



**PLEASE
READ**



6 Things to Know About Proposed {Advocacy, Administrative, or Special} Resolutions:

- 1) Any proposed resolution (motion) **belongs to the Sponsor** until it is moved and seconded at the Annual General Meeting (AGM).
- 2) ASCA Member School Councils are **strongly encouraged to contact the sponsor** of any proposed resolution, **at any time before the AGM**, to ask questions, discuss concerns, or suggest changes/amendments.
- 3) Sponsors are strongly encouraged to respectfully **respond in a timely manner** and are not required to implement any suggestions.
- 4) Sponsors **may change** (amend) their proposed resolution, **or withdraw** it, at any time before it is moved and seconded at the Annual General Meeting.
- 5) ASCA will strive to notify its Member School Councils as soon as possible of any known changes to any published proposed resolutions.
- 6) It is the responsibility of any ASCA Member School Council to frequently check the ASCA AGM Meeting Documents webpage for new items, revised items, or new information that should be shared and discussed, relevant to the AGM.

<https://www.albertaschoolcouncils.ca/about/annual-general-meeting/meeting-documents-2026>

Thank you! Please proceed.



For Member Review, in advance of the ASCA Annual General Meeting (AGM).

ASCA Member School Councils participate in the policy setting process of the Association by reviewing the ***Proposed Advocacy and Administrative Resolutions*** submitted for consideration (discussion and voting on) at the AGM. In addition, ***Special Resolutions*** proposing changes to ASCA Bylaws, when required, must be approved by ASCA Member School Councils. There are no Special Resolutions being considered for the 2026 AGM.

To prepare for the AGM efficiently, ASCA is asking school council members to review and discuss, determining their support or disapproval of the resolutions proposed. *ASCA Member School Councils are **strongly encouraged to contact the sponsor** of any proposed resolution, **at any time before the AGM**, to ask questions, discuss concerns, or suggest changes/amendments.*

Ten (10) ***Proposed Advocacy Resolutions (PARs)*** were submitted by Member School Councils and the ASCA Board of Directors in [SECTION I](#).

Three (3) ***Administrative Resolutions*** are provided in [SECTION II](#) for Member School Council review and discussion to determine how their parent delegate will vote on them at the AGM.

Thank you for your efforts in this important piece of policy development and direction setting for the ASCA, and for your participation in your opportunity to make a difference in public education.

Related information:

[ASCA Advocacy Overview](#)

[Types of Resolutions](#)

[AGM Meeting Planning and Preparation](#)



SECTION I: Proposed Advocacy Resolutions for Member Review

Please review and discuss with your school council members and determine support (yes) or disapproval (no) for the following ten (10) Proposed Advocacy Resolutions (PARs), to provide voting directions to your parent voting delegate attending the AGM.

*Note – if additional information or clarification is required – **please contact the sponsor(s) of the resolution prior to the AGM** by email as provided. Resources/references are indicated as applicable.*

Member School Council and ASCA Board Proposed Advocacy Resolutions for the 2026 ASCA AGM

#	Title	Sponsor School Council(s) / ASCA	Contact
<u>P26-01</u>	Single Curriculum Math Instructor for All Students	St. Thomas Aquinas	Jen Stenhouse stthomasaquinasschoolcouncil@gmail.com
<u>P26-02</u>	Mandatory Public Reporting for Public Schools	Fish Creek Elementary	Susanne Calabrese susannemcguinness@gmail.com
<u>P26-03</u>	Limiting TV and Entertainment Media in K-6 Classrooms	Bashaw	Alyssa Bergstrom bashawschoolcouncil@gmail.com
<u>P26-04</u>	Sufficient and Dedicated Seated Lunch Times	Bridlewood	Stacey Jugdev bridlewoodschoolcouncil@gmail.com
<u>P26-05</u>	Restoration of PUF Funding for Three (3) Years	Heritage Hills Elementary	Katie Castle fahhe.treasurer@gmail.com
<u>P26-06</u>	School Divisions to Receive 100% of GST Back	École Routhier / Georges P. Vanier Joint	Tara Lea rtacres@iwantwireless.ca
<u>P26-07</u>	Class Size and Classroom Complexity Standards	Collingwood & Windsong Heights	Amy Wood amywoodsings@gmail.com Gillian Greene gkdarragh@gmail.com
<u>P26-08</u>	Establish Provincial Minimum Support Staff Ratios for Students with High and Complex Needs	Windsong Heights	Gillian Greene gkdarragh@gmail.com
<u>P26-09</u>	Sustaining the Right to Inclusion and Meaningful Access to Education for Disabled Students	Ross Shepherd	Rosemarie Jordan rsshoolcouncil@gmail.com
<u>P26-10</u>	Protecting Consultation and Democratic Accountability in Education Policy and Legislation	ASCA Board of Directors	Dr. Edward Tse, Director Edward.Tse@albertaschoolcouncils.ca



P26-01

Single Curriculum Math Instruction for All Students

Sponsor: St. Thomas Aquinas School Council

Contact: Jen Stenhouse stthomasaquinasschoolcouncil@gmail.com

Issue:

Students are moving back and forth between two separate math curricula and are not receiving consistent and appropriately sequenced instruction. Students need to complete their education under a unified and consistent math curriculum to eliminate gaps and ensure success year after year. These transitions will become even more challenging for students when the new Grade 10-12 curriculum is introduced if continuity of instruction is not ensured.

Background:

Students currently in Grades 6 and 7 have been, and will be, shifted between the previous and new math curriculum multiple times. Students in Grades 6 and 7 deserve to receive consistent math instruction without transitioning between curricula, completing their education under one consistent curriculum. Students outside of these grades may also be affected by curriculum shifts once the timeline for the new Grade 10-12 math curriculum is finalized.

(P26-01) Recommendation:

That the Alberta School Councils' Association (ASCA) advocate to the Ministry of Education to ensure all students receive math instruction under one, consistent math curriculum over the course of their education. If any student reverts to the previous math curriculum during their learning, they should complete their learning through Grade 12 under that curriculum.

P26-02

Mandatory Public Reporting for Public Schools

Sponsor: Fish Creek Elementary School Council

Contact: Susanne Calabrese susannemcguinness@gmail.com

Issue:

Awareness and visibility are the key to any successful enterprise – yet we do not have accurate numbers on how our public schools are functioning in Alberta. Public education is key to a functioning democracy – but so is public disclosure, which has been sorely lacking for Alberta schools.

