

## Georges P. Vanier/ École Routhier School Joint Council Meeting

Zoom Meeting

Tuesday, February 9, 2021

**Attendance:** Carolyn Giroux: VP GP Vanier, Lynn Skrepnek: Trustee, Monique Dubrule: VP Routhier, Pam Heckbert: Principal GP Vanier, Diane Benoit: Principal Routhier, Taryn Aucoin: Teacher Routhier, Karin Scholl: Trustee, Charlene Born: parent, Kelsie Fournier: parent, Lina Lepage: parent, Tara Lea, Stephanie Staudinger

### 1. Welcome / Call to Order

Tara Lea, call meeting to order at 703.

### 2. Review/Approval of Agenda

Tara called for approval of agenda.

No items were added to the agenda, Linamoved to approve agenda as presented.

### 3. Review/Approval of January 5, 2020 Minutes

Tara called for approval of minutes.

Pam moved to approve minutes as presented.

### 4. Financial Reports: no change.

a. Routhier -\$1056.28

b. Vanier – \$1332.40

### 5. Old Business:

None.

### 6. School Reports:

#### a. Routhier Principal Report:

What's New at Routhier

-We have launched our 1 book 2 schools project. Students are reading the Wild Robot in class and completing challenges and collaborating with students from EG Wahlstrom. There are daily prizes and activities planned for the coming 20 school days.

-Valentines day class celebrations on Friday. We have classes making valentine's for seniors in our community through FCSS.

-Feb. 22-26- Science week with science in motion organization. We have video meetings and daily challenges for students throughout the week.

-We are in the process of organizing and preparing winter fun day with outdoor activities for all students.

-Feb 24 - pink shirt day - taking a stand against bullying

- Mr. Henri will be focusing on Bullying and conflict activities/presentations throughout the month.
- Feb 26 is career day with a presentation from our grade 6 and ECS classes.
- The finalized menus will be shared with parents soon and hot lunches will be available Tuesdays and Thursdays starting Feb. 22.

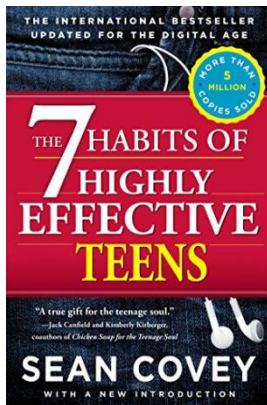
b. GPV Principal Report:

January Highlights:

- SH Final Exams took place the last week of Jan
- Report cards went out on Feb 2 via email.
- Diploma exams were optional- one student chose to write.
- Second semester started on Feb 1 as well as a new transition cycle with AHL
  - 7 students returned to the class
  - 7 students went to AHL
- Tuque Day-Jan 15
- Jan 29-our EA's had the opportunity to participate in a Virtual PD Day
- Mr. Alain (the French Monitor) has joined us at Vanier coming from Routhier

Wellness and Physcology:

- 1:1 with student services have continued
- Doing some in classroom programming around anxiety and depression, delivering nutrition program.
- We received the breakfast club of Canada grant, we are still awaiting the amount, this is an ongoing grant that is intended to remain in place as long as we can demonstrate a need. It will be a universal program offering breakfast daily, our hope is to utilize a couple of students can gain work experience. Students to help execute.
- Collaborating with FCSS on in-classroom programming via zoom (calm book study) and some future programming for our students. "The 7 Habits of Highly Effective Teens"-Sean Covey.



- Individual assessment and counselling are continuing
- Teacher and parent consultation
- Small group intervention (classroom and/or intervention programming)

- Universal programming with wellness
- Attending and consulting at school meetings about top pyramid kids -working collaboratively with Teachers/parents for best practice/strategy for academic success.

#### Report from Career Coach:

- So far 18/44 students have applied to post-secondary, 8/44 plan to go into trades, and 8/44 plan to take a gap year
- Trends: 7 students applied to a bachelor of science
- Students applied to NAIT, GPRC, UBC, U of A, Mount Royal, Red Deer College, MacEwan University, Concordia, and Olds
- Parent/student information/ course selection nights planned for February (17&23) for Grade 9, Grade 10 and 11 will be in March

#### Extra Curricular:

- Extra curricular activities were not permitted throughout the month of Jan due to AB Covid restrictions.
- We are waiting for updated policy information from ASAA and HPSD on how to proceed with School Sport with the new regulations that were released on Feb 6.
  - we hope to balance the remaining seasons so all left over sports are equally enjoyed/played.

