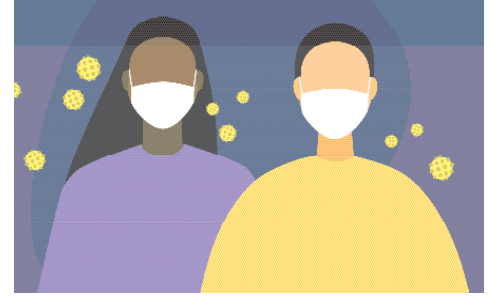


ATA NEWS

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Why Adriana LaGrange? I can explain



EDITORIAL

Jonathan Teghtmeyer
ATA News Editor-in-Chief

In putting together a newspaper like the *ATA News*, writers and editors hope to create reactions. Sometimes that reaction is not at all what is expected.

In the last edition of the *ATA News*, we published a multipage feature related to International Women's Day. As part of this spread, we invited a number of leaders in education to submit writing about women that inspired them into leadership. Among those invited, and ultimately published, was current Minister of Education Adriana LaGrange.

We definitely understand and appreciate that many teachers are not happy with the current minister. We fully appreciate that decisions made by this government and perhaps the minister herself are causing pain and damage to public education and to teachers. In fact, you do not have to read too many back issues of the *ATA News* to find a number of articles that bring these issues to light and ultimately cast

aspersions on the government and the minister.

As a result of these myriad and widespread teacher concerns, there was some backlash against the Association when this article was posted on social media. To compound the concern, Facebook and Twitter algorithms fetched the minister's photo to portray in the link preview.

Please allow me to explain, but not necessarily justify, why the *ATA News* invited the minister to make a submission for this feature.

As International Women's Day approached, in light of the high proportion of women in our profession and that the ATA would be hosting its inaugural Women in Leadership Summit, the editorial team decided to include a feature devoted to recognizing International Women's Day.

We had a similar feature in last year's paper that focused on the voices of female local presidents. This year we decided to pick up on the summit's Women in Leadership theme and focus on political leadership within the education system at the provincial level.

For the first time in more than 30 years, and for only the second time ever in the province's history, Alberta

has a female minister of education. Regardless of your opinions of the minister, she is a leader in Alberta's education system and so she was invited to make a submission.

We wanted to include political leaders in the Association itself, so we also invited ATA vice-president Jenny Regal and the chair of the Association's Women in Leadership Committee, Kathy Hoehn, to write submissions.

Finally, in recognition of the Association's long-standing practice and policy of non-partisanship, and because the role of opposition education critic is held by a woman, we also included Sarah Hoffman.

At this point, I would like to expand on how the Association views and implements its policy of non-partisanship.

ATA policy since 1977 says, "the Association does not align itself with any political party or with any candidate seeking political office" and that, "the Association maintains contact with all major political parties in Alberta."

These policies do not prevent the Association from taking stances and speaking out on issues – in fact, policy also directs us to do that – but it means we focus on the issues, not

on the political parties or the people representing them. At the same time, we want members to be aware of the parties and the people involved in Alberta's political system. So it would only make sense that we would use this feature as an opportunity for our teachers to get to know the women who provide leadership in Alberta's education system a little bit better.

Despite what was said in some cases online, it was never stated that these were "inspiring women." They may or may not be, and that is in the mind of the beholder. Instead, we asked them to tell us about women that inspired them to pursue leadership.

We provided no judgment on the submissions or on the people who made them. We allow you, the members, to draw your own conclusions. We trust your judgment.

I know that many of you have strong feelings about the minister, and I understand that many of you will still disagree with the decision to include her in this feature. But I wanted you to know what we at the *ATA News* were thinking when we made this decision.

Thanks, as always, for reading.

I welcome your comments—contact me at jonathan.teghtmeyer@ata.ab.ca.

Coronavirus prompts school closures

ATA continues to seek answers amid rapidly evolving situation



Q & A

Dennis Theobald
ATA Executive Secretary

Question: What is the Alberta Teachers' Association doing to deal with COVID-19 (coronavirus disease 2019)?

Answer: As I am writing this column, COVID-19 is continuing to spread globally and throughout our own country and province. The situation is evolving rapidly and new information has been forthcoming from health authorities on a daily basis. The Association is receiving updates from provincial health authorities and is in close contact with the College of Alberta School Superintendents (CASS), which is acting as a clearing house for information and policy advice to public, separate and francophone school authorities.

Over the weekend of March 13 and 14, we were among several education stakeholders involved in consultations conducted by government officials, which culminated in the following statement being issued by Education Minister Adriana LaGrange.

I want to thank the many boards and education partners that have provided their views over the weekend. It has become clear that it would be challenging to implement health recommendations like social distancing and proper cleaning protocols.

The safety of our students, teachers and staff is the number one priority for all of us – for me and my Cabinet colleagues, for Dr. Hinshaw and for school staff.

With that in mind, we will be indefinitely cancelling classes across the province. Students are expected to stay home.

We are all in this together. And I hope you all agree this is the right decision.

School authorities are expected to continue their regular day-to-day operations and ensure the safety of our school facilities. We expect maintenance, capital projects, cleaning of facilities and administrative work to continue.

Now I know that student progression will be on the minds of both parents and students. We expect every student to receive a final mark and that students will progress to their next grade level next year. However, provincial assessments, such as provincial achievement tests, will be cancelled as of this time. Diploma exams essential for post-secondary acceptance will continue.

We are confident that every student who is eligible to graduate from Grade 12 this year will graduate.

The government will also be working with post-secondary institutions to ensure that these extraordinary circumstances do not prevent our students from being eligible for admission to post-secondary studies for the upcoming school year.

Teachers and other school staff will still be expected to work, either from home or at their workplace, to ensure these expectations are met and to support student learning.

Decisions on how to do this are still to be made, and it may vary depending on the school jurisdiction. Given the unique situation, my department and I will work with school divisions throughout this process, and school authorities will still receive their full allotment of funding for the 2019–20 school year.

I know these are challenging times for everyone. I will be sending an open letter to parents in the coming days, and Alberta Education will be working directly with you to help navigate through these changes.

We all have a role to play to keep our students and the staff that work in our schools safe and healthy. This is – and will always be – our top priority.

The most up-to-date information on the COVID-19 situation in Alberta can be found on alberta.ca.

I know this leaves you with many questions. Please stay tuned in the days to come for more details.

*Sincerely,
Adriana LaGrange
Minister of Education*

The Association is aware that this decision raises many questions, so we are communicating with government officials to identify teacher concerns and to discuss solutions. This situation is unprecedented and continues to evolve continuously. At this time, our advice to teachers is that, unless they are following advice to self-isolate or have another collective agreement related absence, they will likely be expected to report to work. Please look out for and follow board directives.

The Alberta Teachers' Association has set up a COVID-19 Frequently Asked Questions page on our website at teachers.ab.ca.

Questions for consideration in this column are welcome. Please address them to Dennis Theobald at Barnett House (dennis.theobald@ata.ab.ca).



