

AGENDA – GENERAL MEETING

Wifi Access: ECSD OPEN *USERID:* 04445601 *Password:* 281175

St. Anthony Centre

10425 84 Ave NW, Edmonton, AB, T6E 2H3

April 28, 2017 – 9:30 a.m. – 3:00 p.m.

(Lunch will be provided - Please advise if you have any dietary concerns)

9:00 AM Coffee and Registration

9:30 AM Zone 2/3 Business Meeting

1. Call to Order/Recognition of Treaty 6 Land
2. Consideration of the Agenda – Addition items
3. Approval of Agenda
4. Approval of Minutes of General Meeting held on March 24, 2017 - Attached
5. Zone Business:
 - 5.1 Standing Item – ASBA Issues/Directives for Action
 - 5.2 Chair’s Report – Cheryl Dumont – Attached
 - 5.3 Review of Financial Report – Attached
 - 5.4 Bi-election for Zone Language Rep
 - 5.5 Initial Discussion of Zone Proposed Policies - Attached

BOARD	PROPOSED POLICY
Aspen View School Division	That the Government of Alberta undertake a comprehensive review of the K- 12 Funding Framework, and the effectiveness of the emphasis on per-student funding formulas.
Edmonton Catholic Separate School District	<p>1. Be it resolved that the ASBA Board of Directors issue a Call For Proposals from pre-selected Alberta post-secondary institutions’ faculties/schools of business to develop an appropriate budget paradigm outlining the cost to an Alberta school board of providing a public education as defined in the Alberta Program of Studies;</p> <p>further that the paradigm reference only the operating costs of education and not the capital costs, facility’s operating and maintenance costs, or transportation costs except transportation for special needs students;</p> <p>further that the ASBA Board of Directors consider for inclusion in the paradigm (but not necessarily be limited to) such budgetary factors as outlined in the most recent Alberta Education Funding Manual and/or the Budgetary Factors: Possible Paradigm Components as listed herein.</p>
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Edmonton Catholic Separate School District cont...	2. That the Alberta School Boards Association supports an optional Four-Year Pathway model for an Alberta High School Diploma that would provide a more flexible approach to learning.
	3. Be it resolved that the Alberta School Boards Association, in association with United Nations Declaration on Rights of Indigenous People (UNDRIP) and in following the momentum of Truth and Reconciliation Commission of Canada (TRC), urge the Provincial Government to show leadership by proclaiming the month of June as Alberta Indigenous History Month.
	4. Be it resolved that the Alberta School Boards Association advocate to the Provincial Government to legislate mandatory vaccinations for all students in the Public education system.
Northern Gateway Public Schools	The Alberta School Boards Association will refer to its identity according to the language used in the School Act and the Alberta School Boards Association Act, most specifically stating ASBA’s purpose as an association of publicly funded school boards and a voice of fully publicly funded education.
St. Thomas Aquinas Catholic Schools	Request for a renewed and dedicated commitment to continuous improvement for student and family wrap around services.

6. ASBA Reports:

- 6.1 **Zone Directors** – Jean Boisvert, Jennifer Tuininga
- 6.2 **President** – Mary Martin
- 6.3 **Executive Director** – Suzanne Polkosnik

7. Alberta Education Report – Doreen Lupaschuk, Director, Greater Edmonton Services Branch

8. Generative Discussion

- Preparing Students to Become Engaged Citizens

9. Board Sharing

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.

10. Report from the Advocacy Ad Hoc Committee – 12:45 PM

11. ASBA Budget Presentation – 1:00 PM

- Jean Boisvert – Zone 2/3 Director; Jennifer Tuininga – Zone 2/3 Director; Mary Martin – President, ASBA; Suzanne Polkosnik – Executive Director, ASBA; Heather Rogers – Director Finance, ASBA

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12. Zone Committee Reports:

- 12.1 **Advocacy Committee Report** – Michelle Lamer, Jackie Comeau, Carol DeMong
- 12.2 **Edwin Parr Report** – Rebecca Eilander, Shelley Porter, Kim Armstrong
- 12.3 **Labour Relations Report** – Mandi Skogen, Nancy Sand
- 12.4 **U of A Field Experiences Advisory Committee Report** – Glenys Edwards
- 12.5 **Edmonton Regional Learning Consortium (ERLC) Report** – Justine Wright
- 12.6 **Comprehensive School Health Report** – Irene Sawyer
- 12.7 **Zone Language Report** – Cheryl Dumont, Laura Thibert
- 12.8 **First Nation Metis Inuit Task Force committee on Education and Wellbeing** –Darrell Ghostkeeper

13. Adjourn

Next Meeting General Meeting: May 26, 2017, 12:00 pm

Executive Royal Inn West
10010 – 178 Street, Edmonton

Edwin Parr Awards Evening May 26, 2017, 6 pm

Executive Royal Inn West
10010 – 178 Street, Edmonton

Advocacy: Advocacy efforts are the responsibility of all Board Reps. This year's committee consists of **Michelle Lamer, Carol DeMong and Jackie Comeau**. The new Advocacy topics are Wrap Around Services and Role of a locally elected Trustee.

Professional Development:

If during the year you have an idea for a presentation please give it to a Zone committee member.