#### Upcoming events:

- Heart Day for Valentine's Day
- Candy Grams-week of Feb 8-12
- Hat Days-Every Friday until spring break
- ASCA Annual Conference -(Virtual) April 23-25  
[https://docs.google.com/document/d/1aIBhLyZIJ0ibBg8aE8ZH1kTYiK8crjM\\_fk6ME4xPZzQ/edit](https://docs.google.com/document/d/1aIBhLyZIJ0ibBg8aE8ZH1kTYiK8crjM_fk6ME4xPZzQ/edit)
- Therapy Dog "Zen Den" will be available every Friday (pilot project starting with Senior High). Thank you Heather Cloutier.

Question from Tara: How did teacher convention go? Monique answered: Attended sessions through zoom, some live and some pre-recorded. Different, not same effect without being around people. But still able to get content and in some ways access to more content. Pam added, you can re-watch and get in more sessions.

#### 7. Trustee Report:

LynnSkrepnek –Received the ASCA resolutions, will be bringing them to the next regular board meeting. Will see if and how they will impact HPSD, they will bring back any of those concerns. At last board meeting, discussed bus fly bys. Tracking stats –where are they occurring. Have more info to look at now. HPSD employees will be looking at problem areas, see what we can do to make changes to keep kids safer.

Karin Scholl: Continue to have positive covid results in schools here and there, only one school with isolation now. Not high numbers, not leading to transmission as of now, AHS and families are notifying schools. Ratified 2018-2020 contract with Alberta Teachers Union. Went well. Took 2 days to complete. Committee called PEPA –made up of trustees, trying to complete collective agreement. Which agreements will be done locally and centrally will be decided. Then will negotiate 2021 contract with local PTA union. PEPA would like to be done within the next two weeks. This year is a municipal election year, trustee positions will be up for grabs. Nominations have started January 1 and end on September 31. Elections October 18. Consider running and or vote and support the candidates of your choice.

Questions from Kelsie: Add to agenda –to discuss bus cancellations –Tara says yes we can do that.

#### 8. New Business

##### a. Bus Cancellations:

Kelsie: Understand policy and know how it works. Can we get the notification earlier? Coming in at 7 -715am. Kids are up and waiting to know what to do. In addition with the the cold weather –nowhere to plug in at school for students. Is there an option for kids to plug in at school? Pam: We can ask maintenance what that would entail. Teachers paid for plug in up until a few years ago. See what other schools do. Karin says it hasn't come up before. Carolyn says because kids cannot get on another bus now with covid restrictions that's another barrier.

Notifications questions –from Karin –she will review with communications officer. He gets all bus drivers to contact him, he gets up early and tries his best to get the message out. We will come back to you with something at the next meeting.

Kelsie: Seems to be a disconnect from the website to the bus driver, buses are running and the site says it's not running, confusing. At 730 am half the buses say they were last updated at 630pm the night before. Clarify the communication.

Karin: When it does update it does say the correct time of the update. Communication is a priority and so if there is room for improvement then we will look into it.

##### b. ASCA conference April 23-25 –virtual, all school councils are welcome to attend and or send representatives. Think about if you want to attend virtually. See details in email attachment. Review at the next meeting. Karin –Be sure to sign up as a voting rep.

- c. ASCA: Look at resolutions and then review at next meeting. Screen share.  
Lynn/Karin: any concerns we can bring back to the board meeting on Wednesday and then bring back that feedback to the next school council meeting.

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.

## **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](mailto: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.4 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.*

**Discussion:** ASCA supports this, more streamline, keep something about technology in the resolution. Carolyn: equitable access –internet? Or general technology access.

## **P21-02**

### **Acknowledgment of CoSC/DSC in the Alberta Education Act**

#### **Sponsor: ASCA Board of Directors**

Contact: Wendy Keiver [wendyk@albertaschoolcouncils.ca](mailto: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. 5 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 standalone 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.*

**Discussion:** ?school council as a education partner. 3 levels?

### **P21-03**

#### **Restore PUF Funding to Alberta Schools**

##### **Sponsored by: Elmwood School Council**

*Contact: Danielle Striemer, via email at [dstriemer@gmail.com](mailto:dstriemer@gmail.com)*

