



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

As an ASCA member school council, you are receiving this package to participate in the annual policy setting process of the association, by providing advance input on the **Proposed Advocacy Resolutions** submitted for member consideration at the upcoming AGM.

In order to prepare for the AGM efficiently, ASCA is asking school council members to review, discuss and pre-sort (online) – indicating their support or disapproval of the resolutions proposed – ***exactly as they are presented***. Online pre-sorting is open until **March 27, 2020**.

Pre-sorting does not determine policy – but indicates the order and grouping of resolutions in preparation for voting on meeting day. Changes may still occur, and only resolutions passed by a majority vote at the AGM become association policy.

Pre-sorting encompasses a broader member perspective, and identifies resolutions receiving general support (60% approval) to be grouped as one vote, saving time for those more complex or requiring further discussion, to be considered individually at the AGM.

The results of the pre-sorting will be outlined in the final AGM Package, prior to meeting day.

Pre-sorting is only required on the 10 **Proposed Advocacy Resolutions** submitted by Member School Councils and the ASCA Board of Directors in [SECTION I](#).

The **Special Resolution** does not qualify for pre-sorting, but is provided in [SECTION II](#) for Member School Council review and discussion to determine how their parent delegate will vote on it at the AGM.

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

Related information:

[ASCA Advocacy Overview](#)

[Resolutions Process and Types of Resolutions](#)

[AGM Meeting Planning and Preparation](#)

SECTION I: Proposed Advocacy Resolutions for Member Review and Pre-Sorting

Please review and discuss with your school council members and pre-sort online at [LINK HERE](#) indicating support (yes) or disapproval (no) for the following 10 proposed resolutions, EXACTLY AS THEY ARE PRESENTED, before **March 27, 2020**.

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.

(<https://www.albertaschoolcouncils.ca/about/annual-general-meeting/resolutions> Online Pre-sorting Link)

Board proposed Resolutions, and Member School Council proposed Resolutions for the 2020 ASCA AGM

#	Title	Sponsor	Contact
P20-01	Provincial and Federal Legislation Related to Vaping Products	ASCA Board of Directors	Wendy Keiver wendyk@albertaschoolcouncils.ca
P20-02	Diploma Exam Weighting	ASCA Board of Directors	Wendy Keiver wendyk@albertaschoolcouncils.ca
P20-03	Consistent, Negotiated Price, and Bulk Purchase/ Distribution, of EpiPens	ASCA Board of Directors	Wendy Keiver wendyk@albertaschoolcouncils.ca
P20-04	Achieving Equitable Public Education	École Sam Livingston School Council	Cassandra Litke Wyatt ecolesamchair@gmail.com
P20-05	Support for Addressing Class Size and Complex Classrooms	A. E. Bowers Elementary School Council	Shilo Nosyk shilonosyk@gmail.com
P20-06	Informed, Adequate Funding for Classrooms and Schools	Nose Creek School Council	Kristi Edwards nosecreekpac@gmail.com
P20-07	Access to Funding for Public Schools and Public School Fees	Ross Sheppard School Council	Shauna Gibbons rsschoolcouncil@gmail.com
P20-08	Prioritizing Funding for Education in Areas of High Student Density	St. Joan of Arc School Council Co-sponsored by: Guardian Angel, West	Diana Guedo Dmitchell30@shaw.ca

		Springs, and John Costello School Councils	
<u>20-09</u>	Mental Wellness Curriculum Incorporation	McKenzie Towne School Council	Shawna McKeen keycommunicator@mtsparents.com
<u>P20-10</u>	Student Education Advocacy	McKenzie Towne School Council	Shawna McKeen keycommunicator@mtsparents.com

P20-01

Provincial and Federal Legislation Related to Vaping Products

Sponsor: ASCA Board of Directors

Contact: Wendy Keiver wendyk@albertaschoolcouncils.ca

Background / overview:

Vaping Tobacco/Nicotine Products or E-cigarettes

Vaping is not without risks. More research is needed to understand the health effects of vaping, but some evidence has shown that there are risks, such as lung damage, increased risk of heart attack, nicotine poisoning and addiction (particularly in youth) and other unknown health impacts.

Currently, Alberta's tobacco laws do not specifically address vaping products.

The federal *Tobacco and Vaping Products Act* (TVPA) regulates the manufacture, sale, labelling, packaging and certain forms of advertising and promotion of vaping products.

However, the federal vaping legislation currently has gaps that are predominantly provincial responsibilities.

To address these gaps, all other provinces (except Saskatchewan and Alberta) have introduced explicit vaping laws that provide additional protections such as restriction of public consumption, restrictions for location of sale, minimum age for sale, photo identification requirements and limits for advertising in stores.

