD

This session will discuss common signs and symptoms of Attention Deficit Hyperactivity Disorder (ADHD) and strategies for supporting success in children and youth with ADHD.

Date: Wednesday, April 21, 2021

Time: 6:00 – 7:30 pm

Notes: For caregivers of children grades K-12; for adults only.

Building Executive Functioning Skills

Promoting Success in Learning

Review and discuss ways to support the development of your child's executive skills such as working memory, inhibition, and mental flexibility.

Date: Wednesday, April 28, 2021

Time: 6:00 – 7:30 pm

Notes: For caregivers of children grades K-6; for adults only.

Parent Feedback:

“Very well done, I liked the balance of the videos and the presentation.”

“I’ve enjoyed all the sessions offered so far!”

“This session was so helpful – the presenters were relatable and gave practical advice.”

“I liked the variety provided by different presenters; 90 minutes was a good length.”



Mental Health Foundation



For more information, visit www.cyfcaregivereducation.ca

Lunch & Learn Webinars

April 2021



These free 60 minute online sessions are intended to provide parents, caregivers, and community members with information regarding mental health challenges that can affect children and youth. When topics are presented over two sessions, participants can attend one or both sessions.

Mindfulness

Benefits for the Whole Family

This session will explore mindfulness as an evidence-based way of supporting empathy, optimism, attention, and self-regulation skills in children, teens, and parents.

Part 1

Date: Monday, April 12, 2021

Time: 12:00 – 1:00 pm

Notes: For caregivers of children grades K-12; for adults only.

Part 2

Date: Monday, April 19, 2021

Time: 12:00 – 1:00 pm

Notes: For caregivers of children grades K-12; for adults only.

More than Just a Bad Day:

Understanding Depression in Adolescents

This session will help caregivers increase awareness about adolescents who might be experiencing sadness and depression. Strategies for support will be discussed.

Date: Monday, April 26, 2021

Time: 12:00 – 1:00 pm

Notes: For caregivers of children grades 7-12; for adults only.

Registration:

Sessions are offered online through the Zoom conferencing application.

A link to access the online session will be sent by email to those who have registered for the session.

To register, click [HERE](#) or go to:

www.cyfcaregivereducation.ca

Parent Feedback:

“I got a lot out of this session and I’m excited to make some changes.”

“Excellent resources and a reminder that we need to take care of ourselves and our family.”

“Wonderful! I get to learn from the comfort of my house.”

“The two presenters keep it engaging and the virtual platform makes it easy to join.”



Mental Health Foundation



For more information, visit www.cyfcaregivereducation.ca

Lunch & Learn Webinars

April 2021

These free 60 minute webinars are for parents/caregivers who are looking to strengthen their child's/adolescent's ability to thrive through life's challenges and discover strategies that can help build resiliency and overall family wellness. Participants are welcome to attend single sessions or the full series.

Anxiety – Part 1: An Introduction

This session will distinguish between normal worries and anxiety that is no longer helpful or productive and will help caregivers to identify signs that a child or adolescent is experiencing problems with anxiety.

Date: Tuesday, April 6, 2021

Time: 12:00 – 1:00 pm

Notes: For caregivers of children grades K-12; for adults only.

Anxiety – Part 2: Calming Our Bodies

In this session, we will review how the body reacts to stress triggers and ways caregivers can help their child to notice and begin to regulate their own stress responses.

Date: Tuesday, April 13, 2021

Time: 12:00 – 1:00 pm

Notes: For caregivers of children grades K-12; for adults only.

Anxiety – Part 3: Settling Our Minds

In this session, we will look at how anxiety can lead to negative thinking and thinking traps that can hold our children back. Strategies for addressing worries and encouraging realistic thinking will be discussed.

Date: Tuesday, April 20, 2021

Time: 12:00 – 1:00 pm

Notes: For caregivers of children grades K-12; for adults only.

Anxiety – Part 4: Overcoming Avoidance

In this session, we will discuss how avoidance of stressors can increase our child's stress responses. By encouraging our children to face manageable stressors, caregivers can help their child foster effective coping skills.

Date: Tuesday, April 27, 2021

Time: 12:00 – 1:00 pm

Notes: For caregivers of children grades K-12; for adults only.

Registration:

Sessions are offered online through the Zoom conferencing application.

A link to access the online session will be sent by email to those who have registered for the session.

To register, click [HERE](#) or go to:

www.cyfcaregivereducation.ca

Parent Feedback:

“Excellent session with relevant and current information for professionals and parents. Thank you!”

“I really enjoyed these sessions and have signed up for the next three. Thanks for providing them!”

“I feel like I have some new tools in my toolbox to help foster a change in my household for the better!”



Mental Health Foundation



For more information, visit www.cyfcaregivereducation.ca

Drop-in Series

April 2021

Mental Health and Resiliency Series

These free 90 minute online sessions are intended to provide parents, caregivers, and community members with information regarding mental health challenges that can affect children and youth. Participants are welcome to attend single sessions or the full series.

Settling Into Routines

In this webinar, explore ways to decrease your family's stress and increase stability through consistent and predictable routines.

Date: Thursday, April 8, 2021

Time: 6:00 – 7:30 pm

Notes: For caregivers of children grades K-9; for adults only.

Giving Time and Attention to Our Big Needs

Strategies for balancing your family's basic needs around nutrition, exercise, sleep, socialization, and technology use are discussed.

Date: Thursday, April 15, 2021

Time: 6:00 – 7:30 pm

Notes: For caregivers of children grades K-9; for adults only.

Strengthening Connections with Ourselves, Our Kids, and Our Communities

We discuss the importance of fostering a healthy parent-child relationship, building a community of support for our child, and taking care of ourselves through it all.

Date: Thursday, April 22, 2021

Time: 6:00 – 7:30 pm

Notes: For caregivers of children grades K-9; for adults only.

Positive Communication That Promotes Growth

In this session, we will look at how we can use the communication tool of praise to support our child's healthy need for attention, reinforce helpful behaviours, and encourage our child to engage with others in positive ways that foster resilience.

Date: Thursday, April 29, 2021

Time: 6:00 – 7:30 pm

Notes: For caregivers of children grades K-9; for adults only.

Registration

Sessions are offered online through the Zoom conferencing application.

A link to access the online session will be sent by email to those who have registered for the session.

To register, click [HERE](#) or go to:

www.cyfcaregivereducation.ca

Parent Feedback

"It was very informative and easy to understand."

"The length was perfect and information was straight and to the point. No fluff and tons of suggestions for strategies to implement."

"Good mix of education and application in real life."

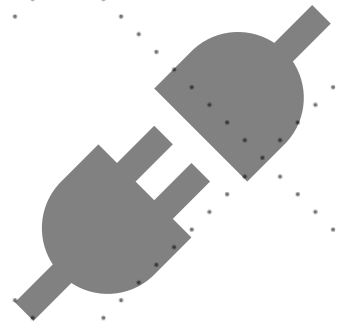
"I enjoyed the 'interactive-ness' of the presentation!"



Mental Health Foundation



For more information, visit www.cyfcaregivereducation.ca



Internet News

U.S. lawmakers press Big Tech for internal research on kids' mental health

Just a quick article that informs on U.S. lawmakers displaying an interest in how children's mental health is affected by the internet.

<https://www.reuters.com/article/us-usa-congress-tech/u-s-lawmakers-press-big-tech-for-internal-research-on-kids-mental-health-idUSKBN2BM2UI>

Exclusive: TikTok considers introducing group chat feature this year - sources

This article discusses the potential addition of group chat to TikTok. This is something to be aware of because of TikTok's popularity with kids, and because group chat features in other apps are frequently used for cyberbullying:

<https://www.reuters.com/article/us-tiktok-messaging-exclusive/exclusive-tiktok-considers-introducing-group-chat-feature-this-year-sources-idUSKBN2B9182>

Child luring and sextortion cases online spike since start of pandemic

This article discusses the rise in internet child exploitation since the start of the pandemic. Please note that the terms "sextortion" and "sextortion" should not be used as they can misrepresent what actually happens.

Saffron has a one hour workshop on this topic if you would like to know more.

<https://globalnews.ca/news/7683360/covid-19-child-luring-sextortion-online-cases/>

Saffron's Tips

Answer Questions!

The Internet is full of information about a variety of different subjects. Some of them are really useful and entertaining, but others can be harmful if left unexplained.