Generative Discussion for April:

Preparing students to become engaged citizens. *Looking for your ideas* – please share your thoughts with Colleen Holowaychuk or myself.

Zone Ad hoc Committees:

Advocacy Ad Hoc Committee members are Jean Boisvert, Lorna Misselbrook & Dorcas Kilduff. The **Edwin Parr Ad Hoc** members are Johnette Lemke, Joan Crockett and Jennifer Tuininga. Your Chair and Vice Chair will also be part of the Ad Hoc Committee work. Recommendations due this spring.

Zone Facebook Group Page: **89** members. Kim Ayers our Secretary monitors this page.

Zone Awards: See Zone 2/3 Bylaws Roles and Responsibilities handbook for complete details.

Friends of Zone 2/3 Award – Must be from within Zone 2/3 geographic area and has made significant contribution to public education and student learning, Nomination is made through a Board motion. One nomination per Board per year. **Deadline April 30th**.

ASBA Zone Appreciation Award – Recognizes individuals or groups who have made a significant contribution to their Zone. It is open to Trustees, Superintendents (all levels) and Secretary Treasurers. It is presented to those who have displayed exemplary service to trusteeship at the Zone level. Candidates must be nominated by three Trustees and submitted to the Zone Chair for consideration. One Zone Appreciation Award conferred in one year. **June 16th, 2017 deadline.**

Friends of Education Award – Deadline: September 22, 2017

The Friends of Education Award recognizes individuals or organizations who are demonstrably committed to improving education for Alberta students and who have made a significant contribution to education in Alberta.

Honourary Life Membership Award – Deadline: September 22, 2017

The ASBA Board of Directors may present a Honourary Life Membership to an Alberta trustee who has provided distinguished service to trusteeship and/or the work of the association.

Long Service Awards – Deadline: September 22, 2017

The Long Service Awards Program recognizes significant contribution to trusteeship. Any trustee serving a minimum of two terms is eligible to receive a long service award.

**the package will be amended to reflect 2017 dates.*

Premier's Award for School Board Excellence and Innovation – Deadline: September 22, 2017

With sponsorship from Xerox Canada, the ASBA presents the Premier's award in recognition of a school board's unique contributions to improving students' learning experiences. Key criteria for this award is that the nominated project must have been developed, influenced and actively supported by the school board.

Public Engagement Award – Deadline: September 22, 2017

The ASBA presents this award to a school board that has engaged its community during the previous school year.

NOTE: The Indigenous Shining Student Award will continue even with the conclusion of the task force.

Recommended Reading: You are encouraged to bring books to our meetings to loan to others.

BOOKS:	AUTHOR:	RECOMMENDED by:
Trusted A Leader's Lesson	Lea Brovedani	Rod Solholt
Grit	Angela Duckworth	Cheryl Dumont
Most Likely to Succeed	Tony Wagner & Ted Dintersmith	Vicky Lefebvre
The End of Average	Todd Rose	Barry Wowk
The Distracted Mind: Ancient Brains in a High-Tech World	Larry D Rosen	Dr. Phil McRae
Inconvenient Indian	Thomas King	Bernie Huedepohl
Creating Magic: 10 Common Sense Leadership Strategies from a Life at Disney	Lee Cockerill	Jennifer Tuininga
Dear Canada These Are My Words	Residential School Diary of Violet Pesheens	Shirley Caputo
Wenjack	Joseph Boyden	Shirley Caputo

LINKS:	
Beyond the Gender Binary: Understanding Transgender Youth, Dr. Margaret Nichols, TEDx	http://bit.ly/1Hg84SF
Should your kids learn to code? Gaby Hinsliff	http://gu.com/p/4em53/sbl
Teachings of the Seven Grandfathers	http://empoweringthespirit.ca/cultural-awareness/seven-grandfathers-teachings/
Youth and Pornography	fightthenewdrug.org

This month's Activities

ASBA Budget Discussion, Proposed Policies discussions
Generative Discussion – preparing students to become engaged citizens

May Professional Development/Activities

Proposed Policies will be voted on. No PD at this meeting.

June Professional Development/Activities (Proposed)

Proposed - celebration of Zone Committees and review of the past year at Zone.

Upcoming Events/Deadlines:

Date	Event
Apr 26-28, 2017	First Nations, Metis & Inuit CASS Sponsored Gathering (Symposium) Keynotes – (Honourable Joe Clark and Honorable Paul Martin).
Aril 28, 2017	Zone 2/3 meeting St Anthony Centre – 9:30 am start
Apr 28-30, 2017	ASCA Conference & Annual General Meeting Delta Edmonton South. Chief Littlechild is the keynote
May 26, 2017 Noon	Zone 2/3 meeting St Anthony Centre. NOTE noon start time
May 26 th – 6 pm	Edwin Parr Banquet Executive Royal Inn West.
Jun 4 – 6 2017	ASBA Spring General Meeting – Red Deer
Jul 5-8, 2017	CSBA Annual Congress – Whistler BC including National Gathering for Trustees on Aboriginal Education. Deadline for Registration is Fri Jun 23, 2017 at 4:00pm

