

Alberta School Councils' Association (ASCA)

Advocacy Policy Manual

2018

Current Advocacy Policies of the Association to April 2019



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ASCA Overarching Advocacy Policy Statements

Accountability and Funding

ASCA supports the provision of publicly funded education for all students in the province. ASCA believes:

- an appropriate funding model recognizes and supports the different stages of the ECS-Grade 12 system, including early intervention, outreach programs, evening classes and summer school. [13-1](#), [13-4](#), [10-2](#), [10-7](#), [08-1](#), [08-2](#), [05-3 \(R2014\)](#), [01-10](#), [94-8 \(2014\)](#)
- an appropriate funding model includes sustained dollars for any essential instructional materials required for the successful completion of any of the mandated programs of studies [11-3](#), [08-8](#), [04-3 \(2009, 2017\)](#)
- an appropriate funding model recognizes and supports geographic and regional considerations across the province [10-4](#), [01-14](#), [85-1 \(1989, 1993, 2009\)](#)
- an appropriate funding model recognizes the need for ongoing cross-sectoral financial agreements from ministries other than education in order to deliver necessary support for student success [12-3 \(2017\)](#)
- legislation and processes should be developed at the provincial level, with correlating school fee policy development at the school board level, to ensure funding of a basic education remains the responsibility of the provincial government, and that any fees charged are not related to basic, or core, education [10-6 \(2017\)](#), [02-15 \(2009, 2014\)](#)
- an appropriate accountability instrument engages parents, school councils and other education stakeholders in the appropriate development, administration and data collection [17-2](#)
- when new provincial taxes or levies are imposed, the Ministry of Education assist school districts in accounting for those increased costs through either exemption or additional funding [17-8](#)
- the Ministry of Education has the responsibility to ensure that all school authorities, regardless of model or system of education, are using their allocations in the best interests of the learning successes of all students [17-6](#), [13-5 \(2017\)](#), [10-1](#), [94-2 \(2006, 2014\)](#)

Assessment

ASCA supports the assessment of curriculum and of a student's success with curriculum, and the communication of said assessment to students, parents, school authorities and Alberta Education. ASCA believes:

- that assessment tools and measures be designed to reflect the depth of student learning [12-4 \(2017\)](#)
- that the reporting of Provincial Achievement Tests not require full cohort reporting [99-8](#)
- that classroom assessment practices should be monitored, and teachers provided with appropriate learning supports that will result in consistent assessment practice province-wide [14-3](#)
- that students must be provided with whatever accommodations are necessary to allow them to participate in all available types of assessment [16-2](#), [04-6](#)
- that student achievement should be reported to parents in conjunction with additional information to indicate what strengths and challenges exist in a program of studies [06-4 \(Revised 2014\)](#)
- that students and parents must be clearly and well informed about the purposes of the different types of assessment [03-7 \(2014\)](#), [79-1 \(1980, 1985, 1989; Amended 1993, 2006\)](#)

- that whomever is responsible for conducting any assessment be certificated and well trained to do so, and be encouraged to participate in regular professional learning opportunities related to student achievement [16-3](#)
- that parents on and through school councils, must have the opportunity to determine how, and how regularly a student's formal assessment be reported to them [94-6 \(2007, 2014\)](#)
- that standardized assessments for curriculum be delivered to the student in the semester or grade during which the program of study is taught to the student [11-1](#)
- provincial learning outcomes and standards apply to all students, regardless of method or system of schooling [99-20 \(2006, 2014\)](#)
- differences between teacher awarded marks relative to Diploma exam marks need to be monitored to ensure there are not groups of students advantaged or disadvantaged by teacher assessment standards [10-08 \(2017\)](#)

Infrastructure

ASCA supports a clear and transparent process and criteria for school infrastructure related initiatives that can be communicated to and easily understood by parents, school jurisdictions and communities. ASCA believes:

- the utilization rate formula should be based on functional teaching space [09-6 \(2017\)](#)
- that Plant Operation and Maintenance Funding (POM) should be representative of the relationship between cost and floor area [09-7 \(2017\)](#)
- that school construction budgets should include the complete landscaping of lands around school structures to a provincially determined standard [09-8 \(2017\)](#)
- that Alberta Infrastructure fund basic school playground development, equipment and maintenance based on a provincially determined standard [05-2](#)
- that all schools recognized by Alberta Education be funded to ensure adherence to minimum acceptable building code, security and safety standards [09-9](#)
- that appropriate funding for equipment, resources and technology is allocated for new school projects by Alberta Education and Alberta Infrastructure [08-7](#)
- that the processes and criteria for the approval of capital funding projects should be clear, transparent and easily available to the public [08-6 \(Revised 2014\)](#)
- that processes be established, and made public, to ensure modular/portable classrooms are fully functional and ready for student occupancy at least one week before the first day of classes [10-10 \(Amended 2016\)](#)

Learning Opportunities

ASCA supports an ECS-12 education system that allows for success for every student. ASCA believes:

- that parents must retain the right to enroll their child(ren) in early childhood services opportunities such as HeadStart, Junior Kindergarten, Full Day Kindergarten, Kindergarten, playschool etc. [05-3 \(Revised 2014\)](#)
- that fully funded, and easily accessible, mandatory early screening, in or prior to Kindergarten, for learning and developmental challenges will enable timely implementation of required supports in order to increase opportunities for student success [18-3A](#), [10-5](#), [07-6 \(2017\)](#), [01-10](#)

