



Committee of
School Councils

Meeting Agenda

In-Person and [Virtual Meeting](#)
 Central Services Office, boardroom
 683 Wye Rd., Sherwood Park, AB
 Wednesday, March 6, 2024
 6:30 p.m.

Time	Agenda	Presented by
6:30 p.m.	Opening Remarks and Welcome	Kendra Roemer, COSC Chair
6:32 p.m.	Introductions	All
6:35 p.m.	Motions <ul style="list-style-type: none"> a. additions to the agenda b. agenda approval c. approval of minutes: Feb. 7, 2024 	Kendra Roemer, COSC Chair
6:40 p.m.	Board Report	Cathy Allen, EIPS Board Chair
6:50 p.m.	ATA Report	Deneen Zielke, President, ATA Local No. 28
7 p.m.	For Information <ul style="list-style-type: none"> a. Caregiver Series: March b. Canadian Parents for French – Alberta c. EIPS Annual Feedback Survey: For Parents and Caregivers 	Kendra Roemer, COSC Chair Kendra Roemer, COSC Chair Ryan Marshall, EIPS Associate Superintendent
7:10 p.m.	New Business <ul style="list-style-type: none"> a. What ASCA does for school councils and resolutions for the AGM 	Wendy Keiver, ASCA Executive Director Brandi Rai, President of ASCA Board of Directors
7:40 p.m.	COSC Sharing <ul style="list-style-type: none"> a. Open floor for questions and comments 	All

Electronic Handouts

COSC Minutes
 Board Highlights
 Caregiver Series
 EIPS Annual Parent Feedback Survey Questions
 EIPS Annual Parent Feedback Survey QR Code Poster
 ASCA Resolutions Package 2024

Next Meeting:

Wednesday, April 3, 2024



UNRATIFIED

MEETING MINUTES

Elk Island Public Schools, in-person and virtual meeting

Feb. 7, 2024 | 6:30 p.m.

Committee of
School Councils

In Attendance

SCHOOL COUNCIL EXECUTIVE

Chair: Kendra Roemer, Mills Haven Elementary

Vice-Chair: Dallas Kirtz, Fort Saskatchewan Elementary

Secretary: Chelsea Pretzlaw, Ardrossan Elementary

SCHOOL COUNCIL MEMBERS

Aileen Bozic, SCA Secondary

Amber-Lynn O'Brien, Bruderheim School

April Childs, Lakeland Ridge

Brian Vick, Brentwood Elementary

Christan Rasmussen, Westboro Elementary

Dawn Ferguson, Rudolph Hennig Junior High

Janice Mills, Pine Street Elementary

Jordana Feist, James Mowat Elementary

Justina Gibson, Fort Saskatchewan Christian

Kim Scott, Salisbury Composite High

Krista Scott, Bev Facey Community High

Leanne Weiss, Sherwood Heights Junior High

Marco Candia, Woodbridge Farms Elementary

Melissa Manolescu, École Campbelltown

Sarah Witholt, Heritage Hills Elementary

ELK ISLAND PUBLIC SCHOOLS BOARD OF TRUSTEES

Cathy Allen, Chair

Susan Miller, Vice-Chair

Don Irwin, Trustee

Trina Boymook, Trustee

ELK ISLAND PUBLIC SCHOOLS

Sandra Stoddard, Superintendent

Ryan Marshall, Associate Superintendent

Emma Small, Communication Services

GUEST SPEAKER

Jacque Surgenor, EIPS parent and presenter at the 2023 ASCA Conference and AGM

CALL TO ORDER

The meeting was called to order at 6:32 p.m.

AGENDA

COSC Chair Roemer called for additions or deletions to the agenda.

- Jordana Feist asked if the recent [policy announcement](#) from the Government of Alberta could be added to the agenda. COSC Chair Roemer noted this item be added to the New Business section.

MOTION | The agenda be adopted, with the noted change.

MOTION CARRIED

APPROVAL OF MINUTES

COSC Chair Roemer called for approval of the Jan. 10, 2024 meeting minutes.

MOTION | The minutes be approved, as circulated.

MOTION CARRIED

Board Report

Board Chair Cathy Allen presented the Board Report.

HIGHLIGHTS:

- On January 25, the Board approved a solution to best address the anticipated enrolment pressures in Ardrossan, enhance French Immersion program retention and balance senior high enrolment in Sherwood Park:
 - relocate EIPS' senior high French Immersion program, grades 10-12, to Salisbury Composite High—effective when the new Sherwood Park replacement school opens, expected in the 2026-27 school year;
 - adjust Strathcona County's senior high attendance boundaries for Lakeland Ridge to be redesignated to Bev Facey Community High—effective when the new Sherwood Park replacement school opens, expected in the 2026-27 school year; and
 - adjust the French Immersion junior high attendance boundaries for Cambrian Crossing, to be redesignated to Sherwood Heights Junior High—effective in the 2024-25 school year.
- EIPS will engage families and staff to develop an implementation plan to ensure a smooth transition for everyone when the above changes take effect.
- On January 25, the Board approved the school fee parameters for the 2024-25 school year. Overall, the 2024-25 school fee parameters are similar to the previous year. Highlights include:
 - *Optional-courses fees* – five per cent allowable increase—up to seven per cent for food courses
 - *Noon-supervision fees* – five per cent allowable increase
 - *Activity fees* – five per cent allowable increase
 - *Extracurricular fees* – five per cent allowable increase
 - *Non-curricular travel fees* – five per cent allowable increase
 - *Non-curricular goods and services fees* – five per cent allowable increase
- Schools must set all fees at a cost-recovery rate. If fees are over-charged by more than \$10 a student, schools must refund that amount to the student through credit. Additionally, if any fees exceed the listed parameters, the school must submit an explanation for EIPS' Superintendent and Secretary-Treasurer to review. With the fee parameters now approved, schools can begin establishing their 2024-25 School Fees Schedule.
- On January 25, the Board approved sponsoring the registration fee for school council members to participate in the 2024 Alberta School Councils' Association (ASCA) School Council Conference and Annual General Meeting (AGM) on April 26-28—for one member per school council up to a maximum of \$5,000. To qualify, members must be part of a school council with an active ASCA membership and apply before the registration deadline, April 8.
- On January 25, the Board received for information the Leveraging Student Achievement (LSA) Fund Initiative Report. In total, the LSA fund balance is \$101,000—used to support initiatives that focus on student learning needs and equity of student programming. For 2023-24, planned LSA initiatives all focus on junior high literacy and numeracy—areas where the Division still sees the highest level of learning loss since the pandemic. Specifically, the Division intends to hire two lead teachers—one for literacy and one for numeracy—to support EIPS' junior high schools, working directly with struggling students and with teachers to help plan, develop, deliver and assess lessons to address learning loss. The goal, of course, is to improve educational outcomes for students in literacy and numeracy; enhance professional learning; and improve supports for students, staff and families.
- Regarding Premier Danielle Smith's announcement about [new provincial policies](#), trustees had a meeting with Minister of Education Demetrios Nicolaidis. There will be continued conversations with Minister Nicolaidis, and EIPS will provide feedback to him on the policies.
 - The Division is waiting for more information and details on these policies, as EIPS learned about them at the same time as the public.

- EIPS remains committed to [Board Policy 19: Welcoming, Caring, Respectful and Safe Learning and Working Environments](#). Board Chair Allen emphasized how every EIPS student matters and how every EIPS student is important.
- The Division supports open communication with parents and caregivers because we're partners in their children's education.
- The Board anticipates the release of the 2024-25 Government of Alberta budget at the end of February 2024. Additional Board meetings have been scheduled for Board discussions regarding the EIPS 2024-25 budget. The EIPS Budget Survey took place in December 2023 and had an increased participation rate from last year. This survey was completed by parents, staff, grade 12 students and community members. The Board has reviewed the quantitative and qualitative data contained in the survey responses.

COMMENTS AND QUESTIONS

Comment: The invitation to Board meetings about French Immersion changes was appreciated.

Comment: Thank you to the Board for sponsoring school councils to attend the ASCA conference and AGM!

Question: Is the Board concerned about local autonomy surrounding the government policies?

Answer: EIPS has a different community than other school divisions, and it looks like multiple policies which form one large one. The Board wants autonomy for choices within the Division, and EIPS does feel somewhat left out of the process after finding out at the same time as families. Parents and caregivers are not being excluded from important choices about their children. Share your opinion with your MLA and CC the Minister of Education.

Question: Concerned about division and marginalization. Is there a plan to counter this?

Answer: The Division will continue following [Board Policy 19: Welcoming, Caring, Respectful and Safe Learning and Working Environments](#), which aims to provide a safe and welcoming environment for every student and staff member. EIPS will continue to make learning and working environments positive and value every individual. Each child will always feel welcome.

Question: How can we advocate for funding? How do we reframe these questions to increase funding?

Answer: The Board will continue to meet with MLAs ongoing, and with consistent messaging. Parents and caregivers can write letters to various ministries and try to get them to work together to increase funding. Advocate for all to students to have access to a high-quality education.

Comment: The email to parents about the provincial policies was appreciated. The Division message is the same as it was eight years ago. Parents and caregivers are not intended to be left out by EIPS. This has been passed along to ASCA.

Question: Has the Division message about the new provincial policies been sent as an advocacy resolution to ASCA?

Answer: No, this is simply to show that EIPS has a good handle on the situation.

Question: For the money that was used for junior high—did this go to all junior highs or just a selection?

Answer: Went to schools that showed the highest need based on assessments, such as STAR testing. The pilot project in Grade 2 is using the same model with great results so far. The junior high program will be starting in mid-February.

Question: What about kids that fell through the cracks and are now in high school?

Answer: Ongoing assessments will show students that are struggling, and interventions will happen within the school environment. Students are being closely tracked on their schedule for graduation, and the Division and its schools are doing the best for as many students as possible.

Question: Importance of direct supports. Will there be specialized instruction for grades 9-10 with direct contact?

Answer: The Division is building levels of capacity in schools and working on this especially in high schools. For example, using non-permanent vertical surfaces.

Question: How can we make sure all kids get caught when they're struggling with literacy? Particularly for kids that haven't been diagnosed with a learning disorder.

Answer: A balanced model developed by EIPS to foster a love of reading. All elementaries are building capacity within staff in hopes of catching issues earlier so that there are less gaps further on in education. On the [EIPS YouTube channel](#), there are literacy videos to help families.

