



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 2024 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.

Seven (7) ***Proposed Advocacy Resolutions*** were submitted by Member School Councils and the ASCA Board of Directors in [SECTION I](#).

Two (2) ***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 seven (7) proposed resolutions, to provide voting direction to your parent voting delegate attending the AGM.

Note – if additional information or clarification is required – please contact the sponsor of the resolution by email as provided. Resources/references are indicated as applicable.

Member School Council and ASCA Board proposed Advocacy Resolutions for the 2024 ASCA AGM

#	Title	Sponsor	Contact
P24-01	Integrate Climate and Biodiversity Education Throughout the Curriculum from K-12	Colonel Irvine School Council (CISC)	Claire Kraatz colonelirvineschoolcouncil@gmail.com
P24-02	Funding for More Assessments of Learning Disabilities	Kensington School Council	Michelle Kurulok kensingtonparentassociation@gmail.com
P24-03	Improving Indoor Air Quality (IAQ) in Alberta Classrooms and Shared Environments	Kensington School Council and Sir Winston Churchill High School Council	Michelle Kurulok kensingtonparentassociation@gmail.com Claire Kraatz swcparentassoc@gmail.com
P24-04	Equity in Playground Funding	Forest Heights School Council and Co-Sponsors	Jill Tucker jilltucker@gmail.com
P24-05	Preserving Safe and Inclusive Spaces for 2SLGBTQI+ Students	Sam Livingston School Council	Tosca Nesbitt ecolesamchair@gmail.com
P24-06	Resource Support for French Immersion Teachers (Available Before Implementation of Curriculum Changes)	École Broxton Park School Council	Amber Ruben amber_rubenmercredi@yahoo.ca
P24-07	Enhanced Reporting of and Support for Class Size and Complexity	ASCA Board of Directors	Wendy Keiver, Executive Director wendyk@albertaschoolcouncils.ca



P24-01

Integrate Climate & Biodiversity Education Throughout the Curriculum from K-12

Sponsor: Colonel Irvine School Council

Contact: Claire Kraatz colonelirvineschoolcouncil@gmail.com

Issue:

A framework for embedding climate & biodiversity education in Alberta schools must be integrated throughout the curriculum from K-12 and should incorporate hands-on learning experiences with a focus on critical thinking, equity, and wellbeing.

Background:

"When Canada signed the Paris climate agreement, we agreed to Article 12, which within it says that as a signatory, we agree to *enhance* climate change education," Dr. Ellen Field said. "To date, ministries of education have not released policy statements that guide climate change education." [1]

Article 12 of the Paris Agreement

Parties shall cooperate in taking measures, as appropriate, to enhance climate change education, training, public awareness, public participation and public access to information, recognizing the importance of these steps with respect to enhancing actions under this Agreement.[2]

Climate education is still a patchwork in Canada with more work needed according to researchers. 'With climate change education among the key topics in the spotlight at the annual United Nations climate change conference known as COP28 — education researchers, teachers and students themselves are pushing to highlight what's needed now.' [3]

Dr. Field's latest article analyzes climate change education curricula across regional jurisdictions in Canada, and can be accessed here: [4]

About one-third (31-38%) of educators reported that they encourage, or would encourage, students to debate the likely causes of climate change or to come to their own conclusions. There is strong scientific consensus that climate change is human-caused. This consensus should be taught.

Ministries of Education should embed core climate change expectations across subjects and release policy statements guiding climate change education for each regional jurisdiction.[5]

Canadian's Perspectives on Climate Change & Education: 2022, research undertaken by Learning for a Sustainable Future, assessed Canadian's knowledge, understanding and perceptions of climate change and its risks. From that report - a majority of teachers believe that climate change education provides opportunities to discuss social justice and world issues with students (87%), that it should encourage students to think about their own beliefs and values (82%), and that it should focus on developing students' capacity to be critical thinkers and problem-solvers (83%). Most teachers also showed support for climate change education to focus on behavioural change (76%). These findings suggest that the majority of Canadian teachers' professional views on climate change education support best practice, focused on critical thinking and action-oriented learning. [6]

We must bring emissions down as rapidly as possible in order to avoid the worst impacts of climate change and that means that all organizations, industries, sectors have an obligation to decarbonize at the scale and pace that meets this moment. The education sector is critical to ensuring that these goals are met both from an operations/facilities standpoint but also from an educational standpoint.



Young people know that climate change is real and many in our own province have experienced the impacts of climate change first-hand - the Calgary floods (2013), the Fort McMurray Wildfires (2016), the damaging Hailstorm that residents of NE Calgary faced a few years ago, and the devastating wildfire season that many communities across Alberta experienced spring/summer of 2023. Students want to understand the science and the solutions! [7]

The Alberta Youth Leaders for Environmental Education 2020 Student Recommendations read as follows:

- Recommendations on Curriculum and Student Applications
 - A framework for climate, environmental, and energy literacy must be integrated throughout ALL classes, from Kindergarten to Grade 12.
 - Incorporate hands-on learning experiences that promote environmental stewardship and advocacy skills that can be applied to everyday life.
 - Introduce more opportunities for pilot projects related to climate education. [8] [9]

Young people are excited to learn about real-world issues and be part of the change we're seeing. There are excellent examples of this happening in Alberta and this needs to be scaled up in all schools, at every level. Students can then share their knowledge of the energy transition with their parents, caregivers, and members of their community. They can be change-makers! [10] [11] [12] [13]

Climate and biodiversity loss will have an impact on all of our systems - agricultural, economic, financial, political and social. Students deserve to study and contemplate these systems, how they connect, and how multi-solving is critical at this time. Example of multi-solving. Think of the bicycle as a tool to bring emissions down. Not only does cycling help reduce the amount of heat-trapping pollution in our atmosphere, but there are positive physical and mental health benefits when people choose to bike to their destination. These positive health benefits translate into cost savings for our health system.

A global survey [14] conducted in 2021 amongst 10,000 children and young people across ten countries, including the US, found that 59% of respondents were very or extremely worried about the climate crisis. Over 50% reported feeling emotions including sadness, anxiousness, anger, powerlessness and guilt. Seventy-five percent of respondents said that they think the future is frightening. [15]

The antidote to anxiety is action and collective action at this moment in our history is not only nice but necessary.

