

ALBERTA SCHOOL BOARDS ASSOCIATION ZONE 2/3

**AGENDA – GENERAL MEETING**

**Chateau Louis Hotel and Conference Centre**

11727 Kingsway NW, Edmonton

**May 25, 2018 – 12:30 p.m. – 3:00 p.m.**

*(Coffee and cookies will be provided)*

1. **Call to Order/Recognition of Treaty 6 Land**
2. **Consideration and Approval of the Agenda**
3. **Approval of Minutes of General Meeting held on April 27, 2018 - Attached**
4. **Zone Business:**
  - 4.1. **Standing Item** – ASBA Issues/Requests or Consideration for Action
  - 4.2. **Chair’s Report** – Colleen Holowaychuk – **Attached**
  - 4.3. **Review of Financial Report** – **Attached**
  - 4.4. **2018/2019 Proposed Meeting Schedule** – **Attached**
  - 4.5. **Decision regarding June 22, 2018 meeting**
  - 4.6. **Presentation of Zone Proposed Policies - Attached**

<b>BOARD</b>	<b>PROPOSED POLICY</b>
<b>Edmonton Public Schools</b>	Increased Access to Mental Health Services in Schools
<b>Fort McMurray Public</b>	Be it resolved that: ASBA will immediately strike an Ad Hoc committee, comprised mainly of members from the floor (including trustees and member board staff), to develop and conduct a comprehensive survey to be completed by its member boards and use the data collected to determine alignment with the Foundational Statements and strategic goals, and review the priorities and direction of the association.
<b>Greater St. Albert Catholic Schools</b>	BE IT RESOLVED...That funding be provided directly to school boards to hire staff with mental health qualifications (e.g., mental health therapists) and that boards work within the Regional Collaborative Service Delivery approach to establish memorandums of agreement to co-supervise such staff to ensure optimal service delivery of mental health services.
<b>St. Albert Public</b>	BE IT RESOLVED... that the Alberta Government adequately fund programming for students who are English Language Learners (ELL) by: * Reinstating the maximum length of funding support to seven years, and * Increasing the current funding allocation rate.

5. **Alberta Education Report** – Margaretha Ebbers, Director Central Services or designate  
See *In the Loop* for current information.

Under **Ministry** click "**In The Loop**" <https://education.alberta.ca/>

**AGENDA – GENERAL MEETING**

**6. ASBA Reports:**

- 6.1. **Zone Directors** – Jennifer Tuininga, Trina Boymook - **Attached**
- 6.2. **President** – Mary Martin

**7. Zone Committee Reports:**

- 7.1. **Advocacy Committee Report** - Paula Galenzoski, Margaret Border, Irene Sawyer, Anne Karczmarczyk
- 7.2. **Edwin Parr Report** – Judy Lefebvre, Dana Kentner, Dale Karpluk
- 7.3. **U of A Field Experiences Advisory Committee Report** – Glenys Edwards
- 7.4. **Edmonton Regional Learning Consortium (ERLC) Report** – Justine Wright
- 7.5. **Comprehensive School Health Report** – Nancy Sand
- 7.6. **Zone Language Report** – Mario Gagné, Gemma Christie

**8. Board Sharing – Time permitting**

*This is an opportunity to share achievements, celebrations and challenges with other boards. Please provide our Secretary Kim Ayers a brief outline of your message for our minutes.*

**9. Adjourn**

**Whether to hold a meeting on June 22, 2018 will be voted on May 25, 2018**

**June 22, 2018**  
**Annual General Meeting**  
**February 23, 2018**  
**St. Anthony Centre**  
**9:30 a.m.**

**ASBA ZONE 2/3**

**LAST MEETING MINUTES FOR APPROVAL**

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ALBERTA SCHOOL BOARDS ASSOCIATION ZONE 2/3  
**DRAFT MINUTES – GENERAL MEETING**

**St. Anthony Centre**  
10425 84 Ave NW, Edmonton, AB, T6E 2H3  
**April 27, 2018 – 9:30 a.m. – 3:00 p.m.**

**9:00 AM Coffee | Registration | Networking**  
**9:30 AM Zone 2/3 Business Meeting**

**1. Call to Order/Recognition of Treaty 6 Land – 9:30 a.m.**

**2. Consideration and Approval of the Agenda**

Additions:

- 4.5 – Proposed policies from St. Albert Public and Fort McMurray Public
- 6: Jenna Broomfield will be here with Indigenous Advisory Circle
- 7. Nathan Freed and Garrett Doll are here from Alberta Education

**MOTION: Trustee Lefebvre (*Pembina Hills*) moved to approve the Agenda as amended.**

**Carried.**

**3. Approval of Minutes of General Meeting held on March 16, 2018 - Attached**

**MOTION: Trustee Marriot (*Buffalo Trail*) moved to approve the minutes of the general meeting held on March 16, 2018.**

**Carried.**

**4. Zone Business:**

- 4.1. Standing Item – ASBA Issues/Directives for Action - None**
- 4.2. Chair’s Report – Colleen Holowaychuk – Attached**
  - Edwin Parr: Likely approximately 15 seats per nominee.
  - Meeting will be in the Chateau Louis conference center at 12:30.
- 4.3. 2018/2019 Proposed Meeting Schedule – Attached**
- 4.4. Zone 2/3 Proposed Policy Process – Attached**
  - Final draft was presented.