The lack of reporting in key metrics affecting our children's education was highlighted during the Teachers' strike in October 2025. During the strike, the lack of standardized school reporting on basic facts like classroom size exacerbated issues by obscuring the true extent of oversized classes and complex student needs. It highlighted the massive gap between government perception and school reality for teachers and our children. It created confusion in the public, teachers, unions, government - and even for our Premier.

The fact remains that we do not know basic information about how our schools are functioning in Alberta. It's very difficult – and sometimes just impossible - to locate quality data for individual schools that is not aggregated for an entire school district, very out-of-date (i.e. more than 6 years old), or just not publicly reported at all. For example, we do not know the resources or funding an individual school receives or what the formulas are for determining school statistics. We need quality data for accountability and transparency in the public education of our children.

The Government of Alberta has recently stated they will return to collecting and publicly releasing some of this data for next year, including annual data on class size and classroom complexity (like student needs and support staff) in early 2026 – admitting in many public statements that they did not know the extent of the problems after halting collection of class size data in 2019 and, according to the CBC, stopping funding that was aimed at keeping classes smaller for younger students. ASCA should advocate for more detailed information on how our children



are doing and make collection of data one of the foundational points that we advocate for. It also cannot be a one-time collection, but should be expanded and continued every year. This should be on an individual school basis, not just for each school district. It also should be done by a third-party so that we ensure the numbers accurately reflect the state of our schools and the data collection is done correctly.

Parents, teachers, administrators and law makers need quality data to make good decisions in the best interests of our children. Decisions on how to improve our schools and determinations of what is failing should be based on evidence, which is currently lacking.

To begin to ameliorate the issues caused by lack of public knowledge and misinformation, we recommend that each school board be required to publicly report the core numbers of how our public schools are functioning, as stated below in our Recommendation.

Background:

When our School Council talks to parents, lawmakers, and administrators, we get different pictures of how our schools are doing, based on their perception and not on evidence. Anecdotes and stories are not how we should make decisions about our children's future.

In our view, we have an amazing school with dedicated teachers and staff, but it is cracking under the pressures of lack of funding – and our children are suffering. We have had huge classes sizes in some grades – over 34+ children, where historically we have had less than 25 in those grades. There is no funding for students who have IPP plans to have their complex learning needs addressed by teaching professionals with expertise in mental health, gifted learning, special needs, arts, or science. We have very few education assistants, not even one for each classroom. Classroom teachers are under tremendous strain and do not have the capacity to address these gaps left by lack of funding. The funding we do have is not predictable and sustainable, with issues sometimes patched with temporary grant funding instead of long-term solutions, so that our administrators cannot plan for staffing in an intentional way. **We should have the data that shows what's actually happening in our schools.**

The extent of how our public school is in jeopardy and decline - a place that is well-loved and is in a caring, dedicated community - is not well known to the general community. We understand that similar situations are happening all over the province and parents deserve to know the full story of how each public school is functioning. Data on our school does not necessarily accurately reflect reality and may not as collected under the Government of Alberta's current plan as well. As an example, in certain calculations, the principal, the assistant principal and any specialist teachers (in our school a music and a newly hired PE teacher), are included in class size ratios. If that were applied to our school, then four extra teachers would be counted in the calculation, which would not be an accurate representation of our current reality for class sizes. We need accurate data and transparency on what is happening in our schools.

Public Disclosure is essential for a functioning democracy. As stated by the trial court of this province, public disclosure serves an essential democratic function. **"Every Albertan is entitled to a broad right of access to the records of their government. This is an essential pillar of a functional democracy."** *Alberta Energy v Alberta (Information and Privacy Commissioner)*, 2024 ABKB 198 (CanLII), <https://canlii.ca/t/k40m7>, para 79. Here, the Ministry of Education must do more to inform parents about the state of public education and the environment that their children are placed in every day. There are few things more important to the parents of Fish Creek Elementary School than the health and well-being of their children.

The Teacher's Strike in October highlighted how important it is to have good quality data on how our children are doing. The disturbing lack of data is unacceptable and should be adequately addressed – not just through a one-time, limited fix. See Robson Fletcher, *Alberta stopped tracking class sizes. Then it changed its funding formula. Now, it's a teachers' strike issue*, CBC, October 9, 2025 <https://www.cbc.ca/news/canada/calgary/alberta-teacher-strike-funding-formula-class-size-data-9.6932618>

Of note, other provinces require school divisions to track this information. The Manitoba government requires divisions to monitor kindergarten to Grade 8 class sizes and publish them. British Columbia, which has legally enforced class-size caps, requires school districts to submit class size and complexity data yearly by Oct. 31 and publishes the data online. The Ontario government also has legal class limits. See Janet French, *Alberta*



government restoring yearly class size and complexity tracking in wake of teacher strike, CBC, Oct 31, 2025
<https://www.cbc.ca/news/canada/edmonton/alberta-government-class-size-complexity-data-9.6962778>

We call on the Minister of Education to show the numbers *every year* and fund adequate reporting on the entire state of our public schools. If everything is really okay with our schools, let's see the evidence. Let's make evidence-based decisions. Public disclosure is at the heart of any functioning democracy - and Alberta has been lagging behind.

(P26-02) Recommendation:

That the Alberta School Councils' Association (ASCA) advocate to the Minister of Education to:

1. Mandate that annual data related to all schools within Alberta public school boards be publicly reported, as soon as possible upon completion of the school year, including for each school:
 - i. Funding calculations, including how amounts are determined and why;
 - ii. Staffing levels by role, including specialist teachers;
 - iii. Average years of teacher experience;
 - iv. Student enrollment totals, including the number of students with Individualize Program Plans (IPP) and any associated complex-needs resources;
 - v. Average class sizes by grade, based on student counts and dedicated classroom teachers (excluding administration and specialist teachers);
 - vi. Student access to technology, expressed as a device-to-student ratio; and
 - vii. Age and most recent year of purchase of teaching materials and furnishings, including core subject textbooks, music instruments, and classroom desks and chairs.
 2. Ensure funding for this report is provided by the Ministry of Education, separate from current division allocations, to avoid additional burdens on schools.
 3. Commission an independent third-party consultant to collect and analyze the data, publish the results on a publicly accessible website, and notify all parents with children in Alberta public schools of its availability no later than 6 months after the completion of that school year, each and every year.
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P26-03

Limiting TV and Entertainment Media in K-6 Classrooms (during snack and lunch periods)

Sponsor: Bashaw School Council

Contact: Alyssa Bergstrom bashawschoolcouncil@gmail.com

Issue:

There is currently inconsistent use of TV shows and entertainment-based video content in classrooms from Kindergarten to Grade 6 during regular school hours. In some cases, full-length TV episodes or non-curricular media are being shown during class time. This reduces instructional hours, creates variability in learning environments, and may not align with curriculum-based educational outcomes. Parents have expressed concern that class time should focus primarily on learning activities rather than entertainment media.