- that the requirement of additional supports and/or accommodations to ensure all students can be successful in an inclusive learning environment must be contained within a student's IPP [93-2 \(Amended 2006\)](#)
- that class size and composition must be considered when determining required supports and resources [18-3C](#)
- that students should have access to dual credit and locally developed courses in addition to the provincial curriculum [15-1](#)
- that learning resources need to support learning innovation and discovery [14-1](#)
- that fluency in languages through an Immersion or Bilingual education is deserving of additional recognition upon completion of 30 level courses [98-7](#)
- that CEU funding should apply to a student's entire high school duration, not be capped per year [18-2](#)
- that all students are entitled to access distinct qualified career, educational, and personal counseling services [4-15 \(2014\)](#), [08-5 \(Revised 2014\)](#)
- that a common provincially determined entry age for ECS is appropriate for students [10-9 \(2017\)](#), [12-1 \(2017\)](#)

Curriculum

ASCA supports ministry approved provincial curriculum, dual credit strategies and locally developed courses for students in the ECS-12 system. ASCA believes:

- the curriculum outcomes and instructional strands need to be met regardless of the instructional method; by which they are communicated to students; i.e. distance learning, correspondence, home schooling, distributed learning, podcast, etc. [14-3](#)
- the outcomes of the curriculum can be delivered to and adapted to meet the learning needs of any student in the province [17-5](#)
- the curriculum needs to be regularly reviewed, assessed and kept relevant with input from provincial level education partners and in consultation with local level users [17-1](#), [17-3](#), [16-1](#), [74-2 \(1980, 1985, 1989, 1993\)](#)
- teachers must have the benefit of thorough professional learning opportunities/in-servicing prior to having to deliver a new or revised curriculum and are provided with ongoing support with the curriculum for the implementation year [08-10](#)
- schools must receive the necessary supports to provide students with additional and complementary material in support of the curriculum through a school learning commons [01-11 \(2009, Revised 2014\)](#)
- parents and students should never bear the burden of cost for new resources developed to support or augment the curriculum regardless of whether it is a core or option course [04-3 \(2009, 2017\)](#)

School Councils, School Community, Parental Involvement

ASCA supports the formation, development and growth of an effective school council in every public and charter school in the province and believes a collaborative partnership of parents, teachers, administrators, students and others is essential to student learning success. ASCA believes:

- student attendance in ECS/Kindergarten programs remains the choice of parents [05-3 \(Revised 2014\)](#)
- parents are active participants in the development and monitoring of a child's personal learning plan [06-4 \(Revised 2014\)](#)

- student achievement must be reported to parents on an ongoing basis throughout the school year [06-4 \(Revised 2014\)](#)
- parents have an opportunity through school council to participate in the development of a report card format that clearly outlines their child’s effort, achievement and success with the curriculum [94-6 \(2007, 2014\)](#)
- school councils should be actively involved in any decisions related to the design, construction, rehabilitation, or closure of a school which their child will or does attend [03-11](#)
- school councils should be knowledgeable about, and provided the opportunity to contribute to, the ECS-Grade 12 education system including the understanding and interpretation of system funding, standardized testing results, and accountability measures [17-2](#)
- school councils should be active participants in district level deliberations relating to district policy development and revisions [03-9 \(2014\), 04-13 \(Revised 2014\)](#)
- school councils should have access to information and resources that will enable them to engage in discussions, and contribute to policy setting, related to sexual orientation and gender identity of students [16-4](#)
- school councils should have a clear understanding of a district budget process and allocations [17-7](#)
- parents and school councils are active contributors to raising responsible citizens [13-6](#)
- school councils should be knowledgeable about, and supportive of, the ongoing process of reconciliation [17-4](#)
- school councils should have access to materials/organizations to assist in the development, distribution and open communication, of knowledge related to child and adolescent mental health illnesses, disorders, symptoms and management strategies, and the impacts of mental health on student success [17-1](#)
- school councils should be able to choose to be active participants in the development of a school’s: [02-12 \(2006, Revised 2014\), 02-13 \(2006, Revised 2014\), 94-6 \(2007, 2014\)](#)
 - o 3 year education plan, including the school’s budget
 - o Annual results report
 - o Setting of annual fees to families
 - o Programming and policy considerations for an upcoming year
 - o Input and selection criteria for school staff including the Principal and Vice-Principal
 - o Report card format

Student Health and Safety

ASCA supports students and their families knowing that their school community is a safe, secure and caring place to be and learn. ASCA believes:

- that the Minister of Education should adopt a province-wide protocol that deals with high risk behaviours in schools [00-11 \(2009\)](#)
- that the Minister of Education, in collaboration with other child-centered Ministries, ensure provisions are in place to address students’ nutritional and basic needs [02-3 \(2007\), 02-4 \(2009, Revised 2014\)](#)
- that a minimum five km setback should be legislated for all new gas wells and related oil and gas facilities development [09-2](#)
- that all schools should implement a safe and caring school program that is collaboratively developed and regularly assessed by students, parents, teachers, administration and school councils to suit the unique and inclusive needs of the school community [00-10 \(2009\)](#)

- that Alberta Education should develop a provincial standard regarding criminal record and vulnerable sector checks for all employees, and for volunteers in coaching or overnight supervision roles [18-1](#)
- that comprehensive child and adolescent mental health education and training be provided through pre-service teacher programs, and ongoing educator professional development opportunities [17-1](#)
- that Alberta Education is responsible for developing provincial standards to ensure students are safe in and around school buildings, grounds, vehicles and equipment, participating in school activities ,and while on roadways around or used to get students to and from school [18-1](#), [17-9](#), [13-3](#), [13-2](#), [12-2](#), [7-01](#), [3-9 \(2014\)](#)

Student Transportation

ASCA supports students being provided with safe, dependable transportation to and from school and/or school related events either curricular or extracurricular. ASCA believes:

- school bus drivers must be in compliance with Alberta Transportation and Alberta Education standards [01-3](#)
- school boards need to arrange for universally recognized signage at identified high risk bus stops [12-2](#)
- that Alberta Education has a responsibility to ensure appropriate funding for student transportation, which includes provisions for the highest quality standards for school bus driver training, vehicle safety and student transfer stations [16-5](#), [11-2 \(2017\)](#), [01-3](#)