**MOTION: Trustee Becigneul (*Greater St. Albert Catholic*) moved to accept the ASBA Zone 2/3 Proposed Policy Process as amended.**

**Carried.**

**4.5. Initial Discussion of Zone Proposed Policies – Attached**

<b>BOARD</b>	<b>PROPOSED POLICY</b>
<b>Greater St. Albert Catholic Schools</b>	BE IT RESOLVED...That funding be provided directly to school boards to hire staff with mental health qualifications (e.g., mental health therapists) and that boards work within the Regional Collaborative Service Delivery approach to establish memorandums of agreement to co-supervise such staff to ensure optimal service delivery of mental health services.
<b>Fort McMurray</b>	Be it resolved that: ASBA will immediately strike an Ad Hoc committee,

ALBERTA SCHOOL BOARDS ASSOCIATION ZONE 2/3

**DRAFT MINUTES – GENERAL MEETING**

<b>Public</b>	comprised mainly of members from the floor (including trustees and member board staff), to develop and conduct a comprehensive survey to be completed by its member boards and use the data collected to determine alignment with the Foundational Statements and strategic goals, and review the priorities and direction of the association.
<b>St. Albert Public</b>	BE IT RESOLVED... that the Alberta Government adequately fund programming for students who are English Language Learners (ELL) by: * Reinstating the maximum length of funding support to seven years, and * Increasing the current funding allocation rate.

**5. Presentation from ASBA – 10:30 a.m. - Attached**

“Telling your story with meaning: The importance of governance in our society, the relevance of elected school boards, ways to strengthen purpose and image of school board trustees and what lies ahead”

- Tash Taylor, School Boards Advisor, ASBA

**6. Indigenous Advisory Circle - 11:30 a.m.**

- Charlene Bearhead, Sharon Morin, Jenna Broomfield

University of Alberta (MOOC Courses) - <https://www.ualberta.ca/admissions-programs/online-courses/indigenous-canada>

Honouring Spirit: Indigenous Student Awards - Many children received honorary mention. Please ensure your Boards acknowledge and honour these students as well. Boards have already been notified.

**7. Alberta Education Report – Margaretha Ebbers, Director Central Services or designate**

See *In the Loop* for current information.

Under **Ministry** click “**In The Loop**” <https://education.alberta.ca/> - **Attached**

- Garrett Doll from Alberta Education provided the report.
- Classroom improvement fund: The Minister confirmed from the budget that classroom improvement is in the 2018/19 budget. More details to come in the coming weeks.
- Budget: The budget was announced. It is stable education funding that supports enrollment growth. Budget plan outlines: Expanding school nutrition program; supporting school authorities to proactively address absenteeism; professional standards and development; assurance review.
- Change of age/funding. With the school amendment act there was a change in the date for the 2020/2021 eligibility. It is being amended right now for PUFF students because there would be a 2.6 to 2.8 month window that would be affected.
- Communications were sent on April 18 regarding dual credit. First intake closed in January. Second phase will take place May 1 to October 31 for the 2019/2020.
- Online Transportation survey – During the fall engagement sessions, one thing that was heard clearly is that more time is needed for school authorities to prepare and more opportunity to provide feedback. From that the Minister announced that there would be more consultations until June and then in the fall an announcement will be made regarding the regulation. Closes June 15.

**8. ASBA Reports – 1:15 a.m.**

**8.1. Zone Directors – Jennifer Tuininga, Trina Boymook**

- Next ASBA Board of Directors meeting is May 10.

**DRAFT MINUTES – GENERAL MEETING**

- Webinar was released yesterday and can be re-watched. The Q&A section will be continually added and members can refer to it.
- Paper copy of the budget and bylaw is beneficial to have with you as you are watching the budget.

**8.2. President – Mary Martin - Attached**

- Budget: Not all of the questions were answered on the live piece but will be on the website. The Intent is to get you a copy with a time stamp if you only want to watch a certain part.
- ASCA AGM. Prior to the AGM at the 4 partners meeting, ASCA shared one of the planned table exercises. There was concern on the background data. At the AGM it was encouraged to have ASCA membership ask the question at their school council tables with intent to share final information with the ministry.
- CIS funding has been confirmed. Was on the news today.

**9. Zone Committee Reports:**

**9.1. Advocacy Committee Report - Paula Galenzoski, Margaret Border, Irene Sawyer, Anne Karczmarczyk – No report**

**9.2. Edwin Parr Report – Judy Lefebvre, Dana Kentner, Dale Karpluk**

- Committee met at Pembina Hills board office to go through the nominee packages. Received 19 packages. Interviews will be held May 7 and 8 in Barrhead. Letters have been sent out to Board Chairs and nominees.
- Each Board will have a table of 10 available to start for Board, nominee and guest. Please encourage central office staff to get numbers in so we can release the remaining seats.
- Please highlight any special dietary requests.

**9.3. U of A Field Experiences Advisory Committee Report – Glenys Edwards – TQS is attached and was previously sent to all Board Reps.**

The following are the questions the advisory council will be asking its representatives at the next FEPAC meeting:

1. What are some of the aspects of teaching that seem to be the most challenging for new/beginning teachers?
2. Considering the competencies and indicators identified in the new *Teaching Quality Standard*, in what areas are local post-secondary institutions doing a good job of preparing pre-service teachers for their field experiences and for the beginning of their teaching careers? In other words, what are the things that they need to keep doing?
3. Considering the competencies and indicators identified in the new *Teaching Quality Standard*, in what areas are local post-secondary institutions not sufficiently preparing pre-service teachers for their field experiences and for the beginning of their teaching careers. In other words, what are the changes that need to be made to their programs to ensure that pre-service teachers are prepared for today's classrooms.
4. Are there competencies or elements of practice that would be best addressed by the co-operating teacher in the field during the field experience practicum, rather than by professors on campus?