Background:

ASCA member school councils have raised concerns about the instructional value of using TV shows during classroom time. Younger students may be particularly vulnerable to passive screen time, which research indicates can affect attention, learning engagement, and routine consistency. Although digital resources can support curriculum when used intentionally, entertainment-based shows do not typically serve an instructional purpose and can displace active learning.

Current provincial or school division guidelines do not clearly define limits regarding non-curricular media use in classrooms. As a result, practices vary widely between schools and individual teachers. Establishing clearer expectations would support consistent educational practices, maximize learning time, and provide transparency for parents.



(P26-03) Recommendation:

That the Alberta School Councils' Association (ASCA) advocate to the Minister of Education and school division stakeholders for consistent, province-wide standards limiting the use of non-curricular TV media during snack and lunch periods in K–6 classrooms.

P26-04

Sufficient and Dedicated Seated Lunch Times (to eat lunch to increase wellness and school performance)

Sponsor: Bridlewood School Council

Contact: Stacey Jugdev bridlewoodschoolcouncil@gmail.com

Issue:

Currently, the lunch times in many schools are too short to provide adequate time for eating, transition times, and activity time for neurotypical students and are extremely short for neurodivergent students. In most cases students are not getting the minimum 20 minutes of seated lunch time that is recommended by the CDC. (The CDC or Center for Disease Control and Prevention is an American science-based and data-driven organization that protects the public's health.) Seated lunch times refers to the time the student is in a chair eating. It separates out all the other tasks that also happen, like washing hands, using the restroom, activity time, getting dressed for outside, etc. **All of these tasks also need adequate time.**

Background:

School administration needed to balance the demands from Alberta Education with the instructional hours and the limitations from the busing schedule which required shortening historically longer lunch break times. The new bus schedule demands have eroded the time for lunch, a necessary time for health and wellness which is a fundamental right for each and every child. Studies show that longer lunch breaks lead to healthier food consumption, more food eaten which helps students pay attention in the afternoon, and breaks also enable time for a movement break which is crucial for the child both physically, socially and their mental wellness. Learning does not occur when children are hungry and basic human needs are not fulfilled. All students are negatively impacted but the most vulnerable, the younger and neurodivergent students, are the most negatively impacted by short lunches.

The below link is the CDC recommendations for seated lunch times.

<https://www.cdc.gov/school-nutrition/school-meals/time-for-lunch.html>

(P26-04) Recommendation:

That the Alberta School Councils' Association (ASCA) advocate to the Minister of Education for a Health and Wellness Policy that protects both seated lunch time and total lunch time in order to promote student wellness and performance.

P26-05

Restoration of PUF Funding for Three (3) Years

Sponsor: Heritage Hills Elementary School Council

Contact: Katie Castle fahhe.treasurer@gmail.com

Issue:

In 2020 the budget for Program Unit Funding was cut by 80%. The biggest impact of this cut was on kindergarten learners in public schools. Five years later the public school systems are seeing the effects of years of students who were denied early intervention in their kindergarten year, and have fallen further and further behind. I propose that more advocacy take place to restore PUF to it's original funding levels and to the 3 year model rather



than the 2 years of access it is currently at.

Background:

Early intervention for speech, behavioural, and social emotional challenges is the most effective way of preventing and/or reducing future challenges for students in classrooms. This also makes it the most fiscally responsible way of handling “classroom complexity” since many children who receive the support they need in kindergarten will no longer need costly intervention for their learning later on.

Additionally, removing the 3rd year of PUF has resulted in many kindergarten age children not receiving the support at all, since not all children go to preschool and kindergarten is the first time they have been seen and assessed by a learning professional.

(P26-05) Recommendation(s):

That the Alberta School Councils’ Association (ASCA) advocate to the Minister of Education for the restoration of Program Unit Funding (PUF) to its pre-2020 amount, and to restore the 3 years of access for public school attendees.

And, if adopted:

That Alberta School Councils’ Association **Advocacy Policy 21-03** be amended to read:

That the Alberta School Councils’ Association (ASCA) advocate to the Minister of Education **for the restoration of Program Unit Funding (PUF) to its pre-2020 amount, to restore the 3 years of access for public school attendees, and** restore PUF Funding for Early Intervention Programs for all mild, moderate, and severely impacted children ages 2.5-7.5.

P26-06

School Divisions to Received 100% of GST Back

Sponsor: École Routhier / Georges P. Vanier Joint School Council

Contact: Tara Lea rtacres@iwantwireless.ca

Issue:

The difference in Goods and Services Tax (GST) rebates stems from **federal legislation that classifies school boards and municipalities differently** for tax purposes. Municipalities are designated to receive a 100% rebate, while school boards are entitled to a 68% rebate under the federal **Excise Tax Act**.

Background:

Key Reasons for the Discrepancy

- **Federal Legislation:** The core of the issue is the federal government's framework, which defines municipalities as eligible for a full (100%) rebate of the GST paid on their non-taxable activities. School boards, classified as "school authorities," are eligible for a different rate, which is currently 68%.
- **"Tax on Tax" Argument:** The Canadian School Boards Association and other advocacy groups argue that the current system effectively creates a "tax on tax". School boards are funded primarily through provincial government grants and education property taxes collected by municipalities, which are already tax-generated sources of revenue. Charging GST on their purchases and then only rebating a portion means that public education funds are being diverted to the federal government.
- **Advocacy Efforts:** School boards across Canada, including those in Alberta, have consistently lobbied the federal government to increase the rebate rate to 100% to ensure more funds remain in the classroom. Bills have been proposed in Parliament (such as Bill C-241, a historical bill) to amend the **Excise Tax Act** to achieve this, but the 68% rate remains the national standard for school authorities.
- **Provincial vs. Municipal Autonomy:** In Alberta, the provincial government took full control of education funding and the setting of education property tax rates in 1994 to ensure equity across the province. Municipalities collect these taxes and remit them to the Alberta School Foundation Fund (ASFF) for



redistribution to school boards. Municipalities, however, maintain more autonomy over their own operations and service delivery, which is treated differently under the federal tax rules.

