



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

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

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

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

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

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

Related information:

[ASCA Advocacy Overview](#)

[Types of Resolutions](#)

[AGM Meeting Planning and Preparation](#)

ASCA AGM RESOLUTIONS REVIEW PACKAGE 2021

SECTION I: Proposed Advocacy Resolutions for Member Review

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

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

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

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

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

P21-01

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

Sponsor: ASCA Board of Directors

Contact: Wendy Keiver wendyk@albertaschoolcouncils.ca

Background / Overview:

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

✦ **08-8 Advancement in Technology Funding**

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

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

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

✦ **11-3 Technology Support for the 21st Century Learner**

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

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

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

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

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

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

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

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

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

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

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

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

P21-02

Acknowledgment of CoSC/DSC in the Alberta Education Act

Sponsor: ASCA Board of Directors

Contact: Wendy Keiver wendyk@albertaschoolcouncils.ca

Background / Overview:

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

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

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

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

Position Statement Supporting the Resolution:

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

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

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

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

Implementers: Alberta Ministry of Education

Precedent:

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

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

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

Resources:

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

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

Restore PUF Funding to Alberta Schools

Sponsored by: Elmwood School Council

Contact: Danielle Strierner, via email at dstrierner@gmail.com

Background / Overview:

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

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

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

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

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

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

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

Resources:

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

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

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

P21-04

Transportation – Maximum Time Limit Students can be on the Bus

Sponsored by: Ecole St. Paul Elementary Community School Council

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

Background / Overview:

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

Ex: 45 minutes maximum

Because extended bus rides beyond 45 minutes impacts student learning.

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

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

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

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

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

P21-05

Renewal of Alberta Curriculum

Sponsored by: St. Michael's School Council

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

Background / Overview:

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

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

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

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

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

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

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

Resources:

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

P21-06

Addressing Barriers to Student-centred Public Education

Sponsored by: Ecole St. Gerard School Council

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

Background / Overview:

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

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

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

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

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

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

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

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

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

Resources:

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

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

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

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

P21-07

Respect for ASCA's Bylaws, Values, and Members

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

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

Background / Overview:

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

20-04A

Minister of Education Definition of Public Education

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

20-04B

ASCA Definition of Public Education

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

20-04C

Integration and oversight of Charter Schools

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

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

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

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

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

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

Core elements of the mission:

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

Values

Respect:

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

Integrity:

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

Teamwork:

- **In working together for common good**

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

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

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

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

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

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

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

Resources:

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

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

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

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

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

⁶RONR (12th ed.), 10:26 (p. 102)

P21-08

Education Stakeholder Organizations Financial and Governance Accountability

Sponsored by: Ecole St Gerard School Council

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

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

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

P21-09

Equal Opportunity of Access to All Public Schools

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

Co-sponsors: Calgary Arts Academy

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

Background / Overview:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Resources:

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

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

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

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

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

Achieving Universal Public Education

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

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

Background / Overview:

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

20-04A

Minister of Education Definition of Public Education

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

20-04B

ASCA Definition of Public Education

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

20-04C

Integration and oversight of Charter Schools

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

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

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

(2) The board shall, in each year:

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

(b) submit to the Minister copies of

(i) the board’s financial statements,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Resources:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