One of the best things you can do help your kid navigate their online experience is answer questions about the things they see on the internet. Because a lot of it they won't understand, and when that happens, they should come to you.

A lot of parents aren't sure when to talk to kids about certain subjects like pornography, for example. A good rule of thumb is that if your kid is asking questions about something, it's a good time to start answering those questions, openly and honestly.

Resources



Check out the RCMP's website for some other tips that can be helpful. They cover a range of subjects, including recommendations around reporting certain things to the police.

<https://www.rcmp-grc.gc.ca/is-si/index-eng.htm>

Get in touch with Saffron if you have any questions!



@saffroncentre



SAFFRON Centre Ltd.



SAFFRON Centre

publiced@saffroncentre.com

780-449-0900



Elk Island
Public Schools

Committee of School Councils Meeting

Inclusive Education and Specialized Programming within EIPS: PALS to Grade 12

Virtual Meeting

April 7, 2021

Marcus Reed

Director, Specialized Supports



Inclusion

- Elk Island Public Schools (EIPS) believes in the inclusion of all children and students in a way that maximizes their learning potential and fosters their sense of belonging to the school community and our larger society. Inclusion is an approach, not a place—a values-based approach to accepting responsibility for all children and students.

Successful inclusion involves:

a set of deeply held beliefs and values that encompass a sense of community and the fact that all children and students belong to the community and that all children and students can learn;

effective teaching and learning for all learners;

a commitment to professional learning on the part of teachers and support staff;

a commitment to teamwork and a willingness to share expertise and learn from one another;

a collaborative approach with families where they have the opportunities and support they need to help their children be successful learners and to contribute to decision-making about their child's education;

thoughtful and intentional planning for academic and social development opportunities for all children and students; and

a school culture and environment where everyone belongs and everyone learns together.

What is Inclusion?

What does this look like in
Elk Island Public Schools?

Inclusive Schools, Inclusive Communities





VALUING DIVERSITY



GROWTH MINDSET



WORKING TOWARDS
INDEPENDENCE



BUILDING STRONG
COMMUNITIES

What does inclusion look like in Elk Island Public Schools?

Faces of Inclusion

A great start to learning



Faces of Inclusion

Programming
Priorities

=

Programming
Needs



Faces of Inclusion

Inclusive,
specialized
programs



Faces of Inclusion

“What’s best for kids?”



The background features a pattern of colorful question marks in red, blue, green, and yellow, scattered across a light grey surface. In the lower half, several human hands of various skin tones are raised, palms facing forward, suggesting an interactive or questioning session. A solid teal vertical bar is on the left, and a light grey vertical bar is on the right.

Questions?



For Member Review, in advance of the ASCA Annual General Meeting (AGM).

ASCA Member School Councils participate in the policy setting process of the Association by reviewing the ***Proposed Advocacy Resolutions*** submitted for consideration (discussion and voting on) at the AGM.

In order to prepare for the AGM efficiently, ASCA is asking school council members to review and discuss, determining their support or disapproval of the resolutions proposed.

11 ***Proposed Advocacy Resolutions*** were submitted by Member School Councils and the ASCA Board of Directors in [SECTION I](#).

Administrative Resolutions are provided in [SECTION II](#) for Member School Council review and discussion to determine how their parent delegate will vote on them at the AGM.

Thank you for your efforts in this important piece of policy development for the ASCA, and your opportunity to make a difference in public education.

Related information:

[ASCA Advocacy Overview](#)

[Types of Resolutions](#)

[AGM Meeting Planning and Preparation](#)

ASCA AGM RESOLUTIONS REVIEW PACKAGE 2021

SECTION I: Proposed Advocacy Resolutions for Member Review

Please review and discuss with your school council members and determine support (yes) or disapproval (no) for the following 11 proposed resolutions, to provide voting direction to your parent voting delegate attending the AGM.

Note – if additional information or clarification is required – please contact the sponsor of the resolution by email as provided. Resources/references are indicated as applicable.

Board proposed Resolutions, and Member School Council proposed Resolutions for the 2021 ASCA AGM

#	Title	Sponsor	Contact
P21-01	Continued Support and Advancement of Technology Funding to Support all Levels of Learning Throughout Alberta Schools	ASCA Board of Directors	Wendy Keiver wendyk@albertaschoolcouncils.ca
P21-02	Acknowledgment of CoSC/DSC in the Alberta Education Act	ASCA Board of Directors	Wendy Keiver wendyk@albertaschoolcouncils.ca
P21-03	Restore PUF Funding to Alberta Schools	Elmwood School Council	Danielle Striemer dstriemer@gmail.com
P21-04	Transportation – Maximum Time Limit Students can be on the Bus	Ecole St. Paul Elementary Community School Council	Crystal Charbonneau crystalcharb@gmail.com
P21-05	Renewal of Alberta Curriculum	St. Michael’s School Council	Christy Gustavison stmikesschoolcouncil.chair@gmail.com
P21-06	Addressing Barriers to Student-centred Public Education	Ecole St. Gerard School Council	Mark Woods stgerardschoolcouncil@gmail.com
P21-07	Respect for ASCA's Bylaws, Values, and Members	Foundations for the Future Charter Academy, Southwest Elementary School Council	Tanya Borthwick ffcaswe.council@gmail.com
P21-08	Education Stakeholder Organizations Financial and Governance Accountability	Ecole St. Gerard School Council	Mark Woods stgerardschoolcouncil@gmail.com
P21-09	Equal Opportunity of Access to All Public Schools	Foundations for the Future Charter Academy, Northwest Elementary School	Bilal Rasool school.council.nwe.ffca@gmail.com

		Council	
P21-10	Achieving Universal Public Education	Foundations for the Future Charter Academy, Southwest Elementary School Council	Tanya Borthwick ffcaswe.council@gmail.com
P21-11	Allocating Public Funds to Public Education	Sam Livingston School Council	Cassandra Wyatt ecolesamchair@gmail.com

P21-01

Continued Support and Advancement of Technology Funding to Support all Levels of Learning Throughout Alberta Schools

Sponsor: ASCA Board of Directors

Contact: Wendy Keiver wendyk@albertaschoolcouncils.ca

Background / Overview:

The following ASCA Advocacy Policies are among those set to expire and become archived at the 2021 ASCA AGM. The ASCA Board of Directors believes the intentions of these policies would be best suited under one umbrella resolution.

◆ 08-8 Advancement in Technology Funding

That Alberta School Council Association request Alberta Education increase funding for the cost of advancement of technology in our schools.

◆ 08-7 Adequate Funding for New School Equipment, Resources & Technology

That Alberta School Councils 'Association urge Alberta Education & Alberta Infrastructure to adequately fund a school that is built by providing appropriate funding for equipment, resources and technology so that School Boards do not have to divert funding from existing staffing and programming. Adequate funding should include appropriate amounts for contingencies and cost escalations.

◆ 11-3 Technology Support for the 21st Century Learner

That Alberta Education continue to provide technology funding for hardware and software and in addition, provide technology funding for technical support and learning support in addition to the current basic per student grant.

With the ever-increasing use and demand for technology-oriented learning with schools in Alberta, there is a need for ASCA Member direction on what ASCA would like the funding model / implementation plan to look like.

With the steady growth of the urban population, there is a direct reflection in the number of new schools being built. Most new schools come equipped with supports to enhance technology-based learning. Thus, funding will follow to support these initiatives. This is not the case in rural schools where school infrastructure cannot support new innovations. There are also competing demands for provincial funding to ensure schools operate in a safe manner.

Alberta Education should continue to provide technology funding for hardware and software, as well as provide technology funding for technical support and learning support, as part of the base instruction grant, or services and support grant, currently in place in the Weighted Moving Average Funding Model.

There is a requirement for continued support for in place systems and there is a need for financial support to update and maintain equipment.

This is not limited to a certain grade but for all learners K-12 throughout all schools regardless of geographic location.

There will be a need for further support when a new school is developed and systems within the school can support more up to date technology to enhance student learning.

Whereas: The students of all schools, regardless of location, should be entitled to the same learning opportunities.

Whereas: The Covid-19 pandemic has proven that internet access in many parts of Alberta is inadequate and unacceptable.

We request that the Minister of Education recognizes the importance of technology for Alberta's students by ensuring that funding is allocated to all school divisions to adequately provide current and relevant technology.