Teachers, Teaching, Teacher Training

ASCA supports the development and ongoing training for persons in the field of teaching. ASCA believes:

- the Minister of Education is responsible for working in transparency with education partners to ensure that Teaching Quality Standards are being met consistently across the province [02-14 \(2006, 2014\)](#)
- the Government of Alberta should provide financial incentives and support to encourage First Nations, Métis and Inuit students to become teachers [05-01 \(Revised 2017\)](#)
- that teacher preparation programs have to ensure that Alberta's teachers have the knowledge, skills and attitudes necessary to build effective partnerships with families and communities to promote children's learning success [99-27 \(2007, R2014\)](#)
- that all teachers have to receive training in the identification of individual student learning needs, and are prepared to assist all students to be successful in an inclusive learning environment [16-3](#), [94-2 \(2006, 2014\)](#)
- that teacher education students have to have access to teacher degree programs via alternate delivery methods [03-3 \(2008, 2014\)](#)
- that teachers need to have access to resources, and enhanced training, designed to ensure students are supported to be successful, and are safe, cared for and welcomed in a complex classroom [18-5](#), [18-3B](#)
- that teachers should be encouraged to specialize in one or more subject areas and that they be encouraged to teach their specialty(ies) [03-2 \(2008\)](#)
- that instructional staff be those persons best suited and trained to deliver a program of studies, and not necessarily be constrained by the need to be a certificated teacher for CTS, KEY and RAP courses [08-10](#)

18-1 Criminal Record Checks

That **Alberta Education** develop a provincial standard that requires school authorities to conduct criminal record and vulnerable sector checks for all employees at the time of hiring and every three years thereafter, and for volunteers who are in coaching roles or are volunteering on overnight trips. (Student Health and Safety)

18-2 Cumulative CEU Cap per High School Student

That **Alberta Education** replace the annual CEU cap of 45 per high school student with a cumulative CEU per high school student cap of 150 for the tenure of the student's high school experience. (Learning Opportunities)

18-3A Supports for Learning Success of all Students: Early Screening

That the Alberta School Councils' Association advocate to the **Ministry of Education** for mandatory early screening for learning and developmental challenges so that children will be identified earlier in their educational journey, receive the needed supports and resources and experience success from the beginning. (Learning Opportunities)

18-3B Supports for Learning Success of all Students: Enhanced Teacher Training

That the Alberta School Councils' Association will advocate to the **Ministry of Education** that each teacher receives enhanced teacher training so that they are each better prepared to meet the diverse and complex learning needs of children in classrooms. (Teachers, Teaching, Teacher Training)

18-3C Supports for Learning Success of all Students: Class Size and Composition

That the Alberta School Councils' Association will advocate to the **Ministry of Education** that class size and composition must be considered when determining what supports and resources are needed to teach in a classroom based on the needs of the students and the classroom teacher. (Learning Opportunities)

18-5 PRISM ATA Toolkit and Provincial Curriculum Development

That the PRISM document not be implemented into the **Alberta Education** curriculum, but remain a resource for teachers to ensure a safe, caring and welcoming classroom for all. It is important all diversities are respected in Alberta Education. (Teachers, Teaching, Teacher Training)

17-1 Support for mental health content and awareness in the K-12 curriculum and schools

That Alberta Education include mandatory, comprehensive mental health content in the curriculum for all grades, with parent involvement, that educates about disorders, symptoms and strategies for coping; (Curriculum)

That Alberta Education work in close partnership with Alberta Health Services to simplify the sharing of information, to create a comprehensive care plan, delivered by qualified personnel, which will, with parent consent, facilitate student's diagnosis, management strategies and access to resources, supports and programs; (Student Health and Safety)

That the Alberta Association of Deans of Education provide more comprehensive training on mental health issues for children through pre-service teacher programs; (Teachers, Teaching, Teacher Training)

That Alberta School Councils' Association provide links to authoritative reference materials/organizations to assist school councils in developing their knowledge about mental health issues and impacts on learning successes of kids; (School Councils, School Community, Parental Involvement)

That all Alberta school councils encourage open communication with respect to impacts of mental health issues on children and learning and that school councils be recognized as a safe place for these discussions to take place.
(School Councils, School Community, Parental Involvement)

17-2 Accountability Pillar surveys delivery and accessibility

That Alberta School Councils' Association collaborate with Alberta Education on the accountability survey instrument questions for parents to more clearly define involvement in regards to the level of satisfaction around the parent involvement and school council sections.

That the Alberta School Councils' Association advocate to Alberta Education that the parent portion of the Accountability Pillar surveys be available online and by paper and distributed and collected electronically or via mail.
(School Councils, School Community, Parental Involvement)

17-3 Coding and computational thinking skills in the Alberta curriculum

That the Alberta School Councils' Association request that Alberta Education integrate, and fund, computer coding and computational thinking skills into the Alberta K-12 curriculum curricular outcomes, beginning in elementary school at a grade level determined by experts' recommendations to Alberta Education, and continuing through all subsequent grades.
(Curriculum)

17-4 Support for Truth and Reconciliation Commission Calls to Action

That the Alberta School Councils' Association (ASCA) recognises our shared responsibility to raise the next generation of Albertans in the spirit of reconciliation.

That ASCA support the work that has been done by the Truth and Reconciliation Commission (TRC) as an important step toward reconciliation, and will endeavour to support the work of implementing the Calls to Action from the TRC report as opportunities arise.

That ASCA work together with Alberta Education, and other partners, to provide resources and information for parents and school councils who want to inform themselves about the history of residential schools, and the ongoing process of reconciliation.

That ASCA provide regular updates and communication to the membership related to the work of reconciliation.
(School Councils, School Community, Parental Involvement)

17-5 Addressing all learning needs

That the Alberta School Councils' Association call on the Alberta Ministry of Education to ensure that curriculum documents clearly address the full range of learners in the school system. This should include the development of related resources that address the full range of student learning needs. (Curriculum)

17-6 Funding for inclusive education

That the Alberta School Councils' Association (ASCA) call on the Alberta Ministry of Education to track the usage of existing inclusive education funding that is provided to school jurisdictions as well as actual local expenditures relating to inclusive education, in order to determine the actual costs of supporting all students effectively.