In Alberta, teen vaping rates increased from 8% in 2014-15 to 22% in 2016-17, among students in grades 10 to 12. *

Research indicates that vaping can model and normalize smoking behaviour among youth. Evidence indicates that youth who use vaping products with nicotine may become addicted and are at increased risk of becoming smokers.

Retail Environment

Retail environment can prevent initiation of smoking/vaping among youth and support retailers to comply with tobacco laws. Evidence indicates that actions that prevent tobacco sales to minors reduce smoking among youth.

Currently, there are tobacco product display, advertising and promotion restrictions at retail stores and sale of tobacco is prohibited in certain locations (e.g., health facility, pharmacy). In addition, store managers are required to comply with certain signage requirements (e.g., post sign indicating that it is illegal to sell tobacco products to minors).

Smoking and vaping share the same fundamental health hazard—nicotine addiction. Youth vaping in Alberta almost tripled between 2015 and 2017.

Alberta's youth vaping rate is the third highest in the country (behind Ontario and Quebec) with more than 35,000 kids reporting the use of vaping products in the past 30 days in 2017.

In fact, the rates of vaping among youth have now surpassed the rate of smoking among youth.

Some municipalities in Alberta have banned e-cigarettes wherever smoking is also banned, however, many have not.

Evidence suggests that youth who experiment first with e-cigarettes are almost twice as likely to intend to smoke conventional cigarettes compared to those who have never tried either.

Youth smoking has increased for first time in decades.

Whereas parents are concerned about youth vaping.

Whereas youth vaping has increased.

Whereas vaping has been shown to lead to smoking.

Whereas an increase in youth smoking has been shown for the first time in decades.

Whereas regulations relating to vaping including displays, are not as strict as tobacco, alcohol or cannabis.

We request that Alberta Education urge the federal and provincial governments to align restrictions on the consumption, marketing and sale of vaping products with those on tobacco, alcohol and cannabis products.

References:

Health Canada. Canadian Student Tobacco, Alcohol and Drugs Survey, 2016-2017. June 2018.

<https://www.canada.ca/en/health-canada/services/canadian-student-tobacco-alcohol-drugs-survey.html>

Hammond D, Reid JL, Rynard VL, et al. *Prevalence of vaping and smoking among adolescents in Canada, England, and the United States: repeat national cross sectional surveys*. BMJ (Clinical Research Ed). 2019;365: <https://www.bmj.com/content/365/bmj.l2219>

Bunnell RE, Agaku IT, Arrazola R, Apelberg BJ, Caraballo RS, Corey CG, Coleman B, Dube SR, King BA. *Intentions to smoke cigarettes among never-smoking U.S. middle and high school electronic cigarette users, National Youth Tobacco Survey, 2011-2013*. Nicotine and Tobacco Research. 2014 Aug 20. [Epub ahead of print] <https://www.ncbi.nlm.nih.gov/pubmed/25143298>

Diploma Exam Weighting

Sponsor: ASCA Board of Directors

Contact: Wendy Keiver wendyk@albertaschoolcouncils.ca

Background / overview:

Although current government officials have not indicated any consideration currently being given to changing the existing weighting of Diploma Exams, the UCP platform available online now, and used during the 2019 election, commits to returning a 50% weighting to diploma exams.

ASCA previously had Member approved Advocacy Policy, from the 2010 AGM, requesting that Diploma Exams be weighted at 30%, as they were, at that time, weighted at 50%.

During the November 23, 2019 live ASCA member Engagement Opportunity, attendees were given an opportunity to provide their thoughts on this topic, using the polling feature within the webinar platform. The following background was provided to attendees, prior to the poll being conducted:

Background (source: <https://www.alberta.ca/diploma-exams-overview.aspx>):

As of September 1, 2015, diploma exams are weighted at 30% of a student's final mark. Prior to this date, diploma exams made up 50% of the final mark.

Fairness to students

Alberta's diploma exams assess many of the outcomes set out in the provincial programs of study, but they don't assess them all. The current 70/30 weighing puts more emphasis on course work and school-awarded marks. It better reflects the broad range of work students put in over the entire course.

Calculating official final marks

70% of the final mark comes from course work. The remaining 30% comes from the diploma exam. To pass a diploma exam course, you must earn a final combined mark of at least 50%. For example, if you get a mark of 68% from your school and 60% on the diploma exam, your official final mark is 66%.

At the 2010 ASCA Annual General Meeting (AGM), ASCA Member School Councils passed the following Advocacy Resolution:

10-8 Weighting of Diploma Examinations

That Alberta Education include statistical data in its existing reporting measures that monitors the difference among teacher marks relative to students diploma examination marks to ensure there are not groups of students advantaged or disadvantaged by differences in teacher assessment standards.

