



## Resolutions Preview 2012

Dear Alberta School Councils' Association Members,

The ASCA's provincial advocacy efforts are informed and shaped by the resolutions that parents on school councils bring forward, debate, and pass into policy each year at the ASCA Annual General Meeting.

### **Step 1:**

Parents of members school councils draft and submit issue resolution ideas and explanations to the ASCA provincial office. (Draft resolutions may be submitted to the office any time from the first call for resolutions that is issued at the close of one AGM, up to the submission deadline date for the upcoming AGM, which was December 14, 2011.)

### **Step 2:**

Using this Resolutions Preview document, parents, through member school councils may review and provide input to the sponsors of the proposed draft issue resolutions. (The Preview will also be available on our website at [www.albertaschoolcouncils.ca](http://www.albertaschoolcouncils.ca) so more of your parent community can review it if they wish.)

### **Step 3:**

Further drafts, of the issue resolutions, that may reflect member input, will be returned to your council in March as part of the complete AGM package, so your school council parent members can decide how to advise your AGM delegate how to vote on your behalf. Either at the AGM or via proxy.

Please take time to review this year's attached Preview. The comments and/or questions of clarification your council parents may have about the proposed resolutions should be **forwarded directly to the sponsoring council contact**. Your input/questions/comments will be considered by the sponsors with respect to their next drafts.

**All input must be sent to sponsors by February 17th, 2012.** Email sponsors using the addresses provided on the Summary Table.

ASCA thanks you for your valuable participation in the policy setting process.

**Summary Table**  
**First draft proposed issue resolutions 2012 ASCA AGM**

#	Title	Sponsoring Councils	Email Use these email addresses to contact the issue resolution sponsors with your council's questions and feedback on the draft proposed issue resolutions.
P12-01	Mandated Distribution of School Council Materials	Evergreen School Council	<a href="mailto:labanack@ccinet.ab.ca">labanack@ccinet.ab.ca</a>
P12-02	Rolling the Flexibility Project out to all Students	Peace Wapiti Academy and Harry Balfour School Councils	<a href="mailto:polar33@telus.net">polar33@telus.net</a>
P12-03	Single Enrollment Birth date across the Province of Alberta	Pembina Hills COSO	<a href="mailto:vanderson@adlc.ca">vanderson@adlc.ca</a>
P12-04	High Risk Bus Stop Awareness and Signage	Parkland COSC	<a href="mailto:rhondaschumm@xplornet.com">rhondaschumm@xplornet.com</a>
P12-05	CTS Career Pathways	Horizon COSC	<a href="mailto:wnoable@shockware.com">wnoable@shockware.com</a>
P12-06	Scheduling of Provincial Achievement Tests	Granum School Council	<a href="mailto:kate.ellis@shaw.ca">kate.ellis@shaw.ca</a>
P12-07	Assessment Measures of 21 <sup>st</sup> Century Student Success	Glenbow Elementary School Council	<a href="mailto:michellepitman@shaw.ca">michellepitman@shaw.ca</a>

**RESOURCES**

Your council may wish to further investigate the information provided by the issue resolution sponsors through the following links. It may be necessary to review more than one link per resolution.

Please feel free to contact the ASCA office with any questions about the references provided.

**Please contact the issue resolution sponsor directly with your council's questions or comments.**

Education Legislation links (Guide to Education, School Act, etc)

<http://www.education.alberta.ca/department/policy.aspx>

<http://www.education.alberta.ca/admin/resources/guidetoed.aspx>

2011-12 Funding Manual and Education Funding in Alberta Booklet

<http://www.education.alberta.ca/admin/funding/manual.aspx>

<http://www.education.alberta.ca/media/6623891/education%20funding%20in%20alberta%202011-2012.pdf>

Standardized Testing Program – Diploma Exams and Provincial Achievement Tests and Alberta Student Assessment Study

<http://www.education.alberta.ca/admin/testing.aspx>

<http://www.education.alberta.ca/media/1165612/albertaassessmentstudyfinalreport.pdf>

Education Act and Engage Initiative

<http://ideas.education.alberta.ca/engage/current-initiatives/education-act-getting-it-right>