That, should this process determine that the funding provided does not meet the actual costs of supporting all students effectively, ASCA calls on the Ministry and school boards to work together to ensure that any shortfalls are eliminated.
(Accountability and Funding)

17-7 District budget consultations with school councils and Councils of school councils

That the Alberta School Councils' Association work with the Alberta School Boards' Association, the Alberta Association of School Business Officials, and the Ministry of Education to develop and implement recommendations for standards and processes to improve the transparency and clarity of district budget consultations where such consultations are undertaken. These should include recommendations of standard formats and content for information provided during budget consultations, and recommended timelines for the consultations. (School Councils, School Community, Parental Involvement)

17-8 Cost neutral carbon levy

That the Alberta School Councils' Association call on the government of Alberta to either:

- exempt school districts from the newly-created carbon levy indefinitely, or
- provide new funding to cover the full costs that school districts will incur due to the carbon levy.

(Accountability and Funding)

17-9 Publicising behaviour guidelines for persons working on school property while students are present

That Alberta Education work together with Alberta Infrastructure to ensure that behaviour guidelines for persons working on school infrastructure projects, who are on or around school property, are clear and enforced and that the procedures for reporting inappropriate behaviours are easily accessible to members of the public.

That Alberta School Councils' Association (ASCA) works with school boards to ensure that their behaviour guidelines for persons working on school property while students are present, and the procedures for dealing with complaints about such behaviour, are easy for members of the public (including parents) to find. (Student Health and Safety)

16-1 Consent as an addition to Alberta sexual education curriculum

That the Alberta School Councils' Association supports the Alberta School Boards Association in their efforts to have the topic of consent, as defined in the Canadian Criminal Code, incorporated into the curriculum related to sexual education.
(Curriculum)

16-2 Accessibility of Provincial Assessments

That Alberta Education make provincial assessments accessible to all students by providing assistive resources and technology including visual, and other accommodations to meet the identified needs of the student so the student can fully participate in Provincial assessments.

That Alberta Education provide versions of provincial assessments that incorporate these assistive resources and technology that include visual, and other accommodations to meet identified student needs. (Assessment)

16-3 Individualized Program Plans (IPPs)/Instructional Support Plans (ISPs) and other outcome based tools

That Alberta Education incorporate required timelines into the guidelines for Individual Program Plans (IPPs), Instructional Support Plans (ISPs), and related tools.

That these timelines recognize the fluidity of such documents, but also ensure that:

- every student who is known to require specialized plans has an Individual Program Plan and/or Instructional Support Plan in place at the beginning of a school year (except where extenuating circumstances make this impossible).
- an outline will be prepared based on the previous years' assessments/report that can be used for the first three weeks.
- a new IPP/ISP would then be required to be completed within the first 6 weeks.

That Alberta Education in collaboration with Alberta School Boards Association, the Alberta Teachers Association and the Alberta Association of the Deans of Education ensure that school support personnel and classroom teachers have the knowledge, skills and attributes to design relevant IPPs/ISPs (Individualized Program Plans/Instructional Support Plans) for students. (Assessment, Teachers, Teaching and Teacher Training)

16-4 LGBTQ access to information

That Alberta School Councils' Association prepare a "Diverse Sexual Orientation, Gender Identities and Gender Expressions Toolkit" (information package) containing resources, research, sample policies and practices, and relevant legislation for school councils so school councils are supported should they wish to approach their school boards to engage and broaden the discussion around Policies and Procedures. (School Councils, School Community, Parental Involvement)

16-5 Provincial Support of Transportation

That Alberta Education and Alberta Infrastructure provide necessary funding for the planning and development of bus transport transfer stations for regionalized bus transportation systems as schools are planned and budgeted for. (Student Transportation)

15-1 Provincial Dual Credit Strategy

That to ensure students have more access to dual credit programming opportunities and to personalize their high school experience and build on or discover their career passions and interest that the government implement and fund sustainability practices that ensure students are assured choice and mobility throughout their lifelong learning. (Learning Opportunities)

14-1 Learning Resource Center – new service model

That to support learner innovation and discovery, the organizational culture needs to explore, enable, and encourage shared services, and enhance provincial licensing options as part of the Learning Resource Center's new service model (Learning Opportunities)

14-3 Accountability – parental right to quality of service

That Alberta Education amend the Home Education Regulation to ensure all children receive ongoing, quality one-on-one assessment from certified teachers at least twice per year. (Assessment)

13-1 Rolling the Flexibility Project out to all Students (2017)

That the 25 hour per credit requirement for Alberta High Schools be removed by Alberta Education. (Accountability and Funding)

13-2 Speeding Fines Doubled in School Zones

That Alberta Transportation change provincial traffic legislation to reflect doubled fines and demerits for speeding in school zones. (Student Health and Safety)

13-3 Installation of Speed Monitoring Devices for Schools

That Alberta Education and Alberta Transportation collaborate to develop a process that provides for the installation of signs on a primary and secondary highway where there is a school, to ensure the safety of students.

That speed monitoring devices become standard accepted practice for schools on primary and secondary highways.

That permission to install speed monitoring devices in front of school zones be granted when requested by the school council together with their school board. (Student Health and Safety)

13-4 Early Intervention (2017)

That Alberta Education implement a fully funded and supported, comprehensive strategy for early intervention that provides support for all primary grade students that fall behind in literacy and numeracy. (Accountability and Funding)

13-5 Inclusive Model of Accountability (2017)

That Alberta Education balance the measures they use for accountability to reflect all students in an inclusive learning system. (Accountability and Funding)

13-6 Raising Responsible Citizens

That Alberta School Councils' Association connect with the different government Ministries associated with children to explore the issue of responsibility and advocate for common strategies for the development of responsibility in youth.