For Information

ASCA UPDATE – Dallas Kirtz, COSC Vice-Chair

- The [ASCA Conference and AGM](#) takes place April 26-28, 2024.
 - The Board of Directors election will happen at the AGM on April 28.
 - Once again, the EIPS Board is funding the cost of one registration fee per EIPS school—up to a maximum of \$5,000. Registrants must be part of a school council with an active ASCA membership. Extra pre-session registration costs are the responsibility of the attendee. Registrations are first-come, first-served. Interested COSC members were directed to complete the Board-sponsored registration form that'd be shared in the COSC meeting followup email.
 - School councils having a representative attend the AGM need to fill out the [Credential Voting Form](#), even if their representative's registration is sponsored by the Board. A [Proxy Voting Form](#) is available for school councils who won't be able to attend the AGM, so they can have another council vote on their behalf. The deadline to complete the forms is **April 18**.
 - A list of Board-sponsored attendees will be compiled and shared with COSC.
- A recording is available from the Canadian Foundation for Economic Education around [financial literacy resources for K-12 parents and caregivers](#).
- The Association of Professional Engineers and Geoscientists of Alberta will be having their [Science Olympics](#) in Edmonton on April 7.

RETURNING STUDENT REGISTRATION – Sandra Stoddard, EIPS Superintendent

- Superintendent Stoddard reminded COSC members that [2024-25 returning student registration](#) runs from February 8-21. She emphasized how important this information is for budgeting.

CAREGIVER SERIES UPDATE – Dallas Kirtz, COSC Vice-Chair

- The [February Caregiver Series](#) schedule is now available.
- Offered through Alberta Health Services, the sessions are informative and valuable.
- COSC Vice-Chair Kirtz encouraged members to review the [February Caregiver Series](#) calendar.

SCHOOL COUNCIL ENGAGEMENT GRANT – Kendra Roemer, COSC Chair

- The deadline to complete the application form for the School Council Engagement Grant passed on **January 31**. Thirty out of 37 school councils completed the form. COSC Liaison Emma Small said she'd follow up with the seven councils remaining to see if they have plans for their grant.
- COSC Chair Roemer encouraged COSC members to share their plans for the grant on the [COSC Facebook group](#). Krista Scott said it's easy to be added to the group—simply log in to Facebook and request to join.
- COSC Chair Roemer said that she's excited to hear how grant activities went at upcoming meetings.

COSC Sharing

SCHOOL COUNCILS' PAST ASCA CONFERENCE EXPERIENCES – All COSC members and Jacquie Surgenor

- COSC members shared their past experiences at the ASCA Conference and AGM, detailing how they gained valuable information, networked with councils from across the province, and saw their own school and EIPS from a new perspective.
- Jacquie Surgenor attended the event last year and presented on the Reset Room initiative—a mental health project piloted at all EIPS junior highs. Surgenor discussed the initiative from her perspective as a parent at Sherwood Heights Junior High, emphasizing the collaboration between the school and families.
- Additionally, COSC Chair Roemer noted Wendy Keiver, the Executive Director at ASCA, will be joining the meeting next month to speak on the ASCA resolutions for the AGM. She'll also be there to answer questions about the association generally.

COMMENTS AND QUESTIONS

Question: Do all resolutions submitted to ASCA get distributed?

Answer: No, they are screened against foundational documents. Emergent resolutions can come up as well.

New Business

ASSURANCE CYCLE: EIPS BUDGET SURVEY, ALBERTA EDUCATION ASSURANCE SURVEY AND EIPS ANNUAL FEEDBACK SURVEYS – Sandra Stoddard, EIPS Superintendent and Ryan Marshall, EIPS Associate Superintendent

- Superintendent Stoddard and Associate Superintendent Marshall discussed several surveys that the Division uses in its assurance cycle.
- Superintendent Stoddard discussed the EIPS Budget survey—completed in December 2023 by staff, families, Grade 12 students and community partners. She said the number of responses significantly increased across all stakeholder groups.
- Associate Superintendent Marshall spoke about the Alberta Education Assurance Survey—to be completed by parents and guardians of students in grades 4, 7 and 10. Teachers and students also complete the survey online at school. In schools with fewer than 120 students in grades 4-12 and most charter and private schools, surveys are sent to parents and guardians of students in Grade 4 and above. The deadline to complete the survey is March 1.
- Associate Superintendent Marshall also discussed the EIPS Annual Feedback Surveys—to be completed in March by staff, families, and Grade 9 and 12 students. As the feedback surveys were still being drafted, school councils were told they'd receive a copy of the survey questions in the upcoming COSC meeting package. They'd also receive a survey QR code poster.

COMMENTS AND QUESTIONS

Question: For the Alberta Education Assurance Survey, does a school get to decide who is surveyed? A Grade 5 student's parent received a code.

Answer: It should only be grades 4, 7 and 10, unless the school has less than 120 students enrolled in grades 4 and above.

Comment: Some other Grade 5 parents at Pine Street Elementary were mailed codes from Alberta Education. EIPS and the school will follow up.

Comment: Having the survey ahead of time is invaluable. It helps to understand the language and align the language with parent and caregiver experiences.

PROVINCIAL POLICY ANNOUNCEMENT – Cathy Allen, EIPS Board Chair and Sandra Stoddard, EIPS Superintendent

- The provincial policy announcement was covered in the Board Report section of the agenda.

MEETING ADJOURNED AT 8:21 P.M.

Next COSC Meeting

DATE: March 6, 2024

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

LOCATION: EIPS Central Services building, boardroom.

FEB. 15, 2024

Chair's Report

RECENT EVENTS

Board Chair Cathy Allen highlighted recent trustee events:

- On February 7, Chair Allen and Trustee Jacqueline Shotbolt attended an economic development presentation hosted by the Fort Saskatchewan and District Chamber of Commerce. Key focus areas include the Downtown Action Plan, which supports current and new businesses in the city's downtown community, and attracting new investment opportunities for its business and industry sectors.
- On February 9, trustees attended the Alberta Teachers' Association (ATA) Partners in Education Luncheon. The highlight: Keynote speaker Cadmus Delorme, a Cree and Saulteaux who is the former Chief of Cowessess First Nation in Southern Saskatchewan and current Chair of the Residential Schools Document Advisory Committee. Delorme delivered an inspiring presentation about the power of truth, understanding and reconciliation. Chair Allen thanked the ATA for the invitation.
- On February 12, trustees and Superintendent Stoddard attended a joint meeting with Elk Island Catholic Schools trustees and Superintendent.

Superintendent's Report

RECENT EVENTS

Superintendent Stoddard highlighted several recent events:

- On January 29, she attended a virtual meeting with Strathcona County's Family and Child Services about the Community Safety and Well-being Initiative, which provides support to vulnerable youth. Specifically, they discussed ways EIPS can support the initiative and enhance it through possible joint projects.
- On February 2, she met the Strathcona County's Chief Commissioner, Darrell Reid. The pair discussed the Division's *Three-Year Capital Plan*, the new Sherwood Park replacement school, student capacity within Sherwood Park and the county's joint-use agreement.
- On February 9, she attended the ATA's Partners in Education Luncheon with keynote speaker Cadmus Delorme, who spoke about the importance of truth, relationship building, understanding and reconciliation. The event also provided an opportunity to meet with the Local executive and teachers—all of whom spoke highly of the professional learning sessions throughout this year's North Central Teachers' Convention.
- On February 12, she joined trustees at the joint meeting with Elk Island Catholic Schools.

Association and Employee Relation Reports

ATA LOCAL REPORT

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

- On February 8-9, the ATA hosted its North Central Teachers' Convention. Overall, the feedback was positive, particularly about the quality of keynote speakers and the learning sessions' range of content.
- On February 9, the ATA hosted its annual Partners in Education Luncheon, which Zielke thanked trustees and EIPS administration for attending. The event featured a keynote speaker, Cadmus Delorme, a group lunch, and a valuable networking opportunity.
- On February 9-10, Zielke attended an ATA Local Presidents' meeting. Topics discussed: the new elementary social studies curriculum, the province's transgender policies, teacher retention and sustainable funding.
- Currently, the Local is working on engaging members to prepare for the central-table bargaining and planning for its Annual Representative Assembly in May.



BOARD HIGHLIGHTS

New Business

AMENDED BOARD OF TRUSTEE SCHEDULE

The Board approved the amended Board of Trustees Meeting Schedule for the 2023-24 school year (see pg. 12, "[Amended 2022-23 Board of Trustees Meeting Schedule](#)").

BOARD POLICY AMENDMENTS

The Board approved amendments to the following Board policy:

- [Policy 25: Petitions and Public Notices](#) – the edits strengthen the policy’s clarity, language and readability.

BORROWING RESOLUTION: 2023-24

The Board approved the Division’s borrowing resolution to meet expenditures during the 2023-24 school year. Annually, the Division submits a borrowing resolution to the Bank of Montreal to support its credit-facility agreements in place.

Committee Report

POLICY COMMITTEE

The Board received for information a report from the Policy Committee meeting held on February 7. The committee reviewed four policies—4, 13, 24 and 25. Amendments to Policy 25 were approved earlier at the February Board meeting (see pg. 2, “Board Policy Amendments”). Meanwhile, policies 4 and 13 were sent to the administration for legal review, and Policy 24 was deferred to a later date.

Board Members

Cathy Allen, *Chair* | Susan Miller, *Vice-Chair* | Trina Boymook | Randy Footz | Colleen Holowaychuk | Don Irwin | Jacqueline Shotbolt | Ralph Sorochan

FOR MORE INFORMATION CONTACT:

Cathy Allen, *Board Chair* | P 780 417 8109

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)

Caregiver Education Team Newsletter

March 2024



Alberta Health Services is proud to offer FREE online programming to caregivers of school-age children and youth as well as adults in the community who want to learn more about addiction and mental health topics.

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.

Caregiver Education Sessions

Understanding Self-Injury

For parents and caregivers supporting teens in grades 7-12.

Tuesday, March 5
12:00 – 1:00 pm

Junior High Jitters

Transitioning to the Teenage Years

For parents and caregivers supporting teens in grades 7-12.

Wednesday, March 20
6:00 – 7:30 pm

Caregiver Education Sessions

Collaborative Problem Solving

For parents and caregivers of children and youth in grades K-12

Part 1:
Tuesday, March 19
12:00 – 1:00 pm

Part 2:
Tuesday, March 26
12:00 – 1:00 pm

Adult Education Sessions

Resilience through Connecting, Caring, and Coping

For adults supporting their own wellness or the wellness of a loved one.

Tuesday, March 12
12:00 – 1:00 pm

Participant Feedback:

“Content of the course was helpful and well presented. Thank you for everything.”

Sessions at a Glance



Professional Practice & Education Services
Addiction & Mental Health
Edmonton Zone

For more information, visit www.cyfcaregivereducation.ca

Caregiver Education Sessions

March 2024



These free sessions are intended to provide parents, caregivers, and community members with information regarding addiction and mental health challenges that can affect children and youth. When topics are presented as a series, participants can attend one or all sessions.

Understanding Self-Injury

In this session, we will explore various motivations in youth who are intentionally harming themselves and factors behind self-injurious behaviour. Strategies to support youth who may be engaging in self-injury will be discussed.