**9.4. Edmonton Regional Learning Consortium (ERLC) Report – Justine Wright – No report**

**9.5. Comprehensive School Health Report – Nancy Sand – No report**

**9.6. Zone Language Report – Mario Gagné, Gemma Christie – No report**

**DRAFT MINUTES – GENERAL MEETING**

**10. Board Sharing – Time permitting**

Lakeland Catholic- Trustee Vince Mac Donald - April Report

Light of Christ School Council will receive an Award of Merit from Alberta School Councils' Association for their great work for the school.

Inclusion Alberta has chosen Dr. Bernard Brosseau as a recipient of the National Inclusion Education Award.

Mrs.S. Winterhalt, a teacher at Ecole Notre Dame High School, will receive the Excellent in Catholic Education Award at the SPICE Conference this weekend.

**11. Adjourn**

**MOTION: Trustee Becigneul (*Greater St. Albert Catholic*) motioned to adjourn the meeting 2:20 p.m.**

**Carried.**

**Next Meeting**

**General Meeting: May 25, 2018, 12:30 pm**

Chateau Louis Hotel and Conference Centre

11727 Kingsway NW, Edmonton

**Edwin Parr Awards Evening May 25, 2018, 6 pm**

Chateau Louis Hotel and Conference Centre

11727 Kingsway NW, Edmonton

**ASBA ZONE 2/3**

**REPORTS**

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## **May 2018 Zone 2/3 Chair's Report**

### **ASBA Board of Directors Meeting May 10, 2018**

I was invited, along with other Zone Chairs and Alternate Directors to attend the Board of Directors meeting. It was an honour to attend as an observer and listen to the dialogue at the Board level. It is also a great opportunity to connect with other Zone Chairs.

### **Honouring Spirit: Indigenous Student Award**

A special awards ceremony was held for the 12 winners on May 12, 2018. Zone 2/3 had six students receive the award and 77 students received honourable mentions. Zones were asked to hold an event to recognize the students receiving honourable mention. Individual boards have also been asked to recognize their students. Through discussion with our executive committee we felt it best to leave it at the Board level. Due to the number of students and distance between our boards, it would be very difficult and cost restrictive to hold an event.

We would like to ask that when Zone 2/3 Boards are recognizing their students that they could also pass along congratulations from Zone 2/3 and let them know how proud we are of them as we continue on the journey of reconciliation.

### **Edwin Parr Celebration**

The Edwin Parr celebration is upon on. We are very excited about our new venue and look forward to honouring all our nominees! The event is at the Chateau Louis Hotel and Conference Centre in Edmonton. (11727 Kingsway Ave) (Phone#: 780-452-7770). Please ensure that all your board members and administration who are planning to attend are aware of this change.

### **Upcoming Professional Development**

There will not be any PD held at the May meeting as we will be focusing on the proposed policy submissions. Please be prepared for discussion and voting on the presented proposed policies. An additional one has come forward from Edmonton Public Schools and is included in the agenda package.

We are hoping to have PD on Comprehensive School Health in September.

### **June Meeting**

We need to decide if we would like to have a June Meeting this year. The date would be June 22, 2018 at the St Anthony Centre. Please come prepared to share your thoughts.

### Upcoming Events

May 25, 2018 *please note this is an afternoon meeting – Start time 12:30pm	Zone 2/3 Meeting <b><i>Chateau Louis Hotel and Conference Centre</i></b>
May 25, 2018 6:00pm	Edwin Parr Celebration <b><i>Chateau Louis Hotel and Conference Centre</i></b>
June 4-5, 2018	ASBA Spring General Meeting Sheraton Hotel Red Deer, Alberta
July 4-8, 2018	CSBA Annual Congress in Halifax, Nova Scotia including the National Gathering for Trustees on Aboriginal Education
June 22, 2018	Possible June Zone 2/3 Meeting

### Upcoming Deadlines

June 15, 2018	Zone Appreciation Award
September 21, 2018	Friends of Education Award
September 21, 2018	Honourary Life Membership Award
September 21, 2018	Public Engagement Award
September 21, 2018	School Board Innovation and Excellence Award

Respectfully Submitted,

Colleen Holowaychuk, Chair, ASBA Zone 2/3 / 780-722-5370 / [colleen.holowaychuk@eips.ca](mailto:colleen.holowaychuk@eips.ca)