That Alberta Education revise the weighting of Diploma Examinations for all subjects from the current 50% to 30%, effective the 2010/11 school year. The School Awarded Mark for all Diploma Examination subjects would then be weighted at 70%. (Assessment)

At the 2017 AGM, Advocacy Policy 10-8 was amended by ASCA Member School Councils, removing the request for revised weighting in recognition of accomplishment, as the weighting of Diploma Exams was officially changed, effective September 1, 2015 as noted above.

The results of the poll related to the Weighting of Diploma Exams during the live Member Engagement Opportunity are:

Diploma Exam Weighting

1. Would your school council support an increase to the current 30% weighting of diploma exams to a 50% weighting of diploma exams? (Single Choice)

Answer 1: Yes	5%
Answer 2: No	79%
Answer 3: Unsure	16%

2. What weighting of diploma exams would your school council support as the best option? (Single Choice)

Answer 1: 0%	1%
Answer 2: 10%	3%
Answer 3: 20%	12%
Answer 4: 30%	58%
Answer 5: 40%	4%
Answer 6: 50%	7%
Answer 7: Higher than 50%	1%
Answer 8: Unsure	14%

Whereas Grade 12 students in all school divisions write diploma exams;

Whereas The result of one exam should not alter the course of any Alberta student's trajectory;

Whereas The 30% diploma exam weight is less stressful for students than a 50% diploma exam weight;

Whereas Students should not have to worry about one bad exam ruining their final mark;

Whereas Cumulative, teacher marked, work is a better assessment of a student's knowledge than one test.

We request that the Minister of Education maintains the weighting of Diploma Exams at 30% into the foreseeable future.

Consistent, Negotiated Price, and Bulk Purchase/Distribution, of EpiPens

Sponsor: ASCA Board of Directors

Contact: Wendy Keiver wendyk@albertaschoolcouncils.ca

Background / overview:

* On January 1, 2020 the [Protection of Students with Life-Threatening Allergies Act](#) came into effect. This requires every school in Alberta to have an EpiPen auto-injector on site. EpiPens come in two sizes and need to be replaced annually and would need to be replaced if used. In the past, there has been a shortage of EpiPens, which is concerning. <https://healthykanadians.gc.ca/recall-alert-rappel-avis/hc-sc/2019/70495a-eng.php>

On January 2, 2020, the [Standards of Practice for Pharmacists and Pharmacy Technicians](#) was amended to permit the sale of an Epi Pen to **one authorized individual from each school** (in Alberta) in order to enable compliance with the new *Protection of Students with Life-Threatening Allergies Act*. It does not, however, allow for an authorized individual from a School Division to purchase the quantity required to distribute one to each school in the School Division.

As School Divisions have been purchasing EpiPens on their own over the past several months, some of the stock they've received have had an August/September expiry date, which is a shelf life of only 8-9 months. There have also been reports of different School Divisions paying different per unit prices for these EpiPens.

Additionally, purchasing the required EpiPens is an additional cost for School Divisions which is not covered through additional funding.

If the Alberta Government could negotiate a contract with a pharmaceutical company supplying EpiPens for a reduced fee to annually purchase the required quantity of EpiPen auto-injectors, at reduced cost per unit, this would ensure equitable access of all School Divisions to, and possibly ensure the longest possible shelf life on, this required item.

Also, if the Alberta Government could enable a further amendment to the Standards of Practice for Pharmacists and Pharmacy Technicians allowing for the sale of a the required quantity of Epi Pens needed by a School Division to one authorized individual in the School Division, for the intention of appropriate distribution to each of its schools, this would also ensure equitable access to the required Epi Pens, by all schools in each division, and geographic location.

Whereas reduced costs to School Divisions will mean more money being used in the classroom;

Whereas bulk purchasing would ensure availability, equitable cost and access to School Divisions, and the longest possible expiry dates;

Whereas the current Standards of Practice for Pharmacists and Pharmacy Technicians are likely to contribute to competition amongst schools where access to pharmacies is limited, varying prices being charged by different pharmacies in response to local competition, and do not support the efforts of all Alberta School

Divisions to reduce inefficiencies and costs, but rather create additional layers of Red Tape and processes, resulting in additional expenses being incurred by each school and School Division;

Whereas the requirement for an EpiPen auto-injector to be available in every school in Alberta is law;

We request that the Minister of Education arranges for a provincial-level contract for the annual purchase of the required quantity of EpiPen auto-injectors, at a reduced per unit cost, that will ensure equitable access of all School Divisions to, and the longest possible shelf life on, this required item.