Date: Tuesday, March 5, 2023

Time: 12:00 – 1:00 pm

For caregivers of youth in grades 7-12; for adults only.

Junior-High Jitters

Transitioning to the Teenage Years

Is your child going into grade 7 and feeling nervous about it? This session will provide information about developmental changes teens experience, as well as the challenges they may face in this school transition. We will look at ways to support these changes and boost wellness.

Date: Wednesday, March 20, 2022

Time: 6:00 – 7:30 pm

For caregivers and pre-teens (grades 6-8) to attend together.

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

Participant Feedback:

“Excellent presentation. The presenters seem like they have practiced well to deliver the content. I love that they are precise and clear and focused. Thank you!”

“Thanks for making this accessible to the public.”

“These sessions are excellent! The content itself is so bang on and very helpful.”



Professional Practice & Education Services
Addiction & Mental Health
Edmonton Zone

For more information, visit www.cyfcaregivereducation.ca

Caregiver Education Sessions

March 2024



These free sessions are intended to provide parents, caregivers, and community members with information regarding addiction and mental health challenges that can affect children and youth. When topics are presented as a series, participants can attend one or all sessions.

Collaborative Problem Solving

In these online sessions, we will explore ways that parents can foster effective problem solving in their child through empathy, clear communication, and collaboration in a way that reduce struggles when challenges arise.

Part 1:

Date: Tuesday, March 19, 2024

Time: 12:00 – 1:00 pm

For parents and caregivers of children and youth in grades K-12; for adults only.

Part 2:

Date: Tuesday, March 26, 2024

Time: 12:00 – 1:00 pm

For parents and caregivers of children and youth in 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

Participant Feedback:

“Nice, concise “lunch hour” format. Look forward to receiving the resources used during the session.”

“The method of presentation is excellent.”

“The techniques shared in this webinar were helpful and I am looking forward to trying to pass on some of them to the families I work with.”



Professional Practice & Education Services
Addiction & Mental Health
Edmonton Zone

For more information, visit www.cyfcaregivereducation.ca

Adult Education Sessions

March 2024



These free adult sessions are intended to provide community members with information and strategies regarding addiction and mental health challenges that can affect us all. When topics are presented as a series, participants can attend one or all sessions.

Resilience through Connecting, Caring, and Coping

Resiliency is something we want, but how do we foster it? Join us for this Lunch & Learn where we look at stress and burnout, the power of resilience in getting through the ‘tough stuff’, and how self-compassion and self-care are essential to our well-being. We will discuss strategies for building our own personal supportive networks and inner coping skills to strengthen our ability to ‘bounce back’.

Date: Tuesday, March 12, 2024

Time: 6:00 – 7:30 pm

For adults supporting their own wellness or the wellness of a loved one.

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

Participant Feedback:

“Loved this session. The time, length and information were perfect.”

“I like both the video and lecture way of learning. I like the virtual delivery, time of day, and length of each session.”

“The information, discussion, elaboration, and videos all together, have made this a very valuable resource. Thank you all very much.”



Professional Practice & Education Services
Addiction & Mental Health
Edmonton Zone

For more information, visit www.cyfcaregivereducation.ca



2023-24 EIPS Annual Feedback Survey: For Parents and Caregivers

Elk Island Public Schools (EIPS) invites parents and caregivers to complete the 2023-24 EIPS Annual Feedback Survey. Made up of two sections, the survey gauges the Division's progress toward meeting the goals and priorities outlined in its [Four-Year Education Plan](#).

Annual Feedback

Using EIPS' [Four-Year Education Plan](#) as a guide, parents and caregivers are asked a series of questions about their experiences with EIPS and the specific school their child attends, the quality of education being provided to students and areas for improvement.

NOTE: To share the experiences of more than one child, or if you have a child who attends classes at more than one EIPS school—such as Next Step and an EIPS senior high school—simply complete this portion of the survey again.

Annual Stakeholder Confidence

Reflecting on [EIPS' annual results and data](#), parents and caregivers are asked a series of questions about their confidence in the Division's priorities and strategic direction as a whole, as outlined in its [Four-Year Education Plan](#)—including student growth and achievement, learning supports, and overall governance.

NOTE: Parents and caregivers only need to complete this portion of the survey once.

Collectively, the Division uses the survey feedback to help guide future planning, decision-making and strategies—all aimed at enhancing student learning and better serving the wider community.

Survey closes March 21, 2024.

The survey is anonymous and takes approximately 10 to 15 minutes to complete.

Thank you for taking the time to provide your feedback.

*** 1. What school does your child currently attend?**

If you have more than one child attending an EIPS school or a child who attends classes at more than one EIPS school, complete this survey for each one.

*** 2. What grade is your child currently in?**

- Play and Learn at School (PALS)
- Kindergarten
- Grades 1-3
- Grades 4-6
- Grades 7-9
- Grades 10-12



2023-24 EIPS Annual Feedback Survey: For Parents and Caregivers

Annual Feedback

Priority 1: Promote growth and success for all students

The following question relates to Priority 1 in the Division's [Four-Year Education Plan: 2022-26 \(Year 2\)](#).

3. As a result of being in the Play and Learn at School (PALS) program, my child's demonstrating growth in their development.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know



2023-24 EIPS Annual Feedback Survey: For Parents and Caregivers

Annual Feedback

Priority 1: Promote growth and success for all students

The following question relates to Priority 1 in the Division's [Four-Year Education Plan: 2022-26 \(Year 2\)](#).

4. As a result of being in the kindergarten program, my child's becoming ready to enter Grade 1.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know



2023-24 EIPS Annual Feedback Survey: For Parents and Caregivers

Annual Feedback

Priority 1: Promote growth and success for all students

The following questions relate to Priority 1 in the Division's [Four-Year Education Plan: 2022-26 \(Year 2\)](#).

5. My child's individual needs are met.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

6. My child's encouraged to do their best.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

7. My child's demonstrating growth in literacy.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

8. My child's demonstrating growth in numeracy.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

9. My child has an understanding of First Nations, Métis and Inuit culture and history.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

10. My child's learning the knowledge, skills and attitudes necessary to be successful in life.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know



2023-24 EIPS Annual Feedback Survey: For Parents and Caregivers

Annual Feedback

Priority 2: Enhance high-quality learning and working environments

The following questions relate to Priority 2 in the Division's [Four-Year Education Plan: 2022-26 \(Year 2\)](#).

11. How satisfied are you with the quality of education your child's receiving at school?

- Strongly satisfied
- Satisfied
- Dissatisfied
- Strongly dissatisfied
- Don't know

12. How satisfied are you with the quality of teaching at your child's school?

- Strongly satisfied
- Satisfied
- Dissatisfied
- Strongly dissatisfied
- Don't know

13. How satisfied are you with the leadership at your child's school?

- Strongly satisfied
- Satisfied
- Dissatisfied
- Strongly dissatisfied
- Don't know

14. My child's school encourages my child to be a responsible, respectful and engaged citizen.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

15. School staff care about my child.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

16. My child's school handles discipline fairly and reasonably.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

17. My child's school is safe.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

18. How satisfied are you with the resources available to support your child's learning?

- Strongly satisfied
- Satisfied
- Dissatisfied
- Strongly dissatisfied
- Don't know

19. In your opinion, has the quality of education your child's experienced improved, stayed the same or declined in the past three years?

- Improved
- Stayed the same
- Declined
- Don't know
- Not applicable

20. How do you rate the physical condition of your child's school?

- Excellent
- Good
- Fair
- Poor



2023-24 EIPS Annual Feedback Survey: For Parents and Caregivers

Annual Feedback

Priority 3: Enhance public education through effective engagement

The following questions relate to Priority 3 in the Division's [Four-Year Education Plan: 2022-26 \(Year 2\)](#).

21. How satisfied are you with the opportunities provided to be involved in your child's education?

Refer to the [EIPS Parent Engagement overview](#) for examples of involvement and engagement opportunities that help support student success.

- Strongly satisfied
- Satisfied
- Dissatisfied
- Strongly dissatisfied
- Don't know

22. The school keeps me informed about my child's progress and achievement.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

23. There is open and honest communication within my child's school.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

24. How satisfied are you with the Division's commitment to engaging stakeholders—including parents and caregivers—about matters that affect decision-making and public education?

- Strongly satisfied
- Satisfied
- Dissatisfied
- Strongly dissatisfied
- Don't know

25. How satisfied are you with the Division's commitment to advocating for public education?

- Strongly satisfied
- Satisfied
- Dissatisfied
- Strongly dissatisfied
- Don't know



2023-24 EIPS Annual Feedback Survey: For Parents and Caregivers

Annual Feedback

26. Elk Island Public Schools appreciates the opportunity to stay connected with parents about news, activities, programs and other matters of importance.

What is your impression of the communication you receive from your child's school?

- Keeps me fully informed
- Keeps me fairly well informed
- Keeps me adequately informed
- Gives me a limited amount of information
- I rarely receive the information I need

27. Do you regularly make use of the following to keep up to date on school activities, programs, etc.? Check all that apply.

- Email from school
- Email from teachers
- School council meetings
- School website
- School social media channels
- School newsletter
- Phone conversations with the school or teachers
- Correspondence sent home with my child

28. What is your most preferred method of communication from the school and Division?

- Email
- Automated phone messages
- Correspondence sent home with my child
- Website
- Electronic newsletter
- Social media posts

29. The Division and schools often share news and information on social media. Which of the following platforms do you use? Check all that apply.

- Facebook
- X, formerly known as Twitter
- Instagram
- LinkedIn
- YouTube
- Snapchat
- TikTok
- Other, please specify



2023-24 EIPS Annual Feedback Survey: For Parents and Caregivers

Annual Stakeholder Confidence

Reminder: Parents and caregivers only need to complete this next portion of the survey once.

*** 30. Have you completed the annual stakeholder confidence questions on the EIPS Annual Feedback Survey: For Parents and Caregivers once already?**

Yes

No



2023-24 EIPS Annual Feedback Survey: For Parents and Caregivers

Annual Stakeholder Confidence

PART 1: Student Growth and Achievement

As part of Alberta Education's Assurance Framework, all school divisions must ensure student growth and achievement. Student growth and achievement refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations. Public assurance occurs when the public has trust and confidence students demonstrate citizenship, engage intellectually and grow continuously as learners.

As such, EIPS has included the following priority in its *Four-Year Education Plan*:

Priority 1: Promote growth and success for all students

GOAL 1 EXCELLENT START TO LEARNING

Outcome: Kindergarten children reach developmental milestones by Grade 1.

Outcome: Students develop a strong foundation for learning through reading and doing mathematics at grade level by the end of Grade 3.

