

DATE: November 1, 2022

TO: Board of Trustees

FROM: Alberta Schools Boards Association (ASBA) Issues and Resolutions Committee:
Trustees Estabrooks, Hancock and Ip

SUBJECT: Recommendations on Voting in Advance of the 2022 ASBA Fall General Meeting

**RESOURCE
STAFF:** Karen Mills

REFERENCE: [Trustees' Handbook](#), Section 6.2 ASBA Issues and Resolutions Committee

ISSUE

Annually, prior to the ASBA Fall General Meeting (FGM), the ASBA Issues and Resolution Committee reviews the motions to be considered and provides context and recommendations to inform the Board's votes to be cast at the meeting on November 21, 2022.

BACKGROUND

The ASBA Issues and Resolutions Committee is a committee of the Edmonton Public School Board. The purpose of the Committee is to advise and assist the Board in presenting issues and resolutions at the Alberta School Boards Association Zone and General Meetings. It is also charged with obtaining approval and direction from the Board prior to presenting the Board's position on any matter.

RELATED FACTS

Following are the position statements currently proposed on the FGM agenda, along with the Issues and Resolutions Committee's observations on each:

- 1. BE IT RESOLVED THAT, Alberta Education (with new funds) fully fund full-time (950 hours) Kindergarten for all Kindergarten students of Alberta to ensure they develop the important language, social, motor, literacy, and numeracy skills that create a foundation of success for their future learning. *Sponsored by Lethbridge School Division***

The Issues and Resolutions committee supports offering Full Day Kindergarten to students in Alberta who would benefit the most from full day programming, consistent with the Division's approach to offering full day kindergarten to students living in lower socio-economic circumstances. Research shows that offering full day kindergarten to students living in poverty, as well as students who require access to additional supports early in life, improves educational outcomes later in life. As such, we are proposing the following amendment:

BE IT RESOLVED THAT, Alberta Education (with new funds) fully fund full-time (950 hours) Kindergarten for all Kindergarten students of Alberta ***who are living in low socio-economic circumstances and those with the highest need*** to ensure they develop the important language, social, motor, literacy, and numeracy skills that create a foundation of success for their future learning.

2. **Regarding ASBA reaffirming the importance of GOA Ministries consulting with ASBA prior to changes in legislation that have impacts on education. Whereas: When legislation is passed, sometimes there are unintended negative consequences for Alberta School Boards. These consequences affect school boards both in operations and financially. Therefore, BE IT RESOLVED THAT, The ASBA reinforce to the new Premier and all ministries that have an impact on education, that ASBA be consulted when changes are being considered to legislation that may have implications to school boards that are operations, financial, or both. *Sponsored by Peace River School Division.***

The Issues and Resolutions Committee supports this position statement on the premise that any decision affecting school boards and those we serve demands consultation and engagement from ASBA and Trustees.

3. **Shared Responsibilities to Students: BE IT RESOLVED THAT, ASBA advocate to the Minister of Education to bring together education partners and associated child-centered ministries, agencies, and organizations to focus engagement for a review of the Standards for Special Education (Amended 2004). *Sponsored by St Albert Public Schools, seconded by Black Gold School Division***

The Issues and Resolutions Committee supports this position statement as it acknowledges the importance of the long overdue standards for special education and the role education partners, agencies and organizations have to play in reviewing and drafting new standards. The committee feels the statement could be stronger with what we consider to be a “friendly” amendment:

BE IT RESOLVED THAT, ASBA advocate to the Minister of Education to bring together education partners and associated child-centered ministries, agencies, and organizations to focus engagement for a review of the Standards for Special Education ***and that ASBA advocate for a clear timeline for implementation.***

4. **BE IT RESOLVED THAT, ASBA advocate to the Province of Alberta to bring together education partners and associated child-centered ministries, agencies, and organizations to enact the recommendations of the December 2021 Child and Youth Wellbeing Review report to enhance cross-ministry support. *Sponsored by St Albert Public Schools, seconded by Black Gold School Division***

The Issues and Resolutions committee is supportive of this position statement as we support the recommendations made by the [Child and Youth Wellbeing Review](#) in December 2021. Furthermore, the position statement brought forward by EPSB in 2018:

Dedicated funding for accredited mental health professional available in schools be increased to best meet students’ mental health needs in a timely and accessible manner for all Alberta students through cross-ministerial collaboration between the Ministries of Health, Education, and Infrastructure.

and the additional position statement in 2020 support this proposed direction.

That dedicated support for accredited mental health professionals and facilities be made available to school boards to address the significant, increased mental health impacts resulting from the COVID-19 pandemic; in order to allow for timely and accessible mitigation of long-term psychosocial impact effects of the pandemic. (SGM2020)

5. BE IT RESOLVED THAT, the ASBA advocate to the Alberta Government to declare September 30th as a statutory holiday for the recognition of the National Day for Truth and Reconciliation.

Sponsored by Fort McMurray Public Schools.

The Issues and Resolutions committee supports this position statement. EPSB currently recognizes September 30 as a holiday for students and staff to honour the National Day for Truth and Reconciliation.

Proposed Emergent Position Statement

The ASBA Issues and Resolution Committee is also recommending putting forward one emergent position statement and withdrawing a previously approved position statement.

The Committee is recommending that the Board puts forward the following as an emergent position statement:

- **Given the critical role public education plays in providing accessible and high-quality education for Alberta students, and**
- **Given the strength of Alberta's world-renowned public education system that already promotes choice, and**
- **Given that a voucher system has not shown improved educational outcomes for students, and**
- **Given the evidence confirming a voucher system erodes public education, and**
- **Given that a voucher system promotes inequity among students and fragments communities;**

Be it resolved, that ASBA oppose a voucher system for Alberta students.