YOUR VIEWS

Members posted many comments on the ATA News' decision to seek and publish a submission by Education Minister Adriana LaGrange on women who inspired her to be a leader. The piece was published Feb. 25 as part of a feature package recognizing International Women's Day, then later shared via a post on the ATA's Facebook page.

FACEBOOK FEEDBACK

Deborah Nicholson

I am more than disappointed about the inclusion of LaGrange. I consider her anathema to education and everything I value as an educator. This is a serious misstep, ATA. We should be facing this woman across a bargaining table, not holding her up as a role model. There was no need to "play nice" with the UCP. I am not happy with my ATA.

Nicole Mooney

WHO seriously thought this would be a good idea? I love the ATA and I stand up for the Association all the time, and this feels like a slap in the face to me. This is truly hurtful.

Raymond McRae

I am very disappointed and saddened that our organization would give a great big soapbox opportunity to the same UCP minister who is in the process of dismantling our public education system. She has been spouting antipublic education, UCP rhetoric since she was appointed. How did our organization possibly think it was a good idea to help her spread her backward views under our auspices.

Nicole Burant

You are first and foremost the public representative of TEACHERS! Non-partisan or not, to feature anyone who is actively working against teachers, students and the education system as a whole should never be featured in a positive light by our representatives. We pay you to represent our values. Your membership has clearly spoken their disapproval with the choice of including LaGrange in this article (and frankly I cannot believe that wasn't obvious before you wrote it).

Allison Dakin

Really, ATA? There are lots of women out there that are not cutting funds to special needs children. It is tone deaf to include Minister LaGrange at this time ... this is disappointing.

Jennifer Smith

OK, I'm so confused. For a moment there I thought the choice to feature you-know-who was a bit of satire. But, alas, a sad mistake.

Ryan Bailey

As we all know, often Facebook picks the thumbnail. ATA fixed it. We can put down the pitchforks and, trust me, I'm no fan of LaGrange.

Tammy Romaniuk

This isn't *The Beaverton*?

ON TWITTER

Allison Jade @allisonjade

Hi ATA, you can be non-partisan without using someone who is dismantling what you stand for as an idol.

Lisa Hannay @lhannay1

Have to agree with the other commenters. Could have asked another one of the only 14 per cent female superintendents instead of a politician. She does not belong in the same category as any of the female leaders I recognize and admire.

Cassandra M @Mcasperc

I'm very surprised the word "leader" is even being attached to the current minister. The fact that hers is first almost made me not even read the rest of this article. Not sure if this is an olive branch attempt of sorts, but this makes me incredibly uncomfortable.

FOR THE RECORD

“ I hope they understand we're not going to sit back, be quiet and accept this garbage. ”

– Teacher Janice Pinnok talking to the CBC during a rally at the Alberta legislature



An open letter to Jason Kenney



VIEWPOINTS

Joelle Zimmerman
Special to the ATA News

I was one of the thousands of Albertans marching to and rallying outside of the legislature on Thursday, Feb. 27, in the March for What Matters. I want you to know what I was marching for.

I was marching to show my support for properly funded *public* services. I was marching for my children. I was marching for our world-class education and health-care systems. I was marching alongside teachers and educational support staff, doctors, nurses, public sector workers, students, arts council members, people with disabilities, Indigenous people, people from the LGBTQ2s+ community and surely others not part of any of these groups. I was marching for all Albertans. We matter.

I was marching to show you that I do not support the decisions that your government has been making. I was marching against the cuts to education, health care, AISH, the arts, firefighting; privatization of seniors care; changes to PUF funding in early education and to GSAs in schools; pension theft from teachers and other public servants; fee changes for family doctors; privatization of public services and provincial parks; downloading of expenses to municipalities and school boards; elimination of child-care subsidies, the Alberta Child Benefit and drug coverage for certain people; increases to

income and property taxes, insurance and energy costs — the list could go on and on. There have been an astonishing number of cuts and dubious changes wrought by your government over the past year!

Many of these unilateral decisions serve to reduce or take away entirely supports to the most vulnerable people while at the same time increase their cost of living. Our social services matter. Our seniors, children, people with disabilities, people identifying as gender minorities, patients, students and low-income families matter.

Let's talk about jobs. Although you campaigned on a platform of getting Alberta back to work, Albertans have continued to experience job losses in the private sector, and now your government is beginning to pile public sector job losses on top of that. Where are Albertans with no jobs supposed to turn? They will be relying on those same social support systems to which your government is dealing massive cuts. Our jobs matter.

At the same time as you claim that your cuts are happening to balance the budget, you have spent millions on your war room, and given away *billions* to private corporations! By your own projections in the 2020 budget, the Parkland Institute reports that you are planning to increase Alberta's total debt by \$27.4 billion over the four years you will be in power. I'm no economist, but I have heard it said again and again that Alberta does not have a spending problem but that, in fact, we have a revenue problem. Depending too much on revenue from the volatile oil and gas sector creates unstable funding. How about a focus on more stable revenue that you can control?

In *your own* 2020 budget document, there is a chart, blithely named "Alberta's Tax Advantage," which shows that the government would have an

increased revenue of at least \$14.4 billion if it "had the same tax system as any other province." I'm not sure what you see as advantageous about running a deficit, giving handouts to corporations, and then placing the burden of your austerity measures on the backs of the most vulnerable Albertans. What we should be taking advantage of is the example set by all of the other provinces. With an extra \$14.4 billion in revenue, Alberta would have a surplus of more than \$7 billion, instead of a deficit. The answer here seems obvious. We should be taxing corporations a reasonable amount and using a progressive personal income tax to put more of the burden on the people most able to bear it! Fiscal responsibility matters.

Jason Kenney, your plan appears to be to increase Alberta's debt, take away jobs, gut the public services that Albertans depend upon, and then make us pay more for those services. I say, get a new plan. Jason Kenney, you promised us a "fair deal." How about using reasonable and transparent methods to lower debt, get Albertans back to work and at least maintain accessible public services. After all, you promised us all of these things. Promises matter.

I want you to know that I, for one, will continue marching and fighting for the good of all Albertans. We matter. Our jobs matter. Our world-class health care, education system and public services matter. Our seniors, children, Indigenous people, people with disabilities, people identifying as gender minorities, patients, students and low-income families matter. I urge you to make good on your promises, Mr. Kenney. Join Albertans in fighting for what matters.

Joelle Zimmerman is a part-time substitute teacher from Edmonton and a part-time stay-at-home mom.

Despite our differences, we stand united



Having just spent the last five weeks criss-crossing the province for all nine teachers' conventions and other meetings, I have learned that, essentially, as teachers we all want the same things. We want classes that are well-supported and manageable so we can build relationships with our students to

help them grow. We also want respect as individual teachers and as a profession overall for the work we do, something we are not seeing from the policies our current government is passing. This makes the advocacy work we do highly important as well as highly frustrating.

One of the things I have enjoyed the most about being president is meeting colleagues around the province and learning from them. In the last several weeks, I have learned from my colleagues that we are all over the spectrum on issues. We have teachers who are liberal and conservative (and in between), teachers who are mad as hell about everything and some who are happy with things the way they are. Some are thankful for the work the ATA has done, and for some, no matter what we (or I as president) do, it will never be enough. But, at the heart of all this, we all want the same thing.