**ASBA Zone 2/3**  
**Profit & Loss Budget vs. Actual**  
 September 1, 2017 through May 3, 2018

	Sep 1, '17 - May 3, 18	Budget	\$ Over Budget
<b>Income</b>			
Membership Fees	55,735.00	55,735.00	0.00
Recoveries - Meals			
Edwin Parr Banquet	0.00	0.00	0.00
Labour Meetings	0.00	0.00	0.00
MLA Presentation	2,240.00	193.55	2,046.45
Recoveries - Meals - Other	0.00	0.00	0.00
<b>Total Recoveries - Meals</b>	<b>2,240.00</b>	<b>193.55</b>	<b>2,046.45</b>
<b>Total Income</b>	<b>57,975.00</b>	<b>55,928.55</b>	<b>2,046.45</b>
<b>Cost of Goods Sold</b>			
Cost of Goods Sold	0.00	0.00	0.00
<b>Total COGS</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Gross Profit</b>	<b>57,975.00</b>	<b>55,928.55</b>	<b>2,046.45</b>
<b>Expense</b>			
<b>Committee Work</b>			
<b>Ad-Hoc Committees</b>			
Committee Expenses	32.75	809.68	-776.93
Per diem	105.00	809.68	-704.68
Ad-Hoc Committees - Other	0.00	0.00	0.00
<b>Total Ad-Hoc Committees</b>	<b>137.75</b>	<b>1,619.36</b>	<b>-1,481.61</b>
<b>Advocacy Committee</b>			
Committee Expenses	0.00	1,619.35	-1,619.35
MLA Presentation	0.00	387.10	-387.10
Per Diem	0.00	3,238.71	-3,238.71
Presentation and Media Expenses	0.00	96.77	-96.77
Advocacy Committee - Other	0.00	0.00	0.00
<b>Total Advocacy Committee</b>	<b>0.00</b>	<b>5,341.93</b>	<b>-5,341.93</b>
<b>Comprehensive School Health Rep</b>			
Committee Expenses	0.00	250.00	-250.00
Per Diem	0.00	250.00	-250.00
Comprehensive School Health Rep - Other	0.00	0.00	0.00
<b>Total Comprehensive School Health Rep</b>	<b>0.00</b>	<b>500.00</b>	<b>-500.00</b>
<b>Edwin Parr Committee</b>			
Awards Dinner	9,080.00	0.00	9,080.00
Committee Expenses	0.00	3,413.96	-3,413.96
Per Diem	0.00	3,413.96	-3,413.96
Edwin Parr Committee - Other	0.00	0.00	0.00
<b>Total Edwin Parr Committee</b>	<b>9,080.00</b>	<b>6,827.92</b>	<b>2,252.08</b>
<b>Executive Committee</b>			
Chair Allowance	461.83	1,295.48	-833.65
Expenses	2,548.53	5,505.81	-2,957.28
Per Diem	5,655.02	9,716.13	-4,061.11
Vice Chair Allowance	204.95	445.32	-240.37
Executive Committee - Other	245.22	0.00	245.22
<b>Total Executive Committee</b>	<b>9,115.55</b>	<b>16,962.74</b>	<b>-7,847.19</b>
<b>Labour Relations Representative</b>			
Labour Relation expenses	0.00	0.00	0.00
Per Diem	0.00	0.00	0.00
Speaker Fees	0.00	0.00	0.00
Labour Relations Representative - Other	0.00	0.00	0.00
<b>Total Labour Relations Representative</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Zone Language Rep</b>			
Committee Expenses	0.00	500.00	-500.00
Per diem	37.50	800.00	-762.50
Zone Language Rep - Other	0.00	0.00	0.00
<b>Total Zone Language Rep</b>	<b>37.50</b>	<b>1,300.00</b>	<b>-1,262.50</b>
<b>Committee Work - Other</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Total Committee Work</b>	<b>18,370.80</b>	<b>32,551.95</b>	<b>-14,181.15</b>

**ASBA Zone 2/3**  
**Profit & Loss Budget vs. Actual**  
 September 1, 2017 through May 3, 2018

	Sep 1, '17 - May 3, 18	Budget	\$ Over Budget
<b>Contract Services</b>			
Accounting and Audit Fees	-22.34	22.34	-44.68
Guest Speakers	425.00	809.68	-384.68
Legal Fees	0.00	0.00	0.00
Other Contract Services	0.00	0.00	0.00
Project Coordinator	375.00	67.74	307.26
Secretary Services	3,175.73	3,279.19	-103.46
Contract Services - Other	0.00	0.00	0.00
<b>Total Contract Services</b>	3,953.39	4,178.95	-225.56
<b>Facilities and Equipment</b>			
Equip Rental and Maintenance	0.00	0.00	0.00
Rent, Parking, Utilities	0.00	0.00	0.00
Facilities and Equipment - Other	0.00	0.00	0.00
<b>Total Facilities and Equipment</b>	0.00	0.00	0.00
<b>Operations</b>			
Bank Charges	36.37	67.49	-31.12
Meeting Expenses	6,018.49	8,096.77	-2,078.28
Postage and Courier	0.00	0.00	0.00
Printing and Copying	0.00	0.00	0.00
Supplies	0.00	0.00	0.00
Telecommunications	0.00	0.00	0.00
Operations - Other	0.00	0.00	0.00
<b>Total Operations</b>	6,054.86	8,164.26	-2,109.40
<b>Other Types of Expenses</b>			
ASBA Leadership Academy	0.00	0.00	0.00
CSBA Conference	0.00	0.00	0.00
Other Costs	0.00	0.00	0.00
Zone Appreciation	131.09	300.00	-168.91
Other Types of Expenses - Other	0.00	0.00	0.00
<b>Total Other Types of Expenses</b>	131.09	300.00	-168.91
<b>Payroll Expenses</b>	0.00	0.00	0.00
<b>Uncategorized Expenses</b>	0.00	0.00	0.00
<b>Total Expense</b>	28,510.14	45,195.16	-16,685.02
<b>Net Income</b>	<b>29,464.86</b>	<b>10,733.39</b>	<b>18,731.47</b>