The Committee's rationale for this statement is as follows:

The Alberta education system is internationally renowned for providing high quality education to students in our province. As the provincial association that represents all Alberta school boards, ASBA has a long history of standing up for what is best for students.

Since 2019, the United Conservative Party has had a [policy supportive of a voucher system](#):

"Implement an education 'voucher system' that will provide for equal per-student funding regardless of their school choice, free from caveats or conditions." (policy 15 adopted at UCP AGM, 2019)

Voucher systems provide funds directly to parents so parents can choose the school their child will attend. The money follows the student and while the system may purport to highly value and support parent choice there are several detrimental consequences that are worth highlighting.

If implemented, a voucher system would entitle independent or private schools to receive an equal amount of per-student funding as public schools. Currently, Alberta's private school system receives the highest public subsidies in the country, with schools receiving 70 per cent of the funding per student as a public school. This rate remained unchanged during the NDP's time in government.

A voucher system entrenches the idea that education is a "business" and that students and their parents are consumers. Of concern are programs that support children with special needs. Under a voucher program, with each child receiving their own pocket of funding, the funding of the whole system and programs that benefit those who need extra support are at risk. The ability to financially sustain

programs that support children with special needs are in jeopardy under a voucher model and will lead to greater inequality of education outcomes for vulnerable students.

Furthermore, there is no proof that a voucher system leads to better educational outcomes. What is clear is that a voucher system creates segregated, fragmented school communities based on income, ability and other factors, rather than a school community that welcomes everyone.

"The international evidence is that schools that are selective in their admissions tend to attract students with greater ability and higher socio-economic status, regardless of the quality of education that they provide. Given that high-ability students can be less costly to educate, and their presence can make a school more attractive to parents, schools that control their intake wind up with a competitive advantage." [<https://www.oecd.org/education/School-choice-and-school-vouchers-an-OECD-perspective.pdf>]

"At the macro level, school segregation can deprive children of opportunities to learn, play and communicate with other children from different social, cultural and ethnic backgrounds, which can, in turn, threaten social cohesion." [<https://www.oecd.org/education/School-choice-and-school-vouchers-an-OECD-perspective.pdf>]

A voucher system has the potential to lead to the establishment of more charter and private schools, which erode the core of public education and will have significant impacts for rural schools experiencing declining enrollment.

"It is not possible to create even more options without increasing administrative costs, provincially and locally; facility and transportation costs will also rise. Rural areas, already attempting to cope with three fully funded options as well as private schools and home schooling, will be forced to close more schools or provide substandard education. It would be illogical for Alberta, with a successful education system, to recreate an unsuccessful US model." - [UCP Policy 15: A Voucher Discussion Paper](#).

ASBA has the following position statement on private schools receiving public funding:

In order to build a viable, sustainable, equitable public education system, public funding currently provided to private schools should be reallocated to public education. (page 24 ASBA position statements, under Education Finance)

As well as a position statement on charter schools:

That the Provincial Government enforce the regulations on Charter Schools and wind down Charter Schools once their learning style, working style, or pedagogy is being offered by the local public, separate or francophone school board.(FGM2019 - page 11, ASBA position statements)

Recently, there has been [renewed attention](#) to the idea of a voucher system during the UCP leadership debate and subsequent election of a Premier who is supportive of the voucher system.

"Our members have talked about wanting us to move to more of a voucher style system being pioneered in Arizona. Actually they're the ones who have, I think, moved the furthest along with what they call empowerment, scholarship accounts. And the way they do it is they give \$7,000 per student, and it's universal. So the child can go to the school of their choice."

Premier Danielle Smith

It would be prudent and proactive for ASBA to take a firm stance opposing a voucher model now. Such a position statement will allow ASBA executive to act quickly and speak clearly on behalf of members if the UCP government or any government proposes the idea of a voucher system.

ASBA is uniquely poised to be a leading voice in promoting what is working in Alberta's education system and oppose an idea that threatens public education.

Proposed Motion Withdrawal

The Committee is also recommending the withdrawal of the following position statement that the Board had approved at the April 19, 2022 Board meeting:

"That the ASBA advocate to the Province for school boards to submit a disaggregated Three-Year Capital Plan, with one list for modernization/replacements and one for new construction projects."

The Issues and Resolutions committee is recommending the above position statement be withdrawn given the timing and lack of broad support for this statement. We acknowledge that while some school divisions would be supportive of this statement, it is largely a metro specific issue and is unlikely to garner wide-spread support from ASBA membership. We feel that ASBA's advocacy efforts are better spent on issues that affect all school divisions.

RECOMMENDATIONS

1. That the following recommendations be approved as the voting direction for the Edmonton Public School Board at the ASBA 2022 FGM:
 - a. Propose Position Statement 1 be amended to read: BE IT RESOLVED THAT, Alberta Education (with new funds) fully fund full-time (950 hours) Kindergarten for all Kindergarten students of Alberta ***who are living in low socio-economic circumstances and those with the highest need*** to ensure they develop the important language, social, motor, literacy, and numeracy skills that create a foundation of success for their future learning.
 - b. If the amendment is not successful, we recommend supporting the initial position statement.
 - c. Vote in favour of Position Statement 2.
 - d. Propose Position Statement 3 be amended to read: BE IT RESOLVED THAT, ASBA advocate to the Minister of Education to bring together education partners and associated child-centered ministries, agencies, and organizations to focus engagement for a review of the Standards for Special Education and that ASBA advocate for a clear timeline for implementation.
 - e. If the amendment is not successful, we recommend supporting the initial position statement.
 - f. Vote in favour of Position Statement 4.
 - g. Vote in favour of Position Statement 5.
2. That the Board put forward the following emergent position statement:

Given the critical role public education plays in providing accessible and high-quality education for Alberta students and given:

- **the strength of Alberta's world-renowned public education system that already promotes choice;**

- that a voucher system has not shown improved educational outcomes for students;
- evidence showing a voucher system erodes public education;
- and that a voucher system promotes inequity among students and fragments communities;

Be it resolved, that ASBA oppose a voucher system for Alberta students.