We further request that once technology is in place, funding from Alberta Education should be continued to support and improve technology, thus ensuring students are learning on current and relevant equipment.

We further request that the Minister of Education continue advocacy efforts at the Federal level until all Alberta students have equitable and consistent access to online learning, whether by choice or by force.

P21-02

Acknowledgment of CoSC/DSC in the Alberta Education Act

Sponsor: ASCA Board of Directors

Contact: Wendy Keiver wendyk@albertaschoolcouncils.ca

Background / Overview:

School councils were legislated in 1995 under Alberta's Education Act and are mandatory for all schools in the public education system, including charter schools. School councils are structured groups of parents, principals, teachers, secondary students, and community representatives who work together to effectively support and enhance student learning.

The school board develops three-year plans that must align with provincial goals as well as address local needs and issues. The school board is responsible for submitting an annual results report to Alberta Education, which provides information on the division and schools' major accomplishments and results of the past year. It includes results from surveys, provincial achievement tests and diploma exams, along with other information.

Councils of School Councils (COSC)/District School Councils (DSC) or groups of school council representatives that have division-wide membership are ideal forums for engaging district wide discussion and input into the development of the division's three-year plan. By contributing knowledge, perspective, and ideas at COSC/DSC meetings, parents are actively contributing to school community and school district success.

The identification and validation of COSCs/DSCs within Alberta's Education Act will allow for and provide a means for greater parent engagement and stakeholder relationship growth. To be recognized as a stand-alone identity with parent driven operations provides another guaranteed avenue for supporting and enhancing student learning.

Position Statement Supporting the Resolution:

For a Resolution to be both effective and viable from an advocacy perspective, it needs to be in line with our Vision, Mission, and Beliefs, as well as articulated within our Bylaws and the Association's philosophy.

Destination 2.3 of the ASCA Board of Directors Vision Path states; Support the development of Councils of School Councils allowing for school councils to contribute directly at a district level.

a) Action: Promote knowledge and skill development opportunities to system leaders.

Interested Parties: ASBA, ASBOA, ATA, CASS, Minister of Education

Implementers: Alberta Ministry of Education

Precedent:

In British Columbia, District Parent Advisory Councils (DPAC), are recognized within the BC School Act, sections 8.4 and 8.5, which acknowledge the implementation of such a council and the establishment, relationship with the district, and the level of purpose and operation.

Whereas in Alberta, the *Northland School Division Act (2017)* Sections 5(2)(e) and 5(4) and 5(5) recognize the establishment, purpose, and structure of a Council of School Councils within Northland School Division.

We request that the Minister of Education acknowledge the importance of Councils of School Councils, (COSC) and District School Councils (DCS) in supporting the Assurance Framework and collaboratively develop relevant legislation with ASCA and Education Partners to ensure consistency with current school council legislation.

Resources:

British Columbia School Act (1996) <https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/revisedstatutescontents.pdf>

Northland School Division Act (2017) <https://www.gp.alberta.ca/documents/Acts/n05p1.pdf>

P21-03

Restore PUF Funding to Alberta Schools

Sponsored by: Elmwood School Council

Contact: Danielle Striemer, via email at dstriemer@gmail.com

Background / Overview:

In Spring 2020, The Alberta Government changed the funding structure for Program Unit Funding which impacts the early intervention necessary for students aged 2-5 with mild, moderate, and severe needs. These cuts were significant and devastating to many families who are struggling to find supports for their young children with developmental delays.

These children, who will be entering kindergarten with no prior interventions, are delayed and will require significant daily help in achieving kindergarten curriculum goals. Not only will these kids suffer, but the educators will not be able to deliver quality education to those neurotypical children attending the same classes. This will initiate an effect that will grow over time for all students. This effect will alter the trajectory of the standardized test results (such as the PISA) which keep Alberta Education among the top education systems in Canada as well as the world (Rieger, 2019). Making this investment into our young children is well worth the payout.

Because in the near future, there will be undue stress added to Alberta Kindergarten classes. Later, we will see the effects in standardized test scores dropping, impacting our high standings in Education as compared to our country and world (based on PISA Scores).

Because if we do not restore these early interventions in schools across the province, we will have a larger financial burden in the future. By investing in our children, we invest in the future prosperity of Alberta.

Because early intervention not only impacts academics but also “studies have found a number of long-term cost savings in terms of decreased grade repetition, reduced special education spending, enhanced productivity, lower welfare costs, increased tax revenues, and lower juvenile justice costs” (Diefendorf & Goode, 2005).

We request that the Minister of Education restore PUF funding for Early Intervention Programs for all mild, moderate, and severely impacted children ages 2.5-5.5 across Alberta to funding levels and students provided prior to budget 2020 (originally set by previous PC governments) to support the early intervention of preschool aged children in the province of Alberta.

We further request that ASCA Advocacy Policy 01-10 be rescinded as its intention is captured in this proposed policy.

Resources:

Pan, Q., Trang, K. T., Love, H. R., Templin, J., Hill, C., Kivlighan, D. M., ... & Acion, L. (2019). School Readiness profiles and Growth in academic achievement.

<https://www.frontiersin.org/articles/10.3389/feduc.2019.00127/full>

Diefendorf, M., & Goode, S. (2005). The long term economic benefits of high quality early childhood intervention programs. NECTAC Clearinghouse on Early Intervention and Early Childhood Special Education. Chapel Hill, NC: NECTAC. <https://ectacenter.org/~pdfs/pubs/econbene.pdf>

P21-04

Transportation – Maximum Time Limit Students can be on the Bus

Sponsored by: Ecole St. Paul Elementary Community School Council

Contact: Crystal Charbonneau, via email at crystalcharb@gmail.com

Background / Overview:

Placing a maximum time limit students can ride on the bus before and after school.

Ex: 45 minutes maximum

Because extended bus rides beyond 45 minutes impacts student learning.

Because children who are not old enough to complete homework on their own on the bus, cannot do it until they arrive home sometimes after 4:30 pm.

Because some students are awake at 6:15 am., ride the bus for 1-1.5 hours both in the morning and then the afternoon, and do not arrive home until 4:30 pm., resulting in a 10.75 hour day already and does not include having to do homework assigned by teachers.

Because children should not be penalized for living in the country or far distances from the school.

Because students across the province who live even 20 km from town face extended bus ride lengths.

We request that the Minister of Education place a maximum time limit of 45 minutes one-way that a student can ride the bus before or after school.

P21-05

Renewal of Alberta Curriculum

Sponsored by: St. Michael's School Council

Contact: Christy Gustavison, Chair via email at stmikesschoolcouncil.chair@gmail.com

Background / Overview:

Alberta Education is renewing the provincial curriculum. It is unclear how parents and education professionals will be engaged, what the new curriculum will reflect, and when it will be implemented.

Because more engagement with parents and educational professionals is needed to ensure the renewed curriculum meets the needs of students today in Alberta.

Because now is not the time to ask teachers to find, develop and implement new curriculum as proposed for Fall 2021, the time frame for roll out should be delayed due to ongoing effects of the pandemic.

Because Alberta students deserve a renewed curriculum that will reflect the needs of 21st century learners: one that is collaborative, inclusive and emphasizes innovation and critical thinking and based on evidence and developed by experts in curriculum development and education professionals.

We request that the Minister of Education ensure implementation of all renewed curriculum has opportunities for meaningful parental engagement, and adequate time to plan implementation.

We further request all new curriculum should reflect the needs of 21st century learners: emphasize innovation and critical thinking, diversity and inclusion. It should be evidence-based, developed by experts in curriculum and education.

We further request that the Minister of Education delay implementation of pilot planned for fall 2021 as all attention is on the pandemic at this time.

Resources:

<https://www.alberta.ca/k-12-curriculum-programs-of-study.aspx>

P21-06

Addressing Barriers to Student-centred Public Education

Sponsored by: Ecole St. Gerard School Council

Contact: Mark Woods, via email at stgerardschoolcouncil@gmail.com

Background / Overview:

There are multiple organizations within Alberta Education working towards the same goal of advancing public education; however, there are no official mechanisms for parents and students to collaborate with all relevant stakeholders to confront barriers to student-centred education.

Because Canada ratified the United Nations Convention on the Rights of the Child¹ (“the Convention”) on December 13, 1991².

Because Article 28.1(b) of the Convention [in part] indicates that States Parties shall: “*Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child....*”³.