We further request that the Minister of Education work with the Minister of Health to consider and enact amendments to the Standards of Practice for Pharmacists and Pharmacy Technicians that would allow for pharmacists and pharmacy technicians to sell the number of Epi Pens required by a School Division to an individual authorized by that School Division.

Achieving Equitable Public Education

Sponsored by: École Sam Livingston School Council

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

Background / Overview:

Alberta has a long history of providing options in education and providing funding, public dollars, to both public and private education institutions. At the same time, the external context is changing creating new pressures and considerations not faced previously. This includes:

- **Growing influence of technology and digitization in society.** Specific to education, this creates opportunities for how and what our students learn. It also increases costs as technology is expensive to implement and maintain. Therefore, students attending schools who can afford increased and the most up to date technology through parent/private fundraising have broader access than students at schools who must use older technology. This inequity has always existed, but the inequity has grown given our current society's use of technology.
- **Growing income inequality.** Called the "defining challenge of our time" in 2013 by then-U.S. President Barack Obama, income inequality is an important indicator of equity in an economy and has implications for social outcomes. Within a Canadian and Albertan context, income inequality remains a growing challenge especially as the unemployment levels in Alberta remain high. It is estimated that 1 in six Alberta children live in poverty. Further, noted by the OECD, "the more unequal a society is, the more difficult it is to move up the social ladder, simply because children have a greater gap to make up." Equity in education becomes an important policy tool to level the playing field and ensure that children and youth, one of the most vulnerable populations in society, have an opportunity to realize their full potential and contribute to Alberta's economy as adults.
- **Increase in children living with mental health conditions and requiring specialized supports.** According to the Canadian Mental Health Commission of Canada one in five, or 1.2 million, children and youth in Canada are affected by mental illness. However only one in five children who need mental health services receive them, therefore mental illness continues into adulthood. Given that children and youth spend a significant portion of their day in schools, there is an opportunity to consider how education can work with other ministries, including those with responsibilities for health and social services, to provide more comprehensive programming in schools. This also means that schools must have a variety of methods to deliver instruction and measure effectiveness as there is no standardized metric that will meet the needs of children and youth in our schools today.
- **Growth of charter schools.** Alberta is the only province in Canada to legislate charter schools. Recent changes in legislation removed the cap on the number of charter schools, opening the door for further growth. Unlike Alberta's public schools, charter schools are not governed by publicly-elected trustees, nor are they accountable to locally elected school boards. Further, they are often privately-run institutions creating a situation where public funds flow away from the public system to further private interests. While ASCA recognizes that charter schools exist as an option for Albertans, this needs to be balanced with equitable access and a consistent governance over publicly funded schools.

- **Shift towards public dollars for public education.** Private education is not part of a public education system as private education can exclude students, create financial and other barriers to access, and is not subject to transparent and democratic accountability. Across Canada, five provinces do not provide public funding for private schools, including Ontario who stopped funding for private schools in 2003. There is an argument often made that private schools provide options for parents and save the government money as they would have to pay more if those students were enrolled in public schools. However, as Ontario witnessed, ending payments to private schools did not result in limiting options or in costing the government more. Private schools continue to offer their programs, parents continue to have options in where to send their children for education, and enrollments between private and public schools remain mostly unchanged. Reallocating public dollars to public institutions, and away from private institutions and private ventures, would support a commitment to equity in education.
- **Policy directions.** While ASCA and school councils are apolitical, they do review and respond to shifts in policy. There are numerous policy statements and calls to contain costs, manage public spending, and ensure results and outcomes for dollars spent. These policies may be appropriate in other sectors; however, education should be viewed as a public responsibility. As such, it should be governed by principles of equity, delivered through a public education system that is transparent and democratically held accountable without barriers to entry and access. Its quality and accessibility should be equitable across the province, meet the varied needs of children, and shouldn't be reduced to a uniform standard of metrics or outcomes.

Given the changes in the external context and the projections for the future of the province, it is essential that Alberta's public education system respond in a way that ensures equity of quality and access and prepares our children and youth to fully participate in Alberta's economy as adults. This requires that the Government of Alberta redefine and recommit the government's responsibility to a more equitable public education system for all Alberta students.

Because all Alberta students should have access to quality education without barriers regardless of location within the province.

Because all children in Alberta will be provided a better quality education through increased funding as all public education dollars will be used within public education systems.

Because parent options will be maintained without compromising the needs of the most vulnerable children in society.

Because enhanced supports for mental illness should be provided to support student success.

Because all Alberta students should grow up with access to current, rich and comprehensive public education, acknowledging that when we meet the needs of our most vulnerable children, we elevate the quality of life for all children.

Because all Alberta students should grow up with the skills needed to fully participate and contribute to Alberta's economy.