Respectively Submitted: Cheryl Dumont (780) 293-7328

ASBA Zone 2/3
Balance Sheet
As of April 30, 2017

	<u>Apr 30, 17</u>
ASSETS	
Current Assets	
Chequing/Savings	
ASBA Zone 23	71,409.54
Total Chequing/Savings	<u>71,409.54</u>
Total Current Assets	<u>71,409.54</u>
TOTAL ASSETS	<u>71,409.54</u>
LIABILITIES & EQUITY	
Equity	
Unrestricted Net Assets	37,165.84
Net Income	34,243.70
Total Equity	<u>71,409.54</u>
TOTAL LIABILITIES & EQUITY	<u>71,409.54</u>

ASBA Zone 2/3
Profit & Loss Budget vs. Actual
 September 2016 through April 2017

	Sep '16 - Apr 17	Budget	\$ Over Budget
Income			
Membership Fees	55,761.00	55,761.00	0.00
Recoveries - Meals			
Edwin Parr Banquet	0.00	0.00	0.00
MLA Presentation	0.00	0.00	0.00
Total Recoveries - Meals	0.00	0.00	0.00
Total Income	55,761.00	55,761.00	0.00
Gross Profit	55,761.00	55,761.00	0.00
Expense			
Committee Work			
Ad-Hoc Committees			
Committee Expenses	0.00	1,120.00	-1,120.00
Per diem	0.00	2,080.00	-2,080.00
Total Ad-Hoc Committees	0.00	3,200.00	-3,200.00
Advocacy Committee			
Committee Expenses	35.15	1,600.00	-1,564.85
MLA Presentation	0.00	0.00	0.00
Per Diem	535.69	3,200.00	-2,664.31
Presentation and Media Expenses	0.00	800.00	-800.00
Total Advocacy Committee	570.84	5,600.00	-5,029.16
Comprehensive School Health Rep			
Committee Expenses	31.80	320.00	-288.20
Per Diem	80.00	320.00	-240.00
Total Comprehensive School Health Rep	111.80	640.00	-528.20
Edwin Parr Committee			
Awards Dinner	0.00	2,000.00	-2,000.00
Committee Expenses	0.00	3,700.00	-3,700.00
Per Diem	0.00	3,700.00	-3,700.00
Total Edwin Parr Committee	0.00	9,400.00	-9,400.00
Executive Committee			
Chair Allowance	925.99	1,280.00	-354.01
Expenses	3,388.48	3,840.00	-451.52
Per Diem	7,271.99	7,666.68	-394.69
Vice Chair Allowance	306.55	408.00	-101.45
Total Executive Committee	11,893.01	13,194.68	-1,301.67
Labour Relations Representative			
Labour Relation expenses	0.00	835.00	-835.00
Per Diem	157.43	800.00	-642.57
Speaker Fees	0.00	0.00	0.00
Total Labour Relations Representative	157.43	1,635.00	-1,477.57
Zone Language Rep			
Committee Expenses	35.15	800.00	-764.85
Per diem	134.56	800.00	-665.44
Zone Language Rep - Other	0.00	800.00	-800.00
Total Zone Language Rep	169.71	1,600.00	-1,430.29
Total Committee Work	12,902.79	35,269.68	-22,366.89
Contract Services			
Accounting and Audit Fees	-172.34	0.00	-172.34
Guest Speakers	484.56	400.00	84.56
Project Coordinator	0.00	700.00	-700.00
Secretary Services	2,820.90	3,200.00	-379.10
Total Contract Services	3,133.12	4,300.00	-1,166.88
Operations			
Bank Charges	27.23	66.68	-39.45
Meeting Expenses	5,166.87	8,000.00	-2,833.13
Postage and Courier	0.00	0.00	0.00
Printing and Copying	0.00	0.00	0.00
Supplies	287.29	0.00	287.29
Total Operations	5,481.39	8,066.68	-2,585.29

1:57 PM

04/19/17

Accrual Basis

ASBA Zone 2/3
Profit & Loss Budget vs. Actual
September 2016 through April 2017

	<u>Sep '16 - Apr 17</u>	<u>Budget</u>	<u>\$ Over Budget</u>
Other Types of Expenses			
CSBA Conference	0.00	0.00	0.00
Zone Appreciation	0.00	0.00	0.00
Total Other Types of Expenses	0.00	0.00	0.00
Total Expense	21,517.30	47,636.36	-26,119.06
Net Income	34,243.70	8,124.64	26,119.06

BE IT RESOLVED ... That the Government of Alberta undertake a comprehensive review of the K-12 Funding Framework, and the effectiveness of the emphasis on per-student funding formulas.

Background

The current funding framework for K-12 Education in Alberta has been in place since the mid 2000's. While specific allocation formulas, criteria and rates have been added, deleted and changed over that period, the fundamental premise of the current funding formula remains based primarily on per-student allocations.

[Link: Alberta Education Funding Manuals -- 2001/02 to 2017/18](#)

This motion calls upon the Government of Alberta, in consultation with school boards, to thoroughly review the current funding framework, specifically including a comparison of current funding allocations to the actual costs incurred by school jurisdictions for the provision of educational services, including but not limited to:

- Plant Operations & Maintenance
- Student Transportation
- K-12 Instruction

A comprehensive review of the current Funding Framework will provide data to support an evidence-based conclusion that per-student funding allocations are not reflective of the actual costs of providing educational services. Under the current Funding Framework, fluctuations in enrolment result in changes to funding that outpace changes to associated costs. For example:

- Funding for Plant Operations & Maintenance fluctuates in lockstep with changes in enrolment; fixed costs, such as square footage of school facilities, utilities, janitorial, etc. remain constant.
- Changes in enrolment are directly reflected in Student Transportation funding; however, enrolment changes do not necessarily affect the number of routes required or route lengths.
- While per-student funding allocations help mitigate the impact of significant enrolment changes within specific schools and/or grade levels, there is a distinct lack of correlation between changes to funding and changes to K-12 instructional costs in cases where the enrolment change is at or below the provincial average.