Curriculum Redesign Project and Programs of Study and Locally Developed Courses Review

<http://education.alberta.ca/department/ipr/curriculum.aspx>

<http://www.education.alberta.ca/teachers/program.aspx>

<http://education.alberta.ca/department/ipr/lcdr.aspx>

ASCA Current Policy Statements - <http://www.albertaschoolcouncils.ca/?page=Policy>

## P12-01 Mandated Distribution of School Council Materials

Sponsored by: Evergreen School Council

Contact: [labanack@ccinet.ab.ca](mailto:labanack@ccinet.ab.ca) Lyle Banack

Issue Background: Currently school councils have no legislative authority to communicate directly with parents through the school system. Principals are encouraged to work in cooperation with the School Councils but have no responsibility to forward information from school councils to parents. Some schools have denied their school Council's request to forward to the parents information and/or surveys that the school council feels are necessary to fulfill its mandate. School councils must then take other measures to distribute their information, which can be time consuming, costly and confrontational. This is not a productive use of resources.

BECAUSE all schools should be open and accountable,  
BECAUSE school councils are a primary link between parents and the school system,  
BECAUSE the Department of Education and the Minister of Education promote the engagement of parents in the Education system,  
BECAUSE School Boards and their Trustees promote and encourage the involvement of parents in their children's education,  
BECAUSE school administration and Division administration encourage parents to participate in the education of their children,  
BECAUSE teachers encourage all parents to be involved with the school;

**WE REQUEST** that the Minister enact a regulation (in the School Act and the new Education Act) to mandate that all schools, at the request of their school council, forward all requested information to the parents of each child in the school.

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Questions and Notes from our council to the sponsoring council:

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## P12-02 Rolling the Flexibility Project out to all Students

Sponsored by: Peace Wapiti Academy and Harry Balfour School Councils

Contact: [polar33@telus.net](mailto:polar33@telus.net) Cindy Webb

Issue Background: The High School Flexibility Project is a pilot project involving 16 high schools that is intended to re-think the delivery of course material. Part of this involves removing the 25 hour per credit requirement (CEU) to allow flexibility in the time required for a student to achieve a high school diploma.

Participating schools have incorporated many strategies that meet the local needs of their communities. However, there are key areas of focus that have been guiding the work of many of the participating schools. Among these areas of focus are:

1. Flex block – a block of time in the school day or school week when students have the opportunity to make decisions to guide their learning in areas of need or interest.
2. Credit recovery – an opportunity for students to continue their progress in a particular course beyond the scheduled semester, rather than awarding them a failing grade and having them retake the course.
3. Teacher advisory – each teacher in the school takes on a role outside any subject content responsibility. The teacher-advisor role is one of guide, counselor and facilitator to a small group of students' entire school program.
4. Interdisciplinary and project-based coursework – many participating schools are redesigning curricula to enhance student engagement by combining outcomes from several programs and assessing progress through project-based activities.

<http://ideas.education.alberta.ca/hsc/current-projects/flexibility-enhancement-pilot>

BECAUSE this enables students to become more self directed

BECAUSE this enables students to personalize their learning

BECAUSE assessment of student learning is more focused on mastery of outcomes rather than measuring content acquisition

BECAUSE it is important to give students opportunities for learning in line with the 21<sup>st</sup> century

BECAUSE it is important to develop methods for supporting student learning by providing different models of learning while maintaining the rigor of classroom instruction

BECAUSE it is more important to be more focused on meeting the individual needs of students rather than planning programs that 'aim for the middle'

**WE REQUEST** that the 25 hour per credit requirement for Alberta High Schools be removed

**WE FURTHER REQUEST** that the Flexibility Project be continued in order to investigate the goals this project in K-9 settings.

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Questions and Notes from our council to the sponsoring council:

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## P12-03 **Single enrollment birth date across the province of Alberta**

Sponsored by: Pembina Hills Council of School Councils

Contact: [vanderson@adlc.ca](mailto:vanderson@adlc.ca) Vickie Anderson

Issue Background: With a single enrollment birth date instituted across the province, students moving from one division to another are offered a seamless transition into a new class, with no concern that their birth date falls into a grey area between divisions. A standardized curriculum is used to ensure students are getting the same standard of education no matter where they live. The same standard is needed when addressing the starting birth date for students.