Because the changes being considered and suggested as a result of the *MacKinnon Report on Alberta's Finances* and other policy positions are provincial in nature and impact every school division.

Because education is a provincial responsibility, for which our democratically elected government is accountable.

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

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

We further request that the Minister of Education ensure all schools have a full, inclusive, and balanced curriculum including but not limited to arts, music, science, history, language arts, additional languages, mathematics, and physical education.

We further request that the Minister of Education reduce class sizes to bring them in line with the recommendations in the final report from Alberta’s Commission on Learning of 2003 and provide adequate supports and resources reflective of individual classroom composition and complexity.

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

We further request that the Ministries of Education, Children’s Services, Community and Social Services, Justice and Solicitor General, and Health provide integrated services for students including medical and social services that help all children arrive at, and remain in, school, ready to learn effectively and grow holistically.

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

We further request that ASCA Advocacy Policies 18-3C*: *Supports for Learning Success of all Students: Class Size and Composition*; 7-6**: *Support for Early Intervention Programs*; and 2-3***: *Responsibility of Meeting Children’s Basic Needs for Learning*, be rescinded, as their intentions are captured within this policy.

We further request that ASCA Advocacy Policies 19-03 and 19-10 be amended to read:
(Proposed amended language is underlined; proposed deleted language is ~~struck through~~.)

19-03 Alternatively Sourced or Increased Dedicated Education Funding for Accredited Mental Health Professionals

That **Alberta Education** request from another Ministry or increase ~~dedicated education~~ funding for accredited mental health professionals to be available in schools to best meet students' mental health needs in a timely and accessible manner.

19-10 Guaranteed In-school Access to Mental Health Programs and Counselling for Students

That **Alberta Education**, in collaboration with other appropriate Ministries, guarantee all students in the province have access to distinct, qualified mental health programs and professional mental health counselling services, as well as educational and career counselling, within their schools, thereby increasing students’ wellness and their ability to learn and succeed.

References:

(ASCA Advocacy Policies being recommended for rescinding)

18-3C *Supports for Learning Success of all Students: Class Size and Composition

That the Alberta School Councils' Association will advocate to the **Ministry of Education** that class size and composition must be considered when determining what supports and resources are needed to teach in a classroom based on the needs of the students and the classroom teacher.

****7-6 *Support for Early Intervention Programs (2017)***

That the Ministries of Education, Community and Social Services, Children's Services and Health as individual Ministries, and through the cross-sectoral work of Alberta initiatives and the Parent Link Centre Program, work with local service providers to ensure and fund a range of programs exist that will meet the early intervention needs of individual children, thereby providing them an opportunity for greater success in the K-12 system.

***** 2-3 *Responsibility of Meeting Children's Basic Needs for Learning (2007)***

That the Minister of Children's Services deal with the issues of proper nutrition and proper clothing for children in the home so the children can come prepared to learn at school on a daily basis.

That, if it is determined that the school is the best place to deliver these services, the Ministries of Children's Services, Infrastructure and Learning make sure that the proper funding, staff and facilities are in place so the cost and work load is not downloaded to the school community and school staff.

Resources:

MacKinnon Report on Alberta's Finances <https://www.alberta.ca/mackinnon-report-on-finances.aspx>

Alberta's Commission on Learning final report <https://open.alberta.ca/publications/0778526003>

Support for Addressing Class Size and Complex Classrooms

Sponsored by: A. E. Bowers Elementary School

Contact: Shilo Nosyk via email at shilonosyk@gmail.com

Background / overview:

As the number of children in classrooms increases, so do the challenges in maintaining a quality public education for students.

Children with disabilities, second language learners, children on the autism spectrum, IPP learners, ADHD, etc. are now integrated into the classroom more than ever. Classroom composition has become increasingly complex and educators are tasked with meeting the needs of a wide range of learners within an inclusive classroom.

Teachers are challenged to provide adequate and individualized support to all students. Funding constraints are limiting our ability to adequately staff school with the teachers and learning supports needed.

Because inclusive classrooms are a best practice that require the right composition and supports in order for a student to achieve optimal learning.

Because without adequate funding and deliberate management involving the right composition and number of supports, class sizes and complexity will continue to grow to unmanageable levels.

Because addressing large class sizes and support for complex learners must be addressed to ensure a quality public education in the province.

Because the Fall 2019 provincial budget has eliminated the class size grant.

Because inadequate government funding will lead to further increases in class size and challenges addressing complexity.

Because the Auditor General review recommended a reaffirmation of the class size initiative.

We request that the Minister of Education continue funding for the class size initiative methodically and consider student needs in a holistic manner.