Because Article 29.1(a) of the Convention states: “*Parties agree that the education of the child shall be directed to: (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential.*”

Because significant barriers to access in Alberta’s Education system have been brought to public attention throughout 2019 and 2020 illustrates that choice may exist for some, but for an increasing number of Alberta families, there is no meaningful student-centred, public education and the workflows to resolve this gap place the administrative burden on those underserved families.⁴

Because all Alberta education organizations should collaborate to put Alberta children first.

We request that the Minister of Education jointly develop a policy and practice framework for all educational stakeholders to address barriers to student-centred education including disputes between stakeholder organizations within the sphere of influence of Alberta Education.

We further request that ASCA nominate a sub-committee or advisory panel from the membership to participate in the joint development of the aforementioned policy and practice framework as well as an organizational chart offering a clear line of sight from parents to the Minister with a documented escalation process.

We further request that, following the joint development of a policy and practice framework for all stakeholders to address barriers to student-centred learning, ASCA undertake the development of a new workshop and content for School Councils to improve access to appropriate decision-making authorities where they have experienced barriers in accessing student-centred education.

Resources:

¹ The Convention: <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

² Canada Convention on the Rights of the Child: <https://www.canada.ca/en/canadian-heritage/services/canada-united-nations-system/reports-united-nations-treaties.html#a6>

³ <https://cypcs.org.uk/rights/uncrc/full-uncrc/#28>

⁴ CBC Article: <https://www.cbc.ca/news/canada/calgary/education-minister-rally-1.5692581>

P21-07

Respect for ASCA's Bylaws, Values, and Members

Sponsored by: Foundations for the Future Charter Academy, Southwest Elementary School Council

Contact: Tanya Borthwick, via email at ffcaswe.council@gmail.com

Background / Overview:

The following 3 Advocacy Resolutions were passed at the October 17th, 2020 ASCA Regular General Meeting becoming ASCA Advocacy Policy¹:

20-04A

Minister of Education Definition of Public Education

We request that the Minister of Education define public education as the public, francophone **and** separate, ~~and charter~~ school systems.

20-04B

ASCA Definition of Public Education

We request that ASCA define public education as the public, francophone, **and** separate, ~~and charter~~ school systems and use this definition when interpreting existing and new resolution statements such as “all schools” and “school boards”.

20-04C

Integration and oversight of Charter Schools

We request that the Minister of Education integrate charter schools into the public education systems making them accountable to locally elected trustees and school boards and ensuring access to all students.

126 of 1265 ASCA members were represented at the Regular General Meeting.

Because ASCA states “We represent parents on school council to engage with Alberta’s Education Ministry”².

Because Alberta Public Charter Schools are legally legislated³ to have a School Council which makes them eligible to be Voting Members of ASCA according to ASCA Bylaw 4.1⁴.

Because Policies 20-04A, 20-04B, and 20-04C effectively removes parents on Charter School Councils from representation by ASCA when engaging with Alberta’s Education Ministry.

Because ASCA also has a Charter⁵, and excerpts of it state that (emphasis added):

Core elements of the mission:

1. **Parents have a voice** through their school council and at general meetings of the ASCA. **Their collective voice** creates a larger, politically important provincial consensus on education issues.

Values

Respect:

- **For all individuals within the Association**
- **For diverse views and beliefs**
- **For education partnerships**

Integrity:

- **In all endeavours, to operate above reproach in actions and in words**
- **In building trust and trustworthiness**

Teamwork:

- **In working together for common good**

- Within and between ASCA Board of Directors and staff
- **With the membership**
- **With education partners**

Because ASCA Advocacy Policies 20-04A, 20-04B, and 20-04C are contrary to the above emphasized sections of ASCA’s charter. Removing recognition of a school system does not show respect for diverse views and education partnerships. Removing recognition of a school system directly contravenes working together for common good, with membership and with education partners. Removing recognition of a school system does not show integrity in all endeavours and does not build trust and trustworthiness.

Because Policies 20-04A and 20-04B contravene ASCA Bylaw 3.27⁴ which already defines the term “Public Education” for ASCA as “any school in Alberta that is publicly funded including public, separate, francophone and charter school systems”.

Because ASCA Bylaw 6.8 states that “The **Board** will: a) Abide by the ASCA Bylaws”

Because ASCA Bylaw 5⁴ states “All meetings will be conducted in accordance with the ASCA Bylaws...”

Because Robert’s Rules of Order states “No main motion is in order that conflicts with the corporate charter, constitution, or bylaws...⁶” and ASCA Policies 20-04A and 20-04B were introduced by motions that conflicted with the bylaws.

We request that ASCA Advocacy Policies 20-04A, 20-04B, and 20-04C be rescinded.

Resources:

¹2020 ASCA Advocacy Policy Manual: <https://www.albertaschoolcouncils.ca/public/download/files/40983>

²<https://www.albertaschoolcouncils.ca/>

³Education Act, Section 55: <https://www.qp.alberta.ca/documents/Acts/e00p3.pdf>

⁴ASCA Bylaws: <https://www.albertaschoolcouncils.ca/public/download/documents/40772>

⁵ASCA Charter of the Association: <https://www.albertaschoolcouncils.ca/public/download/documents/40773>

⁶RONR (12th ed.), 10:26 (p. 102)

P21-08

Education Stakeholder Organizations Financial and Governance Accountability

Sponsored by: Ecole St Gerard School Council

Contact: Mark Woods, via email at stgerardschoolcouncil@gmail.com

Because all education stakeholder organizations in Alberta may be in receipt of Alberta taxpayer funds, either through membership fees taken out of education administration budgets, or provincial government funding, which are used to aid in the achievement of their vision, mission, beliefs, and programs.

We request that all education stakeholder organizations in receipt of membership fees or funding which has its origin at the provincial government level, be encouraged to increase their transparency to Alberta's citizens with respect to use of taxpayer funds by making publicly available the records of their organizations including, but not limited to, minutes, membership fee schedules, approved budgets and audited financial statements, and advocacy policies, statements or positions. Education stakeholder organizations include, but are not limited to: Alberta Catholic School Trustees Association (ACSTA), Alberta Independent Schools and Colleges Association (AISCA), Alberta School Boards Association (ASBA), Alberta School Councils' Association (ASCA), Association of School Business Officials of Alberta (ASBOA), College of Alberta School Superintendents (CASS), Fédération des parents francophones de l'Alberta (FPFA), Public School Boards' Association of Alberta (PSBAA), and The Association of Alberta Public Charter Schools (TAAPCS).

P21-09

Equal Opportunity of Access to All Public Schools

Sponsored by: Foundations for the Future Charter Academy, Northwest Elementary School Council

Co-sponsors: Calgary Arts Academy

Contact: Bilal Rasool, via email at school.council.nwe.ffca@gmail.com

Background / Overview:

Waitlists for schools have become a barrier to a student's right to choice in education. Parents and students may not be fully informed of the choices, and the quality of those choices, available to them.

Because A report about school choice and equity¹ published by the OECD (that conducts the international PISA tests which have gained Canada recognition as an education superpower²), states that:

"All parents must be able to exercise their right to choose the school of their preference; that means government and schools need to invest in developing their relationships with parents and local communities, and help parents make informed decisions."

“only through a concerted effort by central and local education authorities will school choice benefit all students.”

“Providing choice to parents without exacerbating segregation can be achieved by introducing specific criteria to the allocation of students across the set of local schools. Incentives can also be provided to schools for selecting disadvantaged students, for example, by weighting the funds received by the schools, depending on the socio-economic profile of their student populations.”

“school systems should ensure that all parents are provided with relevant information about the schools available to them, including a measure of the actual “value-added” of schools, meaning whether those schools succeed in improving the performance of all of their students.”

Because Alberta Education uses the Provincial Achievement Tests, in conjunction with Statistics Canada's tax filer data and student inter-school mobility data, to calculate what is known as an SES Gap-Score. Alberta Education states³ that:

“Socio-economic status (SES) is commonly defined as the position families within society occupy, in relation to others, based upon measures of income, education, and occupation. Educational research has demonstrated that SES is a significant positive predictor of student academic achievement. Schools and authorities that service students from lower SES communities generally face a greater than average challenge in obtaining strong achievement results and stakeholders regularly make reference to SES factors as significant determinants of student achievement. Nonetheless, research has demonstrated that it is possible for educators to improve the academic achievement of students from low SES populations.”