At the current time some divisions base their enrollments on birth dates occurring before December 31<sup>st</sup>, while others use March 1<sup>st</sup>. A standardized entry age date would stop some school divisions from using their enrollment birth date as an opportunity to attract students that may otherwise attend school in a different division.

**WE REQUEST** that Alberta Education institute a province wide single entry birth date for students enrolling in Kindergarten.

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Questions and Notes from our council to the sponsoring council:

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## P12-04 High Risk Bus Stop Awareness and Signage

Sponsored by: Parkland School Division Council of School Councils on behalf of Keephills School

Contact: [rhondaschumm@xplor.net](mailto:rhondaschumm@xplor.net) Rhonda Schumm

Issue Background: In Parkland school division, we have a school bus stop that is located on a secondary highway. It is a road used by a large number of heavy haulers and other traffic. Due to geography, the stop is over a hill and vehicles cannot see a bus when it is stopped there until they are dangerously close. Various options have been explored by the school board to alleviate the problem including a portable, solar powered, bus driver activated sign that was placed at the side of the road. This sign had to be removed as it was not universally recognized and therefore could pose a greater risk if some people abided by the sign and others did not. Throughout the province there are bus stop locations in both rural and urban settings that require greater care and attention due to geography, the placement of the road, weather patterns, etc. It is our desire to have portable, universally recognized signage developed and made available to school boards for stops that put students at greater risk.

BECAUSE the community, parents, school councils, school boards, The Department of Education and The Department of Transportation have a mandate to ensure safe transportation to and from their schools for Alberta school students.

BECAUSE some drop off and pick up sites have increased traffic volume and/or increased heavy-hauler truck traffic.

BECAUSE some school bus stops cannot be relocated for greater safety.

BECAUSE some school bus stops present higher risk due to geography, weather patterns and road placement that may cause reduced or obstructed visibility.

BECAUSE technology presently exists for portable, solar-powered, time-limited, bus driver activated warning lights.

**WE REQUEST 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.

**WE FURTHER REQUEST** 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.

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Questions and Notes from our council to the sponsoring council:

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## P12-05 CTS Career Pathways

Sponsored by: Horizon School Division No. 67 Council of School Councils

Contact: [wnoble@shockware.com](mailto:w noble@shockware.com) Wendy Noble

Issue Background: Over the past few years a number of high school CTS (Career and Technology Studies) career pathway projects have met with measurable student success. These projects have been given a variety of titles such as dual credit credential programs, pathway and mentorship programs, and career and technology studies routes. Success of the projects has been dependent on one-time project funding from a variety of sources such as Alberta Education and Health pilot projects, Rural Alberta Development Fund, and Careers: the Next Generation. When funding for these pilot projects end, they do not continue to benefit students or serve as a model for the rest of the province because there is not a sustainable system of funding for ongoing delivery. Examples of credentialed CTS pathways that have been developed and offered through special projects or grants include Health Care Aid, Sports Medicine, Child Care Aid, Oil & Gas Production Field Operator, Power Line Technician, 4<sup>th</sup> Class Power Engineering Mentorship Program, Interior Design Technology, and Wind Power Technician.

The barrier to sustainability is the rigid funding structures that leave no room for flexibility when the K-12 system and post-secondary system collaborate to create the credentialed pathways that the CTS program is designed to facilitate. The models of high school CEU funding (credit enrolment unit) and post-secondary program funding do not align to accommodate funding of students as they move through a program of this nature. Breaking the barriers of funding structures for these programs does not mean an overall cost increases for the province. Rather than being conceived as an increased financial cost, it should be examined as a long-term cost saving initiative that contributes to building a skilled work force while keeping students in high school. Rather than students having to duplicate courses when they reach post-secondary, they can leave high school with a credential that allows them to enter the skilled workforce directly from high school or enroll in a post-secondary program that builds on, rather than duplicates, the credit. For example, if a student completes the credential for a health care aid in high school, they can either enter the workforce with the credential or enter post-secondary at a higher level (LPN or nursing program).