[“Youth need to be engaged in climate change education during schooling and need to see adults acting collectively to tackle the climate crisis.”](#)

“Another world is possible for our kids, if only we CHOOSE to make it so.” From Professor Katharine Hayhoe, renowned Canadian climate scientist, one of the world's leading climate science communicators, and the author of 'Saving Us: A Climate Scientist's Case for Hope and Healing in a Divided World':

Ideas for implementation may include (but are not limited to):

1. offer a Climate Education course as an elective graduation credit course to aid in preparing students for green jobs with a lens on the circular economy; [16]
2. provide resources and professional development to in-service and teachers-in-training to deliver curriculum content relevant to the climate crisis to enable educators, administrators, and parents to support students and address climate anxiety;
3. measure complementary student outcomes relating to engagement, understanding and agency/action for living well and sustainably within planetary means;
4. compare for implementation and certification purposes EcoSchools in other jurisdictions. [17]



“Hope has two beautiful daughters; their names are Anger and Courage. Anger at the way things are, and Courage to see that they do not remain as they are.”

Resources:

1. Dr. Ellen Field – ABOUT ME, <https://www.ellenfield.ca/>
2. United Nations Climate Change, [Action for Climate Empowerment \(ACE\)](#)
3. “Climate change education is still a patchwork in Canada with more work needed, say researchers (CBC News), <https://www.cbc.ca/news/canada/unesco-climate-change-ed-1.7048781>
4. “Climate Change Education within Canada’s Regional Curricula: A Systematic Review of Gaps and Opportunities,” [Climate Change Education Curriculum Analysis](#)
5. Climate Change Education in the Canadian Classroom, <https://www.edcan.ca/articles/climate-change-education-canada/>
6. Canadians’ Perspectives on Climate Change & Education [2022 Results](#)
7. Teens Know Climate Change Is Real. They Want Schools to Teach More About It (Education Week), [Teens know climate change is real, they want schools to teach more about it](#)
8. Curriculum for a Sustainable Future: A proposal to increase environmental and energy literacy in Alberta students, [Alberta Council for Environmental Education](#)
9. Alberta students want more education on climate change, report suggests (CBC News), [Alberta students want more education on climate change, report suggests](#)
10. Calgary schools promote renewable energy through more than just the classroom (Calgary Journal), [Calgary schools promote renewable energy](#)
11. These rural Alberta students built a wind turbine and hydroponics system. Next is a tiny home (CBC News), [Rural Alberta students built a wind turbine and hydroponics system](#)
12. Lacombe Composite High School is chosen Top 10 in the world for environmental education (Red Deer Advocate), [Lacombe Composite High School is chosen Top 10 in the world for environmental education](#)
13. Energy & Environmental Innovation (Calgary Board of Education), <https://school.cbe.ab.ca/school/CTC/teaching-learning/classes-departments/cts/EEI/Pages/default.aspx>
14. Climate anxiety in children and young people and their beliefs about government responses to climate change: a global survey (The Lancet Planetary Health), [https://www.thelancet.com/journals/lanplh/article/PIIS2542-5196\(21\)00278-3/fulltext](https://www.thelancet.com/journals/lanplh/article/PIIS2542-5196(21)00278-3/fulltext)
15. Is climate change hurting teen mental health? (Athabasca University), [Climate change and Canadian teens](#)
16. Circular Economy (Government of Canada), [Circular Economy](#)
17. EcoSchools Canada, <https://ecoschools.ca/>

Recommendation:

That the Alberta School Councils’ Association (ASCA) advocates to the Minister of Education for a framework for embedding climate & biodiversity throughout the K-12 curriculum that incorporates hands-on learning experiences with a focus on critical thinking, equity, and wellbeing.



P24-02

Funding for More Assessments of Learning Disabilities

Sponsor: Kensington School Council

Contact: Michelle Kurulok kensingtonparentassociation@gmail.com

Issue:

More funding is needed for schools and families to access professionals like psychologists, speech and language therapists, physical therapists and all other resources needed to assess children with learning disabilities.

Currently one kid gets an assessment if needed a year as per the <school> budget or if the parent goes to Alberta Health Services (AHS). The wait list is years. Health care including mental health should be free and the school should have access to free services that are not wait listed. That child and the teacher should have access to the follow up support as frequently as needed and not on the rotating schedule it currently is.

Background:

Alberta Health Services does not have adequate coverage for the diagnosis and treatment of neurodivergent children. Parents with low incomes are forced on wait lists for years to get the proper treatment(s) for their kids. Critical learning years will have gone by and they will be behind their peer group due to lack of a diagnosis. Currently the school gets one a year. Budget should not determine the need the school has to get assessments they need to effectively educate children.

Recommendation:

That the Alberta School Councils' Association (ASCA) advocates to the Minister of Education and the Minister of Health for increased availability of professionals to help diagnose learning disabilities and support neurodivergent children.

P24-03

Improving Indoor Air quality (IAQ) in Alberta Classrooms & Shared Environments

Sponsor: Kensington School Council

Co-Sponsor: Sir Winston Churchill High School Council

Contact: Michelle Kurulok kensingtonparentassociation@gmail.com; Claire Kraatz swcparentassoc@gmail.com

Issue:

School boards require increased funding to install modern HVAC systems for health and learning. Properly retrofitting older schools is imperative to ensure clean indoor air quality and should be prioritized as soon as possible.

Ensuring indoor air quality in schools is critical, especially in Alberta, where varying approaches exist. While some school boards are proactively upgrading ventilation systems and adding HEPA filters in classrooms, others lag. Implementing comprehensive, province-wide modern HVAC systems in schools is imperative, not only to enhance



air quality and reduce combustion pollution but also to address health and safety concerns, improve overall efficiency, bolster energy resilience, adapt to extreme weather conditions (wildfire smoke, heat), and contribute to broader climate change mitigation efforts.