GOAL 2 SUCCESS FOR EVERY STUDENT

Outcome: Students are engaged with their learning and achieve student-learning outcomes.

Outcome: Students achieve a minimum of one year's growth in literacy and numeracy.

Outcome: Self-identified First Nations, Métis and Inuit students are engaged in holistic, lifelong learning that is culturally relevant and fosters success.

Outcome: Students are supported and prepared for life beyond high school.

31. To what extent are you confident in EIPS related to the following outcomes?

Highly confident Confident Somewhat confident Not confident

Providing supports and services to pre-kindergarten and kindergarten children and preparing them to enter Grade 1

[Learn more](#)

Implementing strategies to support students in demonstrating growth in literacy

[Learn more](#)

Implementing strategies to support students in demonstrating growth in numeracy

[Learn more](#)

Implementing strategies to support the achievement and growth of self-identified First Nations, Métis and Inuit students

[Learn more](#)

Implementing strategies to support and prepare students for life beyond high school

[Learn more](#)

32. *OPTIONAL*: Answer if you want to provide context to your responses in Part 1. Otherwise, leave blank.

In terms of student growth and achievement, what are the areas EIPS does well, and what are the areas that need improvement?



2023-24 EIPS Annual Feedback Survey: For Parents and Caregivers

Annual Stakeholder Confidence

PART 2: Learning Supports

As part of Alberta Education’s Assurance Framework, all school divisions must ensure learning supports for all students. Learning supports refers to the mobilization of resources—expertise, facilities, human and community services—required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all. Public assurance occurs when the public has confidence resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

**As such, EIPS has included the following priority in its *Four-Year Education Plan*:
Priority 2: Enhance high-quality learning and working environments**

GOAL 1 A CULTURE OF EXCELLENCE AND ACCOUNTABILITY

Outcome: The Division uses evidence-based practices to support and enhance the quality of teaching, learning and leading.

GOAL 2 POSITIVE LEARNING AND WORKING ENVIRONMENTS

Outcome: The Division’s learning and working environments are welcoming, caring, respectful, safe and foster student and staff well-being.

GOAL 3 QUALITY INFRASTRUCTURE FOR ALL

Outcome: Learning and working environments are supported by effective planning, management and investment in Division infrastructure.

33. To what extent are you confident in EIPS related to the following outcomes?

	Highly confident	Confident	Somewhat confident	Not confident
Learning and working environments are welcoming, inclusive, respectful and safe Learn more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student learning is supported through effective planning, managing and investing in Division infrastructure Learn more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34. OPTIONAL: Answer if you want to provide context to your responses in Part 2. Otherwise, leave blank.

In terms of learning supports, what are the areas EIPS does well, and what are the areas that need improvement?



2023-24 EIPS Annual Feedback Survey: For Parents and Caregivers

Annual Stakeholder Confidence

PART 3: Governance

As part of Alberta Education’s Assurance Framework, school divisions must ensure effective governance and public assurance. Governance refers to the processes by which policy leaders attend to local and societal context; determine strategic direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching and leading, and optimum learning for all. Meanwhile, public assurance refers to the public’s trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.

As such, EIPS has included the following priority in its *Four-Year Education Plan*:
Priority 3: Enhance public education through effective engagement

GOAL 1 PARENT AND CAREGIVER ENGAGEMENT

Outcome: Student learning is supported and enhanced by providing meaningful opportunities for parents and caregivers to be involved in their child’s education.

GOAL 2 ENGAGED AND EFFECTIVE GOVERNANCE

Outcome: The Division is committed to engaging stakeholders to augment its decision-making and support student success.

Outcome: The Division is committed to engagement and advocacy to enhance public education.

35. To what extent are you confident in EIPS related to the following outcomes?

	Highly confident	Confident	Somewhat confident	Not confident
Provides families with meaningful opportunities to be involved in their child's education Learn more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advocacy efforts to enhance public education Learn more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

36. *OPTIONAL*: Answer if you want to provide context to your responses in Part 3. Otherwise, leave blank.

In terms of governance and public assurance, what are the areas EIPS does well, and what are the areas that need improvement?



2023-24 EIPS Annual Feedback Survey: For Parents and Caregivers

Ensure you click "Done" below to submit your responses for this survey.

Thank you for your participation.

If you'd like to complete the survey for another child, or if your child attends classes at a second EIPS school, refer back to the link you received in the email from Elk Island Public Schools or visit eips.ca.

Annual Feedback Survey: Parents and Caregivers

Share your feedback to inform
school and Division planning!



Survey closes on
March 21, 2024





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 and Administrative Resolutions*** submitted for consideration (discussion and voting on) at the AGM. In addition, ***Special Resolutions*** proposing changes to ASCA Bylaws, when required, must be approved by ASCA Member School Councils. There are no Special Resolutions being considered for the 2024 AGM.

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.

Seven (7) ***Proposed Advocacy Resolutions*** were submitted by Member School Councils and the ASCA Board of Directors in [SECTION I](#).

Two (2) ***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 and direction setting for the ASCA, and for your participation in your opportunity to make a difference in public education.

Related information:

[ASCA Advocacy Overview](#)

[Types of Resolutions](#)

[AGM Meeting Planning and Preparation](#)

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 seven (7) 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.

Member School Council and ASCA Board proposed Advocacy Resolutions for the 2024 ASCA AGM

#	Title	Sponsor	Contact
P24-01	Integrate Climate and Biodiversity Education Throughout the Curriculum from K-12	Colonel Irvine School Council (CISC)	Claire Kraatz colonelirvineschoolcouncil@gmail.com
P24-02	Funding for More Assessments of Learning Disabilities	Kensington School Council	Michelle Kurulok kensingtonparentassociation@gmail.com
P24-03	Improving Indoor Air Quality (IAQ) in Alberta Classrooms and Shared Environments	Kensington School Council and Sir Winston Churchill High School Council	Michelle Kurulok kensingtonparentassociation@gmail.com Claire Kraatz swcparentassoc@gmail.com
P24-04	Equity in Playground Funding	Forest Heights School Council and Co-Sponsors	Jill Tucker jilltucker@gmail.com
P24-05	Preserving Safe and Inclusive Spaces for 2SLGBTQI+ Students	Sam Livingston School Council	Tosca Nesbitt ecolesamchair@gmail.com
P24-06	Resource Support for French Immersion Teachers (Available Before Implementation of Curriculum Changes)	École Broxton Park School Council	Amber Ruben amber_rubenmercredi@yahoo.ca
P24-07	Enhanced Reporting of and Support for Class Size and Complexity	ASCA Board of Directors	Wendy Keiver, Executive Director wendyk@albertaschoolcouncils.ca



P24-01

Integrate Climate & Biodiversity Education Throughout the Curriculum from K-12

Sponsor: Colonel Irvine School Council

Contact: Claire Kraatz colonelirvineschoolcouncil@gmail.com

Issue:

A framework for embedding climate & biodiversity education in Alberta schools must be integrated throughout the curriculum from K-12 and should incorporate hands-on learning experiences with a focus on critical thinking, equity, and wellbeing.

Background:

"When Canada signed the Paris climate agreement, we agreed to Article 12, which within it says that as a signatory, we agree to *enhance* climate change education," Dr. Ellen Field said. "To date, ministries of education have not released policy statements that guide climate change education." [1]

Article 12 of the Paris Agreement

Parties shall cooperate in taking measures, as appropriate, to enhance climate change education, training, public awareness, public participation and public access to information, recognizing the importance of these steps with respect to enhancing actions under this Agreement.[2]

Climate education is still a patchwork in Canada with more work needed according to researchers. 'With climate change education among the key topics in the spotlight at the annual United Nations climate change conference known as COP28 — education researchers, teachers and students themselves are pushing to highlight what's needed now.' [3]

Dr. Field's latest article analyzes climate change education curricula across regional jurisdictions in Canada, and can be accessed here: [4]

About one-third (31-38%) of educators reported that they encourage, or would encourage, students to debate the likely causes of climate change or to come to their own conclusions. There is strong scientific consensus that climate change is human-caused. This consensus should be taught.

Ministries of Education should embed core climate change expectations across subjects and release policy statements guiding climate change education for each regional jurisdiction.[5]

Canadian's Perspectives on Climate Change & Education: 2022, research undertaken by Learning for a Sustainable Future, assessed Canadian's knowledge, understanding and perceptions of climate change and its risks. From that report - a majority of teachers believe that climate change education provides opportunities to discuss social justice and world issues with students (87%), that it should encourage students to think about their own beliefs and values (82%), and that it should focus on developing students' capacity to be critical thinkers and problem-solvers (83%). Most teachers also showed support for climate change education to focus on behavioural change (76%). These findings suggest that the majority of Canadian teachers' professional views on climate change education support best practice, focused on critical thinking and action-oriented learning. [6]

We must bring emissions down as rapidly as possible in order to avoid the worst impacts of climate change and that means that all organizations, industries, sectors have an obligation to decarbonize at the scale and pace that meets this moment. The education sector is critical to ensuring that these goals are met both from an operations/facilities standpoint but also from an educational standpoint.



Young people know that climate change is real and many in our own province have experienced the impacts of climate change first-hand - the Calgary floods (2013), the Fort McMurray Wildfires (2016), the damaging Hailstorm that residents of NE Calgary faced a few years ago, and the devastating wildfire season that many communities across Alberta experienced spring/summer of 2023. Students want to understand the science and the solutions! [7]

The Alberta Youth Leaders for Environmental Education 2020 Student Recommendations read as follows:

- Recommendations on Curriculum and Student Applications
 - A framework for climate, environmental, and energy literacy must be integrated throughout ALL classes, from Kindergarten to Grade 12.
 - Incorporate hands-on learning experiences that promote environmental stewardship and advocacy skills that can be applied to everyday life.
 - Introduce more opportunities for pilot projects related to climate education. [8] [9]

Young people are excited to learn about real-world issues and be part of the change we're seeing. There are excellent examples of this happening in Alberta and this needs to be scaled up in all schools, at every level. Students can then share their knowledge of the energy transition with their parents, caregivers, and members of their community. They can be change-makers! [10] [11] [12] [13]

Climate and biodiversity loss will have an impact on all of our systems - agricultural, economic, financial, political and social. Students deserve to study and contemplate these systems, how they connect, and how multi-solving is critical at this time. Example of multi-solving. Think of the bicycle as a tool to bring emissions down. Not only does cycling help reduce the amount of heat-trapping pollution in our atmosphere, but there are positive physical and mental health benefits when people choose to bike to their destination. These positive health benefits translate into cost savings for our health system.

A global survey [14] conducted in 2021 amongst 10,000 children and young people across ten countries, including the US, found that 59% of respondents were very or extremely worried about the climate crisis. Over 50% reported feeling emotions including sadness, anxiousness, anger, powerlessness and guilt. Seventy-five percent of respondents said that they think the future is frightening. [15]

The antidote to anxiety is action and collective action at this moment in our history is not only nice but necessary.