I am concerned about the divisiveness we see in our province, especially with the government

creating a narrative that aims to drive a wedge between the private and public sectors. It serves none of us well to allow this to happen or to feed into it. Our opponents will always want to drive a wedge to separate us — it's a tool to keep us distracted. We cannot let that happen, and we need to oppose those tactics when they occur. As I tell my students, we spend too much time tearing each other down. Instead, let's start to build each other up.

I have learned a lot in the last five weeks (really, over the last seven months). I know I am not perfect, and there is still lots for me to learn and do. I am confident, however, that no matter our differences, our desire to see improvements to education and our province will continue to unite us.

I welcome your comments — contact me at jason.schilling@ata.ab.ca.

Teachers urged to complete bargaining survey

Mark Milne
ATA News Staff

Your voice needs to be heard! That's the message being sent out by the Central Table Bargaining Committee (CTBC) as it prepares for the upcoming round of central bargaining.

Members are urged to take a bargaining needs survey that will help CTBC pinpoint the hot-button issues facing today's teachers.

"This is about the salary and benefits teachers take home to their families. It's their pay packet," says Sandra Johnston, co-ordinator of the Teacher Welfare program area of the Alberta Teachers' Association.

Information gathered through the survey will help the CTBC develop the proposal that it advances to central table bargaining this spring with the Teachers' Employer Bargaining Association (TEBA).

"The Association takes direction from the membership," Johnston emphasized. "They tell us what issues to pursue and how vigorously we should pursue them."

The survey contains a number of questions regarding teachers' conditions of practice. These questions provide teachers an opportunity to describe their teaching conditions to the committee that represents them at the bargaining table. The survey covers issues ranging

from class size to support for complex classrooms to aggression in schools. Once central table bargaining begins, the committee will continuously refer back to the collected data for direction. The survey results will identify teachers' priorities and help the committee make bargaining decisions while at the table.

The confidential information collected through the survey is retained by the Association for future reference. Committee members use it to determine if a flagged issue was adequately dealt with in the last round of bargaining.

"If it is still a big issue in this round, then we can say 'OK, that hasn't been dealt with. We need to do some more work here,'" Johnston said.

Taking the survey

The survey takes about 10 minutes to complete and consists of approximately 35 questions covering topics from benefits to wages. It is open to all members currently covered by any of the ATA's 61 collective agreements and is available in both English and French.

While the survey can be completed on mobile devices such as phones or tablets, it is best suited to being completed using a laptop or home computer. The survey should also only be completed during personal time. You can pause it at any point and return to complete the questions at a later date.

Bill 5 and TEBA

On March 3, the provincial government tabled Bill 5, the *Fiscal Measures and Taxation Act*, which includes clauses that affect the bargaining processes outlined in the *Public Education Collective Bargaining Act*. "The biggest change is in the elevation of power for TEBA's board of directors," said Teacher Welfare co-ordinator Sandra Johnston.

TEBA consists of two parties: the board of directors (eight government and seven school board appointees) and the representative committee (elected trustees from the 61 school divisions). In previous negotiations, TEBA's representative committee ratified the central bargaining settlements. Under Bill 5, TEBA's board of directors will make the final decision on ratification, and the government has the majority of members on the board of directors.

Second survey targets distributed education teacher

Teacher Welfare has also issued a second survey leading up to central bargaining. It is aimed specifically at distributed education teachers and is part of a commitment made between TEBA and the Association during the 2018/20 central table settlement.

It will gather information from teachers or school leaders who are currently practicing in the distributed learning environment (e.g. online, blended learning, alternative delivery). It is important that the issues facing this unique learning field be properly represented at the table; however, as Teacher Welfare co-ordinator Sandra Johnston points out, this survey should not be confused with the bargaining needs survey. The distributed learning survey closes on March 31.



Find the survey

A link to the bargaining needs survey can be found on the home page of the ATA website at teachers.ab.ca. Links can also be found on the *Bargaining Update* and *Members Only* pages.

The survey closes at 11 p.m. on Thursday, March 23.



An estimated 13,000-plus public sector supporters rallied at the Alberta legislature on Feb. 27.

YUET CHAN

Thousands rally in support of public sector

Anger over funding cuts sparks vows of solidarity

Cory Hare
ATA News Managing Editor

Alberta's public sector needs to band together and fight the government's budget restraint.

That was the message conveyed during a series of protests held around the province in late February.

The first event was a march and rally held Thursday, Feb. 27, at the Alberta legislature in Edmonton.

"If we value Alberta, we value what we stand for, then we need to fight for it, ladies and gentlemen, and we need to do it together," said Jason Schilling, president of the Alberta Teachers' Association. "We need your voice in every town and every city across this province to stand united."

A representative of the Edmonton Police Service estimated the crowd at between 13,000 and 14,000.

Organized by the ATA's Edmonton public and Catholic locals, the demonstration began with a march to the legislature from the Edmonton Convention Centre, where the Greater Edmonton Teachers' Convention took place earlier in the day.

The event followed the government's announcement of a budget that requires school boards to dip into their reserves, includes a six per cent cut to post-secondary funding, and increases health spending by 0.3 per cent, which critics say is far short of the 2.9 per cent required to keep up with inflation and population growth.

Teachers were joined by others in the public sector, including nurses, social workers, post-secondary students and artists. The various speakers were routinely interrupted by boisterous cheering and chants.

Among the chants heard during the event were "Shame on you! Shame on you!", "Hey, hey! Ho, ho! UCP has got to go!" and "The people, united, will never be divided!"

Many signs were also in full display, bearing messages such as "stop the cuts," "hands off our pensions" and "straight outta patience."

Addressing the crowd, former ATA president Larry Booi emphasized the need for a concerted resistance effort.

"Fighting back makes a difference and fighting back in smart and sustained ways makes a big difference," he shouted.

He suggested "triple-A advocacy,"



Approximately 2,000 protesters gathered in Calgary on Feb. 28 to voice their anger at the government's funding decisions.

SUPPLIED

whereby public sector workers get more angry, more active and more allies.

"The biggest potential ally of all is members of the public," Booi said. "We need to work hard to earn their support and work with them as partners, and they will do so because of the crucial services you provide to their children, parents, grandparents and families in so many ways."

A pair of Edmonton teachers who spoke to the ATA News said they were attending the rally because they care about their students and are concerned about their futures.

"We're worried about losing our jobs," said one teacher. "Both of us are in a position where there are severe cuts at our school, and they might not be able to maintain the staff, and they may have to increase class sizes."

"It's pensions and class sizes," said teacher Larry Kuzminski when asked which issues brought him to the demonstration.

"I'm worried about younger teachers," he added. "I feel, if the class sizes go up, you're going to have a lot more teachers going on stress leave because it's insurmountable for some, especially younger teachers – they're just getting their feet on the ground."

Rallies around the province

The next day, subsequent rallies also took place in Banff, Calgary, Grande Prairie, Medicine Hat and Red Deer.

"We didn't vote for this. We didn't vote for economic chaos. We didn't vote for hate," said Rory Gill, president of the Canadian Union of Public Employees in Alberta, speaking at Calgary's city hall.