Ultimately, the differing rebate percentages are a result of specific definitions and classifications within federal tax law, rather than an Alberta provincial government policy.

**This information was AI generated.*

(P26-06) Recommendation(s):

That the Alberta School Councils' Association (ASCA) advocate to the Provincial Government of Alberta for them to encourage the Federal Government of Canada to allow school divisions to receive 100% of their GST back instead of 68%.

P26-07

Class Size and Classroom Complexity Standards

Sponsor: Collingwood School Council

Co-Sponsor: Windsong Heights School Council

Contacts: Amy Wood amywoodsings@gmail.com & Gillian Greene gkdarragh@gmail.com

Issue:

Alberta classrooms continue to experience increasing enrolment and rising classroom complexity, affecting student learning, safety and staff capacity. While the Government of Alberta has reinstated annual reporting on class size and classroom composition, there are currently no enforceable province-wide standards defining reasonable classroom capacity or guiding action when classrooms become unmanageable.

Without clear expectations, parents and school councils lack clarity on what constitutes an appropriate class size, how learner complexity should be accounted for, and what mitigation measures should be triggered when thresholds are exceeded. This has resulted in inconsistent practices across schools and jurisdictions and inequitable learning conditions for students

Background:

ACSA currently advocates reporting, transparency, and supports related to class size and classroom complexity through Advocacy Policy P24-07. Recent provincial attention to class size and complexity presents an opportunity to strengthen this policy by moving beyond reporting alone toward meaningful, actionable standards.

Research and past Alberta initiative demonstrate that both class size and classroom complexity influence student outcomes and classroom safety. Previous class size initiatives also highlighted implementation challenges, including facility constraints, staffing limitations, and the need for accountability to ensure resources are used as intended.

These lessons point to the importance of pairing any classroom capacity standards with clear recognition of learner complexity, mitigation strategies when thresholds are exceeded, and sustainable funding to support implementation without reducing existing supports.

(P26-07) Recommendation(s):

That the Alberta School Councils' Association advocate to Government of Alberta, through the Ministry of Education

1. to move beyond reporting alone and establish clear, evidence-informed, province-wide standards for classroom capacity that account for learner complexity; and
2. for the adoption of grade-appropriate class size targets as guidance, informed by research and professional recommendations, with the understanding that classroom complexity may require smaller class sizes or additional supports, including the following long-term provincial targets, for example:
 - K–3: **17:1**
 - Grades 4–6: **23:1**



- Grades 7–9: **25:1**
 - Grades 10–12: **27:1**; and
3. for the establishment of a standardized, province-wide classroom complexity framework to inform staffing, funding, and supports for students with severe, moderate, and gifted learning needs; and
 4. for clear mitigation strategies and accountability measures when classroom capacity thresholds are exceeded, including appropriate staffing, space, and funding solutions; and
 5. for sufficient, targeted, and sustainable funding to implement these standards without reducing existing student programming, services, or supports.

And, if adopted:

That Alberta School Councils' Association **Advocacy Policy 24-07** be archived.

P26-08

Establish Provincial Minimum Support Staff Ratios for Students with High and Complex Needs (K-12)

Sponsor: Windsong Heights School Council

Contact: Gillian Greene gkdarragh@gmail.com

Issue:

Increasing numbers of students with high and complex learning, behavioural, medical, and developmental needs are being educated in inclusive classroom settings across Alberta. While inclusive education is supported by parents and school communities, many classrooms lack sufficient and consistent support staff to meet these students' needs safely and effectively.

Currently there is no provincially mandated minimum ratios for support staff assigned to students with high and complex needs. This results in inconsistent access to support across schools and jurisdictions, with some support staff responsible for multiple students or reassigned across classrooms throughout the day.

Without clear provincial standards for support staff ratios, students with high needs may not receive adequate assistance, classroom safety may be compromised, and learning environments may be disrupted for all students.

Background:

Effective inclusive education depends on appropriate adult support for students with high and complex needs. Support staff such as educational assistants play a critical role in helping students access learning, manage behaviour, and maintain safe classroom environments.

In the absence of provincially mandated minimum staffing ratios, decisions regarding support staff allocation are often driven by local staffing availability rather than assessed student needs. This can result in inadequate or inconsistent support, increased strain on classroom teachers, and inequitable learning conditions for students and families.

Establishing clear, needs-based provincial standards for support staff ratios would provide transparency for parents, consistency across school jurisdictions, and a framework to ensure students with high and complex needs receive appropriate and reliable support.

(P26-08) Recommendation(s):

That the Alberta School Councils' Association (ASCA) advocates to the Minister of Education to implement enforceable provincial standards that establish minimum support staff-to-student ratios for students with high and complex needs, based on assessed levels of need, to ensure safe, inclusive, and effective learning environments.

Further, these standards be supported by appropriate funding and staffing to ensure support staff are consistently assigned and not routinely reassigned in ways that reduce the effectiveness of supports for students.



Sustaining the Right to Inclusion and Meaningful Access to Education for Disabled Students

Sponsor: Ross Shepherd School Council

Contact: Rosemarie Jordan rsschoolcouncil@gmail.com

Issue:

There are public indications that there are sweeping changes in development for:

- **Standards for Special Education, Amended June 2004**, and presumably:
- **Information Bulletin on Standards for Special Education, Amended June 2004**
- **Essential components of educational programming for students with autism spectrum disorders.**

And, that going forward, inclusive education spots for Students with disabilities will need to be “earned”.

“Students don't need to be “ready” for inclusion. Schools need to be ready for students.” *Inclusive Schooling*

Given that:

During the 2019 Alberta provincial election, the [UCP campaigned](#) on updating the “[Standards for Special Education](#)”, which were last amended in June 2004 “[Alberta] government committed to Albertans and introduced a “[Choice in Education Act](#)” to affirm that parents have the primary right to choose the education their children receive.”; “[government is committed](#) to delivering an excellent, world-class education that will equip them for life.” and,

Given that:

In the [Premier’s Mandate Letter to the Minister of Education](#), the Premier wrote the following: “And importantly, as we grow new opportunities for students, we must address the growing needs of students with mental health and other learning challenges. These children must be provided with every opportunity to flourish in our education system and economy. We need them to be successful, fulfilled and **fully participate** in building our province.” and “Reviewing the role of parent school councils and working with educators to explore ways **parents can appropriately provide more input** into school policies and learning options.” and;

Given that:

Existing “[Standards for Special Education, Amended June 2004](#)” rightly confirms that “Inclusive setting/ inclusion” means specially designed instruction and support for students with special education needs in **regular classrooms and neighbourhood schools.**” and,