3. That the Board withdraw the following position statement: That the ASBA advocate to the Province for school boards to submit a disaggregated Three-Year Capital Plan, with one list for modernization/replacements and one for new construction projects.

NEXT STEPS

Delegates to the ASBA FGM will vote according to the direction set forth through these motions.

ATTACHMENTS and APPENDICES

ATTACHMENT I Position Statements Excerpt from the Policies Bulletin, Fall General Meeting 2022

TE:km

Proposed Regular Position Statement – Revision to Capital Planning Process

Sponsored by Edmonton Public Schools

Proposed Resolution

BE IT RESOLVED, that the ASBA advocate to the province for school boards to submit a disaggregated Three-Year Capital Plan, with one list for modernization/replacements and one for new construction projects.

Background

The province requires a division's Three-Year Capital Plan to be approved by its Board of Trustees and submitted to Alberta Education by April 1 annually. Only one aggregated list of project priorities, combining new construction with modernization/replacement priorities, can be submitted to the province.

The requirement to blend new construction priorities with modernization/replacement priorities in a single aggregated list creates a situation where serving new communities competes against mature areas of a school division. This competition goes against the planning principles of many school divisions, including EPSB's, that aims to provide equitable access to modern, high quality learning environments regardless of where students live.

The request to combine the two lists also presents difficulties in finding ways to adequately fund modernizations and replacement projects.

Alberta Education reviews and prioritizes the division's school capital projects among all school divisions in the province, in accordance with their criteria as listed in the *Government of Alberta School Capital Manual – Chapter 2: building condition, community renewal, declining demographics, enrolment pressures, education functionality and programming, health and safety, legal requirements*. Their review will also include any additional information, such as regional plans or partnership opportunities.

RECOMMENDATION

Edmonton Public Schools is recommending that a position statement on capital planning be presented for consideration at the ASBA FGM 2022.

Attachments

N/A

Proposed Regular Position Statement – Fully Funded Full-Time (950 hours) Kindergarten for all Alberta Kindergarten Students

Sponsored by Lethbridge School Division

Proposed Resolution

BE IT RESOLVED THAT, Alberta Education (with new funds) fully fund full-time (950 hours) Kindergarten for all Kindergarten students of Alberta to ensure they develop the important language, social, motor, literacy, and numeracy skills that create a foundation of success for their future learning.

Background

Lethbridge School Division piloted full-day, full-time kindergarten, in conjunction with the University of Lethbridge, at two of our Elementary schools for the 2018/19 and 2019/20 school years.

Full-day kindergarten presented fewer transitions for students, for example, school to daycare to home, verses school to home. Feedback from teachers of the full-day, full-time kindergarten program, indicated that their students were better prepared for grade one. Teachers shared that there was more time to do a greater variety of activities and support greater independence. Students had more opportunities for social development and learning. Access to supports like speech and language services, physical therapy, occupational therapy and school family liaison services in a full-time setting helped the children to develop skills more readily.

The extra time given to these young students to practice important language and social skills, develop early literacy and numeracy skills through play, and develop a love of life-long learning was invaluable, and this was reflected in their later literacy and numeracy skill development.

Dr. Jose da Costa, Professor in the Faculty of Education at the University of Alberta, studied Edmonton kindergarten children who attended full-time kindergarten and noted that "(Some) children came into the kindergarten program at a huge disadvantage. By the end of the school year, the children who had been receiving full-day programming had narrowed the gap to the point that there were no differences between them and the other kids."

As far back as 2003, the Alberta Commission on Learning called for kindergarten to be available on a full-day basis. Not only disadvantaged kids benefit from full-day kindergarten says da Costa, and "in every instance I can think of that includes professional teachers and developmentally appropriate curriculum, the full-day students outperform the half-day students."

There is a growing demand for full-day kindergarten programs, which benefit children educationally, socially, and nutritionally, but also provide more consistency for working parents.

Christine Elegante, a K-3 literacy specialist, advocates that full-day kindergarten provides a schedule congruent to that of working parents and older siblings, and helps children build a strong foundation of literacy and numeracy skills. Research demonstrates the many educational, social, and nutritional benefits of full-time, all-day kindergarten. Current research also shows that if students are not on track by the end of first grade, it is very difficult to catch them up, as opposed to the previous notion of third grade performance levels. Elegante has said, "Students need access to full-day Kindergarten because it

doesn't matter if you're in a high socioeconomic area, you can still come into kindergarten without those prerequisite skills.

We would like to avoid a situation where parents are compelled to choose between daycare or kindergarten based on lifestyle, circumstance, affordability or as a matter of convenience. Fully funded, full-time kindergarten affords parents the opportunity to make this important choice for the success of their children.

We see the opportunity for cost sharing through the coordination of funding with Ministry of Children's Services' recent investments in childcare. Given that families of kindergarten eligible children are the same families exploring their options in childcare, Alberta needs to explore and lead a coordinated financial strategy.