**ASBA Zone 2/3**  
**Balance Sheet**  
As of May 3, 2018

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	<u>May 3, 18</u>
<b>ASSETS</b>	
Current Assets	
Chequing/Savings	
ASBA Zone 23	60,580.09
Total Chequing/Savings	60,580.09
Accounts Receivable	
Accounts Receivable	1,000.00
Total Accounts Receivable	1,000.00
Total Current Assets	61,580.09
<b>TOTAL ASSETS</b>	<b>61,580.09</b>
<b>LIABILITIES &amp; EQUITY</b>	
Equity	
Unrestricted Net Assets	32,115.23
Net Income	29,464.86
Total Equity	61,580.09
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b>61,580.09</b>

## ASBA ZONE 2/3

### 2018-2019 PROPOSED MEETING SCHEDULE

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#### GENERAL MEETING

September 28, 2018 – St. Anthony Centre  
November 23, 2018 – St. Anthony Centre  
January 18, 2019 – St. Anthony Centre  
February 22, 2019 – St. Anthony Centre  
March 15, 2019 – St. Anthony Centre  
April 26, 2019 – St. Anthony Centre  
May 24, 2019\*\* - Chateau Louis, 12:30 p.m.  
June 21, 2019 – St. Anthony Centre

#### ANNUAL MEETING

October 26, 2018 – St. Anthony Centre

*\*MLA Advocacy Presentation – to be determined Date & Format*

*\*\*Edwin Parr Awards Banquet – May 24, 2019 (Evening)*

#### GENERAL INFORMATION

General Meetings will commence at 9:30 a.m.

Annual Meetings commence at 9:30 a.m.

#### MEETING LOCATIONS

St. Anthony Centre	10425-84 Avenue, Edmonton
Chateau Louis Hotel & Conference Centre	11727 Kingsway NW, Edmonton, AB

## **ASBA Zone 2/3 Proposed Policies**

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**DATE:** April 24, 2018

**TO:** Board of Trustees

**FROM:** Trustee Shelagh Dunn

**SUBJECT:** Increased Access to Mental Health Services in Schools

**REFERENCE:** [Gap Analysis of Public Mental Health and Addictions Programs \(GAP-MAP\) Final Report](#)  
[Alberta Education – Working Together to Support Mental Health in Alberta Schools](#)  
[Alberta Health Services – Comprehensive School Health Approach](#)  
[AEBBP.BP – Wellness of Students and Staff](#)  
[Trustees’ Handbook – Section 5.2.2 – Notices of Motion](#)

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## ISSUE

Notice of motion was served at the April 10, 2018, Board meeting.

## BACKGROUND

Our district is committed to fostering growth and success for every student, and providing welcoming, high quality learning environments with a focus on well-being. We know that supporting students socially and emotionally means that they can fulfil their potential for academic growth and leadership.

Schools in our district have been engaged in efforts to promote positive mental health, and teach mental health awareness and social-emotional learning. Our staff have training in delivering mental health curriculum, mental health first aid, and supporting students and families to access mental health services, interventions and supports.

However, educators cannot provide mental health interventions and services, and while there are access points to some mental health services in schools through partnerships with AHS and external agencies, there are also [significant gaps](#) in the availability of mental health services in the province, particularly services for children and families. This is present both in our schools and in the larger community.

## RELATED FACTS

The Canadian Mental Health Association<sup>1</sup> provides compelling information about the status of mental illness in Canadian children and youth:

- 10-20% of children and youth experience mental illness.
- Only 1/5 of these children and youth will get mental health services.
- Canada’s youth suicide rate is the 3<sup>rd</sup> highest in the industrial world.



These numbers refer only to mental illness. There are many more students who have mental health concerns but do not suffer from a diagnosable mental illness. Many young people could benefit from professional mental health support for healthy relationships, loss, or stress. This type of support can help prevent a social or emotional difficulty from becoming a mental illness later on, as the majority of mental illnesses start in childhood.

## RATIONALE

Children and youth need to be healthy in order to do their best learning at school, and mental illness or other mental health concerns can significantly impact a student's ability to learn and succeed in school. Students, parents, and staff in our district have been identifying mental health as a growing area of concern, and many district projects have been undertaken to address these concerns, including a district mental health plan currently under development, a student conference on mental health planned by the Student Senate, and many initiatives at the school level.

The need for mental health supports in schools and the role of schools in the mental health of young people is vital. Comprehensive, whole-school approaches to mental health have been recognized as important by [Alberta Education](#) and [Alberta Health Services](#).

So far, much of the focus has been on promoting positive mental health in schools and understanding the pathways to mental health service. But, this is not enough. Students need access to professional mental health services. These services need to be available in a timely, accessible, and sustainable way. Although it is not universal at this time, when mental health professionals work directly in schools, they have the opportunity to form relationships with students, parents, educators and community partners, and can become a part of a school community. This reduces barriers to accessing mental health and completes the picture of comprehensive school health.

Currently, our [district policies](#) recognize the need for access to available professional guidance and counselling services for students. However, we have had to rely on multiple provincial and external funding sources and partners for mental health service provision that is accessible in schools, and it has not received the funding support needed to serve all students. This can make it challenging for students to access sustainable, predictable and equitable mental health services.