Proposed Policy Resolution for the ASBA 2017 Fall General Meeting Education Financing

Be it resolved that the ASBA Board of Directors issue a Call For Proposals from pre-selected Alberta post-secondary institutions' faculties/schools of business to develop an appropriate budget paradigm outlining the cost to an Alberta school board of providing a public education as defined in the Alberta Program of Studies;

further that the paradigm reference only the operating costs of education and not the capital costs, facility's operating and maintenance costs, or transportation costs except transportation for special needs students;

further that the ASBA Board of Directors consider for inclusion in the paradigm (but not necessarily be limited to) such budgetary factors as outlined in the most recent Alberta Education Funding Manual and/or the **Budgetary Factors: Possible Paradigm Components** as listed herein.

Trustees of the Province (as well as the ATA) continue to lobby Government for additional funding for Education: both operational and capital funding. The request for adequate funding has been a hallmark of those lobby initiatives for several years. This raises the questions as to what constitutes adequate funding. It is believed that there would be significant merit if an adequate funding figure could be generated – this as opposed to the continue concern of boards (and the ATA) that the funds allocated on a yearly basis are inadequate. It seems logical that a corporation, such as a school board, should be required (should be able) to budget on the projected needs (on the projected costs) of their operations – this as opposed to reacting with concern to that which has been allocated. To be in a position to justify and make a case for a particular amount of financial support in advance would, it is believed, place the boards in stronger position to receive the adequate funding that has been a repeated request of boards.

The development of a budget request formula/paradigm would, in all probability, be a rather esoteric exercise – this however should not be cause for setting aside the concept. The concept should at least be brought forward for serious consideration by the Board of Directors. (Consultations with ASBOA may prove to be helpful in these considerations but this to advance the resolution as opposed to focusing on the difficulty of affecting its actualization.)

Budgetary Factors: Possible Paradigm Components

1. Cost of educating a regular student
 - a) Staff salaries/benefits
 - b) School-based administration costs
 - c) Supplies – materials – equipment
2. Cost of educating students with special learning needs
 - a) Additional staffing needs
 - b) Equipment
 - c) Transportation
3. Indigenous Education
4. English Language Learning Education
5. Technology
6. Special programming
 - a) CTS
 - b) Fine Arts (Equipment. Supplies)
 - c) Physical Education (Equipment, Inter-school)
7. Staff Professional Development
8. District Administration
 - a) Staff
 - b) Central Facilities
 - c) Insurance etc.

Proposed Policy Resolution for the ASBA 2017 Fall General Meeting

Optional Four-Year Pathway Model

That the Alberta School Boards Association supports an optional Four-Year Pathway model for an Alberta High School Diploma that would provide a more flexible approach to learning.

Historically, Alberta like so many other North American jurisdictions, has utilized a three-year completion model for high school graduation. In fact, the three-year completion model remains one of the accountability metrics of our system. Some educational critics argue that holding students accountable to a model such as this is a carry-over from the industrial revolution. This is to say that our current system is based upon an industrial model and as such has both advantages from an economic perspective and but largely, disadvantages to the quality of learning and overall education.

While students often take an extra year of Grade 12 to complete their high school, the introduction of an optional four-year model for high school completion would enable students to plan a broader approach to their learning from Grade 10, enabling them to access courses of interest and passion.

It would allow for a strengths-based approach to learning whereby students could access courses of interest or passion that they otherwise might not be able to enjoy in the traditional three-year model. For example, students are often forced to make a decision regarding a course they have to have versus a course offering they might really enjoy.

The work in Alberta with the *Moving Forward with High School Redesign* (MFWHSR) pilot project clearly reveals that learners benefit from a learning experience that allows flexibility and mastery learning. Higher levels of student engagement have been reported. Students are increasingly able to find creative ways to get the courses they need as well as pursue those of interest. In light of Alberta's focus on competency-based learning, which is also integral to MFWHSR, with deeper focus on concept attainment and mastery versus content management, it would stand to benefit our province to seek a fourth year of funded high school for learners who are so inclined. In reality, most learners will still continue to complete in three years. Some can do so in just two. The introduction of a four-year high completion model to those who need more time to achieve learning goals, who wish to have a broader, richer experience by accessing arts, career, language and other courses of interest, and who would have stress/anxiety levels lowered knowing that high school is not a three year race would serve the needs of Alberta in building a more capable and robust work force as well as allow students opportunity to further mature and discern their vocation and life's calling.

Alberta is making great gains in the collaboration of high schools and post-secondary institutions via dual credentialing and apprenticeship programming. A fourth year of high school could also serve as a bridging year to further education.