We ask that Alberta Education fund full-time, full-day (950 hours) kindergarten, taught by certified teachers, for all eligible kindergarten students of Alberta to ensure they have the best start on their educational journey. When children start out on their best foot, their educational successes down the road are greater. The investment made in their futures, more than pays off.

BACKGROUND EVIDENCE:

References:

<https://www.teachers.ab.ca/News%20Room/ata%20news/Volume%2044%202009-10/Number%2014/In%20the%20News/Pages/Who%20is%20offering%20full-day%20kindergarten%20in%20Canada.aspx>

<https://www.deseret.com/utah/2022/3/30/22997595/should-full-day-kindergarten-option-utah-schools-education-legislature>

Attachments

N/A

Proposed Regular Position Statement – Effects of New and Changing Legislation on School Boards

Sponsored by Peace River School Division

Proposed Resolution

Regarding ASBA reaffirming the importance of GOA Ministries consulting with ASBA prior to changes in legislation that have impacts on education.

Whereas:

When legislation is passed, sometimes there are unintended negative consequences for Alberta School Boards. These consequences affect school boards both in operations and financially.

Therefore, BE IT RESOLVED THAT, The ASBA reinforce to the new Premier and all ministries that have an impact on education, that ASBA be consulted when changes are being considered to legislation that may have implications to school boards that are operations, financial, or both.

Background

It is a stated position of the United Conservative Party (UCP) that the government balance the budget and spend prudently in the public sector while maintaining front line services. The MacKinnon Report, commissioned by the Government of Alberta to support their financial planning, identified a need for Red Tape Reduction. Part of Honourable Tanya Fir's statement in the October 29, 2021, Red Tape Reduction 2020-2021 Report states "Removing needless red tape saves time, money and resources while still protecting the environment, keeping Albertans safe and healthy, and upholding fiscal accountability." With the change in leadership of the UCP party it is important to use this opportunity to open lines of communication between ministries to better support education.

School Boards have faced several challenges created by changed or new legislation over the past few years. The changes to the OHS Act, removal of insurance caps, implementation of the MELT program in Transportation, Bill 70 not including School Divisions, carbon tax, changes to funding on inter-ministry programs such as Alberta Health and Children's Services have all created significant challenges for School Division operations. These challenges are both financial and operations, some of which are reducing or severely limiting the services that can be provided to our students. It is our belief that School Boards should be protected from legislation meant for Corporate Alberta. We feel protecting School Boards in this way would allow School Boards to keep more of their funding for the operation of schools rather than complying with legislation. There are hardships existing that legislations have had on school boards and should be rectified to ensure a strong public education system for Albertans.

Examples of legislative changes that negatively impacted education:

1. The MELT program – this program requires a significant increase in training for new bus drivers. It requires any interested parties to commit to the extensive training program. The result of this to the division is fewer applicants and a shortage of trained drivers. This also significantly

increases costs to facilitate the training programs. After training drivers we are losing them to industry. Perhaps different legislation for school bus drivers would help.

2. When RCSDs ended, there was an inadvertent break in the contracts with AHS. Ending the partnership between education and AHS resulted in school boards now having to provide health services to students. This was exasperated by our low population density, high needs, and a vast geographical area. We are unable to even purchase services or training from AHS as providing services and training in schools does not fit their mandate. A possible solution might be a partnership between education and AHS allowing school boards to access services and training from AHS.

Background evidence:

N/A

Attachments

N/A

Proposed Regular Position Statement – Shared Responsibilities to Students [Standards for Special Education (Amended 2004)]

Sponsored by St Albert Public Schools, seconded by Black Gold School Division

Proposed Resolution

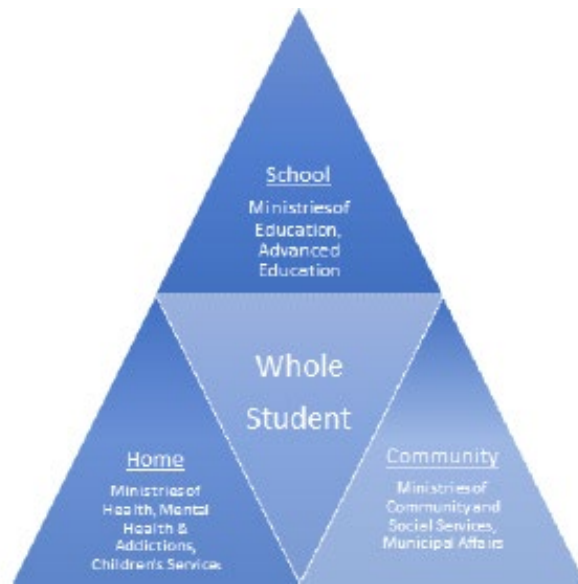
BE IT RESOLVED THAT, ASBA advocate to the Minister of Education to bring together education partners and associated child-centred ministries, agencies, and organizations to focus engagement for a review of the Standards for Special Education (Amended 2004).

Rationale

Prospective Outcomes:

1. Ministries and agencies working together accountably for the shared responsibility of students in Alberta's education system
2. A provincial cross-ministerial agreement with process and funding to provide additional supports and services that would impact the future trajectory of students and meet their extraordinary learning needs that school authorities are continually challenged to address outside the regular funding provided to boards. (Ex. Joint Action for Children Committee (JACC) had a sub committee for complex needs with the ability to fund).
3. Avoid the bureaucracy of RCSD
4. To be in compliance and fulfill obligations within the Assurance Framework
5. Provide data to guide and inform advocacy
6. Review and enhance current Assurance Framework measurement tools for local components of the required AEAMs for Learning Supports, Governance and Local and Societal Context domains.