That Alberta School Councils' Association take an active role in the development of a program to educate parents on strategies that can be used to develop responsibility in children. (School Councils, School Community, Parental Involvement)

12-1 Single Enrollment Birth Date across the Province of Alberta (2017)

That Alberta Education institute a province wide single entry birth date for students. (Learning Opportunities)

12-2 High Risk Bus Stop Awareness and Signage

That Alberta Education and Alberta Transportation collaborate to develop universally recognized signage and make this signage available to school boards to be placed at higher risk bus stops.

That Alberta School Boards Association develop a policy advisory to ensure that school boards across the province have information relevant to appropriate steps that may be taken to ensure student safety at high risk school bus stops. (Student Transportation, Student Health and Safety)

12-3 CTS Career Pathways (2017)

That the Ministry of Alberta Education collaborate with the Ministry of Enterprise and Advanced Education to formulate a funding structure that will support concurrent delivery of CTS (High School Career and Technology Studies) career pathways with post-secondary credentialing programs. (Accountability and Funding)

12-4 Assessment Measures of Student Success (2017)

That Alberta Education develop assessment tools and authentic measures that reflect how deep the learning is in our school system, and measure student success with respect to the competencies that are the foundation of the current curriculum development work. (Assessment)

11-1 Achievement Test Writing for Cycled Curriculum

That Alberta Education redefine directives for testing in order to allow all students to write the grade 6 and 9 Science and Social Studies provincial Achievement Tests during the year the cycled program of study is delivered, (Social Studies and Science), regardless of registered grade to better accommodate students in multi-grade classrooms. (Assessment)

11-2 Fair and Equitable Funding for Transportation (2017)

That Alberta Education provide adequate funding for transportation to all school districts to get students to school in a reasonable amount of time. (Student Transportation)

11-3 Technology Support for the 21st Century Learner

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

10-1 Accountability in all Provincially Funded Delivery Models of Education

That Alberta Education institute the same basic requirements for accountability in all provincially funded education models including the delivery of the provincially mandated curriculum.

That accountability for measures of student achievement in all provincially funded education delivery models specifically include the literacy and numeracy outcomes in the Mathematics and English Language Arts standardized tests.

(Accountability and Funding)

10-2 Fair and Equitable Funding

That Alberta Education, if considering future cuts to funding, maintain fair and equitable funding throughout the province to all school boards through equally based reductions determined by student population. (Accountability and Funding)

10-4 Sustainable Program Funding

That Alberta Education, in cooperation with school boards, work to implement a process that provides more sustainable and equitable program funding options for all schools by the 2013/2014 school year. (Accountability and Funding)

10-5 Funding for Pre-school Screening

That pre-school age screening programs provided for children by Alberta Health and Wellness and/or Alberta Education remain available to families throughout Alberta and further that the continuity of this funding does not result in reduced funding in other currently funded areas of education. (Learning Opportunities)

10-6 Elimination of School Fees (2017)

That Alberta Education revise the *School Act* to more clearly define a basic education as it is currently prescribed in Ministerial Order on Student Learning #0012013, an order to adopt or approve goals and standards applicable to the provision of education in Alberta.

That the revisions identify the provincial government as responsible for the funding of a basic education thus eliminating the ability of the Board to apply fees to costs associated with the provision of a basic education.

That Alberta Education make available to all authorities and school councils, any research that has been compiled pertaining to basic education delivery and school fees. (Accountability and Funding)

10-7 Prioritizing Funding

That Alberta Education first examine any cost savings that may be acquired through changes to provincial education system monitoring programs to keep potential cuts from affecting students in classrooms. (Accountability and Funding)

10-8 Weighting of Diploma Examinations (2017)

That Alberta Education include statistical data in its existing reporting measures that monitors the difference among teacher marks relative to students diploma examination marks to ensure there are not groups of students advantaged or disadvantaged by differences in teacher assessment standards. (Assessment)

10-9 Common Provincial Kindergarten Entry Age (2017)

That Alberta Education legislate a common kindergarten entry age cut-off date for all school authorities in Alberta for parents who choose to have their children attend kindergarten. (Learning Opportunities)

10-10 Timely provision of modular/portable classrooms to schools (Amended 2016)

That Alberta School Councils' Association call on the Alberta Infrastructure, Alberta Education and other relevant Government ministries to work with local School Boards to ensure that the processes for approval, funding and timely delivery of modular/portable classrooms guarantee that the portable/modular classroom units each district requires are in place and fully functional one week before first day of classes for students and that the processes and processes document are available on the Alberta Education website for access by all interested parties (Infrastructure)

09-2 School Safety and Oil and Gas Facility Development

That the Minister of Education, and other Ministers as appropriate take the steps necessary to ensure that a minimum five kilometer setback is required, and should be legislated for all new gas wells and related oil and gas facilities development around all Alberta schools, In the interests of safe and caring school environments.

The Alberta School Councils' Association will work with the Alberta School Boards Association and any other education partners with like policy on this issue to promote discussion with Government on expediting the development of this legislation. (Student Health and Safety)

09-6 Functional Formula for Utilization Rates (2017)

That Alberta Education and Alberta Infrastructure re-evaluate the formula for utilization rate based on the actual opportunity for use of functional teaching space, to be the same for all schools. (Infrastructure)

09-7 POM Funding Determined by Including Building Area as well as Student Enrolment (2017)

That the Minister of Education organize a review of Plant Operations and Maintenance Funding (POM) to explore the disparity caused by the current formula that emphasizes per pupil funding and minimizes the relationship between cost and floor area.