Background:

Last year, Alberta experienced significant forest fires, leading to major air quality issues in many schools across the province. Temperatures climbing over 25°C and toxic air quality outside prevented the opening of windows, causing suffering among children. The lack of airflow and indoor air quality exacerbated the number of children absent from school, resulting in learning loss. Additionally, there was an increase in asthma attacks and other respiratory illnesses due to the lack of clean air.

1. **IAQ for Safe & Caring Schools:** Whereas every child has a right to a safe and healthy learning environment and parents' concerns about indoor air quality (IAQ) in schools needs to be addressed with the utmost seriousness. Recognizing the vital role of school authorities in ensuring a safe and welcoming environment, as per the Alberta Education Act, clean indoor air quality is crucial to the physical and mental well-being of students and staff. Prioritizing and addressing this is paramount for a comprehensive approach to safety in schools.[1]
2. **IAQ and Impact on Health:** Recognizing the escalating occurrences of respiratory illnesses, asthma, and environmental challenges such as wildfires, it is imperative to prioritize Indoor Air Quality (IAQ) to safeguard the health and cognitive function of students and staff. Studies consistently demonstrate that poor IAQ is linked to long-term health issues, including long-COVID. Proactively addressing IAQ is essential for the well-being of all school occupants, particularly in the face of prolonged and severe wildfire seasons in Western Canada, amplifying the significant health risks.[2][3]

Symptoms of exposure to wildfire smoke include headache, and eye, nose and throat irritation; less common symptoms include cough, shortness of breath, dizziness, wheezing, and heart palpitations. Short-term exposure to wildfire smoke or wildfire-PM2.5 has been strongly associated with all-cause mortality, acute bronchitis, exacerbation of chronic respiratory conditions such as asthma and chronic obstructive pulmonary disease, as well as increases in respiratory emergency room visits and hospitalizations. [Public Health Risk Profile: Wildfires in Canada, 2023](#) [3]

3. **IAQ and Mental Health:**
 - a. Whereas research from the Harvard School of Public Health and UNSW has demonstrated the effectiveness of improved IAQ in enhancing mental well-being. Healthy air for healthy minds![4]
Children are especially vulnerable as their brains are still developing. When exposed to poor air quality, children and adolescents are at elevated risk of bipolar disorders, schizophrenia, personality disorder, major depression, affective disorders, or suicidal ideation in adolescents and children [9] [10]. A study by the Children's Hospital in Cincinnati saw increased hospital visits related to psychiatric issues [11].
 - b. Camfil's insights indicate improved air quality filtration in schools leads to better student well-being and achievement.[5]
4. **Inclusivity for the Vulnerable:** Whereas maintaining high IAQ standards is crucial for creating an inclusive environment for all, including those with compromised immune systems, pregnant staff, and older individuals, ensuring equity and safety in schools.



- a. *Increasing evidence also suggests an association between wildfire smoke exposure and respiratory infections and adverse birth outcomes.*
- b. *Wildfires have a disproportionate impact on children, the elderly, people with disability, and Indigenous communities. [Public Health Risk Profile: Wildfires in Canada, 2023](#) [3][8]*

5. **Economic Considerations:** Recognizing that the economic advantages of investing in IAQ improvements, such as reducing absenteeism and enhancing learning capabilities, including cognitive function among staff, outweigh the initial costs, making it a financially sound long-term investment.[6][11]
6. **IAQ Installation:** Whereas modern IAQ improvement techniques, such as the installation of HEPA filters, can be implemented with minimal disruption to school activities, ensuring continuous education delivery. Consideration should be given to modern high-performance all-electric HVAC systems that: adapts to new cooling needs (required as global temperatures increase), minimizes health and safety concerns, improves air quality and eliminates combustion pollution, builds energy resilience, enhances efficiency, mitigates climate change.[7][8] Adhere to ASHRAE Core Guidelines for Reducing Airborne Infectious Aerosol Exposure.[9][10]

Ensure Transparency:

- Mandate the installation of CO2 monitors in all classrooms, gymnasiums, bathrooms, cafeterias, and buses.
- Require school boards to publicly report CO2 levels during occupied hours for each room.
- Mandate clear, detailed, and frequent IAQ monitoring information to parents for informed decision-making about their children's safety.

Implement Continuous Testing:

- Enforce regular and comprehensive IAQ testing across all school environments, including classrooms, gymnasiums, cafeterias, bathrooms, and buses.
- Identify and address air quality issues proactively through continuous monitoring and testing.

Prioritize Improvements:

- Require the development of an Air Quality Action Plan with predefined actions when CO2 levels approach or exceed the maximum threshold.
- Implement prompt and effective actions to enhance IAQ where deficiencies are identified, ensuring a healthier learning and working atmosphere for every student and staff member.

Prioritize a Clean Indoor Air Revolution:

- Recognize that parents and care-givers are calling for a Clean Indoor Air Revolution and have a right to know that the buildings where their children learn are safe.[15]
- Recognize that it will take Re-Engineering, not just medicine, to close the door on Covid.[12]
- Recognize Boston Public Schools as the gold standard for IAQ management and emphasize the implementation of real-time CO2 monitoring in classrooms as a best practice.
- Encourage school boards to learn from and adopt strategies employed by Boston Public Schools (and others) to ensure continuous improvement and real-time responsiveness in maintaining optimal indoor air quality.[12][13]
- Draw upon the expertise of Kevin Hedges and Amanda Hu and collaborate on solutions for Clean Indoor Air.[14]