“Together, the SES index and gap-score provide valuable information:

- *Authorities can identify schools with greater needs and plan school improvement programs and initiatives to target them.*
- *Schools with high positive gap scores can serve as exemplars as they are adding more than average value to students' academic achievement. Other schools may then be able to adopt these best practices.”*

Because Alberta affirms United Nations Universal Declaration of Human Rights (UDHR) Article 26.3 in the Preamble of the Education Act, which states that *“Parents have a right to choose the kind of education that shall be given to their children.”*⁴

Because for resident students, Education Act Section 10(2) states that: *“A board shall enrol a resident student of the board in the school operated by the board that is requested by the parent of the student if, in the opinion of the board asked to enrol the student, there are sufficient resources and facilities available to accommodate the student.”*⁴

Because for resident students, Education Act Section 10(4) states that *“A board shall, for that school year, enrol a resident student of another board in the school operated by the board that is requested by the parent of the student if, in the opinion of the board asked to enrol the student, there are sufficient resources and facilities available to accommodate the student”.*⁴

Because every individual who is entitled to access an education program in Alberta, as per Education Act Section 3, is entitled to access a charter school in the same manner as they are entitled to access regular and alternative programs at any other public school.⁴

Because Alberta Public Charter Schools, as defined by Education Act Part 2 Division 2, are a key contributor to the availability of choice in education within the Alberta public education system.⁴

Because Alternative Programs, as defined by Education Act Section 19, are a key contributor to the availability of choice in education within the Alberta public education system.⁴

Because Separate Schools, as defined by Education Act Part 5 Division 2, are a key contributor to the availability of choice in education within the Alberta public education system.⁴

Because Francophone Schools, as defined by Education Act Part 5 Division 5, are a key contributor to the availability of choice in education within the Alberta public education system.⁴

Because public, separate, francophone, and charter schools have/may have to enact waitlists and lotteries due to space and resource limitations, limiting choice in education for Alberta families and students. (Table 1)

We request that the Ministry of Education and all applicable cross Ministries ensure that ALL public, separate, francophone, and charter school authorities have the facilities and resources available to be accessible to all children on an equal opportunity basis, so as to eliminate waitlists and lotteries.

We further request that the Ministry of Education ensures that all school authorities provide the parents and students that register with their schools relevant information about other schools available to them, regardless of whether the school is a public, separate, francophone, or charter.

We further request that the Ministry of Education creates a website where parents and students can enter a postal code or address to obtain a list of all school options available to them.

We further request that the Ministry of Education publishes the SES Index and Gap Score Reports for all schools so that parents can be provided with the relevant information about the measure of the actual “value-added” of schools available to them.

We further request that the Ministry of Education publishes the postal codes of all students that attend each school on its Open Data portal⁵ in order for the public to be able to analyse the student demographics of each school.

Resources:

1OECD (2019) Balancing School Choice and Equity: An International Perspective Based on PISA, PISA, OECD Publishing, Paris. <https://doi.org/10.1787/2592c974-en> <https://www.oecd-ilibrary.org/docserver/2592c974-en.pdf>

²How Canada became an education superpower, BBC News <https://www.bbc.com/news/business-40708421>

³SES Index and Gap Score, Page 17: <https://www.newhorizons.ca/wp-content/uploads/2018/06/Agenda-Package-for-Board-Meeting-of-2018-06-20.pdf>

⁴<https://www.qp.alberta.ca/documents/Acts/e00p3.pdf>

⁵ Open Government Program <https://www.alberta.ca/open-government-program.aspx#toc-0>

Table 1: Cross-jurisdictional sample of current capacity barriers to entry faced by parents enrolling children in kindergarten Note: Charter schools not listed do not have current capacity barriers to enrollment. The list of non-charter is not exhaustive.

System	School	Capacity Barrier (kindergarten)
Charter	Almadina Language Charter Academy	Waitlist
CBE	Auburn Bay School	Lottery
Charter	Aurora Academic Charter School	Waitlist
Charter	Boyle Street Education	Waitlist
Charter	Calgary Arts Academy	Waitlist
CBE	Canyon Meadows School	Lottery
CBE	Captain John Palliser	Lottery
EPSB	Cogito (10 Schools) <ul style="list-style-type: none"> • Horse Hill School • Kameyosek School • Lymburn School • Malcolm Tweddle School • Meyokumin School • Mount Pleasant School • Northmount School • Pollard Meadows School • Richard Secord School • Stratford School 	Lottery / Random Selection
CBE	Dalhousie School	Lottery
EPSB	Dr. Lila Fahlan	Lottery
Charter	Foundations for the Future Charter Academy	Weighted lottery
CBE	Highwood School	Lottery
CBE	Lake Bonavista School	Lottery
CBE	Langevin School	Lottery
CBE	Midnapore School	Lottery
EIPS	Mills Haven Elementary (German-Immersion)	Waitlist
CBE	Stanley Jones School	Lottery
CCSD	St. Isabella School	Waitlist
Charter	Suzuki Charter School	Lottery
EPSB	Sr. Margaret-Ann Armour	Lottery
EPSB	Svend Hansen	Lottery
CBE	Traditional Learning Centres (8 Schools) <ul style="list-style-type: none"> • Brentwood School • Chief Justice Milvain School • Chris Akkerman School • Colonel Sanders School • Dr. J.K. Mulloy School • Glamorgan School • Le Roi Daniels School • Thorncliffe School 	Lottery
CBE	Valley View School	Lottery
Charter	Westmount Charter School	Waitlist

P21-10

Achieving Universal Public Education

Sponsored by: Foundations for the Future Charter Academy, Southwest Elementary School Council

Contact: Tanya Borthwick, via email at ffcaswe.council@gmail.com

Background / Overview:

The following 3 Advocacy Resolutions were passed at the October 17th, 2020 ASCA Regular General Meeting becoming ASCA Advocacy Policy¹:

20-04A

Minister of Education Definition of Public Education

We request that the Minister of Education define public education as the public, francophone **and** separate, ~~and charter~~ school systems.

20-04B

ASCA Definition of Public Education

We request that ASCA define public education as the public, francophone, **and** separate, ~~and charter~~ school systems and use this definition when interpreting existing and new resolution statements such as “all schools” and “school boards”.

20-04C

Integration and oversight of Charter Schools

We request that the Minister of Education integrate charter schools into the public education systems making them accountable to locally elected trustees and school boards and ensuring access to all students.

Because Alberta Public Charter Schools are subject to the same accountability requirements to the Minister of Education, as all other public schools are, as per Section 67 of the Education Act² which states “A board shall disseminate any information [...] produced under the reporting and accountability system it develops [...] to students, parents, electors or the Minister in the manner the Minister prescribes”.

Because Alberta Public Charter Schools are subject to the same financial accountability requirements to the Minister of Education, as all other public schools, as per Part 6 Division 1 of the Education Act².

(2) The board shall, in each year:

(a) prepare and submit to the Minister a budget for the fiscal year;

(b) submit to the Minister copies of

(i) the board’s financial statements,

(ii) the auditor’s report on the board’s financial statements, and

(iii) any written communications between the auditor and the board respecting the systems of internal control and accounting procedures of the board³

Because Alberta Public Charter Schools are subject to the same curriculum and professional standards requirements as all other public schools are, as per Part 7 of the Education Act².

Because a locally elected divisional School Board elected by general election is NOT a prerequisite of “Public Education” in Canada as evidenced by the lack of such a model of governance in Nova Scotia⁴ and Quebec⁵.

Because Alberta Public Charter School Boards are elected by the school communities they serve and are accountable to the Minister of Education.

Because Alberta Public Charter Schools are subject to additional accountability that divisional school boards are not subject to, through regular reviews to renew their charter mandates conducted by the Ministry of Education Field Services department and available for public scrutiny.

Because Alberta Public Charter Schools are subject to accessibility reviews that divisional school boards are not subject to, by the Minister as per Section 16(2) of the Charter Schools Regulation⁶ which states *“If an individual has been refused enrolment in a charter school, the individual or the individual’s parent may ask the Minister in writing to review the matter to determine the individual’s eligibility to be enrolled in the charter school”*.

Because Canada ratified the United Nations Convention on the Rights of the Child (“the Convention”)⁷ on December 13, 1991⁸.