*Background / Overview: In Spring 2020, The Alberta Government changed the funding structure for Program Unit Funding which impacts the early intervention necessary for students aged 2-5 with mild, moderate, and severe needs. These cuts were significant and devastating to many families who are struggling to find supports for their young children with developmental delays. These children, who will be entering kindergarten with no prior interventions, are delayed and will require significant daily help in achieving kindergarten curriculum goals. Not only will these kids suffer, but the educators will not be able to deliver quality education to those neurotypical children attending the same classes. This will initiate an effect that will grow over time for all students. This effect will alter the trajectory of the standardized test results (such as the PISA) which keep Alberta Education among the top education systems in Canada as well as the world (Rieger, 2019). Making this investment into our young children is well worth the payout. Because in the near future, there will be undue stress added to Alberta Kindergarten classes. Later, we will see the effects in standardized test scores dropping, impacting our high standings in Education as compared to our country and world (based on PISA Scores). Because if we do not restore these early interventions in schools across the province, we will have a larger financial burden in the future. By investing in our children, we invest in the future prosperity of Alberta. Because early intervention not only impacts academics but also “studies have found a number of long-term cost savings in terms of decreased grade repetition, reduced special education spending, enhanced productivity, lower welfare costs, increased tax revenues, and lower juvenile justice costs” (Diefendorf & Goode, 2005). We request that the Minister of Education restore PUF funding for Early Intervention Programs for all mild, moderate, and severely impacted children ages 2.5-5.5*

*across Alberta to funding levels and students provided prior to budget 2020 (originally set by previous PC governments) to support the early intervention of preschool aged children in the province of Alberta. We further request that ASCA Advocacy Policy 01-10 be rescinded as its intention is captured in this proposed policy.*

**Discussion:** We support intervention at a younger age. Better outcomes. Diane: Is it sustainable, where did the money go? Our school was able to get what we needed. Lynn: age related to funding? Taryn answers: no age is related to the funding. PUFF funding is important and valued. Early intervention is important, we need supports available for same. Fear kids will get lost in the system without early intervention, it is the best prevention.

#### **P21-04\*\*\*\*\* Concern for Rural Communities\*\***

##### **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.*

**Discussion:** This is tough because if you do it, it increases number of buses, increase cost. Can you add to the request that it also come with a solution for funding? Lynn says yes you can –amendment is a whole process –use website. Each amendment needs to be seconded by second school council. Some students are riding the bus 1.5 hour which is HPSD max time. If shorten to 1 hour would have to find 5 more buses. Can't find drivers now as it is. Can't imagine getting it down to 45min. When you live in a rural area 20km is not the max you could live from a school. Maybe lack of understanding about how people live. Karin hopes we speak to this point. It looks like it is geared to rural but in the city some travel longer times on the bus. ?Related to school of choice. When the board meets –somebody will have crunched the numbers to bring forward, how much it would cost to get the bus rides down to 45min, doesn't seem practical.

#### **P21-05**

##### **Renewal of Alberta Curriculum**

**Sponsored by: St. Michael's School Council**



Contact: Christy Gustavison, Chair via email at [stmikesschoolcouncil.chair@gmail.com](mailto: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. 8 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.

**Discussion:** More engagement with parents and professionals. Concerns have been expressed by the people who study the curriculum. Educators to speak to this. I'm not sure timing is an issue, some stuff needs to be done so bad, timing doesn't matter according to Pam. Taryn confirms that the time right now is not the major issue. What Taryn was seeing was that she liked the changes she saw at the time. Pam wonders if the resolution has political attachments. Going back and forth since 2015 –money going in, every time there's a change, just need to start moving forward. Sounds like a distrust of government. Lack of understanding, it has been a 5-6 year process already. Pam was involved in reviewing and writing curriculum. Just one more stall and it needs an overhaul, covid isn't a problem it's just an excuse. Needs to get done. Need to make a recommendation that this get separated from government. Keep government at arm's length. Agree but disagree with the time postponing.

## **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](mailto: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 Child<sup>1</sup> ("the Convention") on December 13, 1991. 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.” 9 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.<sup>4</sup> 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.

**Discussion:** Advancing public education –any clarification –at a glance it is like parents are saying “get out of our way and give us what we need to help our kids” get the barriers out of the way. Increase access. Study before the next meeting.

## **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](mailto: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 10 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.<sup>126</sup> 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 good11
- 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.

**Discussion:** Respect for ASCAs bylaws ?politics in southern Alberta, passed with a high majority and the chartered schools did not vote on this. As a public school division, always fighting for more money and funding. Funding for charter schools and private schools, they don't follow all of the same requirements, expectations for education are the same. Not the same accountability for their funding. Private schools are funded at

70%, public schools are funded at 100%. Every dollar that goes out of the public school system is a dollar taken from public (includes catholic and francophone).

#### **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).*

**Discussion:** Boards for each charter school are appointed, not elected the same way as public school board. Not a fair system. Not accountable. Ex. Lynn and Karin are elected and accountable. Whereas an appointed board are appointed and no transparency and accountability. There are differences, although they were saying they were the same, you can't be both based on convenience.