"10. School boards must:

- a. ensure that educating students with special education needs in **inclusive settings in neighbourhood or local schools shall be the first placement option considered...**” and defined: “Inclusive setting/inclusion” means specially designed instruction and support for students with special education needs in regular classrooms and neighbourhood schools.” and;

Given that:

[Inclusion BC: What is Inclusive Education](#) has one of the best, and most succinct definitions of inclusion in education: “Inclusive education means that **all students** attend and are **welcomed by their neighbourhood schools** in age-appropriate, **regular classes...**” aligning with [Inclusive Education Canada](#) whereby Students should “receive the support needed to learn, contribute, and **participate fully in academics and social life.** It focuses on **designing schools, classrooms, and activities** to embrace diversity, **ensuring every student succeeds.**”

Parents of Students with disabilities (otherwise known in Alberta as “complexity in the classroom”), are expecting that the primary delivery of needs for our children to meaningfully access education are upheld to the same standard as the existing “[Standards for Special Education, Amended June 2004](#)” which rightly confirm “Inclusive setting/inclusion” means specially designed instruction and support for students with special education needs in **regular classrooms and [their] neighbourhood schools.**”



Because:

The right to inclusive education FOR disabled students in Canada is enshrined in international agreements (which Canada is signatory to) like: United Nations Convention on the Rights of Persons with Disabilities (UNCRC) ([Articles 7 - Children with Disabilities & 24 - Education](#)) to access education on an equal basis with other children and, "[Convention on the Rights of the Child](#)" ([Articles 23 & 28](#)) (CRPD) to "make primary education compulsory and available free to all" & "ensure that the disabled child has effective access to and receives education" to "promote self-reliance and **facilitate the child's active participation in the community.**"

It is also embedded in "[The Constitution Acts 1867 to 1982/Canadian Charter of Rights and Freedoms](#)" ([sec 15 \(1\)](#)):

"Equality Rights, Equality before and under law and equal protection and benefit of law 15 (1) Every individual is equal before and under the law and has the right to the

equal protection and **equal benefit of the law without discrimination** and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or **mental or physical disability.**"

And, in the "[Moore v. British Columbia \(Education\), 2012](#)" Canada supreme court ruling whereby education related measures must provide **meaningful access to an education for disabled Students** and that accommodation is not a question of "mere efficiency".

A purposive interpretation of these statutes is consistent with Canada's obligations under the UNCRC & CRPD. A [2022 joint statement](#) reaffirms the central principle that disability policy must be founded upon the human rights model and that "impairments must not be taken as a legitimate ground for the denial or restriction of human rights."

"Right to inclusive education

9. The Committees emphasize that high-quality inclusive education requires the education of all children on equal terms in the same general education system, **adapting the educational system to the diverse educational requirements, abilities, potentials and preferences of each child.** The Committees also reaffirm that the right to quality **inclusive education is not compatible with sustaining two systems of education:** a mainstream education system and a special/segregated education system. **Early intervention, accessible learning environments and individual support must be provided in all phases of the education process for ensuring inclusive education.** The Committees strongly call on States parties to guarantee that all children with disabilities can realize their right to education on the basis of equal opportunities, without discrimination, including the denial of reasonable accommodation."

The right to equitable access, and to in-person education, is also further developed in Alberta's standards/precedents/laws including:

"[Alberta Education Act](#)"

"WHEREAS the Government of Alberta recognizes the importance of an inclusive education system that provides each student with the relevant learning opportunities and supports necessary to achieve success" and that, "the educational best interest of the child is the paramount consideration in making decisions about a child's education;"

"[Choice In Education Act, 2020](#)"

"WHEREAS parents have a prior right to choose the kind of education that may be provided to their children;"

"[Alberta Human Rights Act](#)"

"Discrimination re goods, services, accommodation, facilities 4 No person shall

(a) deny to any person or class of persons any goods, services, accommodation or facilities that are customarily available to the public, or

(b) discriminate against any person or class of persons with respect to any goods, services, accommodation or facilities that are customarily available to the public," and,



Because:

On an ethereal level, even Edmonton's Catholic public board acknowledges in their [Equity, Diversity, Inclusion, and Anti-Racism](#) policy that "**In keeping with our Catholic tradition of universal inclusivity**, Thomas Groome reminds us that the word "Catholic" comes from the Greek word "**Katholos**" which means "**welcoming all**" - just as Jesus did. This call to radical **inclusion remains one of the foundational tenets** of Edmonton Catholic Schools." and;

Because:

Standing Committee on Foreign Affairs and International Development and Subcommittee on International Human Rights report "[Including Every Child, Benefitting All: International Disability-Inclusive Education](#)" **confirms Canada's commitment to inclusive education** "Disability-inclusive education is needed to ensure all learners can access a proper education, as their human right. Motion M-78, **agreed unanimously in the House of Commons** on 27 September 2023, recognized the global need of children with disabilities to access education and stated the House's opinion that where the federal government spends money on education, **consideration must be given to the maximum inclusion of people with disabilities.**"

Even the Alberta Medical Association report: [Investing In Classrooms That Support Every Child](#) calls for: "Equitable, integrated funding for inclusion supports" and "Collaboration between educators, health professionals, and families to **design environments that meet the diverse developmental needs of all learners**. These measures are not only essential for inclusive education, but they are also an investment in child health and Alberta's future workforce."

Background:

There are justified concerns that the practice &/or principle of public inclusive education will not be authentically upheld &/or reflected as a priority in the new version of the "Standards";

Because:

A pattern of anti-inclusion sentiment is also recently reflected in the [Ministerial Order 002/2025](#) [Education] which expeditiously **granted authorization to directly discriminate by denying disabled Students in-person learning** during the EA strike. In early 2025, lawyers on behalf of the Alberta government argued in court that disabled students being kept out of school and denied in-person learning during the EA strike did not constitute "irreparable harm" [Kerber v Alberta, 2025 ABKB 98 \(CanLII\), at para 91](#). The Judge granted an injunction on the order and concluded [[para 152](#)] that "Education Minister Demetrios Nicolaidis made a ministerial order in January, one day before the strike began at Edmonton schools. The order exempted the school division from having to provide in-person learning, in the name of health and safety for students and staff."... "But she still **found it discriminatory**. This approach failed to consider that non-disabled students might suffer the least amount of harm since **they do not have the same disadvantages as the [disabled] students** and could adapt to an at-home learning program more easily," and the [court concluded](#) "The public interest lies in ensuring equitable treatment of all students during a labour shortage and a **fair redistribution of available resources that does not discriminate based on a disability,**"

Over the past 6 years (and longer under previous Governments), the resources for disabled children have been markedly diminished in this Province under this government's direct leadership. When the problem is defined as certain children, rather than policy decisions, the remedy becomes exclusion instead of investment. Inclusion did not fail Alberta's classrooms, underfunding did. Blaming inclusion is convenient because it redirects public frustration away from leadership and toward the most vulnerable people in the system — children who cannot advocate for themselves and parents who are already exhausted.