Background



2017 Zone 2/3 Advocacy Background

Wrap Around Services was highlighted as the number one advocacy topic for ASBA Zone 2/3 at their general meeting in November 2016.

An advocacy committee of 4 members strategized on how to gather information on what is working and what is challenging for students, schools and families.

Member school boards were surveyed with these questions:

1. Are Wrap Around Services working in your area?
2. What are one or two areas of improvement you'd like to see
3. If you work with more than one service provider (RCSD) are problems encountered?
4. What would you like MLA's to know about Wrap Around Service delivery in your School District?

Survey findings included:

Growing demand on schools to be prepared for and have the resources to manage complex crisis, academic and health challenges.

- Staffing inconsistencies need to be addressed.
- Improvement of trained professionals.
- Improved consistency in processes and procedures between the different RCSD's.
- Mental Health supports are lacking.

Improvement of procedure and process between rehabilitation and schools when transitioning.

- Improve supports when transitioning care
- Improve equal access to wrap around services in rural areas.
- Improved ability to fund and provide medical services in schools
- Improve ability to share information to best serve the child/family.

Continuous evaluation of processes to remove barriers, build relationships, find efficiencies and commit to supporting a common vision of intervention at the earliest stages to improve quality of life for the child and family.

<https://docs.google.com/presentation/d/1xv6XiaZLFHGj6RkJuRcSLF9WI3Fkk3hg/edit?usp=sharing&ouid=102109266696600160634&rtpof=true&sd=true>

Child and Youth Wellbeing Review

In December 2021, the Child and Youth Wellbeing Review report included several recommendations involving schools. These include:

- Advance existing and create new interventions and supports where necessary to help children and youth navigate the psychological, social, educational, and physical effects of the pandemic.
 - Ongoing pandemic responses, including future interventions and supports, should factor in the distinct needs of children and youth and seek to minimize psychological, social, educational, and physical impacts on them.
- Review effectiveness and alignment of existing child and youth mental health and well-being programs and services to inform enhanced resource allocation.
- Create available, streamlined and universally accessible pathways to connect children, youth, and families with mental health services and supports.
- Recognize and enhance the essential role of schools in interdisciplinary wraparound services and supports for mental health and well-being of students.
- Create more opportunities for children and youth to have improved access to cultural, sports, arts, and recreational activities.
- Support existing and implement new province-wide efforts where necessary to support food security for children, youth, and their families.
- Advance existing and create new supports where necessary for those adults who are helping children and youth to navigate adverse experiences during the pandemic.
- Explore and activate ways to better track, measure, and understand the learning impacts of the pandemic and inform decisions to strengthen school capacity to respond.
- Improve broadband internet service and access to devices to address difficulties related to remote education and virtual mental health supports.
- Accelerate and utilize data collection, collaboration, and innovation to better assess child and youth development and enhance decision making related to their well-being and resiliency.

While a cross-ministry action plan based on the review of these recommendations is expected, a structure is not yet in place to facilitate the plan.

Risk Management

Could school boards be held liable or named in human rights complaints in absence of shared responsibility?

Examples:

Alberta Human Rights Commission - Administration of Insulin for Students with Type 1 Diabetes

<https://www.stalberttoday.ca/local-news/its-a-huge-step-forward-1301009>

<https://edmontonjournal.com/news/local-news/injections-a-sticking-point-in-schools-for-students-with-diabetes>

Ontario Human Rights Commission - Right to Read Inquiry - 2022 - (Including Psychoeducational and Speech Language Pathologist Assessments)

<https://www.ohrc.on.ca/en/right-to-read-inquiry-report/professional-assessments>

Alberta Education Assurance Framework - effective September 1, 2020 - domains including Learning Supports, Governance and Local and Societal Context

<https://www.alberta.ca/accountability-education-system.aspx#jumplinks-1>

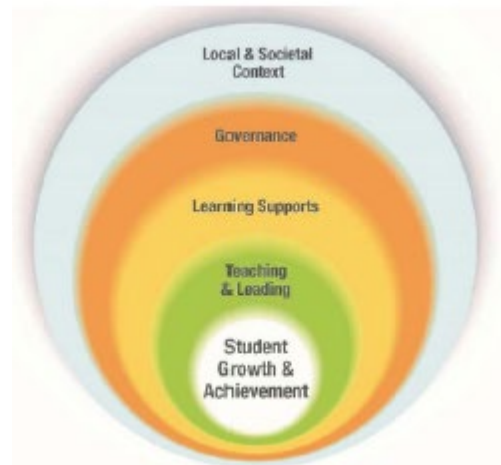


Image Source: Funding Manual for School Authorities 2021/22

<https://open.alberta.ca/dataset/8f3b4972-4c47-4009-a090-5b470e68d633/resource/f788868f-5f44-47b8-b071-1c6f56ef8cbc/download/edc-funding-manual-2021-2022-school-year-september-2021.pdf>

Child and Youth Well-Being Review - Recommendations from Final Report - December 16, 2021

<https://open.alberta.ca/dataset/147b587f-5d12-48e1-9366-0dfce192e794/resource/b7f863bf-43af-44ec-8897-b0dafc341665/download/cs-child-youth-well-being-review-final-report-2021-12.pdf>

Standards for Special Education (Amended 2004)