Submitted by: Edmonton Catholic Separate School District #7
April 12, 2017

**Proposed Policy Resolution for the ASBA 2017 Fall General Meeting
Proclamation of Alberta Indigenous History Month**

Be it resolved that the Alberta School Boards Association, in association with United Nations Declaration on Rights of Indigenous People (UNDRIP) and in following the momentum of Truth and Reconciliation Commission of Canada (TRC), urge the Provincial Government to show leadership by proclaiming the month of June as Alberta Indigenous History Month.

Although the Province has designated June 21st as Aboriginal Day in Alberta, the contributions of the Indigenous peoples to Alberta and its history cannot be fully acknowledged in one day.

When you navigate through the history of Canada it is abundantly clear that the Indigenous people's contributions to the evolvement of this wonderful nation are a significant part of the story.

Their history is the history of 'Kanata.' The Calls to Action of Truth and Reconciliation have asked us to honour and educate Albertans and Canadians on Indigenous history. One way to honour and educate Albertans is a Proclamation for Alberta Indigenous History Month. This month could be used to celebrate Indigenous talent, history, culture, and strengthen relationships between peoples. It would give school jurisdictions throughout the province a wonderful opportunity to celebrate and educate students in the history of Canada and accomplishments of its Indigenous people.

It is important to know that there is support throughout the Indigenous community through the Council of Elders for the Proclamation of Alberta Indigenous History Month.

Approved: April 17, 2017 Public Meeting

Submitted by : Edmonton Catholic Separate School District #7

Proposed Policy Resolution for the ASBA 2017 Fall General Meeting Mandatory Vaccinations

Be it resolved that the Alberta School Boards Association advocate to the Provincial Government to legislate mandatory vaccinations for all students in the Public education system.

As of January 2017, 500 measles cases have been reported by the World Health Organization (WHO) European Region⁷. Seventeen deaths were reported in Romania alone in this same time period. Measles continues to spread within and among European countries, with the potential to cause large outbreaks wherever immunization coverage has dropped below the necessary threshold of 95%.⁶

From 2001 – 2012, the average number of measles cases reported across the United States on an annual basis was about 60. Recently, there have been more, which is of great concern to public health authorities. In 2014, there were 667 cases in the U.S.; the majority of people who got measles were not vaccinated⁶.

In Canada, measles has been eliminated since 1998. However, Canada will continue to see measles cases stemming from travel to countries where measles is present (endemic) or where there are large outbreaks³. Many developing countries continue to struggle with endemic levels of vaccine-preventable disease. Although such diseases have since been eradicated in the developed world, we grow increasingly at risk for outbreak through transfer from other countries particularly as vaccination rates continue to decline³. China and India alone reported 125,000 cases of measles for 2015³. Outbreaks in Canada are linked to travelers to China, India and other regions around the globe.³

Measles is a highly communicable disease. Vaccination is the best line of defense, and successful prevention and control requires that 95% of the population be vaccinated to ensure herd resistance within a population. Consistent with other childhood vaccines, the measles vaccine is highly effective and very safe⁶.

Outbreaks related to other preventable diseases have also occurred early into this year in Canada. This includes, but is certainly not limited to, a whooping cough outbreak in both Manitoba and Alberta as well as multiple cases of mumps within Edmonton Health Region. These vaccine preventable cases are the direct result of drops in vaccination rates within the population.

As most of these diseases are highly infectious, schools are optimal breeding grounds for epidemic level outbreaks. Couple this with the growing trend to not vaccinate; hence a loss of heard resistance within the localized population and we can logically conclude that our students are increasingly at risk.

Additionally, tremendous financial costs are associated with standard, “outbreak investigation practices”, “follow-up quarantine measures” and medical intervention should even a solitary case be reported.

In Ontario and New Brunswick, students are required to be immunized for diphtheria, tetanus, polio, measles, mumps, and rubella. Vaccinations are a safe and effective preventative measure against several severe and potentially debilitating or deadly childhood diseases.

References:

1. Calgary Herald. AHS issues warning after measles case detected in Calgary. *Calgary Herald*. April 2017
2. Centre for Disease Control and Prevention. [National Center for Immunization and Respiratory Diseases, Division of Viral Diseases](#): Measles cases and outbreaks. *Centers for Disease Control and Prevention*. April, 2017
3. Government of Canada. Measles: Global Update; Travel Health Notice. *Government of Canada*. 2016, July. Retrieved from: https://travel.gc.ca/travelling/health-safety/travel-health-notices/98?_ga=1.238850304.1832843257.1487915580

4. Government of Canada. Measles & Rubella Weekly Monitoring Report: March 12 to March 18, 2017 (week 11). *Government of Canada*. 2017. Retrieved from: <https://www.canada.ca/en/public-health/services/publications/diseases-conditions/measles-rubella-surveillance/2017/week11-march-12-18-2017.html#a1>
5. [Irene Ogrodnik](#). Fact file: Are students required to get vaccinated in Canada? *Shaw Media*. 2013. Retrieved from:
6. **News Desk. Outbreak news today: Michigan: 1st confirmed measles case of 2017 reported. *Outbreak News Today*. 2017, Mar. Retrieved from: <http://outbreaknewstoday.com/michigan-1st-confirmed-measles-case-2017-reported-11871/>**
7. **Press Release. Outbreak News Today: WHO update on European measles outbreak. *Outbreak News Today*. Mar 27. Retrieved from: <http://outbreaknewstoday.com/update-european-measles-outbreak-46322/>**
8. CBC News: Health. Whooping cough outbreaks in Canada tied to lower vaccine immunity. *The Canadian Press*. Nov., 2015. Retrieved from: <http://www.cbc.ca/news/health/whooping-cough-pertussis-1.3317431>