References

1. Alberta Government - Welcoming, Caring, Respectful, and Safe Schools, [Province of Alberta Education Act](#)
2. Office of the Chief Science Advisor of Canada - Report on Long Covid, [Chief Science Advisor of Canada on Long Covid](#)
3. [Public Health Risk Profile: Wildfires in Canada, 2023](#)
4. The Surprising Link Between Indoor Air Quality and Mental Health - Harvard School of Public Health, [Harvard School of Public Health's Research on IAQ and Mental Health](#)
5. Can Quality Air Filtration In Schools Lead To Better Student Well-Being, Higher Achievement? – Camfil, [Camfil's Insights on Air Filtration in Schools](#)
6. Supplemental Filtration in Classrooms Reduces the Absence Rates for Students - Health Equity North, [Health Equity North Report on Classroom Filtration and Absence Rates](#)
7. Impact of Air Purifiers in Schools - A/Prof Donna Green, UNSW, [UNSW Research on Air Purifiers in Schools](#)
8. Rocky Mountain Institute's HVAC Choices for Student Health and Learning (Report), [HVAC Choices for Student Health and Learning](#)
9. ASHRAE Core Guidelines for Reducing Airborne Infectious Aerosol Exposure, [ASHRAE Core Recommendations](#)
10. ASHRAE Standard 241 - Control of Infectious Aerosols, [ASHRAE Standard 241](#)
11. Short-term Exposure to indoor PM2.5 in office buildings and cognitive performance in adults, [An Intervention Study](#)
12. Why it will take re-engineering, not just medicine, to close the door on COVID – [We Need a Revolution in Clean Indoor Air](#)
13. Boston Public Schools – Clean Air Dashboard, [Boston Public Schools IAQ Sensors](#) (Boston & Denver public schools have real-time IAQ monitoring; NYC & Massachusetts are working on legislation to require it)
14. Collaborating on Solutions for Cleaner School Air – [Video](#)
15. Breathing room: Why parents and experts are calling for a clean-air revolution in schools (TVO Today) <https://www.tv.o.org/article/breathing-room-why-parents-and-experts-are-calling-for-a-clean-air-revolution-in-schools>

Recommendation:

That Alberta School Councils' Association (ASCA) advocates to the Minister of Education for increased funding for modern HVAC systems for health and learning (with air filtration and cooling systems) not only in new schools but retrofitted in older school buildings as well.

That Alberta School Councils' Association (ASCA) advocates to the Minister of Education to require school boards to provide frequent and regular information on indoor air quality (IAQ) and improvements made to IAQ in schools to parents, including specific air quality improvements and IAQ specifications and monitoring in schools, including classrooms, gymnasiums, cafeterias, bathrooms, buses, and all shared environments, and that they release this information publicly to afford all students and staff a safer environment in which to work, learn and thrive.



P24-04

Equity in Playground Funding

Sponsor: Forest Heights School Council

Co-Sponsors: Kensington School Council, Hardisty School Council, Rutherford School Council, Clara Tyner School Council, Rio Terrace School Council, Kildare School Council, Lendrum School Council, Highlands School Council, Robina Baker School Council, École Morinville School Council, Mills Haven School Council, Fultonvale School Council, Riverdale School Council, Sturgeon Heights School Council.

Contact: Jill Tucker jilltucker@gmail.com

Issue:

Despite an equal scope of work for redevelopment, playgrounds on school board property can only access matching CFEP funding of \$125,000, while there is a new school playground grant of \$250,000 available to new schools. This creates huge inequities because it requires parents to bear the burden of raising several hundreds of thousands of dollars, especially at older schools in aging neighbourhoods.

Background:

1. Challenges for older schools

The Minister of Education has acknowledged the importance of playgrounds for the development of the physical, emotional, and social health of students, and funding of \$250,000 is in place for new schools in the province. But there is no dedicated infrastructure funding for playgrounds at older schools - either life cycle replacement or construction of playgrounds where there has never been one. Both situations have an equal scope of work as a new playground build.

Excluding these situations from consideration of funding is inequitable and puts students and parents at a disadvantage compared to brand new schools. Parents must bear the burden of fundraising up to \$700,000+ for playground infrastructure.

2. Challenges with land ownership

Playgrounds on school board property are often not eligible for municipal grants and are ineligible for federal grants. This puts these schools at a huge disadvantage compared to schools whose playgrounds happen to be on municipal land. The result can be that a newer school eligible for multiple sources of grant funding including the New Schools Playground Grant (\$250 000) can achieve a playground budget more than twice that of an older school, simply by accident of these multiple factors.

3. Community Facility Enhancement Program (CFEP)

a) The only large funding stream that is available to many schools for life cycle replacement of a playground is CFEP (\$125 000 matching). Given the cost of a playground (\$300,000 to \$700,000+), CFEP is inadequate. Furthermore, the requirement for matching funds is out of reach for many school communities.

b) School communities are competing for CFEP funding with such entities as privately owned recreation facilities, community leagues, nonprofits, and municipalities. There is currently no targeted educational funding for playgrounds, other than at brand new schools (\$250 000 in 2023-2024)

5. Urban Challenges

The current funding situation sets up inequities between different neighbourhoods within a city. If a new school is built, it is eligible for basic playground funding of \$250,000. Additionally, these schools are often eligible for municipal and federal grants because the land surrounding these new schools is municipally owned. *Older schools, meanwhile, struggle to fund even a basic playground for their students, especially within marginalized communities where parent fundraising capacity is minimal.*



6. Rural Challenges

Some rural municipalities can afford to (partially or wholly) fund school playgrounds within their jurisdictions, *while others cannot*. This sets up inequities between different municipalities. (If, for example, a new school was built within a growing municipality, it would receive \$250 000 in playground funding that an older school in the same or different municipality would not be eligible for.)

7. Inflationary Pressures

Due to increases in labour, materials and equipment costs, the burden on parent communities has increased. Buying power is lower, and the funding level of CFEP has not increased from \$125 000 in several decades. This means that parents are paying an ever-larger portion of infrastructure costs for playgrounds.

Recommendation #1:

That the Alberta School Councils' Association (ASCA) advocate to the Ministers of Education and Infrastructure to correct the inequities caused by the Playground grant funding available to new schools by:

- 1) Creating an equitable grant program targeted for the life cycle replacement of existing playgrounds at older schools, especially where the school has no access to any other government funding; and
- 2) Allow schools where no playgrounds currently exist to access the same grant funding as brand-new schools (\$250,000 in 2023-2024).

Recommendation #2:

That Alberta School Councils' Association (ASCA) **Advocacy Policy 05-02 Funding for Playground Facilities (2021) be amended to read:**

1. That Alberta Infrastructure fund basic playground development, **life cycle replacement**, maintenance, and equipment at older schools, based on established criteria. School communities that want more than the basics would have to raise the necessary funds.