<https://education.alberta.ca/media/1626522/standards-for-special-ed-2004.pdf>

Alberta Education Framework for Kindergarten to Grade 12 Wellness Education - 2009

https://education.alberta.ca/media/160218/framework_kto12well.pdf

Alberta Health Services Comprehensive School Health Framework

<https://www.albertahealthservices.ca/info/csh.aspx>

Children First Act

<https://open.alberta.ca/publications/c12p5>

Existing ASBA Position Statements (as at June 2021)

The Fall 2021 commencement of a new term for trustees presents an opportunity for ASBA to revisit current position statements. This proposed position statement could guide the review, revision and consolidation of existing position statements including, but not limited to (particularly relevant statements are highlighted in yellow):

- Accountability
 - Accountability Framework
 - Accountability Pillar
- Disposition of Reports
 - 5.8 Alberta Mental Health Review Committee report and recommendations
 - 5.9 Inclusive Education
- Education Finance
 - 7.3 Funding
 - 7.5 Funding Framework Review
 - 7.6 Funding Framework Review
 - 7.7 Standards for Special Education
 - 7.9 Integrated Services (note absence of Community and Social Services)
 - 7.11 Federal Education Funding
 - 7.16 High School Funding (consider addition to statement to reflect funding reduction for 4th and 5th year students)
 - 7.18 Mental Health Funding
 - 7.20 Inclusion Practices
 - 7.21 Unbudgeted Expenses
 - 7.22 Hold Harmless and Enrolment Counting
 - 7.23 Program Unit Funding
- Government Relations
 - 9.4 Provincial Committees
- Implementation of Provincial Initiatives
 - 10.1 Provincial initiatives
- Integrated Services
 - 11.1 Integrated Service Delivery Model
 - 11.2 Coordination of services
 - 11.3 Information sharing protocols
 - 11.4 School support therapists
 - 11.5 Universal assessment by age 30 months
 - 11.6 Wrap around services
 - 11.7 Mental health funding
 - 11.8 Mental health supports
 - 11.9 Good Faith Immunity
- Legislative Changes
 - 12.9 Vaping
- Personnel and Employee Relations
 - 13.4 Career counseling certification requirements
 - 13.9 Educational assistants
 - 13.15 Program Unit Funding
- Programs
 - 14.3 Career and Technology Studies (CTS)

- 14.4 Support for ELL students
 - 14.8 Inclusive Education
- Provincial Committee Representation
 - 15.1 Provincial committees
- School Councils
 - 16.1 School councils
- Student Assessment
 - 18.5 Accommodations for students writing provincial exams
- Students
 - 19.1 Optimal learning environments
 - 19.3 Student conduct
 - 19.4 Health and learning in schools
 - 19.9 Student residency (incl. consistency of application)
 - 19.10 Upper age limit for the right of access to an education
 - 19.11 Vaping
 - 19.12 Inclusion Practices
 - 19.13 Inclusive Education
- Wellbeing
 - 22.1 Automated external defibrillators (AEDs)
 - 22.2 Prevention of violence against children
 - 22.3 Alberta Mental Health Review Committee report and recommendations
 - 22.4 Protection of students - legalization of recreational cannabis
 - 22.5 Wrap around services
 - 22.6 Mental Health Funding
 - 22.7 Vaping
 - 22.8 Mental Health Supports

Proposed Regular Position Statement – Shared Responsibilities to Students (Child and Youth Wellbeing Review Report)

Sponsored by St Albert Public Schools, seconded by Black Gold School Division

Proposed Resolution

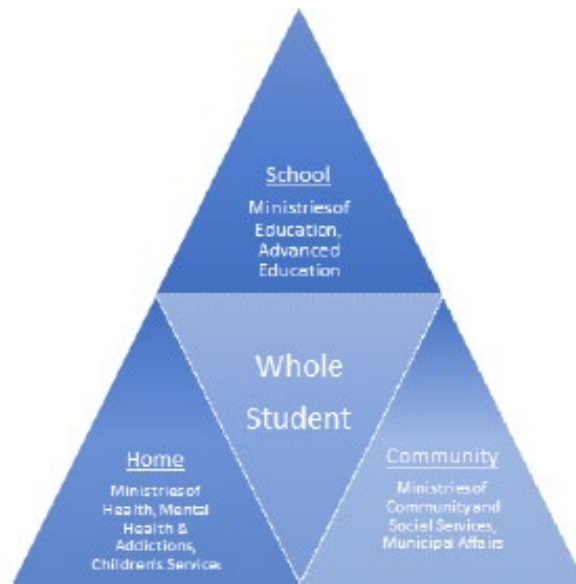
BE IT RESOLVED THAT, ASBA advocate to the Province of Alberta to bring together education partners and associated child-centred ministries, agencies, and organizations to enact the recommendations of the December 2021 Child and Youth Wellbeing Review report to enhance cross-ministry support.

Rationale

Prospective Outcomes:

1. Ministries and agencies working together accountably for the shared responsibility of students in Alberta's education system
2. A provincial cross-ministerial agreement with process and funding to provide additional supports and services that would impact the future trajectory of students and meet their extraordinary learning needs that school authorities are continually challenged to address outside the regular funding provided to boards. (Ex. Joint Action for Children Committee (JACC) had a sub committee for complex needs with the ability to fund).
3. Avoid the bureaucracy of RCSD
4. To be in compliance and fulfill obligations within the Assurance Framework
5. Provide data to guide and inform advocacy
6. Review and enhance current Assurance Framework measurement tools for local components of the required AEAMs for Learning Supports, Governance and Local and Societal Context domains.