["Youth need to be engaged in climate change education during schooling and need to see adults acting collectively to tackle the climate crisis."](#)

"Another world is possible for our kids, if only we CHOOSE to make it so." From Professor Katharine Hayhoe, renowned Canadian climate scientist, one of the world's leading climate science communicators, and the author of 'Saving Us: A Climate Scientist's Case for Hope and Healing in a Divided World':

Ideas for implementation may include (but are not limited to):

1. offer a Climate Education course as an elective graduation credit course to aid in preparing students for green jobs with a lens on the circular economy; [16]
2. provide resources and professional development to in-service and teachers-in-training to deliver curriculum content relevant to the climate crisis to enable educators, administrators, and parents to support students and address climate anxiety;
3. measure complementary student outcomes relating to engagement, understanding and agency/action for living well and sustainably within planetary means;
4. compare for implementation and certification purposes EcoSchools in other jurisdictions. [17]



“Hope has two beautiful daughters; their names are Anger and Courage. Anger at the way things are, and Courage to see that they do not remain as they are.”

Resources:

1. Dr. Ellen Field – ABOUT ME, <https://www.ellenfield.ca/>
2. United Nations Climate Change, [Action for Climate Empowerment \(ACE\)](#)
3. “Climate change education is still a patchwork in Canada with more work needed, say researchers (CBC News), <https://www.cbc.ca/news/canada/unesco-climate-change-ed-1.7048781>
4. “Climate Change Education within Canada’s Regional Curricula: A Systematic Review of Gaps and Opportunities,” [Climate Change Education Curriculum Analysis](#)
5. Climate Change Education in the Canadian Classroom, <https://www.edcan.ca/articles/climate-change-education-canada/>
6. Canadians’ Perspectives on Climate Change & Education [2022 Results](#)
7. Teens Know Climate Change Is Real. They Want Schools to Teach More About It (Education Week), [Teens know climate change is real, they want schools to teach more about it](#)
8. Curriculum for a Sustainable Future: A proposal to increase environmental and energy literacy in Alberta students, [Alberta Council for Environmental Education](#)
9. Alberta students want more education on climate change, report suggests (CBC News), [Alberta students want more education on climate change, report suggests](#)
10. Calgary schools promote renewable energy through more than just the classroom (Calgary Journal), [Calgary schools promote renewable energy](#)
11. These rural Alberta students built a wind turbine and hydroponics system. Next is a tiny home (CBC News), [Rural Alberta students built a wind turbine and hydroponics system](#)
12. Lacombe Composite High School is chosen Top 10 in the world for environmental education (Red Deer Advocate), [Lacombe Composite High School is chosen Top 10 in the world for environmental education](#)
13. Energy & Environmental Innovation (Calgary Board of Education), <https://school.cbe.ab.ca/school/CTC/teaching-learning/classes-departments/cts/EEI/Pages/default.aspx>
14. Climate anxiety in children and young people and their beliefs about government responses to climate change: a global survey (The Lancet Planetary Health), [https://www.thelancet.com/journals/lanplh/article/PIIS2542-5196\(21\)00278-3/fulltext](https://www.thelancet.com/journals/lanplh/article/PIIS2542-5196(21)00278-3/fulltext)
15. Is climate change hurting teen mental health? (Athabasca University), [Climate change and Canadian teens](#)
16. Circular Economy (Government of Canada), [Circular Economy](#)
17. EcoSchools Canada, <https://ecoschools.ca/>

Recommendation:

That the Alberta School Councils’ Association (ASCA) advocates to the Minister of Education for a framework for embedding climate & biodiversity throughout the K-12 curriculum that incorporates hands-on learning experiences with a focus on critical thinking, equity, and wellbeing.



P24-02

Funding for More Assessments of Learning Disabilities

Sponsor: Kensington School Council

Contact: Michelle Kurulok kensingtonparentassociation@gmail.com

Issue:

More funding is needed for schools and families to access professionals like psychologists, speech and language therapists, physical therapists and all other resources needed to assess children with learning disabilities.

Currently one kid gets an assessment if needed a year as per the <school> budget or if the parent goes to Alberta Health Services (AHS). The wait list is years. Health care including mental health should be free and the school should have access to free services that are not wait listed. That child and the teacher should have access to the follow up support as frequently as needed and not on the rotating schedule it currently is.

Background:

Alberta Health Services does not have adequate coverage for the diagnosis and treatment of neurodivergent children. Parents with low incomes are forced on wait lists for years to get the proper treatment(s) for their kids. Critical learning years will have gone by and they will be behind their peer group due to lack of a diagnosis. Currently the school gets one a year. Budget should not determine the need the school has to get assessments they need to effectively educate children.

Recommendation:

That the Alberta School Councils' Association (ASCA) advocates to the Minister of Education and the Minister of Health for increased availability of professionals to help diagnose learning disabilities and support neurodivergent children.

P24-03

Improving Indoor Air quality (IAQ) in Alberta Classrooms & Shared Environments

Sponsor: Kensington School Council

Co-Sponsor: Sir Winston Churchill High School Council

Contact: Michelle Kurulok kensingtonparentassociation@gmail.com; Claire Kraatz swcparentassoc@gmail.com

Issue:

School boards require increased funding to install modern HVAC systems for health and learning. Properly retrofitting older schools is imperative to ensure clean indoor air quality and should be prioritized as soon as possible.

Ensuring indoor air quality in schools is critical, especially in Alberta, where varying approaches exist. While some school boards are proactively upgrading ventilation systems and adding HEPA filters in classrooms, others lag. Implementing comprehensive, province-wide modern HVAC systems in schools is imperative, not only to enhance



air quality and reduce combustion pollution but also to address health and safety concerns, improve overall efficiency, bolster energy resilience, adapt to extreme weather conditions (wildfire smoke, heat), and contribute to broader climate change mitigation efforts.

Background:

Last year, Alberta experienced significant forest fires, leading to major air quality issues in many schools across the province. Temperatures climbing over 25°C and toxic air quality outside prevented the opening of windows, causing suffering among children. The lack of airflow and indoor air quality exacerbated the number of children absent from school, resulting in learning loss. Additionally, there was an increase in asthma attacks and other respiratory illnesses due to the lack of clean air.

1. **IAQ for Safe & Caring Schools:** Whereas every child has a right to a safe and healthy learning environment and parents' concerns about indoor air quality (IAQ) in schools needs to be addressed with the utmost seriousness. Recognizing the vital role of school authorities in ensuring a safe and welcoming environment, as per the Alberta Education Act, clean indoor air quality is crucial to the physical and mental well-being of students and staff. Prioritizing and addressing this is paramount for a comprehensive approach to safety in schools.[1]
2. **IAQ and Impact on Health:** Recognizing the escalating occurrences of respiratory illnesses, asthma, and environmental challenges such as wildfires, it is imperative to prioritize Indoor Air Quality (IAQ) to safeguard the health and cognitive function of students and staff. Studies consistently demonstrate that poor IAQ is linked to long-term health issues, including long-COVID. Proactively addressing IAQ is essential for the well-being of all school occupants, particularly in the face of prolonged and severe wildfire seasons in Western Canada, amplifying the significant health risks.[2][3]

Symptoms of exposure to wildfire smoke include headache, and eye, nose and throat irritation; less common symptoms include cough, shortness of breath, dizziness, wheezing, and heart palpitations. Short-term exposure to wildfire smoke or wildfire-PM2.5 has been strongly associated with all-cause mortality, acute bronchitis, exacerbation of chronic respiratory conditions such as asthma and chronic obstructive pulmonary disease, as well as increases in respiratory emergency room visits and hospitalizations. [Public Health Risk Profile: Wildfires in Canada, 2023](#) [3]

3. **IAQ and Mental Health:**
 - a. Whereas research from the Harvard School of Public Health and UNSW has demonstrated the effectiveness of improved IAQ in enhancing mental well-being. Healthy air for healthy minds![4]
Children are especially vulnerable as their brains are still developing. When exposed to poor air quality, children and adolescents are at elevated risk of bipolar disorders, schizophrenia, personality disorder, major depression, affective disorders, or suicidal ideation in adolescents and children [9] [10]. A study by the Children's Hospital in Cincinnati saw increased hospital visits related to psychiatric issues [11].
 - b. Camfil's insights indicate improved air quality filtration in schools leads to better student well-being and achievement.[5]
4. **Inclusivity for the Vulnerable:** Whereas maintaining high IAQ standards is crucial for creating an inclusive environment for all, including those with compromised immune systems, pregnant staff, and older individuals, ensuring equity and safety in schools.



- a. *Increasing evidence also suggests an association between wildfire smoke exposure and respiratory infections and adverse birth outcomes.*
 - b. *Wildfires have a disproportionate impact on children, the elderly, people with disability, and Indigenous communities. [Public Health Risk Profile: Wildfires in Canada, 2023](#) [3][8]*
5. **Economic Considerations:** Recognizing that the economic advantages of investing in IAQ improvements, such as reducing absenteeism and enhancing learning capabilities, including cognitive function among staff, outweigh the initial costs, making it a financially sound long-term investment.[6][11]
 6. **IAQ Installation:** Whereas modern IAQ improvement techniques, such as the installation of HEPA filters, can be implemented with minimal disruption to school activities, ensuring continuous education delivery. Consideration should be given to modern high-performance all-electric HVAC systems that: adapts to new cooling needs (required as global temperatures increase), minimizes health and safety concerns, improves air quality and eliminates combustion pollution, builds energy resilience, enhances efficiency, mitigates climate change.[7][8] Adhere to ASHRAE Core Guidelines for Reducing Airborne Infectious Aerosol Exposure.[9][10]

Ensure Transparency:

- Mandate the installation of CO2 monitors in all classrooms, gymnasiums, bathrooms, cafeterias, and buses.
- Require school boards to publicly report CO2 levels during occupied hours for each room.
- Mandate clear, detailed, and frequent IAQ monitoring information to parents for informed decision-making about their children's safety.

Implement Continuous Testing:

- Enforce regular and comprehensive IAQ testing across all school environments, including classrooms, gymnasiums, cafeterias, bathrooms, and buses.
- Identify and address air quality issues proactively through continuous monitoring and testing.

Prioritize Improvements:

- Require the development of an Air Quality Action Plan with predefined actions when CO2 levels approach or exceed the maximum threshold.
- Implement prompt and effective actions to enhance IAQ where deficiencies are identified, ensuring a healthier learning and working atmosphere for every student and staff member.

