

Request for input about assurance in Alberta's education system.

*Please submit feedback to the ASCA by **April 30, 2018**.*

Please complete the following open-ended statements:

(meant to capture a variety of answers, interpretations, first reactions, and broad perspectives)

1. As a parent, I am confident that the Education System in Alberta is very effective when...

- All systems (province, school boards, schools and school councils) communicate effectively and work together towards the betterment of education for our students.
- We see good staff working hard with students, despite being in the midst of construction and modernization. *Regardless of the construction and disruption to the school; our students are confident and happy.*I'm not fighting with my child to go to school for the first time in three years. *I see the dedication of staff to support students in curricular and extra-curricular activities. *Student numbers are low enough to enable them to perform. *Students have a wide variety of options to help them feed their passions. *Students have the opportunity to engage in community as volunteers.
- When deciding on and implementing teacher learning; development and maintaining/improving support to students - our education system is very effective in allowing alternative programs to exist in Alberta - be it Christian alternative programs; Spanish bilingual programs, sport programs etc. It is very enriching to our kid's educational experiences - they value and actively incorporate parent's voice/feedback - teacher development - when they listen to parent's input about school needs and listen and implement ideas based on majority of parent beliefs - when they don't force their views in a non-democratic way - they listen to the parents input about school needs and parent's wishes based on their beliefs - they don't force their own agenda - it listens to parents - children graduate high school in large percentage with good grades - schools see parents as partners and a resource and treat them as such - in-services for staff when curriculum changes - school board trustees care about what parents think, give opportunities for feedback - when money and focus is directed towards equity, high school completion, numeracy and literacy - they allow and encourage alternative programs.
- All children have access to the same opportunities no matter their location or population and when they are learning both academically, but also emotionally, socially and mental-health wise.
- There are smaller class sizes; teachers are given reasonable workloads; parents are involved; when teachers are given time to collaborate; when appropriate modifications are made for learning challenges; when appropriate support is available to students in the classroom in the form of trained professionals like Speech Therapists; OT's; Reading Specialist. When assessments

are completed in a timely fashion and the recommendations/accommodations are supported in the classroom like assistive technology or working with trained educational assistance in the area of need. When parents work in partnership with the school in regards to their child's education. When parents are informed of appeal processes should they disagree with the level of support or lack of support given.

- Kids; teachers; parents and outside organizations are working together cohesively for the betterment of Alberta students and when government is listening to the opinions of the parents as equal; if not majority; stakeholders in education.
- Classes are small; teachers aren't overwhelmed and aren't frustrated. When children don't get rushed constantly due to large classes.
- '...in Alberta is very effective when...' it is sufficiently funded. Public education is seriously underfunded and cannot address the diverse needs of all learners when classroom sizes are too large. The Inclusive approach is a wonderful idea but; only if the class sizes remain small and teachers are adequately trained in the needs of all learners.
- Children are not stuck in overloaded classrooms; put into split grade classes and coded children are actually given the help they need and when one child with two codes is actually helped with both situations. The money that is given to divisions for these children is not being used at the classroom level; who knows where it's going. The amount of money put into education has to do more than build schools, it needs to help children.
- Both the child and the teacher are engaged in the process.

2. As a school council, we are confident that ASCA is effectively supporting and representing us when...

- They communicate effectively with all the resources and supports they have to offer; current news and activities and engage with us through this task force.
- We're being kept in the loop*we're invited for feedback*our feedback is equal to that of other regions feedback.
- ASCA presentations are excellent and helpful - they call back when you have a question - we have the right to propose and vote on various initiatives and resolutions - educating the public on teen drug use trends and dangers - they put on city wide meetings and present/inform the average parent and local school council members and boards -we vote and as parent body are unified in our voice -they listen to individual school councils - it allows us to vote - it attracts a large parent and teacher representation -they take into account the votes from each school council - they listen to concerns and proposals from individual councils - we have a voice - issues that are of interest to smaller groups are still brought forward for consideration.

- They are talking about the issues that impact all. Each district and area struggles with various obstacles and I think it's vital that each area have their voice. Providing us with information and ideas!
- Our school council feels that ASCA does not do a very good job of engaging school councils on what they do. Our school council did not know that there is an annual AGM and that school councils could bring forth resolutions for ASCA to advocate on our behalf. It would be great if ASCA had the manpower to visit school councils to tell them of all the wonderful things ASCA does for school councils representing their views so more parents get involved in their school council. The workshops are really great but it is not widely known they exist and ASCA has great resources that again school councils are not aware of. Is it possible to send an e-mail to a chair of a school council rather than the Principal as the Principal does not always remember to pass things along to the school councils.
- We are able to get timely responses to our questions and when we see changes happening on a provincial and district level.
- They understand the teachers and what they need to fully treat and teach children respectfully and with passion.
- Not interested in answering this question.
- The council is actually able to get help on the issues that they bring forward instead of being rewarded with a 'thank you; but' statement.
- Issues arise