Background



2017 Zone 2/3 Advocacy Background

Wrap Around Services was highlighted as the number one advocacy topic for ASBA Zone 2/3 at their general meeting in November 2016.

An advocacy committee of 4 members strategized on how to gather information on what is working and what is challenging for students, schools and families.

Member school boards were surveyed with these questions:

1. Are Wrap Around Services working in your area?
2. What are one or two areas of improvement you'd like to see
3. If you work with more than one service provider (RCSD) are problems encountered?
4. What would you like MLA's to know about Wrap Around Service delivery in your School District?

Survey findings included:

Growing demand on schools to be prepared for and have the resources to manage complex crisis, academic and health challenges.

- Staffing inconsistencies need to be addressed.
- Improvement of trained professionals.
- Improved consistency in processes and procedures between the different RCSD's.
- Mental Health supports are lacking.

Improvement of procedure and process between rehabilitation and schools when transitioning.

- Improve supports when transitioning care
- Improve equal access to wrap around services in rural areas.
- Improved ability to fund and provide medical services in schools
- Improve ability to share information to best serve the child/family.

Continuous evaluation of processes to remove barriers, build relationships, find efficiencies and commit to supporting a common vision of intervention at the earliest stages to improve quality of life for the child and family.

<https://docs.google.com/presentation/d/1xv6XiaZLFHGj6RkJuRcSLF9WI3Fkk3hg/edit?usp=sharing&ouid=102109266696600160634&rtpof=true&sd=true>

Child and Youth Wellbeing Review

In December 2021, the Child and Youth Wellbeing Review report included several recommendations involving schools. These include:

- Advance existing and create new interventions and supports where necessary to help children and youth navigate the psychological, social, educational, and physical effects of the pandemic.
 - Ongoing pandemic responses, including future interventions and supports, should factor in the distinct needs of children and youth and seek to minimize psychological, social, educational, and physical impacts on them.
- Review effectiveness and alignment of existing child and youth mental health and well-being programs and services to inform enhanced resource allocation.
- Create available, streamlined and universally accessible pathways to connect children, youth, and families with mental health services and supports.
- Recognize and enhance the essential role of schools in interdisciplinary wraparound services and supports for mental health and well-being of students.
- Create more opportunities for children and youth to have improved access to cultural, sports, arts, and recreational activities.
- Support existing and implement new province-wide efforts where necessary to support food security for children, youth, and their families.
- Advance existing and create new supports where necessary for those adults who are helping children and youth to navigate adverse experiences during the pandemic.
- Explore and activate ways to better track, measure, and understand the learning impacts of the pandemic and inform decisions to strengthen school capacity to respond.
- Improve broadband internet service and access to devices to address difficulties related to remote education and virtual mental health supports.
- Accelerate and utilize data collection, collaboration, and innovation to better assess child and youth development and enhance decision making related to their well-being and resiliency.

While a cross-ministry action plan based on the review of these recommendations is expected, a structure is not yet in place to facilitate the plan.

Risk Management

Could school boards be held liable or named in human rights complaints in absence of shared responsibility?

Examples:

Alberta Human Rights Commission - Administration of Insulin for Students with Type 1 Diabetes

<https://www.stalberttoday.ca/local-news/its-a-huge-step-forward-1301009>

<https://edmontonjournal.com/news/local-news/injections-a-sticking-point-in-schools-for-students-with-diabetes>

Ontario Human Rights Commission - Right to Read Inquiry - 2022 - (Including Psychoeducational and Speech Language Pathologist Assessments)

<https://www.ohrc.on.ca/en/right-to-read-inquiry-report/professional-assessments>

Alberta Education Assurance Framework - effective September 1, 2020 - domains including Learning Supports, Governance and Local and Societal Context

<https://www.alberta.ca/accountability-education-system.aspx#jumplinks-1>

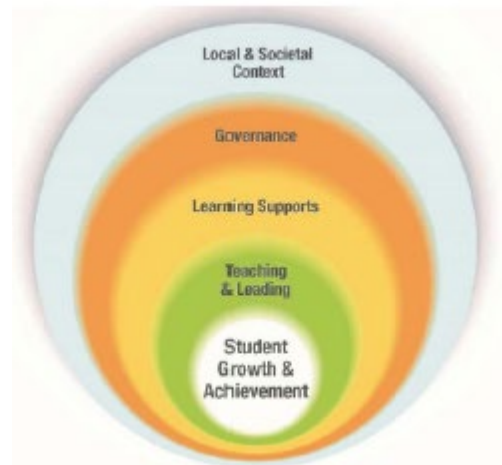


Image Source: Funding Manual for School Authorities 2021/22

<https://open.alberta.ca/dataset/8f3b4972-4c47-4009-a090-5b470e68d633/resource/f788868f-5f44-47b8-b071-1c6f56ef8cbc/download/edc-funding-manual-2021-2022-school-year-september-2021.pdf>

Child and Youth Well-Being Review - Recommendations from Final Report - December 16, 2021

<https://open.alberta.ca/dataset/147b587f-5d12-48e1-9366-0dfce192e794/resource/b7f863bf-43af-44ec-8897-b0dafc341665/download/cs-child-youth-well-being-review-final-report-2021-12.pdf>

Standards for Special Education (Amended 2004)

<https://education.alberta.ca/media/1626522/standards-for-special-ed-2004.pdf>

Alberta Education Framework for Kindergarten to Grade 12 Wellness Education - 2009

https://education.alberta.ca/media/160218/framework_kto12well.pdf

Alberta Health Services Comprehensive School Health Framework

<https://www.albertahealthservices.ca/info/csh.aspx>

Children First Act

<https://open.alberta.ca/publications/c12p5>

Existing ASBA Position Statements (as at June 2021)