2. That funding priority is targeted to schools with playground footprints located on school land, and which are ineligible to receive funding from other levels of government. Funding should be prioritized based on an assessment of need and factors such as existing playground age/condition, social vulnerability, access to other funding sources, school population, and location of adjacent public playgrounds accessible to the school.



P24-05

Preserving Safe and Inclusive Spaces for 2SLGBTQI+ Students

Sponsor: Sam Livingston School Council

Contact: Tosca Nesbitt ecolesamchair@gmail.com

Issue:

Within the province of Alberta, supports for 2SLGBTQI+ students are already in place. In other provinces across Canada, there have been legislative changes to erode similar supports. We believe it is important to ensure these supports remain intact in the province of Alberta.

Background:

While the number of 'out' youth and the acceptance of them in their communities is increasing, many 2SLGBTQI+ youth still live in fear of being rejected by their family and peers and are afraid of queerphobic bullying. Research out of Toronto indicates that potentially as many as 1 in 5 homeless youth identify as 2SLGBTQI+, and that they are more likely than other youth to be on the streets instead of in shelters due to queerphobia and the fear of violence. Putting this in context, it's important to note that approximately only 4% of Canadians aged 15+ identify as 2SLGBTQI+, meaning a disproportionately high number of 2SLGBTQI+ youth end up experiencing homelessness.

In addition, they often face discrimination. An Alberta study noted that three quarters of trans youth faced discrimination because of their gender identity and more than half because of their sexual orientation.

Repeated discrimination can weaken self-confidence and lead to mental health issues, including suicidal ideation and self-harm. Research indicates that approximately 30% of youth suicides are by 2SLGBTQI+ youth. This risk of suicide is even higher if youth have not come out yet or have not been accepted by their family. Family relationships are important, and while younger trans youth generally reported feeling their parents cared about them, 81% reported their family did not understand them at all or only understood them a little, and only about 1 in 3 had an adult in their family they could talk to about problems. The same Alberta students noted that 75% of trans youth reported self-harm in the past year, nearly 65% reported thoughts of suicide in the past 12 months and more than 2 in 5 had attempted suicide.

One way to maintain supportive environments is through the continued support of Gay Straight Alliances/Queer Straight Alliances (GSAs/QSAs) within schools. Under Section 35.1 of the Education Act, students in Alberta have a right to establish a voluntary student organization intended to promote a welcoming, caring, respectful and safe learning environment. This includes GSAs or QSAs. The Government of Alberta notes that 2SLGBTQI+ students are more likely to feel safe and are more comfortable being open about their sexual orientation, gender identity and/or gender expression in schools with GSAs/QSAs because they provide a place to create a sense of belonging. They go further and note that when students feel accepted for who they are, it can positively impact both academic performance and self-esteem as evidenced through:

- greater school attachment
- improved attendance
- increased sense of empowerment and hope
- new friendships
- improved home and school relationships
- increased comfort being visible as 2SLGBTQI+ or as allies
- reduction of stress due to hiding one's identity
- increased confidence
- enhanced sense of pride



While GSAs/QSAs are an excellent and proven approach to supporting 2SLGBTQI+ students, visibility also matters. As with many other forms of inclusion, seeing relatable examples in curriculum and resources and adjusting policies, forms, and signage to use gender-inclusive terminology can make 2SLGBTQI+ students feel seen, safe, and included.

Resources:

<https://www.alberta.ca/gay-straight-alliances>

<https://oipc.ab.ca/privacy-laws-gay-straight-alliances/>

<https://oipc.ab.ca/resource/school-clubs/>

<https://www.aclrc.com/2-lgbt-youth>

<https://www150.statcan.gc.ca/n1/pub/12-581-x/2022001/sec6-eng.htm>

https://apsc-saravyc.sites.olt.ubc.ca/files/2018/04/SARAVYC_Trans-Youth-Health-Report_Alberta-V2-WEB.pdf

Recommendation:

That the Alberta School Councils' Association (ASCA) advocate to the Minister for Education and other education stakeholders and partners for:

1. The preservation of GSAs/QSAs in all schools in Alberta with continued protections surrounding the personal information of students participating in GSAs/QSAs.
2. Ensure curriculum uses educational materials that enhance the visibility and understanding of different cultural, ethnic, and sexual minorities. Maintain age-appropriate sexual orientation, gender identity, and gender expression topics into classroom discussions, lesson plans, curricular outcomes, and library collections.
3. Support schools and school boards to be gender inclusive on school forms, websites, and communications, recognizing that gender exists on a spectrum, not as a male/female binary.
4. Support professional development for teachers to provide the knowledge and skills to a) respond immediately and in age-appropriate ways to discriminatory language and behaviour, b) use inclusive language, and c) incorporate positive examples that affirm and embrace differing sexual orientations and gender identities.

P24-06

Resource Support for French Immersion Teachers (Available Before Implementation of Curriculum Changes)

Sponsor: École Broxton Park School Council

Contact: Amber Ruben amber_rubenmercredi@yahoo.ca

Issue:

Curriculum changes require professional development for teachers, as well as a gathering of resources to be utilized within the classroom ready at time of launch. Alberta Learning has English resources available, however French Immersion resources are lacking at the time of curriculum implementation. This creates undue stress on teachers, requiring more time and effort to secure resources for French Immersion classrooms, and has the potential for students to be disadvantaged in their learning if adequate resources cannot be sourced.



Background:

Alberta K-6 curriculum changes launched in September 2022 and continued in September 2023 and came at a difficult time for teachers, as well as students who had learning losses with the COVID-19 pandemic. To date, within Parkland School Division’s French Immersion programming, there has been implementation of K-3 French Immersion Literature and Language Arts and K-3 French Immersion Science, and the French Immersion Grade 4-6 Literature and Language Arts and Grade 6 French Immersion Science was optionally implemented. Curriculum implementations are supported, and in May 2023 prior to the fall’s implemented changes Instructional Services provided in-person and virtual professional development for staff. However French Immersion resources are lacking and typically come after the development of English resources. Our division has relied on the Edmonton Regional Learning Consortium as well as other consortium for French Immersion resources. Initially, the Alberta Learning website did not have French resources embedded into the site. In addition, some of the resources that are heavily relied on for specific subjects do not have appropriate French resources.