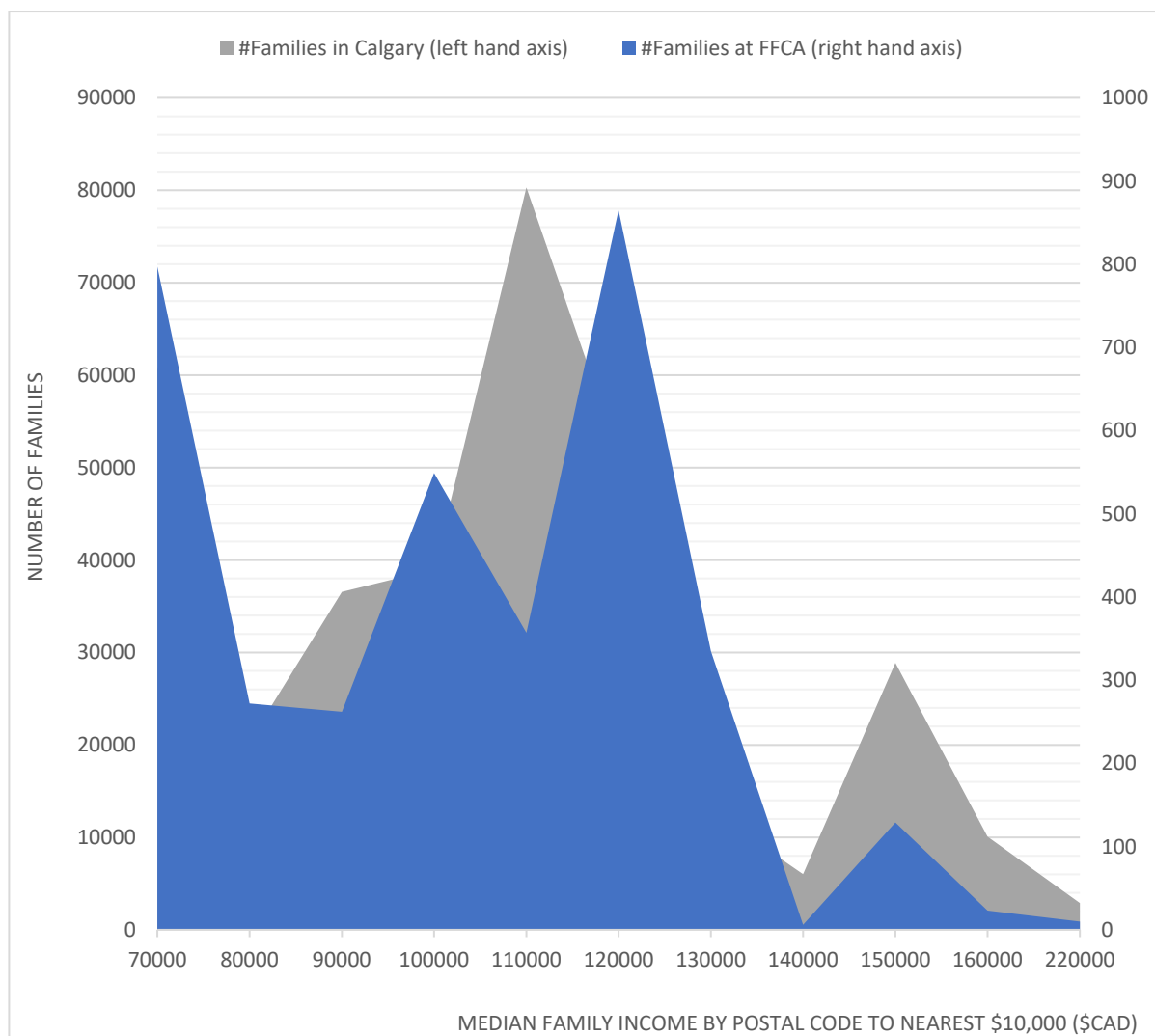


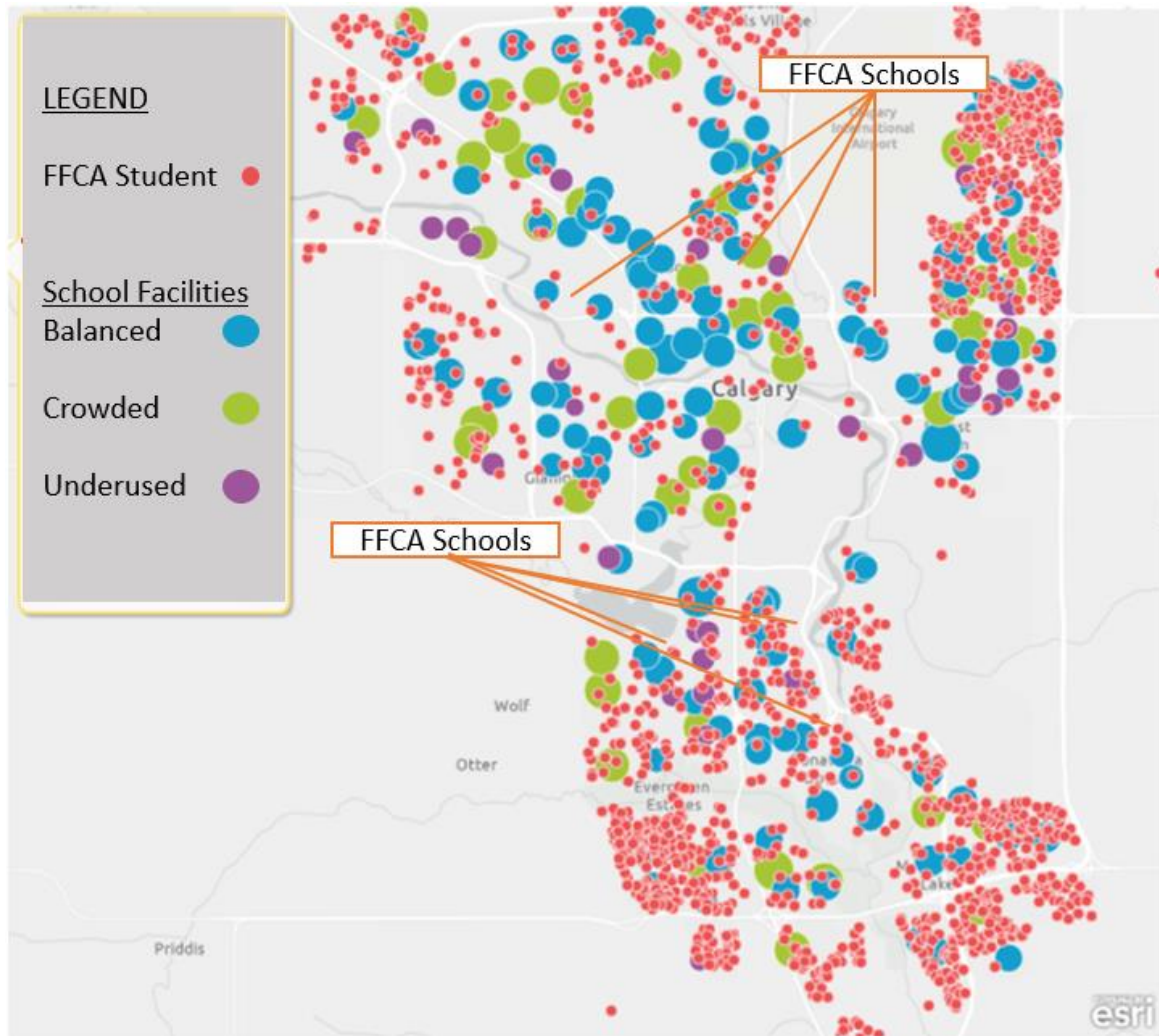
Table 1: Summary of publicly available information regarding 2020/2021 school fees grouped by jurisdiction

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

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

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

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



Allocating Public Funds to Public Education

Sponsored by: Sam Livingston School Council

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

Background / Overview:

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

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

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

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

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

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

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

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

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

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

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

As background:

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

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

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

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

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

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

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

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

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

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

Because education is funded at the provincial level.

Because education policy is set at the provincial level.

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

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

Resources:

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

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

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

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

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

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

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

SECTION II: Proposed Resolutions for Member Review

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

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

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

Administrative (or Housekeeping) Resolutions:

Background

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

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

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

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

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

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

A21-02 Motion to REVISE

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

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