That the Minister establish a process for revising the current POM formula that better reflects the reality of operation and maintenance costs associated with area. (Infrastructure)

09-8 School Construction Budgets to include Landscaping and Grounds Funds (2017)

That Alberta Education and Alberta Infrastructure ensure that when all school construction and associated building is approved and budgeted, a separate budget should be established for the complete landscaping of lands surrounding school structures.

That criteria be established for landscaping all schools, such that every school receives at least the same minimum standard of completion. This ensures that students have clean, safe places to congregate and play.

That the basic landscaping budget must remain intact despite budgetary cuts or restrictions made to secure project funding. (Infrastructure)

09-9 One-Time School Facility Security Needs Funding

That Alberta Education provide funding to meet current construction standards through funding mechanisms that target facility security needs and yearly operating and maintenance budgets in recognition that school facilities need to be safe and secure. (Infrastructure)

08-1 Support for Outreach Schools

That Alberta Education provide stable and predictable school funding to cover infrastructure and maintenance renewal supports that will enable appropriate facilities for ongoing operations of outreach programs. (Accountability and Funding; Infrastructure)

08-2 Adequate Funding Model for High Schools (2017)

That Alberta Education work with all stakeholders to create an adequate per student funding model for high school students. This model needs to address the diverse needs of high school students throughout the province and prepare them to be able to pursue appropriate career paths after high school completion. (Accountability and Funding)

08-5 Personal Counselling Services (Revised 2014)

All students in the province should have guaranteed access to distinct qualified career, educational and personal counselling services thereby increasing all students' ability to learn and succeed. (Learning Opportunities)

08-6 Capital Project Approval Criteria (Revised 2014)

Parents and school councils, school jurisdictions and communities should have easy access to a clear and transparent process and firm criteria used to secure capital projects approval from both the Ministry of Education and the Ministry of Infrastructure. (Infrastructure)

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

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

08-8 Advancement in Technology Funding

That Alberta School Council Association request Alberta Education increase funding for the cost of advancement of technology in our schools. (Accountability and Funding)

08-10 Re-evaluation of Teaching Certification Necessary for Delivery of CTS Curriculum

That prior to the implementation of the revised CTS Program of Studies, Alberta Education in collaboration with Teacher Certification and Development explore and make recommendations regarding alternative teaching certifications for CTS program delivery. That these recommendations include but not be limited to:

- The need for supervision of a journeyman/expert by a certificated teacher for delivery of these programs
- If supervision is deemed necessary, the percentage of time required for supervision
- If supervision is deemed necessary, the number of journeymen/experts supervised by a certificated teacher at any given time

That the Minister of Education make the requisite changes with any regulations or ministerial orders related to these recommendations as soon as possible after the recommendations have been accepted.

That ASCA be involved in any opportunities to advise on these matters. (Curriculum; Teachers, Teaching, Teacher Training)

07-1 Front License Plate on Vehicles

That ASCA actively lobby the provincial government Ministry(ies) responsible to instate a requirement to display front license plates on all vehicles registered in the province of Alberta. (Student Health and Safety)

07-6 Support for Early Intervention Programs (2017)

That the Ministries of Education, Community and Social Services, Children's Services and Health as individual Ministries, and through the cross-sectoral work of Alberta initiatives and the Parent Link Centre Program, work with local service providers to ensure and fund a range of programs exist that will meet the early intervention needs of individual children, thereby providing them an opportunity for greater success in the K-12 system. (Learning Opportunities)

06-4 Support for Achievement Reporting to Parents in all Schools (Revised 2014)

Communication between parents and teachers and students about all aspects of student achievement is essential in a student centred learning environment. (Assessment; School Councils, School Community Parental Involvement)

05-1 Support for FNMI Students and Teachers (Revised 2017)

That the Government of Alberta provide sustainable and adequate funds for:

- Scholarships for FNMI students, to be made available particularly for those students in their first year of post-secondary institutions, and
- Appropriate incentives to encourage more FNMI students to become teachers, and
- FNMI personnel at Alberta post-secondary institutions to enable them to visit FNMI communities to publicize the education programs available to First Nations, Métis and Inuit People. (Teachers, Teaching, Teacher Training)

05-2 Funding for Playground Facilities

That Alberta Infrastructure fund basic playground development, maintenance, and equipment based on established criteria. School communities that want more than the basics would have to raise the necessary funds. (Infrastructure)

05-3 ECS/Kindergarten (Revised 2014)

Student attendance in ECS/Kindergarten programs should remain the choice of their parents/guardians. The Minister of Education should ensure that funding for ECS/Kindergarten and for transportation be provided within the funding framework. (Accountability and Funding; School Councils, School Community, Parental Involvement)

04-3 Core Essentials (2009, 2017)

That Alberta Education, in collaboration with ASCA and other provincial education partners, adopt a definition for 'essential instructional materials' for core courses.

That Alberta Education ensure no fees are charged to students for defined essential instructional materials required to complete core courses. (Curriculum; Accountability and Funding)

04-6 Accommodations on Provincial Achievement Tests

That Alberta Education immediately modify the Provincial Achievement Test Accommodations Regulations to allow students who do not currently qualify for Alberta Education coding but who have had modifications and adaptations to instructional and assessment strategies during the academic year, access to appropriate accommodations on the Provincial Achievement Tests. (Learning Opportunities; Assessment)

04-13 Timely Involvement of School Councils by School Boards (Revised 2014)

School boards should give school council representative(s) opportunities to provide advice on all matters related to schools at the school board committee level. (School Councils, School Community, Parental Involvement)

04-15 Recognition of School Completion/Opportunities for Post-Secondary Opportunities (2014)

That Alberta Education develop a means of formally recognizing students with special needs upon completion of their schooling, including criteria and standards for measuring outcomes.

That ASCA, Alberta Education, post-secondary institutions and education partners recognize the concept of lifelong learning applies equally to students with special needs, and the need for successful transition of students with special needs from High School to post-secondary education and to promote:

- the talents and abilities of special needs students;
- the development of positive career identities;
- access to career guidance that honours and respects student aspirations;
- opportunities for post-secondary and continuing education;
- access to information on planning and post-secondary options for parents and students. (Learning Opportunities)

03-2 Teachers Teaching Their Subject Specialties (2008)

That teachers be encouraged to specialize when in university.