French Immersion students experienced great learning loss during COVID and lost classroom time due to the lack of immersion in the French language during the pandemic. Curriculum changes implemented without appropriate resource support continues to put these students at risk.

Recommendation:

That the Alberta School Councils’ Association (ASCA) advocates to the Minister of Education for French Immersion resources to be developed and available at the same time as English resources prior to the implementation of curriculum.

P24-07

Enhanced Reporting of and Support for Class Size and Complexity

Sponsor: ASCA Board of Directors

Contact: Wendy Keiver, Executive Director wendyk@albertaschoolcouncils.ca

Issue:

Class numbers are growing larger, class composition is becoming more complex making learning difficult for students and teachers in Alberta schools.

Background:

For more than a decade, Alberta Education followed the recommendations of the Alberta Commission on Learning regarding class size **guidelines for optimum learning conditions**. Since Alberta Education stopped reporting class sizes in 2019, there is no way to accurately track class size or assess classroom complexity. The lack of data on class size and classroom composition poses challenges for educators and policymakers to understand the obstacles teachers encounter in diverse classrooms. This hinders their capacity to make informed decisions that enhance learning outcomes, effectively and equitably distribute resources, and provide necessary support for students and teachers. Establishing a system to monitor class sizes and evaluate classroom complexity is crucial for improving the educational experience for all students in Alberta.

“Class size doesn’t matter unless you’re one of too many kids or the only teacher. When people say class size doesn’t matter, they are talking about other people’s children.” Joe Bower 1978-2016



Resources:

For the Love of Learning Blog (misc)

<http://joe-bower.blogspot.com/p/quick-bio.html>

Every Child Learns. Every Child Succeeds. Report and recommendations Alberta's Commission on Learning (October 2003)

<https://open.alberta.ca/dataset/b0ad8515-edad-419a-968d-a30ec9975901/resource/491dd557-1f9a-4184-a3b1-c72e543c0168/download/commissionreport.pdf>

Class Size in K-12 Schools: A Review of the Research Evidence (January 2006)

[Class Size in K-12 Schools: A Review of the Research Evidence](#)

Class size by school year, jurisdiction, and grade, Alberta (open data)

<https://open.alberta.ca/opendata/class-size-by-school-year-jurisdiction-and-grade-alberta>

Reporting on Class Size, Complexity, Curriculum and COVID-19 Impacts in Alberta K-12 Schools (Fall 2022)

<https://legacy.teachers.ab.ca/SiteCollectionDocuments/ATA/News%20and%20Info/Issues/COVID-19/ReportingOnClassSizeComplexityCurriculumAndCOVID-19ImpactsInAlbertaK-12Schools.pdf>

Recommendations:

That the Alberta School Councils' Association advocates to the Minister of Education to:

1. Annually report class sizes while actively enacting initiatives aimed at reducing class sizes to levels that facilitate effective teaching and learning;
2. Allocate funding and resources for ongoing professional development for educators, ensuring they have the skills and strategies needed to navigate complex classrooms effectively;
3. Increase funding to hire additional qualified educators and support staff, recognizing their pivotal roles in addressing the complex needs of students;
4. Commit to engaging in meaningful collaboration with relevant stakeholders, including parents, educators, and community members, to develop and implement strategies that promote educational equity through thoughtful consideration of class size and complexity.

That the Alberta School Councils' Association (ASCA) **Advocacy Policy 20-05 Support for Addressing Class Size and Complexity be archived.**



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 28, 2024**:

Board proposed **Administrative Resolutions** for the 2024 ASCA AGM

#	Title	Sponsor	Contact
A24-01	Maintain Advocacy Policies: 94-8, 02-15, 03-9, 04-15, 14-3	ASCA Board of Directors	Wendy Keiver wendyk@albertaschoolcouncils.ca
A24-02	Amend Advocacy Policies: 02-13, 02-12 and 02-04; and to Revise ASCA Advocacy Policies 03-07 and 08-06	ASCA Board of Directors	Wendy Keiver wendyk@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 2024 AGM Administrative (Housekeeping) Resolutions has been changed to reflect 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.



Note: In the interest of efficiency, and to respect ASCA Members’ time, the ASCA Board of Directors may chose to present each Administrative Resolution as an “*omnibus*” motion – that is, each **main motion** includes an action (maintain, amend, or revise) that applies to more than one existing ASCA Advocacy.

As an example, A24-01 below is presented as one motion to **maintain** five (5) existing ASCA Advocacy Policies simultaneously. The **AGM Chair may choose** to ask for Member’s *unanimous consent* for the motion to **maintain all five (5) at once**. If even one (1) ASCA Member **objects** to that motion, each of the existing five (5) Advocacy Policies being proposed to be maintained **will need to be moved, considered/discussed, and voted on, separately**, adding considerable time to the meeting.

Conversely, A24-02 below is presented with five (5) existing ASCA Advocacy Policies being considered independent of each other (separately). To save time, **the Chair may choose** to ask for the Member’s *unanimous consent* to **amend** or **revise** all five (5) Advocacy Policies as presented. Again, as with A24-01, if even one (1) ASCA Member **objects**, each Advocacy Policy listed in A24-02 will be considered individually (moved, discussed, voted on).