"We in the labour movement are ready to stand up and we're going to fight austerity."

Barb Silva of the Calgary-based advocacy group Support Our Students, said the United Conservative Party is undermining public education.

"We are here to reclaim public education, to fight alongside everyone here for every child whose right to a free, universal, equitable, public education depends on us to defend them," Silva said.

In Grande Prairie, teacher and Provincial Executive Council member Peter MacKay said the government isn't keeping its election promises.

"We've worked with Conservatives before, but they have to be able to work with us and they have to be honest, and they have to keep their promises."



Alberta Teachers' Association district representative Don Brookwell surveys the crowd during a rally in Red Deer on Feb. 28.

SUPPLIED

Budget 2020 restores some cuts but still leaves boards short

PUF funding eliminated for kindergarten special needs students; teacher position losses expected



ANALYSIS

Jonathan Teghtmeyer
ATA News Editor-in-Chief

Cuts made to school board funding this year will be partially restored in the next school year as a result of a new funding model released with the 2020 provincial budget. But a \$215 million bridge fund used to prop up the new funding model has an uncertain future.

School board funding was cut by \$126 million (a now revised estimate) for the 2019/20 school year compared to 2018/19. It is estimated that school board funding will increase by \$99 million in 2020/21, leaving school boards \$27 million short of the funding received last year.

Measured across school board fiscal years, total operational funding from the province to school boards is shown in Table 1.

The negative impacts of a net loss of funding will be compounded by increasing enrolment over those three years. The student population is expected to increase from 646,000 to 674,000 between 2018 and 2021. The combined effect of decreased funding and more students will result in a 4.5 per cent cut in per pupil funding, or about \$500 per student.

ATA president Jason Schilling is expressing concern about how education underfunding will continue to affect schools.

"You don't need to be good at math to see that more students with no additional funding means larger classes," he said. "More students will go without learning supports and the

individual attention they need to be successful; teachers will not be able to fill the widening gaps."

Schilling also expressed grave concerns over the loss of program unit funding (PUF) for kindergarten students.

"There will be program cuts to supports for five year olds with severe delays and disabilities," said Schilling. "The government is downplaying the effect of this cut, but teachers know that these kids benefit greatly from early interventions that will no longer be there. This cut is simply immoral."

School boards tap own-source revenue

School boards are being urged to maintain staffing levels despite reduced funding in 2019/20. They have been encouraged to use reserve funds and authorized to increase

parent fees previously capped by the NDP government. This means that consolidated spending will continue to increase even though provincial funding to boards has decreased, the difference being made up from the so-called "own-source" revenue of school boards.

Provincial budget documents account for that increase in spending but report spending estimates across government fiscal years that run from April 1 through March 31. Therefore, each government year blends five months of one school year with seven months of the next school year.

Government spokespeople are pointing to the increase in total operating expense as an increase in education funding, but it is being driven partly by the increase in funding for 2020/21 and partly by the increase in school boards' use of reserves and own-source revenue in the 2019/20 school year. Across government fiscal years, private school funding has increased by \$8 million between 2018/19 and 2020/21, Table 2.

Schilling is concerned about staffing reductions in the summer ahead.

"School boards, at the insistence of government, kept staffing levels up, but they will not be able to do that again in the year ahead," said Schilling. "We are predicting the loss of up to 1500 teaching positions across the province."

New funding model

A new funding model, set for implementation in September 2020, was also introduced with Budget 2020. That new funding model would have implemented a significant further cut in school board funding, but it was buoyed by \$215 million in bridge funding for transition to the new funding model.

The new funding model reduces the number of grants provided to boards. Base funding—which makes up about 60 per cent of total grants to boards—is reduced in the new model, but increases have been made in other grant areas like supports for inclusion, plant operations, and maintenance and transportation. The new funding model also provides dedicated funds for system administration instead of having school boards fund those central costs out of grants provided for other purposes.

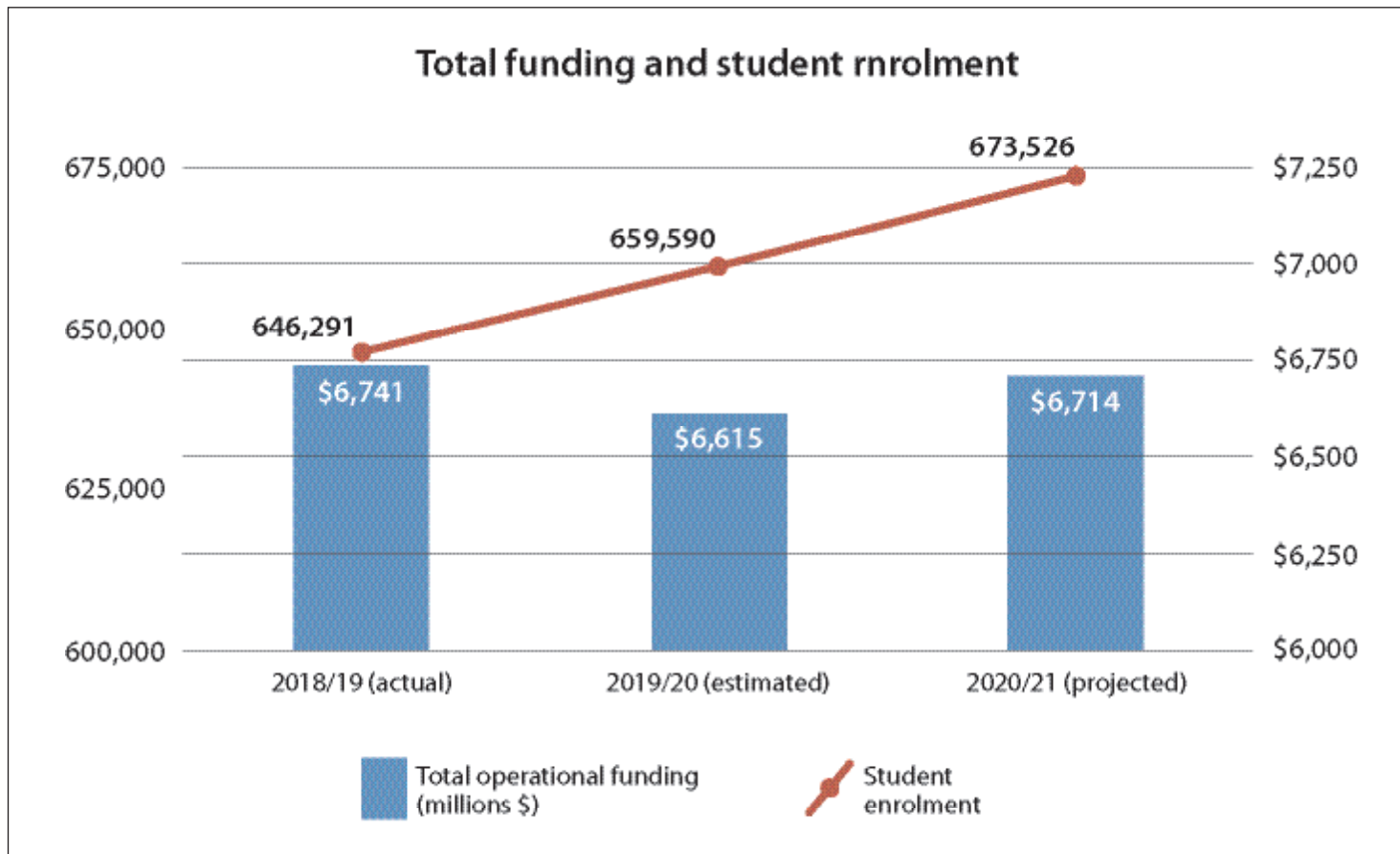
Another significant change in the model uses a weighted moving average (WMA) to calculate enrolment for funding purposes instead of using an actual student count. The WMA weighs projected enrolment in the year ahead at 50 per cent; current school year enrolment (at budget time in February) at 30 per cent; and the previous year enrolment at 20 per cent. The three-year WMA will smooth out the financial impacts of rapid student growth or decline.