The Fall 2021 commencement of a new term for trustees presents an opportunity for ASBA to revisit current position statements. This proposed position statement could guide the review, revision and consolidation of existing position statements including, but not limited to (particularly relevant statements are highlighted in yellow):

- Accountability
 - Accountability Framework
 - Accountability Pillar
- Disposition of Reports
 - 5.8 Alberta Mental Health Review Committee report and recommendations
 - 5.9 Inclusive Education
- Education Finance
 - 7.3 Funding
 - 7.5 Funding Framework Review
 - 7.6 Funding Framework Review
 - 7.7 Standards for Special Education
 - 7.9 Integrated Services (note absence of Community and Social Services)
 - 7.11 Federal Education Funding
 - 7.16 High School Funding (consider addition to statement to reflect funding reduction for 4th and 5th year students)
 - 7.18 Mental Health Funding
 - 7.20 Inclusion Practices
 - 7.21 Unbudgeted Expenses
 - 7.22 Hold Harmless and Enrolment Counting
 - 7.23 Program Unit Funding
- Government Relations
 - 9.4 Provincial Committees
- Implementation of Provincial Initiatives
 - 10.1 Provincial initiatives
- Integrated Services
 - 11.1 Integrated Service Delivery Model
 - 11.2 Coordination of services
 - 11.3 Information sharing protocols
 - 11.4 School support therapists
 - 11.5 Universal assessment by age 30 months
 - 11.6 Wrap around services
 - 11.7 Mental health funding
 - 11.8 Mental health supports
 - 11.9 Good Faith Immunity
- Legislative Changes
 - 12.9 Vaping
- Personnel and Employee Relations
 - 13.4 Career counseling certification requirements
 - 13.9 Educational assistants
 - 13.15 Program Unit Funding
- Programs
 - 14.3 Career and Technology Studies (CTS)

- 14.4 Support for ELL students
 - 14.8 Inclusive Education
- Provincial Committee Representation
 - 15.1 Provincial committees
- School Councils
 - 16.1 School councils
- Student Assessment
 - 18.5 Accommodations for students writing provincial exams
- Students
 - 19.1 Optimal learning environments
 - 19.3 Student conduct
 - 19.4 Health and learning in schools
 - 19.9 Student residency (incl. consistency of application)
 - 19.10 Upper age limit for the right of access to an education
 - 19.11 Vaping
 - 19.12 Inclusion Practices
 - 19.13 Inclusive Education
- Wellbeing
 - 22.1 Automated external defibrillators (AEDs)
 - 22.2 Prevention of violence against children
 - 22.3 Alberta Mental Health Review Committee report and recommendations
 - 22.4 Protection of students - legalization of recreational cannabis
 - 22.5 Wrap around services
 - 22.6 Mental Health Funding
 - 22.7 Vaping
 - 22.8 Mental Health Supports

Proposed Regular Position Statement – September 30th National Day for Truth and Reconciliation

Sponsored by Fort McMurray Public Schools

Proposed Resolution

BE IT RESOLVED THAT, the ASBA advocate to the Alberta Government to declare September 30th as a statutory holiday for the recognition of the National Day for Truth and Reconciliation.

Rationale

School divisions have one of the greatest opportunities to impact the reaction to the past atrocities and to chart a very different path forward on behalf of the students whose lives were lost and students whose very lives are in our hands. Led by Elders and local Indigenous nations across the province, families and communities could use September 30th to reflect on the past and spend time together as one part of a healing journey which would demonstrate that Truth and Reconciliation goes far beyond words on paper. We support the Truth and Reconciliation Commission of Canada's Calls to Action and particularly those regarding education (62-65):

62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:

- i. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.*
- ii. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into Classrooms.*
- iii. Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms.*
- iv. Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.*

63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:

- i. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.*
- ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.*

iii. Building student capacity for intercultural understanding, empathy, and mutual respect.

iv. Identifying teacher-training needs relating to the above.

64. We call upon all levels of government that provide public funds to denominational schools to require such schools to provide an education on comparative religious studies, which must include a segment on Aboriginal spiritual beliefs and practices developed in collaboration with Aboriginal Elders.

65. We call upon the federal government, through the Social Sciences and Humanities Research Council, and in collaboration with Aboriginal peoples, post-secondary institutions and educators, and the National Center for Truth and Reconciliation and its partner institutions, to establish a national research program with multi-year funding to advance understanding of reconciliation.

We recognize that creating a National Day of Recognition was also one of the recommendations given by the Truth and Reconciliation Commission. Action 80 called upon the federal government, in collaboration with Indigenous people, to establish a statutory holiday "to honor Survivors, their families, and communities, and ensure that public commemoration of the history and legacy of residential schools remains a vital component of the reconciliation process." In response, in 2021, the federal government pronounced September 30 as a day to acknowledge the impact residential schools have had on Indigenous people, and Canada as a whole, and to reflect on Truth and Reconciliation.

As 6.5% of Alberta's population is Aboriginal, encompassing numerous nations scattered across the breadth of the province, we, as a province, must do more to acknowledge the significant, ongoing intergenerational impact of the residential school system and colonialism. We must allow our communities and families the opportunity to come together to authentically commemorate the people impacted and strive to create a culture that enhances healing.

September 30 of each year should be one day set aside by all people in the province, to gather together to honour survivors and those who did not make it home and to reflect on Truth and Reconciliation and the steps still to be taken on that path.