We further request that the Minister of Education collaborate with school jurisdictions to update the class size initiative and develop the program to reflect student numbers and learner needs.

We further request that the Minister of Education support program design in a way that allows schools flexibility to allocate funding to meet school needs such as opting for additional learning supports rather than creating an additional class.

We further request that the Minister of Education evaluate program success by measuring not just class size but also class composition and the total available supports.

We further request that **ASCA Advocacy Policy 18-3C: Supports for Learning Success of all Students: Class Size and Composition**, be rescinded as its intention is captured in this proposed policy.

References:

(ASCA Advocacy Policy being recommended for rescinding)

18-3C *Supports for Learning Success of all Students: Class Size and Composition*

That the Alberta School Councils' Association will advocate to the **Ministry of Education** that class size and composition must be considered when determining what supports and resources are needed to teach in a classroom based on the needs of the students and the classroom teacher.

P20-06

Informed, Adequate Funding for Classrooms and Schools

Sponsored by: Nose Creek School Council

Contact: Kristi Edwards via email at nosecreekpac@gmail.com

Background / overview:

Too many classes with too many kids and only one (1) teacher. We'd like to see either more support in the classrooms or more teachers hired to cover the class sizes. Twenty-eight (28) kids per one (1) class and one (1) classroom teacher is not what we as parents want.

Because more one on one time with the teacher results in less stress on the kids that don't require a lot of assistance but will give them a better learning atmosphere with less kids and more exposure to the teacher.

Because if there is assistance in the classroom this will also allow the teacher to support all students on a one to one basis.

Because the budget will only allow for so many teachers and teaching assistants.

We request that the Minister of Education revise a budget plan.

We further request that the Minister of Education visit all school boards and partake in classes to get a feel of what a normal classroom is.

We further request that the Minister of Education return to all school boards any reserves that were taken, in order for the administration to budget appropriately for the next coming school year.

Access to Funding for Public Schools and Public School Fees

Sponsored by: Ross Sheppard School Council

Contact: Shauna Gibbons via email at rsschoolcouncil@gmail.com

Background / overview:

Equitable, predictable, sustainable funding for public education is required to:

- Ensure that all Albertan children/students have equal access to a positive education experience;
- Eliminate funding barriers for students;
- Eliminate funding barriers for low-income or no-income families;
- Eliminate the need for school fees;
- Ensure excellence in public education.

Because less financial barriers to fundamental school experiences creates a level playing field for all Albertan children/students.

Because equitable, predictable and sustainable funding for K-12 education affords Alberta family's the opportunity to plan their future.

Because staff in schools in every district will be able to concentrate on delivering world-class student experiences versus fee explanation, justification and collection.

Because Alberta's families are economically and socially diverse.

Because equitable access to public education benefits all Albertans because it

- a) builds stronger citizenship,
- b) builds a resilient and diverse workforce for Alberta's future,
- c) promotes creativity,
- d) arguably reduces negative behaviours augmented in adulthood with a direct converse correlation and to core assets that any civilized society utilizes in rearing its children into healthy and productive adulthood (Source: Search Institute research referenced below).

We request that the Minister of Education restore Alberta's education spending to pre-2019 budget levels including funding enrolment growth annually.

We further request that the Minister of Education increase funding to include enrolment growth for Alberta's K-12 education.

We further request that the Minister of Education create a fund through which Albertan school boards or local administrators can offset costs for low-income or no-income families.

We further request that ACSA Advocacy Policy 10-4: *Sustainable Program Funding (Revised 2019)*, be rescinded, as its intention is captured within this policy.

References:

(ASCA Advocacy Policy being recommended for rescinding)

10-4 *Sustainable Program Funding (Revised 2019)*

That Alberta Education, in cooperation with school boards, work to implement a process that provides more sustainable, predictable and adequate funding.

Resources:

Search Institute: *The Developmental Assets ®Framework*

<https://www.search-institute.org/our-research/development-assets/developmental-assets-framework/>

P20-08

Prioritizing Funding for Education in Areas of High Student Density

Sponsored by: St. Joan of Arc School Council

Co-sponsored by: Guardian Angel, West Springs, and John Costello School Councils

Contact: Diana Guedo via email at Dmitchell30@shaw.ca

Background / overview:

Students in areas of high student density are exiting their designated school system due to lack of schools in communities where they reside. This places pressure and overcrowding on already over capacity schools within these areas.

As Alberta's population increases, students will benefit from access to K-12 education in areas where continued student growth is forecasted and where there are no existing schools to accommodate students in their communities.

Historically there has been a gap between school funding and need for schools that reflect community growth.

Because students in high density areas are frequently expected to travel to schools more than a 60-minute commute away.