Table 1

School year	Operational funding for school boards	Year-to-year difference
2018/19	\$6.741 billion	Base
2019/20	\$6.615 billion	-\$126 million
2020/21	\$6.714 billion	+\$99 million

Source: ATA calculations based on Budget 2020 documents and government FOIP request.

Figure 1



Source: ATA calculations based on Budget 2020 documents and government FOIP request.

Table 2

Government year	Board spending funded by government	Board spending funded from own-source revenue and reserves	Private school funding	Department spending and other	Total operating expense, K-12 education
2018/19	\$7.208 billion	\$566 million	\$286 million	\$162 million	\$8.222 billion
2019/20	\$7.218 billion	\$560 million	\$291 million	\$153 million	\$8.222 billion
2020/21	\$7.209 billion	\$681 million	\$294 million	\$139 million	\$8.322 billion

Source: Budget 2020, Alberta government

BUDGET 2020 continued on page 7

BUDGET 2020

continued from page 6

Good, bad and ugly

Looking together at the new funding model and the figures proposed in Budget 2020, here is a quick-hit analysis of the changes coming to school board funding.

- Good 😊
- Mostly Good 😌
- Bad 😞
- Ugly 😡

Change	Notes	Verdict
Partially restored cuts from 2018/19	Ministry officials continue to ignore data that shows funding was cut in 2019/20. They are happy to state that they increased funding for next year. Ultimately the partial restoration is good.	😊
Not adequately funding growth	Boards will still be down \$27 million in total operational funding compared to 2018/19. Combined with 27,000 added students over those two years per pupil funding is down \$500.	😞
Uncertainty of bridge funding	The \$215 million bridge funding is set to expire in two years. What happens after that is uncertain. This is a substantial amount of funding for some boards. It is worth \$48 million per year to Edmonton Public alone; it makes up 15% of Northland School Division's overall funding.	😡
Dedicated funding for system administration	Boards now have dedicated funding for central administration, worth on average 4% of annual funding. Previously boards had to pay the costs of these services out of other funding envelopes.	😊
Reduced per pupil base funding	The per pupil amount for base funding in Grades 1-9 has been reduced from \$6,680 to \$6,064. This is likely because boards were already using money from base funding to cover other areas that now have dedicated funds.	😞
Weighted moving average (WMA)	Schools will have to wait up to three years to get funding for new students because of the WMA. Boards that are experiencing rapid population growth are being hit particularly hard by this dramatic change.	😡
New model winners	2020/21 funding compared to 2018/19: Horizon up 5.5% East Central Francophone up 5.0% St. Paul up 3.8% Grasslands up 3.7% Northern Gateway up 3.5%	😊
New model losers	2020/21 funding compared to 2018/19: St. Albert Catholic down 4.3% Living Waters Catholic down 4.3% Medicine Hat Public down 3.4% Elk Island Public down 2.5% Red Deer Public down 2.4%	😞
Some boards lose really big if bridge funding is removed	2020/21 funding (without bridge funding) compared to 2018/19: Sturgeon down 13.0% Northland down 12.3% St. Albert Catholic down 10.9%	😡
Increased funding for specialized learning supports (SLS)	School boards have been spending around \$80 to \$90 million more on inclusion than they received from government, while teachers were reporting a decrease in supports for students. Increasing this fund should help get better inclusive education supports in the classroom.	😊
Elimination of program unit funding (PUF) for kindergarten students	PUF provides significant funding for early intervention for some of the most disabled and delayed young children—worth up to \$25,000 per year per student. PUF used to be available for prekindergarten and kindergarten students, but now kindergarten students will have supports funded under the SLS program. This is a significant loss for those children, who need it the most.	😡
Dedicated block funding for rural small schools	Schools with enrolment under 155 students will be funded with block funding of up to \$1 million instead of a per pupil allocation. This recognizes the challenges faced by smaller schools trying to offer a fuller array of programs and supports.	😊
Funding for the Alberta Distance Learning Centre (ADLC) will be phased out over next two years	Students can enrol with their own schools or through ADLC directly to take courses at a distance. ADLC programming was provincially supported, but that funding will end by 2022 and many, particularly rural students, will lose access to programming options. It is expected that a number of teaching positions with the Pembina Hills School Division will be lost as a result.	😞
Elimination of credit enrollment unit (CEU) funding	High schools will now all be funded on a per-student basis instead of the numbers of credits enrolled. Part-time enrolment is no longer a factor in how much funding is generated; schools will no longer have to push for more and more credits.	😊
School Nutrition Grant continuation	The previous government's school nutrition program continues to help provide food to students who need it.	😊
Restoration of refugee funding	A new grant program will bring back additional funding for refugee students who face language learning needs and require additional mental health and other supports.	😊
Increases to operations and maintenance for facilities	School boards typically ran a deficit in this area of \$50 to \$60 million per year. Increased funding here should mean less funding diverted from instruction.	😊
Transportation	The government has left transportation funding mostly the same, but plans to develop a new model. It is expected that this model would encourage shared services between boards, as recommended in the MacKinnon report. Transportation is another area where school boards typically run deficits and pull funding from other grants.	TBD

More information, including a spreadsheet showing three years of board-by-board funding, is available at teachers.ab.ca.

Leadership strength can emerge from tragedy

ATA holds inaugural Women in Leadership Summit

Jen Janzen
ATA News Staff



High school principal Jillian Marino addresses delegates at the ATA's first Women in Leadership Summit March 8 at Barnett House.

From chaos to control, tragedy to triumph, leadership opportunities are everywhere. That was the message delivered by Jillian Marino on March 8 at the inaugural ATA Women in Leadership Summit, held at Barnett House in Edmonton.

Using examples from her life, Marino told the crowd of 120 delegates that they can find strength in whatever circumstance they find themselves in. "It's not the policies, or procedures or the forms you put in place; it's how you respond to what's going on in your world," she said.

On Sept. 11, 2001, the day of the terrorist attacks on the World Trade Center in New York, Marino was in her first year as an assistant principal at Queen Elizabeth School in Edmonton. She got to school not knowing what had happened, but, she recalled, "when I got to school, something was different."