A24-01

Motion to **maintain** ASCA Advocacy Policies *94-8, 02-15, 03-9, 04-15, 14-3*

Policy	Rationale
<p>94-8 Funding of Evening and Summer Schools (2014) That high school courses offered during the evening, summer etc. to students eligible for daytime funding by the Department of Alberta Education receive equitable funding to those offered between September and June.</p>	<p>Funding for courses should remain consistent regardless of the time offered. <i>Housekeeping update: Department of Education has been changed to Alberta Education.</i></p>
<p>02-15 Textbook Fees and Workbooks (2009, 2014) That Alberta Education ensure that students in the K-12 public education system cannot be charged a textbook rental fee, but may be charged a refundable textbook deposit fee. That Alberta Education ensure that workbooks taking the place of textbooks, or workbooks that are required as a companion to a textbook, be provided at no cost to students in the K-12 public education system. That Alberta Education pursue a course of action with school boards that ensures this change takes place.</p>	<p>Students should have access to educational essentials without incurring any associated expenses.</p>
<p>03-09 Field Trip Safety for Alberta Students (2014) That ASCA and school councils actively promote and support the proper and timely use of current research and authoritative resources by parents, school staff and jurisdictional administrators, to strengthen the safety of off-site school activities.</p>	<p>These remain important considerations in a time where previously secure field trips present new challenges.</p>



<p>That school councils advise their school district officials to utilize current research and authoritative resources to support district policy development and policy implementation.</p>	
<p>04-15 Recognition of School Completion / Opportunities for Post-Secondary Opportunities (2014)</p> <p>That Alberta Education develop a means of formally recognizing students with special needs upon completion of their schooling, including criteria and standards for measuring outcomes.</p> <p>That ASCA, Alberta Education, post-secondary institutions and education partners recognize the concept of lifelong learning applies equally to students with special needs, and the need for successful transition of students with special needs from High School to post-secondary education and to promote:</p> <ul style="list-style-type: none"> *the talents and abilities of special needs students; *the development of positive career identities; *access to career guidance that honours and respects student aspirations; *opportunities for post-secondary and continuing education; * access to information on planning and post-secondary options for parents and students. 	<p>Students with diverse neurological profiles, accessibility challenges, or developmental delays should be acknowledged for their high school completion, including the possible attainment of a high school diploma. This recognition should provide options for students beyond high school.</p> <p><i>* Administrative Note: Future consideration be will given to amending this in an Administrative Resolution to modernize the language around inclusion.</i></p>
<p>14-3 Accountability – parental right to quality of service. That Alberta Education amend the Home Education Regulation to ensure all children receive ongoing, quality one-on-one assessment from certified teachers at least twice per year.</p>	<p>The Home Education Regulation was amended in 2020 and is current as of September 1, 2020. This policy recommendation was not included, therefore ongoing advocacy is recommended.</p>



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**.

A24-02

Possible *unanimous consent* motion: To **amend** ASCA Advocacy Policies 02-13, 02-12 and 02-04, and to **revise** ASCA Advocacy Policies 03-07 and 08-06, as presented.

MOTION: To amend ASCA Advocacy Policy 02-13 Input on Selection of School Staff (2006, Revised 2014)

1) by inserting “hiring” after “contribute to a”

Current Wording (02-13)	Proposed Revisions	If Adopted, Will Read
That the School Council Regulation be amended to include the requirement that school boards must give parents in the school community the opportunity to contribute to a profile with respect to selection of school staff by requiring them to create a profile that describes the strengths/qualities of the staff they wish hired, with orientation and support in carrying out that responsibility.	That the School Council Regulation be amended to include the requirement that school boards must give parents in the school community the opportunity to contribute to a hiring profile with respect to selection of school staff by requiring them to create a profile that describes the strengths/qualities of the staff they wish hired, with orientation and support in carrying out that responsibility.	That the School Council Regulation be amended to include the requirement that school boards must give parents in the school community the opportunity to contribute to a hiring profile with respect to selection of school staff by requiring them to create a profile that describes the strengths/qualities of the staff they wish hired, with orientation and support in carrying out that responsibility.

MOTION: To amend ASCA Advocacy Policy 02-12 Input on Selection of Principal (2006, Revised 2014).

- 1) by striking “create a” and inserting “contribute to a hiring”;
- 2) by striking “that describes” and inserting “with respect to”

Current Wording (02-12)	Proposed Revisions	If Adopted, Will Read
That the School Council Regulation be amended to include the requirement that school boards must give school councils the opportunity to provide input with respect to the selection of the principal by requiring them to create a profile that describes the strengths/qualities of the principal they wish hired, with orientation and support in carrying out that responsibility; and including a school council parent as a contributing part of the selection process, with orientation provided for the parent to carry out that responsibility.	That the School Council Regulation be amended to include the requirement that school boards must give school councils the opportunity to provide input with respect to the selection of the principal by requiring them to create a contribute to a hiring profile that describes with respect to the strengths/qualities of the principal they wish hired, with orientation and support in carrying out that responsibility; and including a school council parent as a contributing part of the selection process, with orientation provided for the parent to carry out that responsibility.	That the School Council Regulation be amended to include the requirement that school boards must give school councils the opportunity to provide input with respect to the selection of the principal by requiring them to contribute to a hiring profile with respect to the strengths/qualities of the principal they wish hired, with orientation and support in carrying out that responsibility; and including a school council parent as a contributing part of the selection process, with orientation provided for the parent to carry out that responsibility.



MOTION: To amend ASCA Advocacy Policy 02-4 School Nutrition Programs (2009, Revised 2014)

- 1) by inserting “ASCA encourage” after “That”;
- 2) by striking the “s” at the end of “Minister”;
- 3) by striking “<comma> Human Services, and Health <comma>” and inserting “to collaborate with relevant Ministers”;
- 4) by striking “make school nutrition programs eligible for funding, province-wide <comma>” and inserting “to extend funding eligibility province-wide for school nutrition programs <period>”;
- 5) by striking “in order to assist” and inserting “This would aid”;
- 6) by striking “to assist” and inserting “in supporting”.