Prioritize a Clean Indoor Air Revolution:

- Recognize that parents and care-givers are calling for a Clean Indoor Air Revolution and have a right to know that the buildings where their children learn are safe.[15]
- Recognize that it will take Re-Engineering, not just medicine, to close the door on Covid.[12]
- Recognize Boston Public Schools as the gold standard for IAQ management and emphasize the implementation of real-time CO2 monitoring in classrooms as a best practice.
- Encourage school boards to learn from and adopt strategies employed by Boston Public Schools (and others) to ensure continuous improvement and real-time responsiveness in maintaining optimal indoor air quality.[12][13]
- Draw upon the expertise of Kevin Hedges and Amanda Hu and collaborate on solutions for Clean Indoor Air.[14]



References

1. Alberta Government - Welcoming, Caring, Respectful, and Safe Schools, [Province of Alberta Education Act](#)
2. Office of the Chief Science Advisor of Canada - Report on Long Covid, [Chief Science Advisor of Canada on Long Covid](#)
3. [Public Health Risk Profile: Wildfires in Canada, 2023](#)
4. The Surprising Link Between Indoor Air Quality and Mental Health - Harvard School of Public Health, [Harvard School of Public Health's Research on IAQ and Mental Health](#)
5. Can Quality Air Filtration In Schools Lead To Better Student Well-Being, Higher Achievement? – Camfil, [Camfil's Insights on Air Filtration in Schools](#)
6. Supplemental Filtration in Classrooms Reduces the Absence Rates for Students - Health Equity North, [Health Equity North Report on Classroom Filtration and Absence Rates](#)
7. Impact of Air Purifiers in Schools - A/Prof Donna Green, UNSW, [UNSW Research on Air Purifiers in Schools](#)
8. Rocky Mountain Institute's HVAC Choices for Student Health and Learning (Report), [HVAC Choices for Student Health and Learning](#)
9. ASHRAE Core Guidelines for Reducing Airborne Infectious Aerosol Exposure, [ASHRAE Core Recommendations](#)
10. ASHRAE Standard 241 - Control of Infectious Aerosols, [ASHRAE Standard 241](#)
11. Short-term Exposure to indoor PM2.5 in office buildings and cognitive performance in adults, [An Intervention Study](#)
12. Why it will take re-engineering, not just medicine, to close the door on COVID – [We Need a Revolution in Clean Indoor Air](#)
13. Boston Public Schools – Clean Air Dashboard, [Boston Public Schools IAQ Sensors](#) (Boston & Denver public schools have real-time IAQ monitoring; NYC & Massachusetts are working on legislation to require it)
14. Collaborating on Solutions for Cleaner School Air – [Video](#)
15. Breathing room: Why parents and experts are calling for a clean-air revolution in schools (TVO Today) <https://www.tv.org/article/breathing-room-why-parents-and-experts-are-calling-for-a-clean-air-revolution-in-schools>

Recommendation:

That Alberta School Councils' Association (ASCA) advocates to the Minister of Education for increased funding for modern HVAC systems for health and learning (with air filtration and cooling systems) not only in new schools but retrofitted in older school buildings as well.

That Alberta School Councils' Association (ASCA) advocates to the Minister of Education to require school boards to provide frequent and regular information on indoor air quality (IAQ) and improvements made to IAQ in schools to parents, including specific air quality improvements and IAQ specifications and monitoring in schools, including classrooms, gymnasiums, cafeterias, bathrooms, buses, and all shared environments, and that they release this information publicly to afford all students and staff a safer environment in which to work, learn and thrive.



P24-04

Equity in Playground Funding

Sponsor: Forest Heights School Council

Co-Sponsors: Kensington School Council, Hardisty School Council, Rutherford School Council, Clara Tyner School Council, Rio Terrace School Council, Kildare School Council, Lendrum School Council, Highlands School Council, Robina Baker School Council, École Morinville School Council, Mills Haven School Council, Fultonvale School Council, Riverdale School Council, Sturgeon Heights School Council.

Contact: Jill Tucker jilltucker@gmail.com

Issue:

Despite an equal scope of work for redevelopment, playgrounds on school board property can only access matching CFEP funding of \$125,000, while there is a new school playground grant of \$250,000 available to new schools. This creates huge inequities because it requires parents to bear the burden of raising several hundreds of thousands of dollars, especially at older schools in aging neighbourhoods.

Background:

1. Challenges for older schools

The Minister of Education has acknowledged the importance of playgrounds for the development of the physical, emotional, and social health of students, and funding of \$250,000 is in place for new schools in the province. But there is no dedicated infrastructure funding for playgrounds at older schools - either life cycle replacement or construction of playgrounds where there has never been one. Both situations have an equal scope of work as a new playground build.

Excluding these situations from consideration of funding is inequitable and puts students and parents at a disadvantage compared to brand new schools. Parents must bear the burden of fundraising up to \$700,000+ for playground infrastructure.

2. Challenges with land ownership

Playgrounds on school board property are often not eligible for municipal grants and are ineligible for federal grants. This puts these schools at a huge disadvantage compared to schools whose playgrounds happen to be on municipal land. The result can be that a newer school eligible for multiple sources of grant funding including the New Schools Playground Grant (\$250 000) can achieve a playground budget more than twice that of an older school, simply by accident of these multiple factors.

3. Community Facility Enhancement Program (CFEP)

a) The only large funding stream that is available to many schools for life cycle replacement of a playground is CFEP (\$125 000 matching). Given the cost of a playground (\$300,000 to \$700,000+), CFEP is inadequate. Furthermore, the requirement for matching funds is out of reach for many school communities.

b) School communities are competing for CFEP funding with such entities as privately owned recreation facilities, community leagues, nonprofits, and municipalities. There is currently no targeted educational funding for playgrounds, other than at brand new schools (\$250 000 in 2023-2024)

5. Urban Challenges

The current funding situation sets up inequities between different neighbourhoods within a city. If a new school is built, it is eligible for basic playground funding of \$250,000. Additionally, these schools are often eligible for municipal and federal grants because the land surrounding these new schools is municipally owned. *Older schools, meanwhile, struggle to fund even a basic playground for their students, especially within marginalized communities where parent fundraising capacity is minimal.*



6. Rural Challenges

Some rural municipalities can afford to (partially or wholly) fund school playgrounds within their jurisdictions, *while others cannot*. This sets up inequities between different municipalities. (If, for example, a new school was built within a growing municipality, it would receive \$250 000 in playground funding that an older school in the same or different municipality would not be eligible for.)

7. Inflationary Pressures

Due to increases in labour, materials and equipment costs, the burden on parent communities has increased. Buying power is lower, and the funding level of CFEP has not increased from \$125 000 in several decades. This means that parents are paying an ever-larger portion of infrastructure costs for playgrounds.

Recommendation #1:

That the Alberta School Councils' Association (ASCA) advocate to the Ministers of Education and Infrastructure to correct the inequities caused by the Playground grant funding available to new schools by:

- 1) Creating an equitable grant program targeted for the life cycle replacement of existing playgrounds at older schools, especially where the school has no access to any other government funding; and
- 2) Allow schools where no playgrounds currently exist to access the same grant funding as brand-new schools (\$250,000 in 2023-2024).

Recommendation #2:

That Alberta School Councils' Association (ASCA) **Advocacy Policy 05-02 Funding for Playground Facilities (2021) be amended to read:**

1. That Alberta Infrastructure fund basic playground development, **life cycle replacement**, maintenance, and equipment at older schools, based on established criteria. School communities that want more than the basics would have to raise the necessary funds.

2. That funding priority is targeted to schools with playground footprints located on school land, and which are ineligible to receive funding from other levels of government. Funding should be prioritized based on an assessment of need and factors such as existing playground age/condition, social vulnerability, access to other funding sources, school population, and location of adjacent public playgrounds accessible to the school.



P24-05

Preserving Safe and Inclusive Spaces for 2SLGBTQI+ Students

Sponsor: Sam Livingston School Council

Contact: Tosca Nesbitt ecolesamchair@gmail.com

Issue:

Within the province of Alberta, supports for 2SLGBTQI+ students are already in place. In other provinces across Canada, there have been legislative changes to erode similar supports. We believe it is important to ensure these supports remain intact in the province of Alberta.

Background:

While the number of 'out' youth and the acceptance of them in their communities is increasing, many 2SLGBTQI+ youth still live in fear of being rejected by their family and peers and are afraid of queerphobic bullying. Research out of Toronto indicates that potentially as many as 1 in 5 homeless youth identify as 2SLGBTQI+, and that they are more likely than other youth to be on the streets instead of in shelters due to queerphobia and the fear of violence. Putting this in context, it's important to note that approximately only 4% of Canadians aged 15+ identify as 2SLGBTQI+, meaning a disproportionately high number of 2SLGBTQI+ youth end up experiencing homelessness.

In addition, they often face discrimination. An Alberta study noted that three quarters of trans youth faced discrimination because of their gender identity and more than half because of their sexual orientation.

Repeated discrimination can weaken self-confidence and lead to mental health issues, including suicidal ideation and self-harm. Research indicates that approximately 30% of youth suicides are by 2SLGBTQI+ youth. This risk of suicide is even higher if youth have not come out yet or have not been accepted by their family. Family relationships are important, and while younger trans youth generally reported feeling their parents cared about them, 81% reported their family did not understand them at all or only understood them a little, and only about 1 in 3 had an adult in their family they could talk to about problems. The same Alberta students noted that 75% of trans youth reported self-harm in the past year, nearly 65% reported thoughts of suicide in the past 12 months and more than 2 in 5 had attempted suicide.

One way to maintain supportive environments is through the continued support of Gay Straight Alliances/Queer Straight Alliances (GSAs/QSAs) within schools. Under Section 35.1 of the Education Act, students in Alberta have a right to establish a voluntary student organization intended to promote a welcoming, caring, respectful and safe learning environment. This includes GSAs or QSAs. The Government of Alberta notes that 2SLGBTQI+ students are more likely to feel safe and are more comfortable being open about their sexual orientation, gender identity and/or gender expression in schools with GSAs/QSAs because they provide a place to create a sense of belonging. They go further and note that when students feel accepted for who they are, it can positively impact both academic performance and self-esteem as evidenced through:

- greater school attachment
- improved attendance
- increased sense of empowerment and hope
- new friendships
- improved home and school relationships
- increased comfort being visible as 2SLGBTQI+ or as allies
- reduction of stress due to hiding one's identity
- increased confidence
- enhanced sense of pride



While GSAs/QSAs are an excellent and proven approach to supporting 2SLGBTQI+ students, visibility also matters. As with many other forms of inclusion, seeing relatable examples in curriculum and resources and adjusting policies, forms, and signage to use gender-inclusive terminology can make 2SLGBTQI+ students feel seen, safe, and included.