"We had staff in the hallway crying. We had a large Muslim population in our school who were broken-hearted."

A few years later, during the war in Afghanistan, Marino received word that there would be 300 new students coming to her school, many of whom were refugees. Not only was it a dramatic increase to the student population, the refugee students also required special programming.

"How do you respond to that?" she asked the group. "You're welcoming, you're safe, you're caring, you're warm. [You say,] 'We're glad you're here. We are public education—you belong here, and we're going to do everything we can for you.'"

In 2014, Marino was the victim of a violent home invasion during which she was assaulted physically and sexually. She was off work for six months, and her case was in the media every day. When she was preparing to return to work, her superintendent, whom Marino credits as being incredibly supportive, gave Marino the option of returning to work at another school in the city, in case it would be easier to return with a fresh slate. Marino turned this down, however, indicating that she wanted to go back to familiar territory, and she returned to her school, where she found support, kindness and a greater empathy in her interactions with students.

As Marino worked to recover from the trauma of her injuries and the ongoing public attention to the court case, she was struck by the effectiveness of changing the way she framed her context. This included her approach to questioning why something happens.

"Kids ask all the time, 'why me?'," Marino said. "'Why'd you make me move and not him?' It's a super important question in our lives, but when you go through something really tough, there is no why. You have to change the question. What do I do with this? And as soon as I switched to 'what do I want to do with this,' then I was able to do something."

Marino says her ordeal has helped her become a better school leader. She can more easily relate to staff and students who have faced or are facing their own trauma.

"I can help them frame it," she said. "They have a piece of the human experience that's different from others and they'll be remarkable adults because of it, and that helps them find a little bit of hope."

Now the principal at Vimy Ridge Academy, Marino said that she was grateful her horrific experience didn't harden her, or make her lose her own sense of hope and passion for creating safe environments for students.

"The minute you stop seeing the good in kids, you can't do the job anymore."

The Women in Leadership Summit continued on March 9, with keynote talks by Dr. Michael Kehler from the University of Calgary, and Gwen Dueck, retired executive director of the Saskatchewan Teachers' Federation.

Snapshots

FROM AROUND THE PROVINCE



Members of Calgary Local No. 38 show off their Red for Ed garb.

SUPPLIED



Students from Horace Allen School in Coleman participate in "loose parts" play during a nature discovery day. Students and adults all signed a pledge agreeing that the students could play without adult interference unless an emergency occurred.

SUPPLIED



Jann Arden speaks at the Greater Edmonton Teachers' Convention on Feb. 28.

YUET CHAN

Pink : THE COLOUR OF KINDNESS

On Pink Shirt Day at Rosary School in Manning, all students and staff placed their name in a bin, then selected a name at random. Each person then designed a pink "kindness" T-shirt for their selected person. The subject's name went on the front and the designer's on the back. All the shirts were then randomly posted in the hall, and each person's mission was to find the T-shirt designed for them and personally make a connection with the designer.



SUPPLIED

Intensity of sport no excuse for poor behaviour



PITFALLS AND PRECAUTIONS

Cory Schoffer
ATA Secretary to Professional Conduct Committees

Pitfalls and Precautions is a series that aims to educate teachers on professional conduct issues by highlighting situations addressed by the ATA Professional Conduct Committee.

Far too often the combination of interschool or community athletics and issues surrounding the Code of Professional Conduct manage to intersect. Any of us who are involved in sports as a player, coach, official or even a fan knows that the passion and intensity surrounding athletic competitions can sometimes cloud a person's judgment. Nevertheless, passion and intensity are not valid excuses for poor behaviour.

A case in point is a matter that recently came before a professional conduct hearing. In this case the teacher was involved as a coach of a high school team sport. Simply put, poor judgment got the better of this coach.

On multiple occasions the coach engaged in both verbal profanity and gestures of profanity. The objects of the coach's scorn included referees, spectators, players and opposing coaches. No one was left unscathed. The coach's verbal admonishment of the referees was audible for those participating in games and also for those in attendance, which included parents, students, colleagues and community members. The coach swore at referees during games. The coach swore at another coach during the post-game handshake. When speaking with the team post game, the coach offered opinions of the other coach using colloquial language that was inappropriate for conversation with students. The coach also gestured to fans at a game by holding up a middle finger.

The teacher was found guilty of two charges of unprofessional conduct.

It was determined that the teacher failed to maintain the honour and dignity of the profession by using obscene language and hand gestures. These actions were also deemed to demonstrate that the teacher failed to treat students with dignity and respect and be considerate of their circumstances.

In consideration of penalty, the hearing committee imposed a letter of reprimand and a fine of \$300 to encompass both charges. (Note: In cases where fines are imposed, the teacher must pay the fine to the Association within 90 days of receipt of the hearing committee's written decision. Failure to pay the fine within the prescribed timeline will result in the suspension of a teacher's membership in the Alberta Teachers' Association.)

In this matter, the hearing committee considered the teacher's length of teaching experience. The teacher should have been fully aware of their professional responsibilities and their position as a role model for students. The responsibility that a teacher has towards the public and their students extends beyond the classroom. The teacher should have known better.

The hearing committee also weighed mitigating factors when determining penalty. The teacher had not previously been before a professional

conduct committee. The teacher was also disciplined by their employer in this case. The employer issued the teacher a reprimand, suspended the teacher from teaching for several days, and suspended the teacher from coaching for one season. Additionally, the teacher was sanctioned by the local community sports governing body, which included removal from a coaching position and all other roles with the team. The teacher also issued numerous apologies to the parties involved in these actions. These apologies occurred immediately following the incidents in question and also at a later time.

Interschool and community athletics are an enriching element of the youth experience. They are also fun and rewarding ways for adults to give back to their local communities. These experiences can be ruined for many people if the lines of acceptable behaviour are crossed. As teachers we cannot divorce ourselves from our duties outlined in the Code of Professional Conduct. This is especially so when we continue to interact with students and parents in environments that may be outside of the school. In this case a fine is likely the least of the teacher's concerns. They will have to reconcile the embarrassment that they have brought upon themselves.

Council readies for Annual Representative Assembly

PEC POINTS

Audrey Dutka
ATA News Staff

Highlights of the Provincial Executive Council meeting held Feb. 24–25, 2020, at Barnett House in Edmonton

1. Approved 29 Council resolutions and 45 local resolutions for presentation to the 2020 Annual Representative Assembly (ARA). The package of resolutions will be sent to locals, which will be asked to vote on whether they agree with Council's position on each resolution. Following the pre-vote, Council will assign speakers to each resolution.

2. Approved, for presentation to the 2020 ARA, a resolution that the ATA and its subgroups allow only the administrator of the ATA Group RRSP to be a financial presenter or financial vendor at ATA events.

3. Authorized Association staff to develop a plan to gather class size data for this school year and report back on that plan at the next meeting of Provincial Executive Council.

4. Approved the creation of an orientation program for members of Provincial Executive Council.

5. Received the report of a hearing committee, which found a teacher guilty of one charge of unprofessional conduct for making inappropriate comments about their principal in the presence of a student, thereby failing to act in a manner that maintains the honour and dignity of the profession. The hearing committee imposed a penalty of a letter of reprimand and a fine of \$200.