Because extensive commute times affect the quality of life at home, socially and in extra-curricular activities.

Because funding for Education in growth areas such as Calgary was absent in the last provincial budget.

We request that the Minister of Education prioritize funding for Education in areas of high student density and allow students in these areas equitable access to K-12 education.

Mental Wellness Curriculum Incorporation

Sponsored by: McKenzie Towne School Council

Contact: Shawna McKeen via email at keycommunicator@mtsparents.com

Background / overview:

While the current curriculum includes some positive mental health instruction, mental wellness is an increasingly important skill that all children and adolescents should master. Current ASCA policy requires that children should be provided with age-appropriate tools to deal with anxiety, depression, and other mental health issues. Children should also be taught how to establish and maintain mental strength and emotional resiliency in order to prevent mental health issues and more easily treat them. Mental wellness training should be integrated into all aspects of the curriculum and take place on a daily basis.

Because "Good mental health is not the same as not having a mental health issue."¹

Because "With children and youth a key focus should be on becoming resilient and attaining the best mental health possible as they grow."²

Because "Efforts to promote mental health, and to treat and prevent mental health issues and suicide, are more successful when ... they strengthen protective factors and reduce risk factors... [and] plan for the long-term."³

Because "the rate of child and youth emergency department visits for mental health complaints increased by 50% between 2007 and 2015"⁴ in Alberta.

We request that the Minister of Education integrate consistent mental wellness training in the curriculum for all Alberta students in all grades (K-12).

We further request that, upon passing of this resolution, ***ASCA Advocacy Policy 17-01: Support for mental health content and awareness in the K-12 curriculum and schools***, be amended to include "and maintaining daily personal mental wellness" immediately following 'strategies for coping' in the first "request" statement.

References:

(ASCA Advocacy Policy being recommended for amendment)

(Proposed amended language is underlined)

17-1 *Support for mental health content and awareness in the K-12 curriculum and schools*

That Alberta Education include mandatory, comprehensive mental health content in the curriculum for all grades, with parent involvement, that educates about disorders, symptoms and strategies for coping and maintaining daily personal mental wellness;

That Alberta Education work in close partnership with Alberta Health Services to simplify the sharing of information, to create a comprehensive care plan, delivered by qualified personnel, which will, with parent consent, facilitate student's diagnosis, management strategies and access to resources, supports and programs;

That the Alberta Association of Deans of Education provide more comprehensive training on mental health issues for children through pre-service teacher programs;

That Alberta School Councils' Association provide links to authoritative reference materials/organizations to assist school councils in developing their knowledge about mental health issues and impacts on learning successes of kids;

That all Alberta school councils encourage open communication with respect to impacts of mental health issues on children and learning and that school councils be recognized as a safe place for these discussions to take place.

Resources:

^{1, 2, 3} Mental Health Commission of Canada. *The Mental Health Strategy for Canada: A Youth Perspective*. 2015 published at [mentalhealthcommission.ca](https://www.mentalhealthcommission.ca)

<https://www.mentalhealthcommission.ca/English/document/72171/mental-health-strategy-canada-youth-perspective>

⁴ Hair et al. P060: *Incidence of child and youth presentations to the emergency department for addictions and mental health*. Canadian Journal of Emergency Medicine. 2018; 20:S1 p. s78

<https://www.cambridge.org/core/journals/canadian-journal-of-emergency-medicine/article/p060-incidence-of-child-and-youth-presentations-to-the-emergency-department-for-addictions-and-mental-health/DF4776F067DCB950471BEAA3AB3E65B8>

Student Education Advocacy

Sponsored by: McKenzie Towne School Council

Contact: Shawna McKeen via email at keycommunicator@mtsparents.com

Background / overview:

While resource teachers are available in the schools, these positions are not always solely dedicated to working as a student education advocate and may fill other positions within the school. Students would benefit from having access to an advocate that works with all students and parents to understand the system. A liaison that is not the administration to help students and parents navigate the School Division and the learning resources available to students. Students would benefit from easier access to resources and accommodations to provide them with the best opportunity to be successful. Students need a student education advocate to work with the student, parents and the school to ensure students have every opportunity to become successful learners.

Because students with learning disabilities have the potential to be successful in school and in life.

Because success is highly dependent upon identifying and understanding an individual's strengths and needs, and providing appropriate support during the school years.

Because transition planning is important for students with learning disabilities, as they often have difficulty managing transitions in their lives, such as the changes involved in transitions across grades, programs and schools.

Because effective transitions are planned, collaborative and comprehensive.