Resources:

<https://www.alberta.ca/gay-straight-alliances>

<https://oipc.ab.ca/privacy-laws-gay-straight-alliances/>

<https://oipc.ab.ca/resource/school-clubs/>

<https://www.aclrc.com/2-lgbt-youth>

<https://www150.statcan.gc.ca/n1/pub/12-581-x/2022001/sec6-eng.htm>

https://apsc-saravyc.sites.olt.ubc.ca/files/2018/04/SARAVYC_Trans-Youth-Health-Report_Alberta-V2-WEB.pdf

Recommendation:

That the Alberta School Councils' Association (ASCA) advocate to the Minister for Education and other education stakeholders and partners for:

1. The preservation of GSAs/QSAs in all schools in Alberta with continued protections surrounding the personal information of students participating in GSAs/QSAs.
2. Ensure curriculum uses educational materials that enhance the visibility and understanding of different cultural, ethnic, and sexual minorities. Maintain age-appropriate sexual orientation, gender identity, and gender expression topics into classroom discussions, lesson plans, curricular outcomes, and library collections.
3. Support schools and school boards to be gender inclusive on school forms, websites, and communications, recognizing that gender exists on a spectrum, not as a male/female binary.
4. Support professional development for teachers to provide the knowledge and skills to a) respond immediately and in age-appropriate ways to discriminatory language and behaviour, b) use inclusive language, and c) incorporate positive examples that affirm and embrace differing sexual orientations and gender identities.

P24-06

Resource Support for French Immersion Teachers (Available Before Implementation of Curriculum Changes)

Sponsor: École Broxton Park School Council

Contact: Amber Ruben amber_rubenmercredi@yahoo.ca

Issue:

Curriculum changes require professional development for teachers, as well as a gathering of resources to be utilized within the classroom ready at time of launch. Alberta Learning has English resources available, however French Immersion resources are lacking at the time of curriculum implementation. This creates undue stress on teachers, requiring more time and effort to secure resources for French Immersion classrooms, and has the potential for students to be disadvantaged in their learning if adequate resources cannot be sourced.



Background:

Alberta K-6 curriculum changes launched in September 2022 and continued in September 2023 and came at a difficult time for teachers, as well as students who had learning losses with the COVID-19 pandemic. To date, within Parkland School Division’s French Immersion programming, there has been implementation of K-3 French Immersion Literature and Language Arts and K-3 French Immersion Science, and the French Immersion Grade 4-6 Literature and Language Arts and Grade 6 French Immersion Science was optionally implemented. Curriculum implementations are supported, and in May 2023 prior to the fall’s implemented changes Instructional Services provided in-person and virtual professional development for staff. However French Immersion resources are lacking and typically come after the development of English resources. Our division has relied on the Edmonton Regional Learning Consortium as well as other consortium for French Immersion resources. Initially, the Alberta Learning website did not have French resources embedded into the site. In addition, some of the resources that are heavily relied on for specific subjects do not have appropriate French resources.

French Immersion students experienced great learning loss during COVID and lost classroom time due to the lack of immersion in the French language during the pandemic. Curriculum changes implemented without appropriate resource support continues to put these students at risk.

Recommendation:

That the Alberta School Councils’ Association (ASCA) advocates to the Minister of Education for French Immersion resources to be developed and available at the same time as English resources prior to the implementation of curriculum.

P24-07

Enhanced Reporting of and Support for Class Size and Complexity

Sponsor: ASCA Board of Directors

Contact: Wendy Keiver, Executive Director wendyk@albertaschoolcouncils.ca

Issue:

Class numbers are growing larger, class composition is becoming more complex making learning difficult for students and teachers in Alberta schools.

Background:

For more than a decade, Alberta Education followed the recommendations of the Alberta Commission on Learning regarding class size **guidelines for optimum learning conditions**. Since Alberta Education stopped reporting class sizes in 2019, there is no way to accurately track class size or assess classroom complexity. The lack of data on class size and classroom composition poses challenges for educators and policymakers to understand the obstacles teachers encounter in diverse classrooms. This hinders their capacity to make informed decisions that enhance learning outcomes, effectively and equitably distribute resources, and provide necessary support for students and teachers. Establishing a system to monitor class sizes and evaluate classroom complexity is crucial for improving the educational experience for all students in Alberta.

“Class size doesn’t matter unless you’re one of too many kids or the only teacher. When people say class size doesn’t matter, they are talking about other people’s children.” Joe Bower 1978-2016



Resources:

For the Love of Learning Blog (misc)

<http://joe-bower.blogspot.com/p/quick-bio.html>

Every Child Learns. Every Child Succeeds. Report and recommendations Alberta's Commission on Learning (October 2003)

<https://open.alberta.ca/dataset/b0ad8515-edad-419a-968d-a30ec9975901/resource/491dd557-1f9a-4184-a3b1-c72e543c0168/download/commissionreport.pdf>

Class Size in K-12 Schools: A Review of the Research Evidence (January 2006)

[Class Size in K-12 Schools: A Review of the Research Evidence](#)

Class size by school year, jurisdiction, and grade, Alberta (open data)

<https://open.alberta.ca/opendata/class-size-by-school-year-jurisdiction-and-grade-alberta>

Reporting on Class Size, Complexity, Curriculum and COVID-19 Impacts in Alberta K-12 Schools (Fall 2022)

<https://legacy.teachers.ab.ca/SiteCollectionDocuments/ATA/News%20and%20Info/Issues/COVID-19/ReportingOnClassSizeComplexityCurriculumAndCOVID-19ImpactsInAlbertaK-12Schools.pdf>

Recommendations:

That the Alberta School Councils' Association advocates to the Minister of Education to:

1. Annually report class sizes while actively enacting initiatives aimed at reducing class sizes to levels that facilitate effective teaching and learning;
2. Allocate funding and resources for ongoing professional development for educators, ensuring they have the skills and strategies needed to navigate complex classrooms effectively;
3. Increase funding to hire additional qualified educators and support staff, recognizing their pivotal roles in addressing the complex needs of students;
4. Commit to engaging in meaningful collaboration with relevant stakeholders, including parents, educators, and community members, to develop and implement strategies that promote educational equity through thoughtful consideration of class size and complexity.

That the Alberta School Councils' Association (ASCA) **Advocacy Policy 20-05 Support for Addressing Class Size and Complexity be archived.**



SECTION II: Proposed Resolutions to Governing Documents 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 28, 2024**:

Board proposed **Administrative Resolutions** for the 2024 ASCA AGM

#	Title	Sponsor	Contact
A24-01	Maintain Advocacy Policies: 94-8, 02-15, 03-9, 04-15, 14-3	ASCA Board of Directors	Wendy Keiver wendyk@albertaschoolcouncils.ca
A24-02	Amend Advocacy Policies: 02-13, 02-12 and 02-04; and to Revise ASCA Advocacy Policies 03-07 and 08-06	ASCA Board of Directors	Wendy Keiver wendyk@albertaschoolcouncils.ca

Administrative (or Housekeeping) Resolutions:

*Proposed actions, amendments and/or revisions to Alberta School Councils’ Association **Advocacy Policies** to ensure relevancy.*

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 (archived) by the Board, and maintained within a public document for historical reference.

ASCA’s Parliamentarian has provided substantial guidance related to the management of existing ASCA Advocacy Policies. Most notably, **a motion to ‘reaffirm’ is not in order**; therefore, wording for the 2024 AGM Administrative (Housekeeping) Resolutions has been changed to reflect this. ASCA will use the terms amend, revise, maintain (formerly reaffirm), and archive (formerly rescind) moving forward.

ASCA Member School councils may, through a formal submission to the ASCA Board of Directors, provide perspectives related to amending, maintaining, or archiving existing ASCA Advocacy Policies. The decision to present amending, maintaining, or archiving recommendations related to existing ASCA Advocacy Policies to ASCA Member School Councils, remains the sole responsibility and discretion of the ASCA Board of Directors, and is final.

The ASCA Board of Directors recommends policies be **maintained** in the ASCA Advocacy Policy Manual **for up to 10 years** if the policy is **still relevant to the current education climate as it is currently written**.

Housekeeping details are provided such as updates to titles of current ministries, ministerial orders, pieces of policy accomplished, etc.



Note: In the interest of efficiency, and to respect ASCA Members’ time, the ASCA Board of Directors may chose to present each Administrative Resolution as an “*omnibus*” motion – that is, each **main motion** includes an action (maintain, amend, or revise) that applies to more than one existing ASCA Advocacy.

As an example, A24-01 below is presented as one motion to **maintain** five (5) existing ASCA Advocacy Policies simultaneously. The **AGM Chair may choose** to ask for Member’s *unanimous consent* for the motion to **maintain all five (5) at once**. If even one (1) ASCA Member **objects** to that motion, each of the existing five (5) Advocacy Policies being proposed to be maintained **will need to be moved, considered/discussed, and voted on, separately**, adding considerable time to the meeting.

Conversely, A24-02 below is presented with five (5) existing ASCA Advocacy Policies being considered independent of each other (separately). To save time, **the Chair may choose** to ask for the Member’s *unanimous consent* to **amend** or **revise** all five (5) Advocacy Policies as presented. Again, as with A24-01, if even one (1) ASCA Member **objects**, each Advocacy Policy listed in A24-02 will be considered individually (moved, discussed, voted on).

A24-01

Motion to **maintain** ASCA Advocacy Policies *94-8, 02-15, 03-9, 04-15, 14-3*

Policy	Rationale
<p>94-8 Funding of Evening and Summer Schools (2014) That high school courses offered during the evening, summer etc. to students eligible for daytime funding by the Department of Alberta Education receive equitable funding to those offered between September and June.</p>	<p>Funding for courses should remain consistent regardless of the time offered. <i>Housekeeping update: Department of Education has been changed to Alberta Education.</i></p>
<p>02-15 Textbook Fees and Workbooks (2009, 2014) That Alberta Education ensure that students in the K-12 public education system cannot be charged a textbook rental fee, but may be charged a refundable textbook deposit fee. That Alberta Education ensure that workbooks taking the place of textbooks, or workbooks that are required as a companion to a textbook, be provided at no cost to students in the K-12 public education system. That Alberta Education pursue a course of action with school boards that ensures this change takes place.</p>	<p>Students should have access to educational essentials without incurring any associated expenses.</p>
<p>03-09 Field Trip Safety for Alberta Students (2014) That ASCA and school councils actively promote and support the proper and timely use of current research and authoritative resources by parents, school staff and jurisdictional administrators, to strengthen the safety of off-site school activities.</p>	<p>These remain important considerations in a time where previously secure field trips present new challenges.</p>



<p>That school councils advise their school district officials to utilize current research and authoritative resources to support district policy development and policy implementation.</p>	
<p>04-15 Recognition of School Completion / Opportunities for Post-Secondary Opportunities (2014)</p> <p>That Alberta Education develop a means of formally recognizing students with special needs upon completion of their schooling, including criteria and standards for measuring outcomes.</p> <p>That ASCA, Alberta Education, post-secondary institutions and education partners recognize the concept of lifelong learning applies equally to students with special needs, and the need for successful transition of students with special needs from High School to post-secondary education and to promote:</p> <ul style="list-style-type: none"> *the talents and abilities of special needs students; *the development of positive career identities; *access to career guidance that honours and respects student aspirations; *opportunities for post-secondary and continuing education; * access to information on planning and post-secondary options for parents and students. 	<p>Students with diverse neurological profiles, accessibility challenges, or developmental delays should be acknowledged for their high school completion, including the possible attainment of a high school diploma. This recognition should provide options for students beyond high school.</p> <p><i>* Administrative Note: Future consideration be will given to amending this in an Administrative Resolution to modernize the language around inclusion.</i></p>
<p>14-3 Accountability – parental right to quality of service. That Alberta Education amend the Home Education Regulation to ensure all children receive ongoing, quality one-on-one assessment from certified teachers at least twice per year.</p>	<p>The Home Education Regulation was amended in 2020 and is current as of September 1, 2020. This policy recommendation was not included, therefore ongoing advocacy is recommended.</p>



The ASCA Board of Directors recommends policies be **amended or revised** if the policy is **still relevant to the current education climate but requires changes to clarify or strengthen it**. ***Revisions** indicate a complete overhaul of the policy with many changes; **amendments** are smaller changes. Proposed **inserted or added** language is **bolded and underlined**; proposed deleted language is **red** and **struck through**.