Whereas:

Families of disabled children are not granted the same access to inclusive education as those of typically developing children and/or are coerced or forced into segregated settings under the guise of : "choice". "Alberta's Choice in Education Act" [notably excludes](#) full recognition of Article 26 of the Universal Declaration of Human Rights whereby:

1. **Everyone has the right to education.** Education shall be free, at least in the elementary and fundamental stages. **Elementary education shall be compulsory...**



2. Education shall be directed to the full development of the human personality and to the **strengthening of respect for human rights** and fundamental freedoms. It shall promote understanding, tolerance and friendship...
3. **Parents have a prior right to choose the kind of education** that shall be given to their children.

Prior cuts negatively impact needed resources for equitable and inclusive education;

Because:

[PUF funding was markedly diminished](#), limiting access to needed supports for Alberta's already marginalized disabled Students. Specifically targeting public education settings, especially Kindergarten; does not align with evidence-based early intervention or inclusive education. "Most of the programs were blended, which meant children with severe needs learned alongside their peers with mild, moderate or no delays.

The desire to play would challenge the slower ones to engage and stretch their abilities further"

It's "[A step backwards](#)": Parent advocates say changes to PUF will lead to segregation of special needs kids. Program Unit Funding will no longer apply to kindergarten students [in public schools, only private ones]" and;

Because:

"The Regional Collaborative Service Delivery (RCSD) program, which is funded primarily through Alberta Health Services and also offers services like physical therapy, mental health therapy and consultations for students who are blind, deaf or hard of hearing, [will] [shut down effective Sept 1. \[2020\]](#)" RCSD program/AHS funding supplied therapeutic services needed for meaningful access to education to Alberta's most marginalized Students. "Due to the government announcement to cut [Regional Collaborative Service Delivery funding](#), as of September 1, access to low incidence services for Alberta's most vulnerable children, youth, and families will be severely limited and, in many regions, unavailable. These services include: braille and alternate format services; vision impairment; orientation and mobility, to travel training skills for those who are blind or low vision; deaf and hard of hearing; educational audiology; assistive technology; complex communication needs, mental health services, Alberta Aids to Daily Living authorizers." and, "...while the new framework still provides dollars for services such as speech therapy and psychology, it's less than actual costs jurisdictions will incur, resulting in a [net loss for divisions](#)." and;

Because:

Alberta has not only seen decreases in their inflation-adjusted per-student spending over a ten-year period, it is also the [lowest funded provincially on a per Student basis](#). The impact of this on a per student basis only serves to ensure disabled students' needs will be unable to be meaningfully met, even if a board were so inclined to attempt to meet them. And;

Because:

The Advocate for Persons with Disabilities office [funding was markedly diminished in the midst of a global pandemic](#). "**This is a particularly cruel cut,**", "The advocate for persons with disabilities and his staff were doing important work helping people access the support and services they need" and;

Because:

[Funding to disability agencies like Inclusion Alberta and others](#), that **provide direct help to families with disabled children** to navigate complex education systems to ensure needed support for their disabled children. Additionally funding to [Alberta School Councils Association \(ASCA\)](#), has been markedly diminished and does not signal a supportive Provincial landscape for disabled children or all Alberta parents it represents : "Those navigational and educational supports are really critical and really direct to providing opportunities for individuals to have a rich life." and "Earlier this month, three other disability advocacy organizations [Self Advocacy Federation in Edmonton, the Disability Action Hall in Calgary and the Southern Alberta Individualized Planning Association in Lethbridge] announced they were **also losing provincial funding** after the government determined they weren't providing direct services."

And;

Inclusive public education is a basic tenant of equitable, and meaningful, access to education. It not only benefits disabled individuals, but our society as a whole:



Because:

The [United Nation Office of the High Commissioner for Human Rights](#) Special Rapporteur on the right to education warns in its report "[The privatisation and commodification of education](#)" that "Over the years, successive holders of the mandate on the right to education have **warned against the persistent underfunding of public education and the rapid and unregulated growth in the involvement of private, in particular commercial, actors in education, which threaten the implementation of the right to education for all...**"; and,

Because:

[Meaningful access to education](#) that equitably reaches all Students is important. [Canada West Foundation, a non-partisan public policy organization](#) notes: "People with low literacy skills are more likely to experience poor education outcomes, to live in poverty, to be incarcerated and to be unemployed or underemployed and be unemployed for longer periods."... "In most jobs in Alberta's economy, workers must be able to understand what they have read and reliably apply that understanding to solve new problems. In the last international literacy assessment, **45 per cent of working-aged Albertans had inadequate literacy skills for the workplace.** It is not just individuals who suffer from low literacy. Society and the economy suffer when people do not have the literacy skills to meet the demands of daily living, learning and working."... "As literacy levels rise in a population, so does productivity and levels of GDP per capita. **A one per cent rise in average literacy levels in a population will increase productivity by five per cent and GDP by three per cent.** This effect has doubled in the last two decades." pg5

Alberta Students, our children with disabilities, are not "[modest human capital](#)", **they are however the inspiration and standard by which we should all aspire to.** This must be reflected in all areas for their care that the Education Ministry is tasked to administer and most especially, in the Standards for Special Education. **Children do not need to "earn" a spot in classrooms.** Our Government has a lawful, ethical and fiduciary duty to provide **all** disabled children [meaningful access to education](#) in their [neighbourhood, inclusive classrooms](#).