That, when teachers are specialists in a particular subject area, they be assigned to teach that specialty, where possible, from Grades 7 to 12.

That Alberta Education, in consultation with all education partners, re-examine the educational benefits of employing specialists in the ECS to Grade 12 learning system.

That Alberta Education take action and clearly demonstrate the ways in which they are addressing the issue of scarcity of specialists. (Teachers, Teaching, Teacher Training)

03-3 Alternative Delivery of Teacher Preparation Programs (2008, 2014)

That Alberta Education expand current access to teacher preparation by working with Alberta universities to provide teacher preparation degree programming by alternative delivery.

That Alberta Education, in partnership with other education stakeholders, ensure that teacher preparation programs offered by alternative delivery maintain or exceed current standards of quality and that expectations for the practical or field experience component of teacher preparation (i.e. student teaching) are in no way compromised.

That Alberta Education modify its current restriction on certifying teachers who have earned their degree by alternate delivery to recognize those who complete an approved University program.

(Teachers, Teaching, Teacher Training)

03-7 Sharing Responsibility for Appropriate Use of Standardized Testing (2014)

That ASBA ensure that:

- When discussing results, language is used which acknowledges the shared responsibility of all partners with respect to appropriate use of Provincial Test results.
- Policies are in place to support a positive testing climate;
- PL opportunities (as requested below) exist for principals and teachers to achieve these goals; and
- When reviewing detailed reports on testing results, school boards consult with school councils, as part of their review process, to assist them in setting meaningful targets for improvement.

That CASS ensure that Superintendents:

- Provide PL opportunities to principals so that school climates develop where:
 - The testing experience is a collaborative effort combining good teaching and curriculum support with parental reassurance (team effort with each doing pieces);
 - Results are used as a professional growth tool with staff; and
 - Results are used at school council meetings in developing school improvement goals to be incorporated into the 3-year plans.

That ATA, AAC, Regional Consortia ensure that PL opportunities are available to teachers so that:

- They choose to develop classroom climates where the testing experience is a collaborative effort combining good teaching and curriculum support;
- Teachers find meaningful ways to incorporate results (learning and information) into their teacher professional growth plan; and
- Principals consult with school councils when reviewing testing results, as part of their review process, to assist them in setting meaningful targets for improvement.

That ASCA work in partnership with Alberta Education and other appropriate partners to develop and distribute a discussion guide to assist parents in engaging in a useful dialogue about their child's results during parent-teacher interviews, to formulate a student/parent/teacher team plan to enhance student learning (Assessment)

03-9 Field Trip Safety for Alberta Students (2014)

That ASCA and school councils actively promote and support the proper and timely use of current research and authoritative resources by parents, school staff and jurisdictional administrators, to strengthen the safety of off-site school activities.

That school councils advise their school district officials to utilize current research and authoritative resources to support district policy development and policy implementation. (Student Health and Safety; School Councils School Community Parental Involvement)

03-11 School Councils' Expanded Role in School Closures

That the School Act be amended to provide clarity and good process to ascertain meaningful involvement of all education partners;

That school councils must be involved in all considerations regarding school closure from the onset; and that alternatives to school closure must be explored by all education partners in a new collaborative decision-making process. (School Councils School Community Parental Involvement)

02-3 Responsibility of Meeting Children's Basic Needs for Learning (2007)

That the Minister of Children's Services deal with the issues of proper nutrition and proper clothing for children in the home so the children can come prepared to learn at school on a daily basis.

That, if it is determined that the school is the best place to deliver these services, the Ministries of Children's Services, Infrastructure and Learning make sure that the proper funding, staff and facilities are in place so the cost and work load is not downloaded to the school community and school staff. (Student Health and Safety)

02-4 School Nutrition Programs (2009, Revised 2014)

That the Ministers of Education, Human Services, and Health, make school nutrition programs eligible for funding, province-wide, in order to assist school jurisdictions to assist all students to meet their learning goals. (Student Health and Safety)

02-12 Input on Selection of Principal (2006, Revised 2014)

That the School Council Regulation be amended to include the requirement that school boards must give school councils the opportunity to provide input with respect to the selection of the principal by requiring them to create a profile that describes the strengths/qualities of the principal they wish hired, with orientation and support in carrying out that responsibility; and including a school council parent as a contributing part of the selection process, with orientation provided for the parent to carry out that responsibility. (School Councils School Community Parental Involvement)

02-13 Input on Selection of School Staff (2006, Revised 2014)

That the School Council Regulation be amended to include the requirement that school boards must give parents in the school community the opportunity to contribute to a profile with respect to selection of school staff by requiring them to create a profile that describes the strengths/qualities of the staff they wish hired, with orientation and support in carrying out that responsibility. (School Councils School Community Parental Involvement)

02-14 Teacher Quality – Standards & Evaluation (2006, 2014)

That the Minister of Education work in transparency with education partners to ensure that Teaching Quality Standards are being met consistently.

That Policy 2.1.5 "Accountability in Education, Teacher Growth, Supervision and Evaluation" be amended to include evaluation as a consistent and deliberate means to contribute towards teacher growth. (Teachers, Teaching, Teacher Training)

02-15 Textbook Fees and Workbooks (2009, 2014)

That Alberta Education ensure that students in the K-12 public education system cannot be charged a textbook rental fee, but may be charged a refundable textbook deposit fee.

That Alberta Education ensure that workbooks taking the place of textbooks, or workbooks that are required as a companion to a textbook, be provided at no cost to students in the K-12 public education system.