Because Alberta Public Charter Schools are subject to Section 3 of the Education Act² to provide an equal opportunity for students to access their educational programs, as is also a child’s right under Article 28.1 of the Convention⁷.

Because Alberta Public Charter Schools provide an option for diversity of socio-economic backgrounds, ethnicities, languages, and opinions because attendance is not based on geography, religion, or mother tongue. (Figure 1)

Because Alberta Public Charter Schools are available free to all, as much as any other public school is, as per Section 26(5) of the Education Act² which states *“A charter school shall not charge a fee that may not be charged by a board under this Act”* and in the spirit of Article 28.1(a) of the Convention⁷ which states, *“Make primary education compulsory and available free to all”*. (Table 1)

Because Alberta Public Charter Schools are subject to the same School Fees Regulation¹¹ as any other public school and must also provide policies and procedures to waive school fees.

Because Alberta Public Charter Schools are progressively advancing Alberta’s Public Education System as per 28.1 of the Convention⁷ and Section 25(1) of the Education Act² which state Charter Schools “[have] the potential to provide improvements to the education system as a whole and to enhance education research and innovation in Alberta”.

Because Alternative Program Charters are only issued to Alberta Public Charter Schools that demonstrate a learning style, teaching style, approach or philosophy or pedagogy that is not already being offered within a specific geographical area, as per Section 25(1) of the Education Act². (Table 2)

Because Alberta Public Charter Schools help relieve capacity issues in divisional schools and help utilize underutilized divisional school buildings. (Figure 2)

Because ASCA bylaw 3.27¹² defines public education as “education delivered by any school in Alberta that is publicly funded including public, separate, francophone and charter school systems.”

Because Article 29.2 of the Convention⁷ states: “No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principle set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.”

Because Alberta Public Charter Schools are established by individuals and bodies as per Section 24(1) of the Education Act² “A person may apply to the Minister for the establishment of a charter school to be operated by a society incorporated under the Societies Act or by a company registered under Part 9 of the Companies Act” and as considered by Article 29.2 of the Convention⁷.

Because ASCA Advocacy Policy 20-04C interferes with the liberty of individuals and bodies to establish and direct educational institutions, contrary to Article 29.2 of the Convention⁷.

We request that ASCA Advocacy Policies 20-04A and 20-04B be amended by replacing “francophone and separate” with “, separate, francophone and charter” to be consistent with bylaw 3.27.

We further request that ASCA Advocacy Policy 20-04C be amended by replacing “making them accountable to locally elected trustees and school boards.” with “by providing them adequate resources.”

Resources:

¹2020 ASCA Advocacy Policy Manual: <https://www.albertaschoolcouncils.ca/public/download/files/40983>

² Alberta Education Act: <https://www.gp.alberta.ca/documents/Acts/e00p3.pdf>

³ Part 6 Division 1 of the Education Act - edited for space

⁴ Nova Scotia Provincial Advisory Council on Education: <https://www.ednet.ns.ca/PACE>

⁵ Quebec Board of directors of a school service centre: <https://www.quebec.ca/en/education/preschool-elementary-and-secondary-schools/school-governance/board-directors-school-service-centre/>

⁶ Alberta Charter Schools Regulation: https://www.gp.alberta.ca/documents/Regs/2019_085.pdf

⁷ OHCHR - Convention on the Rights of the Child: <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

⁸ Canada Convention on the Rights of the Child: <https://www.canada.ca/en/canadian-heritage/services/canada-united-nations-system/reports-united-nations-treaties.html#a6>

⁹ Families in Calgary income data used is the 2017 Median Family Income by postal code rounded to the nearest \$10,000. Families at FFCA income data is the median family income for their postal code.

[Family Data - Summary Census Family Income by Postal Area and Postal Walk, 2017 - Open Government \(alberta.ca\)](#)

¹⁰ Transportation Grant is transferred to parents who enter into a transportation agreement with the school.

¹¹ School Fees Regulation: https://www.qp.alberta.ca/documents/Regs/2019_095.pdf

¹² ASCA Bylaws: <https://www.albertaschoolcouncils.ca/public/download/documents/40772>