Approved: April 17, 2017 Public Meeting

Submitted by : Edmonton Catholic Separate School District #7

Policy Proposal Regarding Language of Identity for ASBA

Submitted by Northern Gateway Public Schools to Zone 2/3 for consideration

The Alberta School Boards Association will refer to its identity according to the language used in the School Act and the Alberta School Boards Association Act, most specifically stating ASBA's purpose as an association of publicly funded school boards and a voice of fully publicly funded education.

Rationale

In Alberta, the term "public education" is often used by education-based organizations, including the ASBA, as a catch-all phrase referring to education that is publicly funded by the provincial government. Perhaps such usage is a result of a common application in other provinces or nations where only one type of school (i.e. public) is fully funded by the state.

However, in our province, Alberta fully funds different dimensions (or types) of schools and identifies them according to the specific electorate each serves. Clearly, the use of the term "public" in reference to schools has a focused understanding in Alberta legislation.

The School Act (2015) indicates in its preamble:

There is one publicly funded system of education in Alberta whose primary mandate is to provide education programs to students through its two dimensions, the public schools and the separate schools...

and

The Government of Alberta affirms its commitment to the preservation and continuation of its one publicly funded system of education through its two dimensions: the public schools and the separate schools.

The preamble also acknowledges "the Regional authority of a Francophone Education Region," in which each of the boards are governed by a combination of public and separate trustees (note: recognition of other parental choice for partially funded education in private, charter, or home schooling is found elsewhere in the School Act).

The Education Act, yet to come into force, speaks about "one publicly funded education system," which includes public, separate, and Francophone schools.

The Alberta School Boards Association Act (1991) is similarly specific and deliberate in identifying the membership base for the ASBA, by focusing specifically on the three types of school boards. The ASBA Act states that public, separate, and Francophone boards, as well as the Yellowknife school boards, shall comprise the "membership of publicly funded school boards" in the ASBA.

The ASBA, which then rightfully serves as an association of the three types of school boards, best serves its members and provides clear messaging to other audiences when it uses self-identifying language that is consistent with that found in Alberta legislation. The ASBA is the sole organization in Alberta that is an association of all publicly funded school boards. And, because publicly funded school boards (i.e. boards of trustees, elected) are the only school authorities to receive full funding, it would also be accurate for the ASBA to state that it is one of the voices of "fully publicly funded education."

Publicly funded school boards (or similarly, fully publicly funded education), are comprised in entirety of public schools, separate schools, and Francophone schools, each type with unique and specific purpose within the structure of the Alberta education system. The terms "public schools" and "public school boards," as recognized in legislation, are related directly to the term "public education." Consequently, the terms "publicly funded school boards" and "fully publicly funded education" cannot properly be applied as a synonym to the term "public education."

This policy proposal requests that the ASBA review all current Association documents and practices (i.e. by-laws, strategic plans, policy development, media releases, and any other communication) in order to identify itself as an association of "publicly funded school boards" and a voice of "fully publicly funded education."

POLICY PROPOSAL

Sponsored by St. Thomas Aquinas Catholic Schools Division #38

Request for a renewed and dedicated commitment to continuous improvement for student and family wrap around services.

Whereas schools are public educators and must accept and provide appropriate programming and supports as needed by students which include but not limited to speech therapy; physiotherapy; rehabilitation; psychiatry; occupational therapists; emotional and behavioral; family and community liaisons, First Nation, Metis and Inuit resource/liaisons;

Whereas schools are in the best position and sometimes the only one to deliver intervention to students and families;

Whereas the physical and mental well-being of students and their families is continuing to become more and more complex for schools to manage and the need for family-centered intervention to those in crisis is becoming more of a demand on schools;

Whereas the social return on investment of supporting students and families in the early stages of a learning, and/or health issue and/or family crisis outweighs the cost of an escalated crisis later;

Whereas schools are challenged financially and with the lack expertise and capacity in providing appropriate wrap around support services;

Be it resolved that the Alberta Government should commit to schools having equitable and timely access of wrap around services throughout the rural and urban areas in the province of Alberta through sufficient funding, cross-ministry efficiencies, support of an increased number of trained experts in fields of demand, similar delivery models with adequate and consistent staff expertise, improved staffing processes, and policies and procedures that improve access to sharing relevant information.