A24-02

Possible *unanimous consent* motion: To **amend** ASCA Advocacy Policies 02-13, 02-12 and 02-04, and to **revise** ASCA Advocacy Policies 03-07 and 08-06, as presented.

MOTION: To amend ASCA Advocacy Policy 02-13 Input on Selection of School Staff (2006, Revised 2014)

1) by inserting “hiring” after “contribute to a”

Current Wording (02-13)	Proposed Revisions	If Adopted, Will Read
That the School Council Regulation be amended to include the requirement that school boards must give parents in the school community the opportunity to contribute to a profile with respect to selection of school staff by requiring them to create a profile that describes the strengths/qualities of the staff they wish hired, with orientation and support in carrying out that responsibility.	That the School Council Regulation be amended to include the requirement that school boards must give parents in the school community the opportunity to contribute to a hiring profile with respect to selection of school staff by requiring them to create a profile that describes the strengths/qualities of the staff they wish hired, with orientation and support in carrying out that responsibility.	That the School Council Regulation be amended to include the requirement that school boards must give parents in the school community the opportunity to contribute to a hiring profile with respect to selection of school staff by requiring them to create a profile that describes the strengths/qualities of the staff they wish hired, with orientation and support in carrying out that responsibility.

MOTION: To amend ASCA Advocacy Policy 02-12 Input on Selection of Principal (2006, Revised 2014).

- 1) by striking “create a” and inserting “contribute to a hiring”;
- 2) by striking “that describes” and inserting “with respect to”

Current Wording (02-12)	Proposed Revisions	If Adopted, Will Read
That the School Council Regulation be amended to include the requirement that school boards must give school councils the opportunity to provide input with respect to the selection of the principal by requiring them to create a profile that describes the strengths/qualities of the principal they wish hired, with orientation and support in carrying out that responsibility; and including a school council parent as a contributing part of the selection process, with orientation provided for the parent to carry out that responsibility.	That the School Council Regulation be amended to include the requirement that school boards must give school councils the opportunity to provide input with respect to the selection of the principal by requiring them to create a contribute to a hiring profile that describes with respect to the strengths/qualities of the principal they wish hired, with orientation and support in carrying out that responsibility; and including a school council parent as a contributing part of the selection process, with orientation provided for the parent to carry out that responsibility.	That the School Council Regulation be amended to include the requirement that school boards must give school councils the opportunity to provide input with respect to the selection of the principal by requiring them to contribute to a hiring profile with respect to the strengths/qualities of the principal they wish hired, with orientation and support in carrying out that responsibility; and including a school council parent as a contributing part of the selection process, with orientation provided for the parent to carry out that responsibility.



MOTION: To amend ASCA Advocacy Policy 02-4 School Nutrition Programs (2009, Revised 2014)

- 1) by inserting “ASCA encourage” after “That”;
- 2) by striking the “s” at the end of “Minister”;
- 3) by striking “<comma> Human Services, and Health <comma>” and inserting “to collaborate with relevant Ministers”;
- 4) by striking “make school nutrition programs eligible for funding, province-wide <comma>” and inserting “to extend funding eligibility province-wide for school nutrition programs <period>”;
- 5) by striking “in order to assist” and inserting “This would aid”;
- 6) by striking “to assist” and inserting “in supporting”.

Current Wording (02-4)	Proposed Revisions	If Adopted, Will Read
That the Ministers of Education, Human Services, and Health, make school nutrition programs eligible for funding, province-wide, in order to assist school jurisdictions to assist all students to meet their learning goals.	That ASCA encourage the Minister s of Education, Human Services, and Health, to collaborate with relevant Ministers make school nutrition programs eligible for funding, province-wide, to extend funding eligibility province-wide for school nutrition programs. in order to assist This would aid school jurisdictions to assist in supporting all students to meet their learning goals.	That ASCA encourage the Minister of Education to collaborate with relevant Ministers to extend funding eligibility province-wide for school nutrition programs. This would aid school jurisdictions in supporting all students to achieve their learning goals.

REVISION: To revise ASCA Advocacy Policy 03-07 Sharing Responsibility for Appropriate Use of Standardized Testing (2014)

- 1) by striking all existing wording and inserting:
 “That ASCA collaborate with Alberta Education and relevant education stakeholders to:
 - *Ensure positive and inclusive standardized testing environments for all students.
 - *Develop and distribute a discussion guide to aid parents in constructive dialogues about their child's standardized test results during parent-teacher interviews, fostering a student/parent/teacher team plan to enhance learning.
 - *Explore ways to use standardized test results for meaningful professional development for teachers and administrators.”

Current Wording (03-7)	Proposed Revisions	If Adopted, Will Read
That ASBA ensure that: When discussing results, language is used which acknowledges the shared responsibility of all partners with respect to appropriate use of Provincial Test results. *Policies are in place to support a positive testing climate; *PL opportunities (as requested below) exist for	That ASBA ensure that: When discussing results, language is used which acknowledges the shared responsibility of all partners with respect to appropriate use of Provincial Test results. *Policies are in place to support a positive testing climate; *PL opportunities (as requested below) exist for	That ASCA collaborate with Alberta Education and relevant education stakeholders to: *Ensure positive and inclusive standardized testing environments for all students. *Develop and distribute a discussion guide to aid parents in constructive dialogues about their child's standardized test



<p>principals and teachers to achieve these goals; and</p> <p>*When reviewing detailed reports on testing results, school boards consult with school councils, as part of their review process, to assist them in setting meaningful targets for improvement.</p> <p>That CASS ensure that Superintendents:</p> <p>*Provide PL opportunities to principals so that school climates develop where:</p> <p>*The testing experience is a collaborative effort combining good teaching and curriculum support with parental reassurance (team effort with each doing pieces);</p> <p>*Results are used as a professional growth tool with staff; and</p> <p>*Results are used at school council meetings in developing school improvement goals to be incorporated into the 3-year plans.</p> <p>That ATA, AAC, Regional Consortia ensure that PL opportunities are available to teachers so that:</p> <p>*They choose to develop classroom climates where the testing experience is a collaborative effort combining good teaching and curriculum support;</p> <p>*Teachers find meaningful ways to incorporate results (learning and information) into their teacher professional growth plan; and</p>	<p>principals and teachers to achieve these goals; and</p> <p>*When reviewing detailed reports on testing results, school boards consult with school councils, as part of their review process, to assist them in setting meaningful targets for improvement.</p> <p>That CASS ensure that Superintendents:</p> <p>*Provide PL opportunities to principals so that school climates develop where:-</p> <p>*The testing experience is a collaborative effort combining good teaching and curriculum support with parental reassurance (team effort with each doing pieces);-</p> <p>*Results are used as a professional growth tool with staff; and</p> <p>*Results are used at school council meetings in developing school improvement goals to be incorporated into the 3-year plans.</p> <p>That ATA, AAC, Regional Consortia ensure that PL opportunities are available to teachers so that:-</p> <p>*They choose to develop classroom climates where the testing experience is a collaborative effort combining good teaching and curriculum support;-</p> <p>*Teachers find meaningful ways to incorporate results (learning and information) into their teacher professional growth plan; and</p>	<p><u>results during parent-teacher interviews, fostering a student/parent/teacher team plan to enhance learning.</u></p> <p><u>*Explore ways to use standardized test results for meaningful professional development for teachers and administrators.</u></p>	<p>results during parent-teacher interviews, fostering a student/parent/teacher team plan to enhance learning.</p> <p>*Explore ways to use standardized test results for meaningful professional development for teachers and administrators.</p>
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<p>*Principals consult with school councils when reviewing testing results, as part of their review process, to assist them in setting meaningful targets for improvement.</p> <p>That ASCA work in partnership with Alberta Education and other appropriate partners to develop and distribute a discussion guide to assist parents in engaging in a useful dialogue about their child’s results during parent-teacher interviews, to formulate a student/parent/teacher team plan to enhance student learning.</p>	<p>*Principals consult with school councils when reviewing testing results, as part of their review process, to assist them in setting meaningful targets for improvement.</p> <p>That ASCA work in partnership with Alberta Education and other appropriate partners to develop and distribute a discussion guide to assist parents in engaging in a useful dialogue about their child’s results during parent-teacher interviews, to formulate a student/parent/teacher team plan to enhance student learning.</p>	
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REVISION: To *revise* ASCA Advocacy Policy 08-6 Capital Project Approval Criteria (Revised 2014).

1) by striking all existing wording and inserting “The Ministries responsible should ensure that the processes and criteria for the approval of capital funding projects within Education be clear, transparent, and easily available to the public from the Ministry of Education.”

Current Wording (08-6)	Proposed Revisions	If Adopted, Will Read
<p>Parents and school councils, school jurisdictions and communities should have easy access to a clear and transparent process and firm criteria used to secure capital projects approval from both the Ministry of Education and the Ministry of Infrastructure.</p>	<p>Parents and school councils, school jurisdictions and communities should have easy access to a clear and transparent process and firm criteria used to secure capital projects approval from both the Ministry of Education and the Ministry of Infrastructure.</p> <p><u>The Ministries responsible should ensure that the processes and criteria for the approval of capital funding projects within Education be clear, transparent, and easily available to the public from the Ministry of Education.</u></p>	<p>The Ministries responsible should ensure that the processes and criteria for the approval of capital funding projects within Education be clear, transparent, and easily available to the public from the Ministry of Education.</p>