(P26-09) Recommendation(s):

That the Alberta School Councils' Association advocate to the Ministry of Education and Childcare with respect to neurodivergent, medical, disabled and really all Students who require accessibility and on behalf of parents, for the recognition in "Standards", legislation and/or by ministerial order to:

a. ***Rights to Inclusive Education and Parental Choice:***

- affirm **inclusive education is a non-negotiable cornerstone**, with the protections of the "[Standards for Special Education, Amended June 2004](#)" preserved within any new "Standards", legislation and ministerial orders, and;
- uphold "[Choice In Education Act, 2020](#)" and **affirm parental choice for inclusive, regular-classroom education**, and;
- that the Ministry **align "Standards", legislation &/or ministerial orders with international, national and provincial standards, legislations, conventions, human rights considerations and in accordance with "[Moore v. British Columbia \(Education\), 2012](#)",** to uphold meaningful access to inclusive education and implement this principal throughout the "Standards", and;
- consistent with the November 2025 [Aggression and Complexity in Schools Action Team Report](#); actively engage families of children with disabilities as partners in the development of the new "Standards", and;

b. ***Disabled Students:***

- mandate **fulsome Individualized Program Plan (IPP) /Individualized Program Plan (IEP)/Personalized Learning Plan (PLP) with Tier 1/2/3 interventions** to provide planning and implementation to directly address disabled Students' needs, based on consideration of all possibilities and constraints, and;
- ensure **disabled Students' receive the minimum instructional hours guaranteed to all students**, with equitable programming that supports achievement of outcomes outlined in the [Guide to Education: ECS to](#)



[Grade 12, Funding Manual for School Authorities](#), and [Ministerial Order on Student Learning](#), and, mandate divisions conduct an external review **and intensify supports prior** to the consideration of any partial- or full-day exclusion, and;

c. **Systemic access for Disabled Students:**

- re-establish and sustain a **cross-ministry wraparound model** to integrate medical practitioner, social services and the cross-sectoral work of Alberta “Initiatives” and Family Resource Networks (FRNs) including, but not limited to: Primary & Preventative Health, Hospital & Surgical Health Services, Mental Health & Addiction and Social Services, and;
- re-establish and sustain a **cross-sectorial wraparound model** to integrate along with post-secondary institutions and regulated health professional colleges including, but not limited to: Speech-Language Pathology, Occupational Therapy, Physical Therapists, Psychologists, Audiologists, Optometrists, Physicians and Nursing, **to strengthen and promote interdisciplinary collaboration and deliver evidence-based interventions** to ensure a range of programs exist to provide appropriate evidence based intervention, including early intervention, in schools to meet diverse learning needs of disabled children in all classrooms, and;
- partner with post-secondary institutions, school authorities, the Alberta Teachers’ Association, and other professional colleges to **strengthen pre-service education and provide ongoing professional learning and interventions**, focused on evidence-based, differentiated instruction and proactive, positive behaviour support to provide meaningful access to education for neurodivergent, medical, disabled, and all Students who require accessibility.

Furthermore:

*If this Proposed Advocacy Policy is passed by ASCA Member School Councils, existing [ASCA Advocacy Policy # 24-07 Enhanced Reporting of and Support for Class Size and Complexity](#) should be **Affirmed**: as the intent of this proposal includes all types of “complexities in the classroom” i.e.: 2SLGBTQ+, ESL, Indigenous considerations, poverty, etc.] over and above just disability.*

*If this Proposed Advocacy Policy is passed by ASCA Member School Councils, existing [ASCA Advocacy Policy # 19-14 Regional Collaborative Service Delivery](#) should be: **Archived**: as RSCD has been disbanded and no longer exists and wrap around supports are recommended to be re-established in this new proposed resolution.*

*If this Proposed Advocacy Policy is passed by ASCA Member School Councils, existing [ASCA Advocacy Policy # 18-3B Supports for Learning Success of All Students: Enhanced Teacher Training](#) should be: **Archived**: as this resolution recommends expanding resources and applicable training beyond just Teacher training to Teacher, EAs and medical practitioners who should all be part of a wrap-around, comprehensive team to deliver special needs services.*

*If this Proposed Advocacy Policy is passed by ASCA Member School Councils, existing [ASCA Advocacy Policy # 17-6 Funding for Inclusive Education](#) should be: **Archived**: as this resolution includes this previous recommendation to ensure that any shortfalls in funding are eliminated.*

*If this Proposed Advocacy Policy is passed by ASCA Member School Councils, existing [ASCA Advocacy Policy # 13-5 Inclusive Model of Accountability \(2017\)](#) should be: **Affirmed**: as the intent of this proposal includes all types of “complexities in the classroom” i.e.: 2SLGBTQ+, ESL, Indigenous considerations, poverty, etc.] over and above just disability.*

*If this Proposed Advocacy Policy is passed by ASCA Member School Councils, existing [ASCA Advocacy Policy # 07-6 Support for Early Intervention Programs \(2017\)](#) should be: **Archived**: as this resolution includes the previous recommendation for early intervention supports.*

If this Proposed Advocacy Policy is passed by ASCA Member School Councils, existing [ASCA Advocacy Policy # 93-2 Education of Special Needs Students \(revised 2006, 2019\)](#) should be: **Archived**: as this resolution includes IPP document to outline individualized, targeted supports and to outline resources needed to fulfill the special needs of individual students to provide meaningful access to education.

P26-10

Protecting Consultation and Democratic Accountability in Education Policy and Legislation

Sponsor: ASCA Board of Directors

Contact: Dr. Edward Tse, Director edward.tse@albertaschoolcouncils.ca

Issue:

The use of the Notwithstanding Clause in education and policy and legislation is undemocratic, eliminates public consultation, and undermines accountability.

Background:

WHEREAS

- Section 33 of the *Canadian Charter of Rights and Freedoms* (the "Notwithstanding Clause") permits governments to override certain Charter rights, and such use is intended to be rare and exceptional in a democratic society;
- Parents, students, and teachers are partners in public education and should not have their voices or rights silenced by unilateral legislative action;
- In **October 2025**, the Alberta government used the Notwithstanding Clause to forcibly end a teachers' strike, impose a collective agreement, and limit teachers' rights to strike or bargain;
- In **December 2025**, the Notwithstanding Clause was used to shield education laws requiring parental consent for student name/pronoun changes and limiting instruction about gender identity and sexuality;
- In **2024/2025**, the Notwithstanding Clause was separately invoked to protect amendments to the *Education Act* affecting gender-diverse students from being challenged in court;
- Using the Notwithstanding Clause in education removes oversight from the courts, bypasses Charter rights, and sets a harmful precedent for how decisions are made impacting Alberta schools.