Mental health is one example where the needs of our children are not captured in one provincial Ministry. There is tremendous potential for collaboration in the provision of mental health services that are accessible in schools, and this could be an innovative way to connect to the vision of schools as community hubs. We need cross-ministerial collaboration to provide dedicated, stable and predictable funding specifically for mental health, and collaboration across ministries to provide stream-lined access to accredited mental health professionals with long-standing relationships working in schools. This means that we need quality spaces where mental health professionals can focus on the health of students so that educators can do the important foundational work of education.

## RECOMMENDATION

**That the Edmonton Public School Board of Trustees advocate to the provincial government for improved access to mental health services available to students in schools, through dedicated funding and increased collaboration between the Ministries of Education, Health and Infrastructure.**

**OPTIONS**

1. Approve the recommendation.
2. Provide feedback and request changes to the recommendation for approval.

**NEXT STEPS**

Should the Board of Trustees approve the recommendation, a letter will be sent to the Minister of Education, the Minister of Health, and the Minister of Infrastructure requesting collaboration and dedicated funding for improved access to mental health services to students in schools.

Should the Board of Trustees approve the recommendation, this policy position will also be communicated through our representation on PSBAA and ASBA.

Potential future steps could include:

- Hosting municipal, provincial and federal government partners to a discussion of the need for mental health services in schools.
- Establishing a Trustee working group focused on the issue of mental health and/or establishing mental health as a key area of focus for Board advocacy efforts.
- Collaborating with other school boards for combined advocacy efforts focused on the mental health needs of students.

<sup>1</sup>Canadian Mental Health Association, Fast Facts About Mental Illness. (<https://cmha.ca/about-cmha/fast-facts-about-mental-illness>)

## **Proposed Policy Position for ASBA**

Submitted by Fort McMurray Public School to Zone 2/3

**Be it resolved that:** ASBA will immediately strike an Ad Hoc committee, comprised mainly of members from the floor (including trustees and member board staff), to develop and conduct a comprehensive survey to be completed by its member boards, and use the data collected to determine alignment with the Foundational Statements and strategic goals, and review the priorities and direction of the association.

### **Background:**

The Alberta School Boards Association has been the parent organization of local school boards across the province since 1907 with the mission of Promoting Excellence In Public Education by fully supporting member boards. Recently we believe we have seen the organization veer off that path, straying from being a member driven organization:

1. The superintendent salary report was authored and released without consultation from the members and when rational
2. was requested satisfactory answers have not been forthcoming, including such details as to 'who' requested the report and what the costs were to have the report done.
3. Over the last couple of years, it seems that PDAC is limiting voice in policy by preventing or not allowing the member boards to discuss and debate with their trustee colleagues on matters of great importance to them.
3. The organization ceased some time ago supplying services for bargaining and over time appears to have weakened the bargaining power of local boards.  
For boards, the government, through TEBA is directly eroding local autonomy by taking away our ability to bargain wages with our employees. With cooperation from and perhaps even endorsement from ASBA (but not from member boards), TEBA has broadened its mandate since its inception.
4. Recently the organization sent out notice that the provision of legal services to member boards would cease immediately.  
This dealt a massive blow to boards across the province both in terms of expertise and increased costs. Legal services were part of the budget adopted by the member boards and as such should not be altered without consultation, discussion and adoption by the member boards.

## MENTAL HEALTH ACCESS

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<b><i>Mental Health Matters</i></b>	BE IT RESOLVED... That funding be provided directly to school boards to hire staff with mental health qualifications (e.g., mental health therapists) and that boards work within the Regional Collaborative Service Delivery approach to establish memorandums of agreement to co-supervise such staff to ensure optimal service delivery of mental health services.
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### **Background provided by sponsoring board**

Alberta Education's (2018) motto, "Mental Health Matters" encapsulates the ministry's commitment to ensure promotion of mental health through a proactive, collaborative service delivery model in Alberta:

*To be most effective, promoting mental health can be part of a whole school approach, providing education to children, youth and their families, creating partnerships with community agencies, creating positive school environments and policies that support mental wellness.*

Such a vision is enacted through the Regional Collaborative Service Delivery approach:

*A provincially led approach by Alberta Education in partnership with Alberta Health (including Alberta Health Services), Alberta Children's Services and Alberta Community and Social Services whose purpose is to enable effective collaboration a local and regional levels. Funding for RCSD is provided by the Government of Alberta.*

While RCSD has been an exemplary mechanism for sharing many services (speech and language, occupational, rehabilitation, vision and hearing therapists), it has not been as successful in mental health service delivery.

Across the 17 Alberta regions of RCSD, partners have found that they plan for a

certain FTE to support their anticipated "emotional/behavioral needs," and they have had to add, on average, 6 and 7 additional staff members to address the burgeoning needs in this area (RCSD Report 2014-2015). Such a variance reflects increasingly high caseloads for mental health staff, especially mental health therapists. RCSD reports also highlight how distance in rural and rural-urban school jurisdictions exacerbates already stretched mental health service providers who are managing heavy caseloads.

Hence, there is a demonstrated need for greater funding of mental health staff for all Alberta school jurisdictions as staffing plans do match staffing needs in the area of K-12 students' emotional-behavioral needs.

### **Reasoning for the current proposed policy**

We provide one case study within our own board that illuminates what we contend other school jurisdictions are likely facing when attempting to address the needs of students with intensive mental health needs.

*We received an early morning call from the RCMP about one of our high school students. The RCMP Constable explained that the student had stated online the evening before, "I am going to shoot [a named student]. He is first." They also*

confirmed that the student had access to guns in his home. **Specificity of the threat** (named target and location) and **access to weapons**, according to VTRA (Violent Threat and Risk Assessment) criteria, meant that this student was in “a moderate-high risk threat” situation. The RCMP located the boy and took him to the local detachment for questioning before anything happened that morning.