Figure 1: 2017 Census Family Income by Postal Code: Calgary vs FFCA⁹

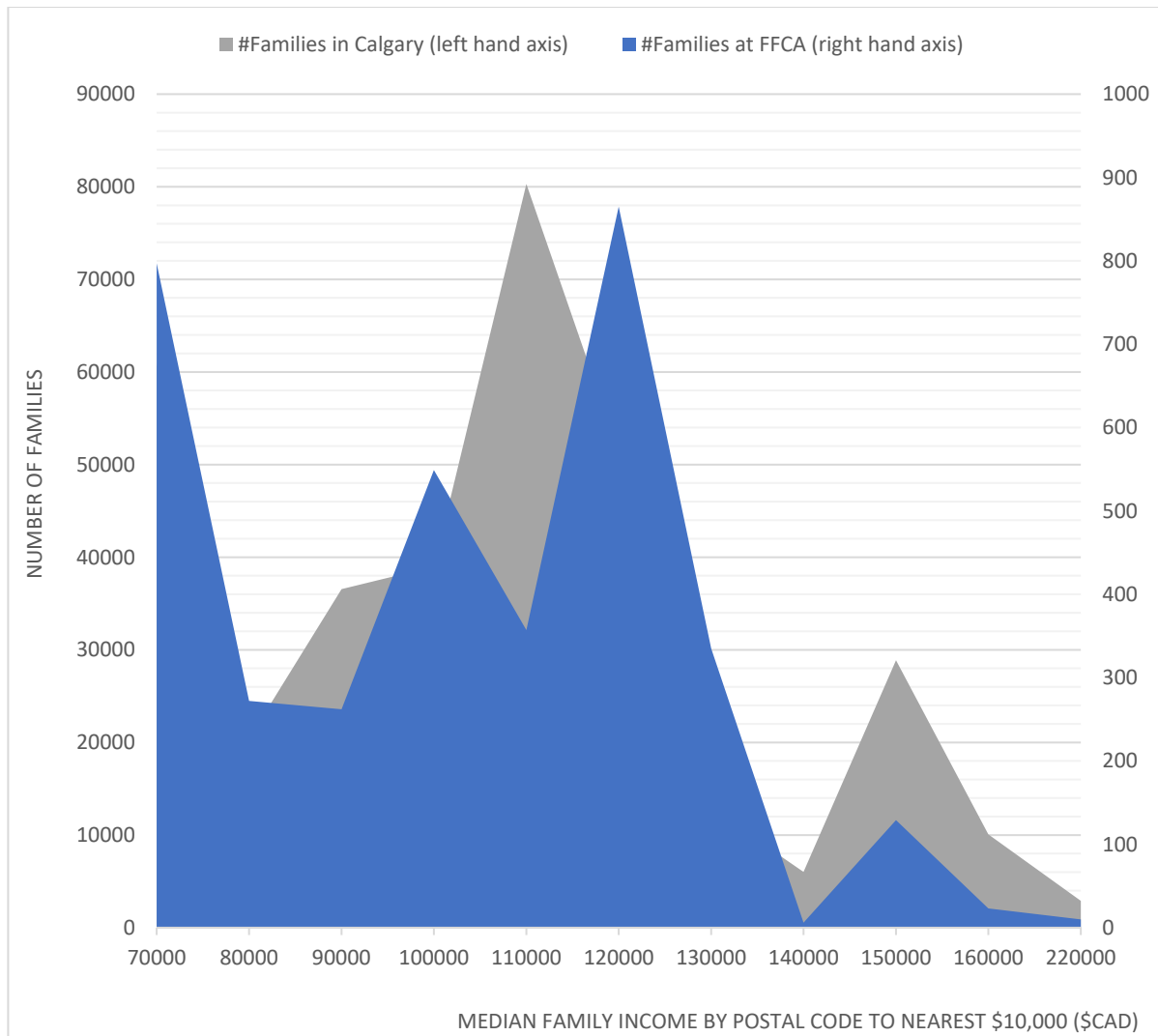


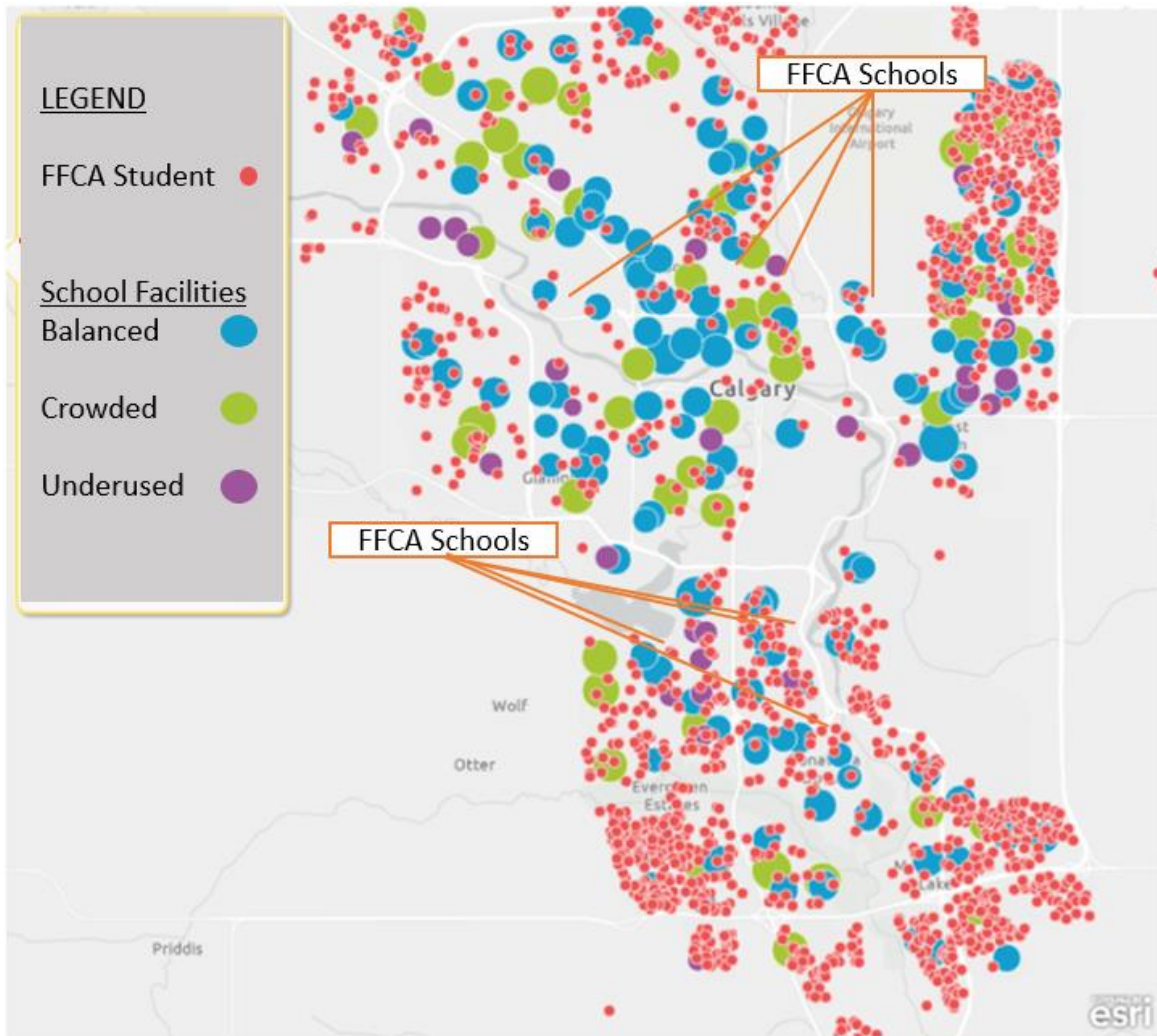
Table 1: Summary of publicly available information regarding 2020/2021 school fees grouped by jurisdiction

School Name	Fees
Public Charter Schools	
Almadina Language Charter Academy	School Fees \$0 Transportation Fees \$250
Aurora Charter School	School Fees \$160 Transportation Fees \$600
Boyle Street Education Centre	Fees \$0
Calgary Arts Academy	School Fees \$555 Transportation Fees \$800
Calgary Girls Charter School	School Fees \$160 Transportation Fees \$850
Centre for Academic and Personal Excellence (CAPE)	School Fees \$750 Transportation Fees: \$ - grant ¹⁰
Connect Charter School	School Fees \$615 Transportation Fees \$775
Foundations for the Future Charter Academy (FFCA)	School Fees \$195 Transportation Fees \$855
Mother Earth's Children's Charter School	Fees \$0
New Horizons Charter School Society	School Fees \$0 Transportation Fees \$325/\$100
Suzuki Charter School Society	School Fees \$150 Transportation Fees: \$ - grant ¹⁰
Valhalla Community School	School Fees \$150 Transportation Fees \$0
Westmount Charter School	School Fees \$285 Transportation Fees \$850
Non-Charter Public Schools*	
Edmonton Public Schools (EPSB)	School Fees \$100 - \$6,000 Transportation Fees \$456-\$720
Calgary Board of Education (CBE)	School Fees \$5 - \$300 Student Supplies \$40 Transportation Fees \$465/\$800 Sports Fees < \$1,500 Travel Fees < \$7,500
Francophone	School Fees \$2 - \$4,200 Transportation Fees \$100
Separate	School Fees \$0-\$175 Transportation Fees \$0/\$415
Alternative One school requires a \$7000 bond to be held while the student is in school. Another school requires a \$1200 capital contribution.	School Fees \$0 - \$7,125 Transportation Fees \$250
<i>*A range of fees were identified using publicly accessible sources for all Public School boards. Data from jurisdictions not participating in presenting this motion has been generalized/anonymized to maintain discussion focus</i>	

Table 2: Alberta Public Charter Schools' focus, grouped by primary criteria satisfied under section 25(1) of the Education Act

Primary criteria	School	Focus
Targeted populations	Mother Earth's Children's Charter School	Traditional indigenous teachings.
	Calgary Girls Charter School	Delivering exceptional learning in a safe environment creating generations of strong, confident, empowered women.
Specialized Learning Supports	Almadina Language Charter Academy	English as a second language.
	Boyle Street Education	At risk youth.
	Centre for Academic and Personal Excellence	High Needs Population.
Complex Gifted	New Horizons School	Gifted education.
	Westmount Charter School	Gifted education.
Targeted Pedagogy	Aurora Charter School	Traditional education.
	Connect Charter School	Inquiry-based, technology rich, with outdoor and experiential education.
Arts Immersion	Calgary Arts Academy	Arts immersion curriculum.
	Suzuki Charter School	Suzuki approach to academic, musical and personal excellence.
Character & Leadership Immersion	Foundations for the Future Charter Academy (FFCA)	Academic excellence and character development.
	Valhalla Community School	Rural leadership, direct instruction and second language.

Figure 2: Foundations for the Future Charter Academy student residency, Calgary school facilities and their reported facility utilization



P21-11

Allocating Public Funds to Public Education

Sponsored by: Sam Livingston School Council

Contact: Cassandra Wyatt, via email at ecolesamchair@gmail.com

Background / Overview:

Public schools fill an important role in our society beyond just learning – they offer a safe space and a mental break for children facing challenges at home. According to the Canadian Pediatric Society “They provide important mental health supports, nutritious food and – for some children – a refuge”.

This offering of programs and a safe space become increasingly important when we consider the impact of COVID 19 on the lives of children and their needs. While COVID 19 appears to have less of an impact on the physical health of children, children’s lives are being changed in profound ways. According to UNICEF “this is a universal crisis and, for some children, the impact will be lifelong”. Some of the impacts noted by UNICEF include:

- Increase in families being pushed into poverty which is experienced differently by children than adults
- Children living in multi-dimensional poverty (without access to education, health care, housing, nutrition, sanitation or water) is expected to increase
- Digital divide is exacerbating access to learning and leading to further inequities
- Increased risk of violence and abuse

Unfortunately, public schools were under-funded going into the pandemic. Now faced with increased needs of students, public schools require additional funding. This is coming at a time when government resources are more constrained due to provincial economic pressures and the decrease in the price of oil. One option is to reallocate the funding currently going to private schools to the public system. This serves to increase funding for the public system without an overall increase to education funding.