Support Documents

Zone 2/3 Survey Results on Wrap-around Service (Executive Summary) (attached)

Regional Collaborative Service Delivery Summary – 2014-15

https://education.alberta.ca/media/1626719/rcsd_provincial_summary_of_annual-reports_2014-2015.pdf

Positive Futures - Optimizing Mental Health for Alberta's Children Youth, A FRAMEWORK FOR ACTION (2006 - 2016) <http://www.health.alberta.ca/documents/Mental-Health-Framework-HL-06.pdf>

Alberta's Addiction and Mental Health Strategy Implementation Interim Report 2011–2014

<http://www.health.alberta.ca/documents/Mental-Health-Creating-Connections-Report-2015.pdf>

Valuing Mental Health <http://www.health.alberta.ca/documents/Alberta-Mental-Health-Review-2015.pdf>

Foster Children & Transition

<http://edmontonjournal.com/news/politics/murdered-youth-demonstrates-lack-of-supports-for-alberta-kids-in-child-welfare>

Regional Collaborative Service Delivery – Expansion to First Nations

http://o.b5z.net/i/u/10063916/f/Questions_and_Answers_Follow_up_to_February_video-conference_with_RCSD_R_.pdf

Executive Summary

ASBA Zone 2/3 January 2017 Survey - Wrap-around services

Wrap Around Services was hi-lighted 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. Five questions were formulated to send out as a survey to 25 school boards in the Zone 2/3 region that would be affected by Alberta government delivery of wrap-around services. On January 15, 2017 the following five questions were emailed to each Zone representative to be followed up with their board and administration with instructions for responses to be emailed back to the advocacy committee.

1. Are Wrap Around Services working in your area? Yes or No, please comment to explain your response.
2. What are the one or two areas of improvement would you like to see regarding Wrap Around service delivery in your area?
3. Do you work with one service provider (RCSD) or two or more service providers for Wrap Around service delivery? If more than one, please state the number and problems encountered.
4. What would you like all MLA's to know about Wrap Around Service deliver in your School District/Division?
5. What percentage of your students are coded? If possible could you provide this number for Pre-K, Elementary, Junior High and High School students?

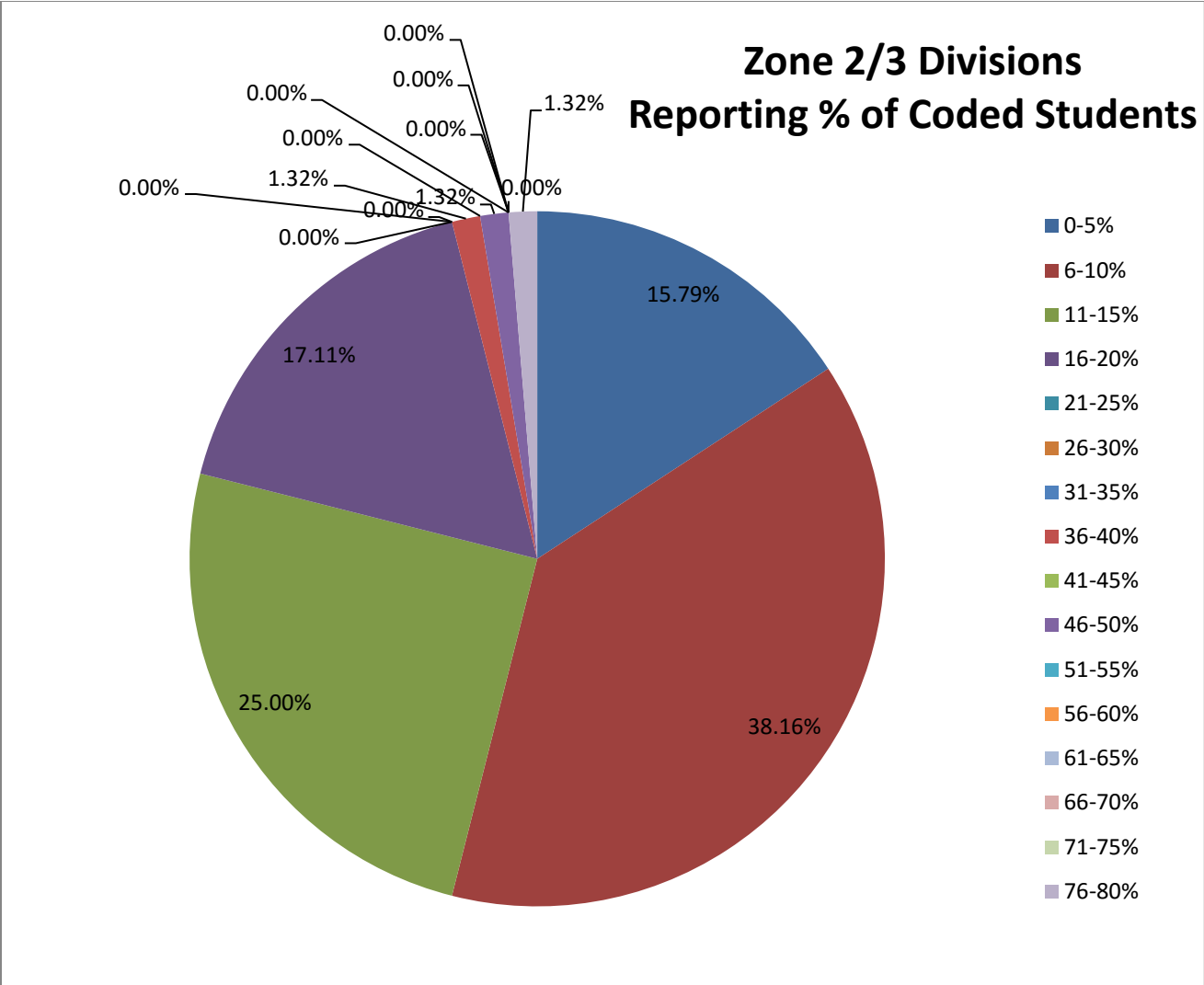
The following are key findings in the survey responses, however, this report includes each school division response for the reader further validate this summary.