Following questioning, the RCMP called the VTRA partners (RCMP, Children’s Services, District Staff, Mental Health) together to collaboratively review results of the preliminary police investigation and VTRA protocol criteria to plan for next steps for the youth’s safety and for the community’s safety. That day, our Mental Health partner said that “they did not have anyone that they could send to join our VTRA table.” We proceeded with the VTRA process without Mental Health representation. This was the second time this year that Mental Health was not available in the way that is expected in VTRA- to have a staff member available to provide information and to assist with navigating the mental health services needed by a student and the school community.

In this particular situation, VTRA partners uncovered that this youth had developed a routine of playing Xbox and chatting online and making statements like “I am going to kill myself” or “I will give you the ‘school shooter treatment’.” His friends commented that he had begun naming specific known friends who would get “the school shooter treatment,” and after a few weeks, he made the direct, targeted threat to shoot a particular student in a specific school site.

This youth required mental health assistance as part of his safety plan for re-entry to school. Because no Mental Health representative was at the table, we were left with gaps in this plan. To rectify those gaps, school district staff investigated

and navigated the mental health system on behalf of the family. While this may seem like an easy process, depending on who is reached at Alberta Health Services, there is often difficulty with obtaining patient information and/or someone who is willing to expedite the clinical intake process.

This example illuminates common problems with mental health service delivery within Alberta school jurisdictions:

- Mental health is often interwoven in school jurisdictions’ case studies and is made the responsibility of the school jurisdiction’s responsibility.
- A highly specialized mental health staff member is needed to create safety plans for students in crisis.
- RCSD is a good mechanism for partners to collaborate and assist each other by leveraging expertise and resources.
- Mental Health partners are often not available to meet during crises with partners or send someone who cannot share information.

## **Mental Health Matters**

Given the need to improve mental service delivery, we are advocating for boards to be provided with direct funding from the Alberta government to hire their own mental health staff and to work within the RCSD mechanism through memorandums of agreement to ensure optimal mental health service delivery as envisioned by the province.

Proposed Policy submitted by St. Albert Public Schools

BE IT RESOLVED... that the Alberta Government adequately fund programming for students who are English Language Learners (ELL) by:

- Reinstating the maximum length of funding support to seven years, and
- Increasing the current funding allocation rate.

## **Background provided by the sponsoring board**

### **Profile of English Language Learners**

English Language Learners (ELL) are students who first learned to speak, read and/or write a language(s) other than English and whose level of English language proficiency precludes them from full participation in learning experiences provided in Alberta schools. ELL students may have recently (im)migrated to Canada or may have been born in Canada and live in homes in which the primary language is not English.

In recent years, the number and diversity of ELL students in Alberta has increased significantly. Many families have (im)migrated to Alberta to find employment and the parents hope that their children will acquire English language proficiency and achieve a senior high school diploma. These families have found jobs in many Alberta urban and rural communities. In fact, Statistics Canada census data shows 207,790 people immigrated to Alberta from other countries over the last census period, from 2011 to 2016 (French, 2017).

Although ELL students are classified as a general group, there is a high degree of diversity among students. Like all students, English language learners are each unique, with their own experiences, abilities, knowledge and learning preferences. In addition to coming from a different language background, ELL students often come from different cultural, social and political backgrounds. Each ELL student will be different from the next and require different accommodations and cultural awareness.

Furthermore, it is important to understand that various factors can influence the acquisition of English as an additional language, such as:

- social environment
- learning environment
- personal characteristics and traits
- skills, strategies, and abilities
- previous experiences (Alberta Education, 2017).

### **Programming**

Effective instruction for English language learners needs to both support achievement of grade-level learning outcomes and promote language acquisition. Programming, however, also includes building cultural connections and supporting emotional well-being. Based on the diversity of the ELL population, there is no “prescriptive time-certain ELL program” rather there are a variety of interventions and supports that may be implemented to effectively support an ELL student’s learning and social/emotional needs.

*Supporting Language Acquisition*

When ELL students are integrated with their English-speaking peers, they are able to work on language and concept development in all subject areas. English language proficiency is, however, not simply a by-product of other classroom learning. Specific formal instruction in speaking, reading and writing in English is essential (Alberta Education, 2009).

An English language learner develops both social language and academic language. Two theorized types of language skills are basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP). The differences between the two skill sets support the need for seven years of ELL funding. Specifically, academic language which takes longer to acquire is necessary in order for students to engage in cognitively demanding academic and career related tasks. School jurisdictions require the funding to offer seven years of ELL programming supports to ensure that ELL students are reaching proficiency in academic language. As Alberta’s population diversifies, it is essential that school jurisdictions are funded to support all students’ abilities to fully participate in the workforce and civil society.

The Table 1 is adapted from the Alberta Education (2017) resource, *Understanding the Acquisition of English as an Additional Language*, and it demonstrates the clear distinctions between BICS and CALP language acquisition.