Current Wording (02-4)	Proposed Revisions	If Adopted, Will Read
<p>That the Ministers of Education, Human Services, and Health, make school nutrition programs eligible for funding, province-wide, in order to assist school jurisdictions to assist all students to meet their learning goals.</p>	<p>That ASCA encourage the Ministers of Education, Human Services, and Health, to collaborate with relevant Ministers make school nutrition programs eligible for funding, province-wide, to extend funding eligibility province-wide for school nutrition programs. in order to assist This would aid school jurisdictions to assist in supporting all students to meet their learning goals.</p>	<p>That ASCA encourage the Minister of Education to collaborate with relevant Ministers to extend funding eligibility province-wide for school nutrition programs. This would aid school jurisdictions in supporting all students to achieve their learning goals.</p>

REVISION: To revise ASCA Advocacy Policy 03-07 Sharing Responsibility for Appropriate Use of Standardized Testing (2014)

- 1) by striking all existing wording and inserting:
 “That ASCA collaborate with Alberta Education and relevant education stakeholders to:
 - *Ensure positive and inclusive standardized testing environments for all students.
 - *Develop and distribute a discussion guide to aid parents in constructive dialogues about their child's standardized test results during parent-teacher interviews, fostering a student/parent/teacher team plan to enhance learning.
 - *Explore ways to use standardized test results for meaningful professional development for teachers and administrators.”

Current Wording (03-7)	Proposed Revisions	If Adopted, Will Read
<p>That ASBA ensure that: When discussing results, language is used which acknowledges the shared responsibility of all partners with respect to appropriate use of Provincial Test results.</p> <p>*Policies are in place to support a positive testing climate;</p> <p>*PL opportunities (as requested below) exist for</p>	<p>That ASBA ensure that: When discussing results, language is used which acknowledges the shared responsibility of all partners with respect to appropriate use of Provincial Test results.</p> <p>*Policies are in place to support a positive testing climate;</p> <p>*PL opportunities (as requested below) exist for</p>	<p>That ASCA collaborate with Alberta Education and relevant education stakeholders to:</p> <p>*Ensure positive and inclusive standardized testing environments for all students.</p> <p>*Develop and distribute a discussion guide to aid parents in constructive dialogues about their child's standardized test</p> <p>That ASCA collaborate with Alberta Education and relevant education stakeholders to:</p> <p>*Ensure positive and inclusive standardized testing environments for all students.</p> <p>*Develop and distribute a discussion guide to aid parents in constructive dialogues about their child's standardized test</p>



<p>principals and teachers to achieve these goals; and</p> <p>*When reviewing detailed reports on testing results, school boards consult with school councils, as part of their review process, to assist them in setting meaningful targets for improvement.</p> <p>That CASS ensure that Superintendents:</p> <p>*Provide PL opportunities to principals so that school climates develop where:</p> <p>*The testing experience is a collaborative effort combining good teaching and curriculum support with parental reassurance (team effort with each doing pieces);</p> <p>*Results are used as a professional growth tool with staff; and</p> <p>*Results are used at school council meetings in developing school improvement goals to be incorporated into the 3-year plans.</p> <p>That ATA, AAC, Regional Consortia ensure that PL opportunities are available to teachers so that:</p> <p>*They choose to develop classroom climates where the testing experience is a collaborative effort combining good teaching and curriculum support;</p> <p>*Teachers find meaningful ways to incorporate results (learning and information) into their teacher professional growth plan; and</p>	<p>principals and teachers to achieve these goals; and</p> <p>*When reviewing detailed reports on testing results, school boards consult with school councils, as part of their review process, to assist them in setting meaningful targets for improvement.</p> <p>That CASS ensure that Superintendents:</p> <p>*Provide PL opportunities to principals so that school climates develop where:-</p> <p>*The testing experience is a collaborative effort combining good teaching and curriculum support with parental reassurance (team effort with each doing pieces);-</p> <p>*Results are used as a professional growth tool with staff; and</p> <p>*Results are used at school council meetings in developing school improvement goals to be incorporated into the 3-year plans.</p> <p>That ATA, AAC, Regional Consortia ensure that PL opportunities are available to teachers so that:-</p> <p>*They choose to develop classroom climates where the testing experience is a collaborative effort combining good teaching and curriculum support;-</p> <p>*Teachers find meaningful ways to incorporate results (learning and information) into their teacher professional growth plan; and</p>	<p><u>results during parent-teacher interviews, fostering a student/parent/teacher team plan to enhance learning.</u></p> <p><u>*Explore ways to use standardized test results for meaningful professional development for teachers and administrators.</u></p>	<p>results during parent-teacher interviews, fostering a student/parent/teacher team plan to enhance learning.</p> <p>*Explore ways to use standardized test results for meaningful professional development for teachers and administrators.</p>
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<p>*Principals consult with school councils when reviewing testing results, as part of their review process, to assist them in setting meaningful targets for improvement.</p> <p>That ASCA work in partnership with Alberta Education and other appropriate partners to develop and distribute a discussion guide to assist parents in engaging in a useful dialogue about their child’s results during parent-teacher interviews, to formulate a student/parent/teacher team plan to enhance student learning.</p>	<p>*Principals consult with school councils when reviewing testing results, as part of their review process, to assist them in setting meaningful targets for improvement.</p> <p>That ASCA work in partnership with Alberta Education and other appropriate partners to develop and distribute a discussion guide to assist parents in engaging in a useful dialogue about their child’s results during parent-teacher interviews, to formulate a student/parent/teacher team plan to enhance student learning.</p>	
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REVISION: To *revise* ASCA Advocacy Policy 08-6 Capital Project Approval Criteria (Revised 2014).

1) by striking all existing wording and inserting “The Ministries responsible should ensure that the processes and criteria for the approval of capital funding projects within Education be clear, transparent, and easily available to the public from the Ministry of Education.”

Current Wording (08-6)	Proposed Revisions	If Adopted, Will Read
<p>Parents and school councils, school jurisdictions and communities should have easy access to a clear and transparent process and firm criteria used to secure capital projects approval from both the Ministry of Education and the Ministry of Infrastructure.</p>	<p>Parents and school councils, school jurisdictions and communities should have easy access to a clear and transparent process and firm criteria used to secure capital projects approval from both the Ministry of Education and the Ministry of Infrastructure.</p> <p><u>The Ministries responsible should ensure that the processes and criteria for the approval of capital funding projects within Education be clear, transparent, and easily available to the public from the Ministry of Education.</u></p>	<p>The Ministries responsible should ensure that the processes and criteria for the approval of capital funding projects within Education be clear, transparent, and easily available to the public from the Ministry of Education.</p>