That Alberta Education pursue a course of action with school boards that ensures this change takes place. (Accountability and Funding)

01-3 Improved Standard Guidelines for Hiring School Bus Drivers

That Alberta Transportation and other stakeholders take steps towards improving and standardizing the provincial guidelines for hiring bus drivers. It must include but not be limited to such preventative measures as:

- Annual driver's abstract
- Criminal checks
- Random drug and alcohol testing
- Making mandatory the "School Bus Driver Improvement Program," in order to ensure our children's safety on all school buses in Alberta. (Transportation)

01-10 Funding for Early Intervention Programs at a Kindergarten Level

That Alberta Education provide full and sustainable funding for an Early Intervention Program in all Kindergarten classes in Alberta. (Learning Opportunities; Accountability and Funding)

01-11 School Libraries (2009, Revised 2014)

That the Minister of Education ensure the commitment to quality K-12 public education by providing designated support to school jurisdictions for ongoing development of integrated library programs/learning commons related to the currently mandated program of studies. (Curriculum)

01-14 Maintaining Educational Excellence & Equity in Small Rural Schools

That Alberta Education give more attention to the plight of small rural schools where a few teachers are attempting to deliver the core curriculum, electives, and extracurricular activities over a large number of grades.

That Alberta Education fund rural school districts adequately such that no schools should need to group more than two grades together for core subjects and no more than three Grades together for electives.

That Alberta Education acknowledge in a tangible way that, in order to provide an equitable and excellent education program, small rural schools require a larger grant per student than bigger urban schools. (Accountability and Funding)

00-10 Safe & Caring School Programs (2009)

That all schools must implement a safe and caring school program or a similar alternative that involves all stakeholders and is developed to suit the unique needs of the school community, drawing on the wide variety of available resources.

That each school's safe and caring school program be assessed annually by the school council and school community, and be updated accordingly. (Student Health and Safety)

00-11 Protocol and Prevention Strategies for High Risk Behaviour in Alberta Schools (2009)

That the Minister of Education develop or adopt a province-wide protocol for dealing with high risk behaviours in schools and provide school jurisdictions with access to provincially developed training in threat assessment in schools based on the province-wide protocol. (Student Health and Safety)

99-8 Reporting of Provincial Achievement Tests

That full cohort reporting not be considered mandatory in Provincial Achievement Tests. (Assessment)

99-20 Accountability Within Alternate Education (2006, 2014)

That the Minister of Education implement a measures policy which ensures that children have the opportunity to meet provincial learning outcomes and standards regardless of the method of schooling. (Assessment)

99-27 Teacher Preparation to Involve Families (2007, Revised 2014)

Provincial education partners including the Faculties of Education must ensure that all of Alberta's pre-service and beginning teachers have the knowledge, skills, and attitudes needed to build effective partnerships with families and communities to promote children's school success.

Teacher preparation programs should include a comprehensive framework for family involvement which focuses on the following content areas: (1) general family involvement, (2) general family knowledge, (3) home-school communication, (4) family involvement learning activities, (5) families supporting schools, (6) schools supporting families, and (7) families as change agents. (8)

In addition to these content areas more direct experiences with families and communities should also be included in this comprehensive framework for family involvement. (*Shartrand et al., 1997. New skills for new schools: Preparing teachers in family involvement, Harvard Family Research Project, Harvard Graduate School of Education, Cambridge, MA.*)

Provincial partner associations and regional consortia should ensure that professional development opportunities which reflect this comprehensive framework for family involvement be provided to enable practicing teachers to develop or enhance their family involvement practices to promote student success. Teachers at all stages of practice can recognize that family involvement in children's learning is a key focus area through their individual professional development growth plans. (Teachers, Teaching, Teacher Training)

98-7 Credit for Immersion/Bilingual Certificate

That Alberta Education issue an additional certificate to graduating Grade 12 students who have achieved a minimum of 30 credits through the Immersion/Bilingual route, of which 10 credits were earned in courses at the 30 level. This bilingual certificate would be written in their target language and English, and would acknowledge the Immersion/Bilingual experience. (Learning Opportunities)

94-2 Quality Public Education (2006, 2014)

That restructuring of the educational system in Alberta be based on educational goals rather than on economic considerations and that these educational goals adhere to the principle that the best possible public education should be made available to all Alberta children. (Accountability and Funding)

That post-secondary programs prepare all teachers for the integration of special needs students into regular classes. (Teachers, Teaching, Teacher Training)

94-6 Parental Role in Deciding Report Card Format (2007, 2014)

That the Minister of Education urge all school boards to require individual schools to work with the parents of the school in deciding the report card format (for that school) that delivers to the parents, clearly and precisely, the information they require to determine their child's effort, achievement and ranking in fulfilling the requirements of the Alberta Curriculum and the individual teacher's specific grade level academic expectations. (School Councils, School Community, Parental Involvement)

94-8 Funding of Evening and Summer Schools (2014)

That high school courses offered during the evening, summer etc. to students eligible for daytime funding by the Department of Education receive equitable funding to those offered between September and June. (Accountability and Funding)

93-2 Education of Special Needs Students (Amended 2006)

That the ASCA believes inclusion of special needs students will occur and that required support services will be provided to accommodate inclusion during the preparation of a students' IPP. The IPP should provide for the best solution for the student needs, based on consideration of all possibilities and constraints. (Learning Opportunities)

85-1 Children in Isolated Areas (1989, 1993, 2009)

That the provincial government continue to provide adequate assistance for education of children in isolated areas. (Accountability and Funding)

79-1 Research on Students (1980, 1985, 1989, Amended 1993, 2006)

That our right as parents is to be informed and aware of any school based research or experimentation which involves our children as subjects of the experiment and parents have the right to opt out their children. (Assessment)

74-2 Origin of Life (1980, 1985, 1989, 1993)

We support the stand of the Alberta school boards Association (ASBA) in encouraging all member boards to provide in the curriculum—where the origin of life is involved—equal opportunity for study of scientific theory, creation and evolution. (Curriculum)