Table 1

<b>Basic Interpersonal Communicative Skills (BICS)</b>	<b>Cognitive academic language proficiency (CALP)</b>
generally develops more quickly	generally develops more slowly
is used to communicate basic needs, opinions, thoughts, and ideas	is used to communicate and understand abstract concepts, theories, and ideas; specific and technical information; and metaphors, analogies, humour, innuendo, and sarcasm
is used in social environments	is used in academic classrooms and/or work environments
uses high-frequency vocabulary	uses low-frequency vocabulary
uses simple language structures	uses complex language structures, such as passive voice
is context embedded (i.e., meanings are concrete and supported by cues, such as gestures, objects, and actions)	is context reduced (i.e., meanings are abstract and cues are not readily available)
is used to communicate about concrete objects, actions, and topics	is used to communicate about abstract concepts, ideas, opinions, and theories
is often (but not always) used in low-pressure environments	

*Supporting a Sense of Belonging and Connection*

In addition to supporting language acquisition, effective programming for ELL students and families also includes fostering a sense of belonging and connection. These supports may

include cultural awareness training for staff, translation services for families, multicultural materials in the schools, home liaisons workers and specialized counseling supports. These supports also require financial resources.

## Funding

Please note that although most Alberta Education programming resources refer to English Language Learners (ELL), the Funding Manual for School Authorities continues to use the phrase English as a Second Language (ESL).

English as a Second Language (ESL) funding is claimed for children/students who require additional English language supports and instruction to achieve grade level expectations in English and other subject areas. Financial support is determined by a formula that calculates the total ESL funding based on the product of the allocation rate (current \$1178.10) and the total number of eligible ESL students. Currently, funding is available for a maximum of five years. In support of funding, an annual assessment of student's language proficiency must be completed and retained on file.

The number of years that ESL students are eligible for funding has changed significantly over the last two decades. In 2001-2002, there was no reference to a limit on the number of years an ESL student could receive funding in the Funding Manual for School Authorities. In 2004-2005, Alberta Education increased the ESL allocation rate and, at that time, introduced the ESL five-year funding cap as part of the Renewed Funding Framework. At that time, ESL advocates argued that a time-limit imposed on ESL funding undermines cognitive academic language acquisition, which is necessary for long-term success (see ATA, 2004-2005). In 2004-2005, Alberta Education also introduced enhanced ESL for support services for immigrant students who lacked both formal schooling and safe family and community environments (such as in war torn countries prior to coming to Canada). In 2006-2007, Alberta Education increased ESL funding to a maximum of seven years. The increase to seven years was widely supported across the province. Effective September 2011, the enhanced ESL support was discontinued. In 2013-2014, Alberta Education re-introduced the five-year funding cap. It was reported that the decrease from seven to five years resulted in an \$8 million funding reduction (\$84 million to \$76 million) (CBC, 2013). In addition to the five-year cap, Table 1 shows that the ESL allocation rate has been static (\$1178.10) since 2012-2013.

Table 1

Year	ESL Funding Per Student Allocation	Maximum number of years funded
2001-2002	\$722	None identified in the funding manual
2002-2003	\$722	None identified in the funding manual
2003-2004	\$736	None identified in the funding manual
2004-2005	\$1020	Five Years
2005-2006	\$1040	Five Years
2006-2007	\$1061	Seven Years
2007-2008	\$1093	Seven Years
2008-2009	\$1143	Seven Years
2009-2010	\$1155	Seven Years
2010-2011	\$1155	Seven Years
2011-2012	\$1155	Seven Years



2012-2013	\$1178.10	Seven Years
2013-2014	\$1178.10	Five Years
2014-2015	\$1178.10	Five Years
2015-2016	\$1178.10	Five Years
2016-2017	\$1178.10	Five Years
2017-2018	\$1178.10	Five Years
2018-2019	\$1178.10	Five Years

The current funding for ELL students is insufficient to support the diversity and complexity of both language acquisition and social-emotional needs. In 2006, the Howard Research report stated that “a more flexible approach needs to be developed to determine appropriate level of funding to match level of proficiency in English that also takes into account other influencing factors such as socioeconomic status, years of prior formal schooling, and proficiency in first language.” The recommendation for an adequate and flexible funding approach is, perhaps, even more relevant in the 2018 context.

### **Current ASBA Policy**

We ask that the ASBA both reaffirm and add specificity to the following ASBA policy statement, in support of the growing number of English Language Learner (ELL) students in Alberta.

Programs 13-1

Support for ELL students: The provincial government should support English Language Learner (ELL) students adequately, ensuring that the extensive needs of ELL students, including foreign-born students, are supported. Additionally, the provincial government, in consultation with the Alberta School Boards Association, should work towards maximizing services and supports including engaging relevant public-sector stakeholders in order to optimize supports to ELL populations.

### **Support Documents**

[Alberta Education \(2017\). Programming Information: Understanding the acquisition of English as an additional language.](#)

[Alberta Education \(2009\). Supporting English as a Second Language Students: Promising ESL strategies in Alberta.](#)

[ATA \(2004-2005\). Funding cap for ESL must go, says Calgary Board. ATA News, vol. 39 \(17\).](#)

[CBC \(2013\). Alberta trims funding for English as a Second Language programs. March, 19, 2013.](#)

[French, J. \(2017\). Edmonton school districts challenged by increase in English-language learners. Edmonton Journal, October 30, 2017.](#)

[Government of Alberta \(2016\). Making a difference: Meeting diverse learning needs with differentiated instruction.](#)

[Howard Research & Management Consulting Inc \(2006\). Review of ESL K-12 Program Implementation in Alberta: Final Report.](#)

Submitted by St. Albert Public School District No. 5565 (Zone 2/3)