What's working...

- The delivery system for wrap around services has improved through the RCSD model. The improvement can be attributed to the commitment and dedication to collaboration and building of strong relationships with service providers and RCSD.
- There is a strong commitment to understand each ministry and the support it can provide.
- Smaller groups and/or geographical area that meet to delivery wrap around services tend to be less formal and may be able to expedite services.
- There is a genuine and deep caring for the students and families from all at the table evidenced through the articulation of detail in the responses. The collaborative effort among all providers offers an environment to share many talents, programs and opportunities, all of this in the best interest of the well-being of students and the families.
- Cross-ministry support and efficiencies are pursued and work well in some areas.
- Urban areas have an easier access to wrap around resources and expertise.
- Early childhood support for severe needs in urban areas is working but funding can be an issue
- School boards/schools recognize the need to build capacity at the school level and are acting on this through PD for staff. Building capacity in the family is also important.

Emerging Demands and the Need for Continuous Improvement...

- Schools are the center of the community for most families and schools are in the best position and sometimes the only one to deliver intervention to students and families. There is a 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, hiring policies and procedures are a barrier particularly when a position is vacant/on leave and positions remain unfilled due to labor policy/agreements.
- Improvement in the ability to access to the right health care worker for the job in a timely manner.
- Improvement in funding and the ability for schools to build capacity in support services area.
- Require an increase in the number trained professionals, particularly speech therapists and mental health professionals.
- Improve consistency in processes and procedures between the different RCSD's less administration time and red tape, and more time dedicated to the child/family in need.
- Mental Health supports are severely lacking, there is a large gap in expertise and timely (immediate) access.
- Improvement of procedure and process between rehabilitation and schools when transitioning a student.
- Improvement of supports when transitioning care (guardianship) of a child and clear procedures in payment of costs.
- Improvement of equal access to wrap around services in rural areas, there is a definite inequality compared to the urban areas.
- Improvement in the ability to fund and provide medical services in schools (sometimes referred to as personal care).
- Improvement in the ability to share information among agencies to serve the child and family.
- Improve wait times at the Glenrose, currently wait time can be up to 10 months.
- Clear and appropriate direction of funding when a support plan is developed for a child and avoid the school being left to pay for services when funding hasn't been allocated properly.
- 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 and recognizing this as an investment in society.



%	0-5%	6-10%	11-15%	16-20%	21-25%	26-30%	31-35%	36-40%	41-45%	46-50%	51-55%	56-60%	61-65%	66-70%	71-75%	76-80%
PreK,K	1	7	3	5				1		1						1
Elem	3	9	3	4												
Jr	4	7	7	1												
Sr	4	6	6	3												
Total	12	29	19	13	0	0	0	1	0	1	0	0	0	0	0	1
Possible choices (20 schools x 4 age groups)	76	76	76	76	76	76	76	76	76	76	76	76	76	76	76	76
% of schools with coded students in the percentile	15.79%	38.16%	25.00%	17.11%	0.00%	0.00%	0.00%	1.32%	0.00%	1.32%	0.00%	0.00%	0.00%	0.00%	0.00%	1.32%

Each percentage in the chart is reflecting the percentage of Zone 2/3 school boards and the percentage level of coded students in those divisions. (For example, 25% of the 20 school divisions who responded to the Zone 2/3 survey are school divisions who have a level of 41-45% of coded students).

ASBA Current Policies

Alberta Mental Health Review Committee report and recommendation

The provincial government must implement the recommendations in the Report of the Alberta Mental Health Review Committee 2015. Specifically, resources for teachers, timely screening for students, and, more importantly, comprehensive interventions with trained professionals must be available to all school aged children in Alberta who may require such services and be funded by the Ministry of Health and/or other ministries providing services to children.

Integrated services funding

All medical and social services required to support students in the school setting should be totally funded by the appropriate government agencies and not from funds allocated to school boards for educational purposes. The provincial government departments of Alberta Health and Wellness, Alberta Children's Services, and Alberta Education should determine and clarify in policy, for all health authorities and school divisions, which ministry is responsible for funding rehabilitation services for all children and students. The province should, in consultation with the Alberta School Boards Association, provide the mechanisms and sufficient funding as well as interdepartmental commitments to ensure integrated service delivery for children to support their educational needs. These mechanisms must ensure clear authority and accountability and effective, responsive service to children's needs. Funding for children's services should be adequate to provide essential programs which are based on the coordination of services to children at the school level. Such funding should be secure and long-term and support prevention and early intervention programs

Prevention of violence against children

That the ASBA endorses the prevention of violence against children, including delivery of public awareness messages that violence against children is harmful and abhorrent.

Federal education funding

Funding for First Nations severe disabilities students who are attending provincial schools should not be less than the funding levels provided for other non-First Nations students.

School Support Therapists

Speech language pathologists, occupational therapists, mental health therapists, and physiotherapists should be available and accessible to our school systems to support learning so that Alberta's children can receive the best possible education and advocates that the appropriate Ministers make training and accreditation of such specialties a high government priority