A second charge was filed against the teacher claiming that the teacher had made inappropriate comments about their principal in a meeting with district officials who were not proper

authorities, thereby failing to act in a manner that maintains the honour and dignity of the profession. The hearing committee found insufficient evidence to support this accusation against the teacher and the teacher was found not guilty of this second charge.

6. Appealed a case in which a teacher had been found guilty of six charges of unprofessional conduct for working as a substitute teacher in Ontario while receiving sick leave pay from an Alberta school authority and for extending a vacation beyond the period approved by the teacher's school authority and misrepresenting the time the teacher was on vacation, thus failing to maintain the honour and dignity of the profession and failing to meet the teachers' obligations to the school authority.

The hearing committee had imposed a penalty of a severe reprimand to encompass all six charges, a declaration that the teacher is permanently ineligible for membership in the Association and a recommendation to the minister of education to permanently cancel the teacher's teaching certificate. A hearing will be scheduled before the Professional Conduct Appeal Committee.

7. Received the report of a hearing committee that found a teacher guilty of one charge of unprofessional conduct for failing to attend sessions at a conference the teacher was paid to attend, thereby failing to maintain the honour and dignity of the profession.

The hearing committee imposed a penalty of a letter of reprimand; a fine of \$300 and an order that the teacher reimburse the local in the amount claimed to attend the conference.

8. Received the report of a hearing committee that found a teacher guilty of two charges of unprofessional conduct for failing to act in a manner that maintains the honour and dignity of the profession and for failing to treat a student with dignity and respect and/or be considerate of the student's circumstances.

The committee had heard that the teacher had humiliated a student in front of the student's peers and made inappropriate statements to the student in front of an educational assistant during a subsequent meeting.

To address both charges, the committee imposed a penalty of a letter of reprimand and a fine of \$500.

9. Received the report of a hearing committee that found a teacher guilty of two charges of unprofessional conduct for being critical of a colleague to individuals who were not proper officials without first informing the colleague and for reporting on the professional performance of a colleague to the teacher's principal prior to providing a copy of the report to the colleague. The committee imposed a penalty of a letter of reprimand for charge one and a letter of reprimand and a fine of \$300 for charge two.

10. Received the report of a hearing committee that found a teacher guilty of three charges of unprofessional conduct for failing to treat students with dignity and respect and/or to be considerate of students' circumstances by making an inappropriate comment to a female student about a male student, by sending a text message requesting that a female student keep an inappropriate comment between them a secret and by hugging students and/or massaging their shoulders in the teacher's role as a coach.

The committee imposed a penalty of a single letter of severe reprimand to address all three charges and three fines totalling \$2,500.

11. Received the report of a hearing committee that found a teacher guilty of three charges of unprofessional conduct for engaging in behaviour for which the teacher was convicted of indictable offenses related to child pornography and for knowingly publishing, distributing, transmitting, selling or making available an intimate image knowing that the person depicted

in the image did not give their consent to that conduct, or being reckless as to whether or not that person gave their consent to that conduct, contrary to sections 163.1(3), 163.1(2) and 162.1(1) of the Criminal Code of Canada.

The hearing committee imposed on all three charges a declaration of permanent ineligibility for membership in the Association and a recommendation to the minister of education for permanent ineligibility for a teaching certificate.

12. Approved that the Association, in collaboration with the College of Alberta School Superintendents, undertake an inquiry into setting boundaries around electronic communications for teachers and school leaders.

13. Appointed three members of Council to serve on the Subcommittee on Executive Staff Salaries and authorized the hiring of a consultant to assist the subcommittee during negotiations with the Executive Staff Association.

14. Approved the names of four teachers for addition to the Professional Development Facilitator name bank.

15. Authorized one field member to represent the Association on the Alberta Advisory Committee for Educational Studies.

16. Rescheduled the 2020 Student Local Conference from Sept. 25–26, 2020 to the weekend of Oct. 16–17, 2020.

17. Rescheduled the Fall Planning Meeting to Nov. 5–7, 2020, commensurate with cost savings of approximately 20 per cent.

18. Amended the frame of reference for the Substitute Teachers Committee by adding that the committee promote the recognition of Substitute Teachers' Appreciation Week and encourage locals to have substitute teachers' groups and/or representation on local committees.

19. Authorized a discussion at the next meeting of Provincial Executive Council regarding Summer Conference awards to locals.

READY TO LEAD?

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NOTICES AND EVENTS

Satisfaction survey underway

The Alberta Teachers' Association is encouraging its members to answer the call if they are selected for a telephone or online survey being conducted by Alberta Education.

The ministry is currently conducting its annual stakeholder satisfaction surveys to collect public and other stakeholder perceptions of Alberta's K-12 education system. The surveys gather responses from teachers, parents, high school students, school board trustees, employers and the general public. In addition to the telephone surveys, the department is piloting online surveys of teachers and the general public using the same survey instruments.

For the second time, the survey is also being offered in French for four respondent groups: teachers, senior high school students, parents and school board trustees.

The survey responses are completely confidential and only aggregate data will be reported. The survey begins in early March and will continue until mid-May 2020. CCI Research has been contracted to administer the surveys.

Questions about the survey can be directed to senior manager Jim Peck at jim.peck@gov.ab.ca.

French education bursary available to teachers

Funding is available for eligible French or francophone teachers to receive French language education training and professional development.

The Individual Teacher Bursary program will give eligible teachers up to \$2,200 each year for post-secondary courses, training and professional development in French.

Eligible applicants must

- hold a valid teaching certificate,
- be a current resident of Alberta and
- be a Canadian citizen or hold Canadian permanent resident status.

The program is open to K-12 teachers who currently teach in a francophone or French immersion program or who teach French as a second language. Costs incurred for professional learning that has taken place since July 1, 2019, or that will take place prior to June 30, 2020, are eligible for reimbursement.

Further information is available at alberta.ca/individual-teacher-bursary-program.aspx.

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How to Apply

If you have a Bachelor of Education (Canada, USA, Australian, Britain, etc.) or the equivalent, we invite you to apply to us directly with your resume and references to be sent to the principal Tanya.Thiessen@cisgz.com. Successful candidates are required to have Alberta certification.

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Teachers of Students with an Emotional/Behaviour Disorder



I am conducting a doctoral research study on teacher's experiences of including a student with an emotional/behaviour disorder in their mainstream classroom. I have been a teacher in Alberta for thirty-years and spent much of that time trying to support other teachers. I would like to contribute to improvements in the help that can be provided to educators.

I am looking for grade one to six teachers who teach a general education class in Alberta. In their class they must currently have a student identified as having a severe emotional/behaviour disorder (commonly identified by the Alberta Education special education code 42). The child must be in the classroom for at least 50% of the school day and must have been their student for at least a month.

All information gathered about participants during the study process is private and will be kept confidential.

Participants who are selected will be asked to participate in an interview for about an hour, with the possibility of some follow-up questions at a later date. Interviews can be scheduled by phone or online, at a time of your convenience. As a token of thanks, those teachers who participate in an interview will receive a \$30 Amazon gift card.