(P26-10) Recommendation:

That the Alberta School Councils' Association (ASCA) advocates to the Minister for Education and the Government of Alberta that, in the development and implementation of education policy and legislation, actions should be guided by principles that:

- i) ensure consultation with affected stakeholders is performed in good-faith and in a meaningful way;
 - ii) respect and uphold the rights of all groups protected under the Canadian Charter of Rights and Freedoms, including students, parents, and staff; and
 - iii) maintain opportunities for fair, transparent, and accountable decision-making while preserving democratic accountability.
-

SECTION II: Proposed Resolutions to Governing Documents for Member Review

Please review and discuss with your school council members to determine how your parent delegate is to vote on the following items at the AGM on **April 26, 2026**:

Board proposed **Administrative Resolutions** for the 2026 ASCA AGM

#	Title	Sponsor	Contact
<u>A26-01</u>	Amend ASCA Advocacy Policy 16-1	ASCA Board of Directors	Dr. Edward Tse, Director edward.tse@albertaschoolcouncils.ca
<u>A26-02</u>	Maintain ASCA Advocacy Policy 16-2	ASCA Board of Directors	Dr. Edward Tse, Director edward.tse@albertaschoolcouncils.ca
<u>A26-03</u>	Amend ASCA Advocacy Policy 16-3	ASCA Board of Directors	Dr. Edward Tse, Director edward.tse@albertaschoolcouncils.ca

Administrative (or Housekeeping) Resolutions:

*Proposed actions, amendments and/or revisions to Alberta School Councils' Association **Advocacy Policies** to ensure relevancy.*

Background:

As per the approved Management of Advocacy Policies policy at the 2019 AGM, any Advocacy Policy which has not been reaffirmed, or amended and subsequently approved, by ASCA Member School Councils after its tenth (10th) anniversary, will be removed (archived) by the Board, and maintained within a public document for historical reference.

ASCA's Parliamentarian has provided substantial guidance related to the management of existing ASCA Advocacy Policies. Most notably, **a motion to 'reaffirm' is not in order**; therefore, wording for the 2025 AGM Administrative (Housekeeping) Resolutions reflects this. ASCA will use the terms amend, revise, maintain (formerly reaffirm), and archive (formerly rescind) moving forward.

ASCA Member School councils may, through a formal submission to the ASCA Board of Directors, provide perspectives related to amending, maintaining, or archiving existing ASCA Advocacy Policies. The decision to present amending, maintaining, or archiving recommendations related to existing ASCA Advocacy Policies to ASCA Member School Councils, remains the sole responsibility and discretion of the ASCA Board of Directors, and is final.

The ASCA Board of Directors recommends policies be **maintained** in the ASCA Advocacy Policy Manual **for up to 10 years** if the policy **is still relevant to the current education climate as it is currently written**.

Housekeeping details are provided such as updates to titles of current ministries, ministerial orders, pieces of policy accomplished, etc.

The ASCA Board of Directors recommends policies be **amended or revised** if the policy **is still relevant to the current education climate but requires changes to clarify or strengthen it**. **Revisions* indicate a complete overhaul of the policy with many changes; *amendments* are smaller changes. Proposed **inserted or added** language is **bolded and underlined**; proposed deleted language is **red** and **~~struck through~~**.

A26-01

MOTION: To amend ASCA Advocacy Policy 16-1 Consent as an Addition to Alberta Sexual Education Curriculum by striking out “the Alberta School Boards Association in their.”

Current Wording (16-1)	Proposed Revisions	If Adopted, Will Read
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.	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.	That the Alberta School Councils' Association supports efforts to have the topic of consent, as defined in the Canadian Criminal Code, incorporated into the curriculum related to sexual education.

Rationale:

The ASCA Board of Directors believes ASCA should support all education partners and stakeholders in this effort, not just those of the Alberta School Boards Association.

A26-02

MOTION: To maintain ASCA Advocacy Policy 16-2 Accessibility of Provincial Assessments

Current Wording (16-1)	Proposed Revisions	If Adopted, Will Read
That Alberta Education makes 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 provides versions of provincial assessments that incorporate these assistive resources and technology that include visual, and other accommodations to meet identified student needs.	None	That Alberta Education makes 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 provides versions of provincial assessments that incorporate these assistive resources and technology that include visual, and other accommodations to meet identified student needs.

Rationale:

The ASCA Board of Directors believes ongoing advocacy is required to ensure accessibility of Provincial Assessments is fully incorporated at every school and in every school division.

A26-03

MOTION: To amend ASCA Advocacy Policy 16-3 Individualized Program Plans (IPPs)/Instructional Support Plans (ISPs) and other Outcome-based Tools by striking out “the Alberta Teachers Association and the Alberta Association of the Deans of Education” and inserting “relevant education stakeholder partners”, by inserting “/IEPs” after “IPPs/ISPs” and in the title of the Advocacy Policy, and by inserting “/Individual Education Plans” after “Individualized Program Plans/Instructional Support Plans” and in the title of the Advocacy Policy.



A26-03 (Continued)

Current Wording (16-3)	Proposed Revisions	If Adopted, Will Read
<p>That Alberta Education incorporates required timelines into the guidelines for Individual Program Plans (IPPs), Instructional Support Plans (ISPs), and related tools.</p> <p>That these timelines recognize the fluidity of such documents, but also ensure that:</p> <ul style="list-style-type: none"> • 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. <p>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.</p>	<p>That Alberta Education incorporates required timelines into the guidelines for Individual Program Plans (IPPs), Instructional Support Plans (ISPs), and related tools.</p> <p>That these timelines recognize the fluidity of such documents, but also ensure that:</p> <ul style="list-style-type: none"> • 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. <p>That Alberta Education in collaboration with Alberta School Boards Association, the Alberta Teachers Association and the Alberta Association of the Deans of Education relevant education stakeholder partners ensure that school support personnel and classroom teachers have the knowledge, skills and attributes to design relevant IPPs/ISPs/IEPs (Individualized Program Plans/Individual Education Plans) for students.</p>	<p>That Alberta Education incorporates required timelines into the guidelines for Individual Program Plans (IPPs), Instructional Support Plans (ISPs), and related tools.</p> <p>That these timelines recognize the fluidity of such documents, but also ensure that:</p> <ul style="list-style-type: none"> • 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. <p>That Alberta Education in collaboration with relevant education stakeholder partners, ensure that school support personnel and classroom teachers have the knowledge, skills and attributes to design relevant IPPs/ISPs/IEPs (Individualized Program Plans/Instructional Support Plans/Individual Education Plans) for students.</p>

Rationale:

The ASCA Board of Directors believes multiple education partners and stakeholders should contribute to this important work and only listing two within the Advocacy Policy could limit ASCA's scope of influence. In addition, new terminology, specifically *Individual Education Plans*, or *IEPs*, is being frequently used in this context.