#### **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 equity<sup>1</sup> published by the OECD (that conducts the international PISA tests which have gained Canada recognition as an education superpower<sup>2</sup>), 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."<sup>13</sup> "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 states<sup>3</sup> 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.”<sup>4</sup> 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.”<sup>4</sup> 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”.<sup>4</sup> 14 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.<sup>4</sup> 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.<sup>4</sup> 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.<sup>4</sup> 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.<sup>4</sup> 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.<sup>4</sup> 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 portal<sup>5</sup> in order for the public to be able to analyse the student demographics of each school.*

**Discussion:** This is almost split into two separate points. –funding for private schools need some debate separate from ASCA. It is supposed to represent the schools that pay memberships into ASCA. Are chartered schools part of their membership? With any organization that’s why we have votes, ASCA speaks to the outside organizations, they are charged to speak to represent their membership based on the votes that’s what they go forth with. ?Trying to eliminate charter schools from ASCA’s voice? Need to research and think about.

Education, stakeholders: ecolestgerad: don’t know the story but asking for transparency. All available on the website. Position statements, mission, budgets and audit statements should be on website. Transparency is good regardless. Agree, should be shared.

Equal opportunity of access to all public schools: beginnings in last spring, justify why they are publicly funded schools. Charter schools have fees so that there are limits on who can access based on fees. Put out information and justification on why they are publically funded.

## **P21-10**

### **Achieving Universal Public Education**

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

*Contact: Tanya Borthwick, via email at [ffcaswe.council@gmail.com](mailto: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 Act<sup>2</sup> 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 Act<sup>2</sup>. (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 board<sup>316</sup> 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 Act<sup>2</sup>. 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 Scotia<sup>4</sup> and Quebec<sup>5</sup>. 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 Regulation<sup>6</sup> 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”)<sup>7</sup> on December 13, 1991<sup>8</sup>. Because Alberta Public Charter Schools are subject to Section 3 of the Education Act<sup>2</sup> 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 Convention<sup>7</sup>. 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 Act<sup>2</sup> 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 Convention<sup>7</sup> 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 Regulation<sup>11</sup> 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 Convention<sup>7</sup> and Section 25(1) of the Education Act<sup>2</sup> 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 Act<sup>2</sup>. (Table 2) Because Alberta Public Charter Schools help relieve capacity issues in divisional schools and help utilize underutilized divisional school buildings. (Figure 2)<sup>17</sup> Because ASCA bylaw 3.27<sup>12</sup> 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 Convention<sup>7</sup> 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 Act<sup>2</sup> “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 Convention<sup>7</sup>. 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 Convention<sup>7</sup>. 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.”

**Discussion:** Achieving universal public education: put back the resolution that was passed last spring to the way it was before. Not sure, there was a lot of discussion. Oversight of chartered schools? Do they want them integrated? Part of their background –not highlighted for any reason. Wait for further discussion. More information needed.

## **P21-11**

### **Allocating Public Funds to Public Education**

**Sponsored by: Sam Livingston School Council**

Contact: Cassandra Wyatt, via email at [ecolesamchair@gmail.com](mailto: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*

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- 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.<sup>24</sup> 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.*

**Discussion:**Allocating public funds to public education: get rid of funding for private schools. Other provinces do not fund private schools at the level Alberta does. They are

asking for all private schools that receive funding to not review any government funding. Except those who are special education private schools.

Huge issue. Why should government fund private education? Hard to change as that is the way it is. As a province, facing a drop in already small amount of funds. Education funding is important, everyone wants the biggest piece of the pie you can get. Not decided yet.

Funding private schools but pulling back from post-secondary doesn't seem fair. Can't speak to its success because don't have any experience with it. Alberta school system is one of the best in the world.

Question from Kelsie: for public schools are budgets paid by the government or do school fees help. We are funded at 100% but that's gotten smaller. Pulled back school fees under the NDP government. Now the province funds everything. With private schools they fund 60-70% and then the parent is responsible for the rest. Idea, if you take money from private schools will you then get overcrowding in the public schools? It's possible but province has to do something. The more students the more money so it balances. Weighted moving average. Based on 3 years of growth or decline. Movement in Alberta to move to one school system for the whole province and then offer options under that system. Driven by communities and communities should have a say in what they want. Alberta education has x amount of dollars at the end of the day and that's all. Wait on decision on this one next meeting.

Taryn wanted to say –we talked about parent involvement a few months ago. She has had so many parents offer to help, and lots of support received. Thanks!

9. Next Meeting – March 2, 2021

10. Adjournment at 8:50pm by Tara Lea.