### Example:

A Health Pathways Project piloted by a jurisdiction offered three pathways: Sports Medicine, Child Care Aid, and Health Care Aid.

All three pathways had 5 one credit high school CTS courses that were common (Health and Wellness Fundamentals, Nutrition, Infection and Immunity 1 and 2, and First Aid). These were offered in one semester. The second semester, the high school CTS courses are more specialized (eg. for health care aid, the courses include musculoskeletal system, digestive system, Health Care 1, 2, and 3). The third semester is also specialized. All the credentialed pathways need to involve the post-secondary institution instructors for the practicum supervision and some of the specialized course delivery. When the pilot project money is removed, there is not any funding to support this. Breaking down the barriers of funding would be as simple as funding the courses the students are taking, regardless of which institution delivers the program.

BECAUSE Expanded opportunities for students to explore CTS pathways in high school while earning credits toward a post-secondary credentialed pathway is possible if Alberta Education and Advanced Education work together to develop a structure of funding.

BECAUSE Alberta Education has worked for three years through *Inspiring Education*, the *Transformation Agenda* (including *Action on Curriculum*), the *High School Completion Project*, Bill 18 (proposed *Education Act*), and more recently, *Our Children, Our Future: Getting it Right*, to establish a student-

centered education system that has a more responsive and flexible approach to delivery of programs. If Alberta Education is truly interested in turning transformation ideas into action, creating a sustainable CTS Career Pathway model allows opportunity for choice in exploring directions at the high school level

**WE REQUEST** that the Ministry of Alberta Education collaborate with the Ministry of Advanced Education and Technology 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.

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Questions and Notes from our council to the sponsoring council:

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## P12-06 Scheduling of Provincial Achievement Tests

Sponsored by: Granum School Council

Contact: [kate.ellis@shaw.ca](mailto:kate.ellis@shaw.ca) Kate Ellis

BECAUSE by the third week of June most students are no longer concerned about testing, especially the Grade nine students who are more concerned about grad ceremonies and summer holidays,  
BECAUSE getting accurate results means testing the students when they are not distracted by the end of another year,

BECAUSE most students know these tests are not important to their marks, and they would rather rush through to get out into the sunshine;

**WE REQUEST** that Alberta Education reschedule the Provincial Achievement Tests to begin in early June.

**WE FURTHER REQUEST** that Alberta Education move to a 'sampling' type testing model that would require less allotted testing time.

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Questions and Notes from our council to the sponsoring council:

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## P12-07 Assessment Measures of 21<sup>st</sup> Century Student Success

Sponsored by: Glenbow Elementary School Council  
Contact: [Michellepitman@shaw.ca](mailto:Michellepitman@shaw.ca) Michelle Pitman

Issue background: In our culture we have come to 'value what is measured' which in Alberta is the Provincial Achievement Results and Diploma Results. The multiple choice standardized testing currently conducted in Alberta schools as the main measure of the Accountability Pillar Online Reporting Initiative (APORI) is only one method of tracking student learning. The scope of the content measured is very narrow and not truly reflective of the complex concepts children are learning.

BECAUSE there is a paradigm shift happening in Alberta with our transforming educational goals for the 21<sup>st</sup> century learner

BECAUSE the Alberta Government has identified the following 21<sup>st</sup> century skills as essential competencies of an educated Albertan: critical thinking, problem solving, creativity, innovation, social responsibility, cultural and global awareness, communication, digital literacy, life-long learning, self-direction, personal management, collaboration, leadership

BECAUSE these essential skills are all very difficult to capture on a multiple-choice test there is a need to implement new ways to measure the 21<sup>st</sup> century skills we are striving to foster in our schools

BECAUSE we need to measure what we value rather than valuing what is measured

BECAUSE we must give our students every opportunity to be judged on what they know-allowing them ongoing, meaningful, consistent and accurate evaluation using different means of demonstrating understanding of the curriculum

**WE REQUEST** 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 of the 21<sup>st</sup> century learner.

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Questions and Notes from our council to the sponsoring council:

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