Because "It is important to have systems in place from kindergarten through senior high school to ensure students with learning disabilities are identified and appropriate educational supports are put in place. The optimal approach is to provide assistance as early as possible."¹

Because "In a diverse classroom, no single method can reach all learners. Multiple pathways to achieving goals are needed."²

Because "Without a strong foundation in reading, children are left behind at the beginning of their education. They lag in every class, year after year because more than 85 percent of the curriculum is taught by reading. And by the end of third grade, 74 percent of struggling readers won't ever catch up."³

Because

- a) learning disabilities (LD) affect approximately 10% of the population.
- b) people with LD often have an additional diagnosis of ADHD and/or other complications for learning.
- c) LD and other disabilities vary in range and severity, and every individual's experience is unique.

(Source: Learning Disabilities Association of Alberta)

We request that the Minister of Education make Student Resource Advocates a dedicated resource to act as a liaison for students, ensuring students of all abilities have easy accessibility and every opportunity to become successful learners.

We further request that ASCA Advocacy Policy 19-13: Student Education Advocate, be affirmed.

References:

(ASCA Advocacy Policy being recommended for affirmation)

19-13 Student Education Advocate

That **Alberta Education** create an independent office to help identify systemic barriers that students and their parents/guardians are encountering, thereby helping to improve our education system for all learners.

Further, that the Student Education Advocate advise students and their parents/guardians on available resources and courses of action that can be taken in order for students to receive the supports needed to be successful learners.

Resources:

¹ Unlocking-Potential: Key Components of-Programming-for-Students with-Learning-Disabilities-2002 page 17. <https://education.alberta.ca/media/385144/unlocking-potential-programming-for-students-learning-disabilities-2002.pdf>

² Hitchcock, Meyer, Rose, & Jackson, 2002, page 12. <https://www2.bc.edu/alec-peck/Jackson%20UDL.pdf>

³ <https://www.readingfoundation.org/third-grade-reading-matters>

SECTION II: Proposed Resolutions for Member Review

Please review and discuss with your school council members to determine how your parent delegate is to vote on the following items at the AGM on **April 26, 2020**.

Board proposed **Special Resolution** for the 2020 ASCA AGM

#	Title	Sponsor	Contact
<u>SR20-01</u>	Amend existing Bylaws of the ASCA (<u>LINK to current Bylaws</u>)	ASCA Board of Directors	Wendy Keiver <u>wendyk@albertaschoolcouncils.ca</u>

THE BYLAWS OF ALBERTA SCHOOL COUNCILS' ASSOCIATION:
(BYLAWS = THE RULES BY WHICH THE ASSOCIATION REGULATES ITSELF)

SPECIAL RESOLUTION 20-01

SR20-01

Rationale/Background:

The Bylaws of a Society, approved by its members, are considered the “rules” by which its governors – the Board of Directors – will direct the operations of the Society. Bylaws should be reviewed periodically for their relevancy, and updated as needed.

It is appropriate for an organization to review its bylaws every three to five (3-5) years. Between June and October 2018, the ASCA Advocacy and Governance Committee undertook to review and revise the Alberta School Councils' Association (ASCA) Bylaws. Presented at the 2019 ASCA Annual General Meeting, ASCA Member School Councils voted to repeal and replace the Bylaws, which were then approved by Corporate Registry in September 2019.

Following that, the ASCA Board of Directors set itself a mandate to progress towards digital voting at the 2021 Annual General Meeting. The following Bylaw changes are necessary for this to be achievable.

To be approved, the Societies Act requires 75% of ASCA Member School Councils in attendance to vote in favour of the changes. Once passed by ASCA Member School Councils, the approved Bylaw changes do not take effect until approved by Corporate Registry.

Proposed amended language is underlined; proposed deleted language is struck through.

Be it resolved that the Alberta School Councils' Association Bylaws be amended as follows:

ARTICLE 3 DEFINITIONS

3.43 Voting Delegate - a Parent authorized, with Credentials, by a Member School Council, their own or another, to vote in-person or digitally at a General Meeting of the Association.

ARTICLE 5 MEETINGS (paragraph 2)

Meetings fall under one of two categories: General Meetings (all members) and Board Meetings (all Directors). Meetings may be held in person, digitally, by conference call or a combination of all three. Members are able to exercise their voting and participation rights at any General Meeting.

Annual General Meeting (sentence 2)

5.1 A notice stating the place, ~~and~~ date, time and/or digital attendance information of the Annual General Meeting, as determined by the Board, will be sent to each Member at least sixty (60) days before the Annual General Meeting and posted on the Association website.

Decisions

5.11

A Majority of the votes of the Voting Delegates and Authorized Proxy Holders ~~in-attendance~~ decides each issue, unless otherwise stipulated in the Societies Act, Bylaws or the General Meeting Rules of Order.