Alberta currently provides the highest rate of funding for private schools at up to 70% of per student funding. Here’s a snapshot of public funding for private schools across Canada:

- BC – 35-50% of per-pupil operating costs
- Alberta – 60-70% of per-pupil amount provided to the public system
- Saskatchewan – 50% of per-student average provincial funding
- Manitoba – 50% of per-pupil amount paid to local public schools
- Quebec – 50% of the per-pupil amount paid to public schools. English Language private schools only receive funding for high school students.
- Ontario – no funding
- Nova Scotia – no funding

- New Brunswick – no funding
- Prince Edward Island – no funding
- Newfoundland and Labrador – no funding

One argument often expressed in support of funding to private schools is that it supports parent choice. Even with no funding, private schools will continue to exist, and parents will continue to be able to make the choice to apply and send their children.

Another common argument is that the private system saves the public system money as they receive less per-student than the public system. The assumption is that there would be an increase in public enrollments as a result of decreased funding to the private system. In practice, when Ontario removed funding from private schools, there was no surge in enrollments within the public system. Additionally, private school enrollments seem to remain relatively consistent over time.

A final argument is that parents should be able to choose which school their tax dollars support. Public services are not designed in this way. Public services are designed to pool resources to meet the needs of the public with open access to the public and governance through by public oversight. For example, road construction is partially paid for through tax dollars yet not everyone drives every road within the province nor do we have the choice to direct our tax dollars to specific roads over others.

By reallocating private school funding to the public system, we can strengthen the public system’s ability to meet the needs of all students which is increasingly important as we consider the long-term impacts of COVID 19 on children and the increasing pressures on our government to respond to reduced revenues.

As background:

Within the province of Alberta there are currently 150 private school authorities operating about 180 schools. The Government of Alberta does not specify the amount of tuition that a private school may charge.

In Alberta there are 3 types of private schools and 2 special designations.

- Registered private schools who are not eligible for government funding
- Accredited private schools (non funded)
- Accredited funded private schools who receive a grant
- Designation: Special Education Private Schools whose sole purpose is to serve students who are identified with a mild, moderate or severe disability
- Designation: Heritage Language school: offers approved or authorized language and culture courses outside regular school hours to students who receive their basic education program at another school authority

Because public education is defined as the public, francophone, and separate school system.

Because a well-funded public education system will support all children in the province to realize their full potential.

Because COVID 19 is increasing mental health and other social needs of children.

Because schools will be better positioned to meet students learning and mental health needs if they are appropriately funded.

Because decreasing funding and/or lack of funding to private schools in other provinces has not resulted in an enrollment surge that strained the public system or reduced the opportunities for parent choice.

Because private schools receive grants over and above the tuition they charge and set enrollment criteria, both of which can create barriers to access.

Because the economic realities in our province will require our government to make difficult decisions related to public funding beyond just education funding.

Because education is funded at the provincial level.

Because education policy is set at the provincial level.

We request that the Minister of Education remove funding from all private schools except those that are designated special education private schools whose sole purpose is to serve students who are identified with a mild, moderate, or severe disability.

We further request that the Minister of Education reallocate those funds to the public education system which is defined as the public, francophone, and separate school systems.

Resources:

<https://www.cps.ca/en/media/canadian-paediatric-society-supports-a-safe-return-to-school-for-canadas-children-and-youth>

<https://www.alberta.ca/private-schools.aspx>

<https://data.unicef.org/covid-19-and-children/>

<https://www.alberta.ca/budget.aspx>

<https://www.theglobeandmail.com/canada/alberta/article-alberta-budget-introduces-13-billion-in-cuts-elimination-of-200/>

<https://www.ourkids.net/school/provincial-funding-for-private-schools>

<http://www.edu.gov.on.ca/eng/general/elemsec/privschr/>

SECTION II: Proposed Resolutions for Member Review

Please review and discuss with your school council members to determine how your parent delegate is to vote on the following items at the AGM on **April 25, 2021**.

Board proposed **Administrative Resolutions** for the 2021 ASCA AGM

#	Title	Sponsor	Contact
<u>A21-01</u>	Reaffirm Advocacy Policy: 79-1, 01-14, 01-11, 05-2, 10-7	ASCA Board of Directors	Wendy Keiver <u>wendyk@albertaschoolcouncils.ca</u>
<u>A21-02</u>	Amend Advocacy Policies: 10-1	ASCA Board of Directors	Wendy Keiver <u>wendyk@albertaschoolcouncils.ca</u>

Administrative (or Housekeeping) Resolutions:

Background

As per the approved Management of Advocacy Policies policy at the 2019 AGM, any Advocacy Policy which has not been reaffirmed, or amended and subsequently approved, by ASCA Member School Councils after its tenth (10th) anniversary, will be removed by the Board, and maintained within a public document for historical reference.

The ASCA Board of Directors recommends policies be **reaffirmed** if the policy is **still relevant to the current education climate as it is presented here. Housekeeping details are provided such as updates to titles of current ministries, ministerial orders, pieces of policy accomplished, etc.**

A21-01 Motion to REAFFIRM (5 policies in one omnibus motion)

Policy	Rationale
<p>79-1 Research on Students (1980, 1985, 1989, Revised 1993, 2006)</p> <p>That our right as parents is to be informed and aware of any school-based research or experimentation which involves our children as subjects of the experiment and parents have the right to opt out their children.</p>	<p>Parents should always have a say in what happens with their children should the opportunity arise in a school division for research or experimentation of any kind.</p>

<p>01-14 Maintaining Educational Excellence & Equity in Small Rural Schools</p> <p>That Alberta Education gives more attention to the plight of small rural schools where a few teachers are attempting to deliver the core curriculum, electives, and extracurricular activities over a large number of grades.</p> <p>That Alberta Education fund rural school districts adequately such that no schools should need to group more than two grades together for core subjects and no more than three Grades together for electives.</p> <p>That Alberta Education acknowledge in a tangible way that, in order to provide an equitable and excellent education program, small rural schools require a larger grant per student than bigger urban schools.</p>	<p>The new funding formula introduced in 2020, respectfully, should take care of all three aspects of this advocacy policy. Until the funding formula is proven to be successful over several years, this policy should be reaffirmed.</p>
<p>01-11 School Libraries (2009, Revised 2014)</p> <p>That the Minister of Education ensures the commitment to quality K-12 public education by providing designated support to school jurisdictions for ongoing development of integrated library programs/learning commons related to the currently mandated program of studies.</p>	<p>The curriculum-based development of libraries / learning commons in schools will continue to be of importance for students at all grade levels and all jurisdictions.</p>
<p>05-2 Funding for Playground Facilities</p> <p>That Alberta Infrastructure fund basic playground development, maintenance, and equipment based on established criteria. School communities that want more than the basics would have to raise the necessary funds.</p>	<p>Although some funding is provided to support the development of new-school playgrounds, continued advocacy for funding to support the ongoing maintenance, and/or required upgrading, of existing playgrounds is recommended.</p>
<p>10-7 Prioritizing Funding</p> <p>That Alberta Education first examines any cost savings that may be acquired through changes to provincial education system monitoring programs to keep potential cuts from affecting students in classrooms.</p>	<p>Efficiencies in spending education dollars is important. Efficiencies should never come at the cost of meaningfully supporting students.</p>

The ASCA Board of Directors recommends policies be **revised** if the policy is **still relevant to the current education climate but requires minor changes to keep it relevant. Rationale is provided such as updates to titles of current ministries, deleting timelines, current terminology, practice, or understandings, etc.**

A21-02 Motion to REVISE

(Proposed revised or added language is in red; proposed deleted language is struck through.)

Existing Policy	Amended Policy	Rationale
<p>10-1 Accountability in all Provincially Funded Delivery Models of Education</p> <p>That Alberta Education institute has the same basic requirements for accountability in all provincially funded education models including the delivery of the provincially mandated curriculum.</p> <p>That accountability for measures of student achievement in all provincially funded education delivery models specifically include the literacy and numeracy outcomes in the Mathematics and English Language Arts standardized tests.</p>	<p>10-1 Accountability and Assurance in all Provincially Funded Delivery Models of Education</p> <p>That Alberta Education institute has the same basic requirements for accountability and assurance in all provincially funded education models including the delivery of the provincially mandated curriculum.</p> <p>That accountability and assurance for measures of student achievement in all provincially funded education delivery models specifically include the literacy and numeracy outcomes in the Mathematics and English Language Arts standardized tests.</p>	<p>The current Funding and Assurance Framework gives rise to this change.</p>