Please register your interest by going to www.ebdteacher.ca or following the QR code link above.

Further questions can be directed to Rob McGarva, 780-305-7067 or robert.mcgarva@waldenu.edu

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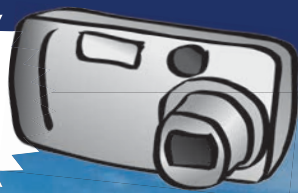
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2020 gotcha! PHOTO CONTEST

**Cash prizes
available!**



The ATA News invites you to get
your camera out and start shooting
those award-winning photographs.

1st place: \$200

2nd place: \$100

3rd place: \$50

GOTCHA! Contest rules

- 1 Photos taken by active and associate ATA members of education- or school-related activities are eligible. (Hint: photos depicting action are best.)
- 2 Entries must be submitted by the member who took the photos.
- 3 Photos taken between Sept. 1, 2019, and May 15, 2020, are eligible.
- 4 Please email photos to cory.hare@ata.ab.ca. Entries must be received by 5 p.m. on May 15, 2020.
- 5 Each entry must be accompanied by a description of the activity; the names (if possible) of the people in the photo; the date when the photo was taken; and the photographer's name, school and contact information.
- 6 Cash prizes will be awarded to entrants whose photos place in the top three, as follows. First place: \$200; second place: \$100 and third place: \$50
- 7 Each winner will also receive a certificate of merit, as will those receiving honourable mention.
- 8 Up to 20 additional entries may be selected for an award of honourable mention.
- 9 Each entrant may submit up to five photos but no entrant can win more than one top-three prize.
- 10 A panel of individuals with photography, publishing and teaching experience will judge the entries. The decision of the judges is final.
- 11 Winning photographs will be published in the ATA News.
- 12 Photos submitted for the contest may be published in the ATA News, the ATA Magazine or other Association publications.
- 13 Please read carefully. Failure to comply with any of these rules may result in disqualification.

Get snapping and good luck!



Are you interested in facilitating Indigenous education workshops?

BECOME AN INDIGENOUS EDUCATION PD FACILITATOR!

The Alberta Teachers' Association is seeking an outstanding classroom teacher to fill a vacancy in the south-central region who represents all grade levels and subject areas. The three-year appointments for these assignments will begin in the 2019/20 school year.

The application process has two parts:

1. Provide a letter of interest, including the following:
 - Areas of interest and expertise in Indigenous education
 - Experience leading professional development
 - Reasons for applying
2. Provide a resumé outlining education, work experience, leadership experience, publications, presentations and volunteer experience.

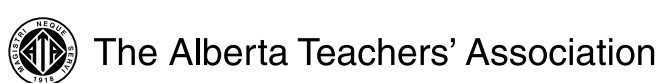
Successful candidates are expected to deliver 7–10 workshops per year and are required to attend two training sessions per year. The Association covers release time and associated expenses and provides an honorarium for workshops delivered.

As a courtesy, please advise your superintendent and principal that you will be applying prior to doing so. All applicants must be active or associate members of the ATA, have at least five years of teaching experience and hold an Alberta teaching certificate.

APPLICATION DEADLINE IS APRIL 10, 2020.

Send your letter of interest and resumé to Melissa Purcell, ATA Executive Staff Officer, Indigenous education, Alberta Teachers' Association, 11010 142 Street NW, Edmonton AB T5N 2R1, or e-mail information to melissa.purcell@ata.ab.ca.

In making application to become an Indigenous Education PD facilitator for the Alberta Teachers' Association, you are voluntarily providing your personal information to the ATA. Visit the ATA website for more information.



PB-WT-136 2020-03

14th Annual Advocacy Conference

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Public Interest Alberta

Alberta Advisory Committee for Educational Studies

Descriptive or Experimental Studies APPLICATION FOR GRANTS

The Alberta Advisory Committee for Educational Studies (AACES) invites applications for grants up to \$6000 to support descriptive or experimental studies in education.

Online applications and the guidelines for grant applications are available at: www.teachers.ab.ca > Public Education > Education Research.

Deadline: **October 15 and May 1 annually, 4:30 PM**

MS-201-e 2020-02

DEHR = GRANTS.

The Alberta Teachers' Association

APPLY FOR A DIVERSITY, EQUITY AND HUMAN RIGHTS GRANT TODAY

The Alberta Teachers' Association is offering **grants of up to \$2,000 to schools** for projects that support the Association's vision of a public education system committed to educating all children well in an inclusive setting.

For more information or to download an application form, go to www.teachers.ab.ca and follow the links under My ATA > Programs and Services > Grants, Awards and Scholarships > Grants Supporting Diversity, Equity & Human Rights.

APPLICATION DEADLINE: April 30, 2020

PD-80-38e 2020-02

The ATA Educational Trust

The ATA Educational Trust is a charitable organization that has been supporting public education and providing grants to advance teaching practices in Alberta for over 30 years.

This year, the ATA Educational Trust will award over \$80,000 in grants. This includes **\$700 Dr B T Keeler Continuing Education Bursaries** for teachers wishing to advance their knowledge and teaching skills in a subject area through taking courses.

Application deadline: May 1, 2020

www.teachers.ab.ca > My ATA > Programs and Services > Grants, Awards and Scholarships > ATA Educational Trust

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SLIP US A TIP!
We want to hear about news in your school, district or local.

Please email managing editor Cory Hare at cory.hare@ata.ab.ca.

CALLING ALL MEMBERS

Apply to serve on an ATA committee!

The committees

To assist it in the business of the Association, Provincial Executive Council maintains committees that address topics of concern to teachers and carry out various aspects of the Association's affairs. Each year, a number of practising teachers are selected to serve on Association committees as well as to represent the Association on boards and committees of other organizations and provincial bodies (such as Alberta Education and education faculties).

The commitment

Committee members come prepared to speak—from their perspective as a field member—to the forces affecting the respective committee's work.

The term for each of these positions begins July 1, 2020. Standing committee positions are generally three years in length. As a committee member, you would attend the committee's meetings (the number of meetings varies by committee). Travel and incidental costs, as well as release time, are covered to enable committee members to attend meetings.

Check out the list of opportunities and application information on the ATA website (My ATA > Members Only > Provincial Committees > Serve on a Committee).

The deadline for applications is April 15.



All applicants are encouraged to reach out to their district representative(s) to better understand the work that Association committees undertake.

If you have any questions, please contact Lindsay Yakimyshyn at lindsay.yakimyshyn@ata.ab.ca, 780-447-9425 or 1-800-232-7208.

COMM-209 2019 04

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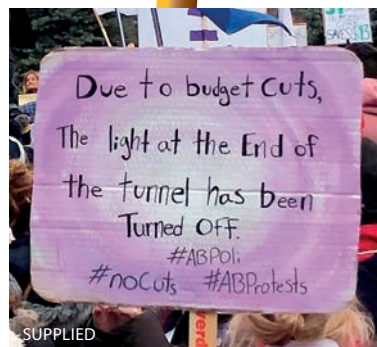
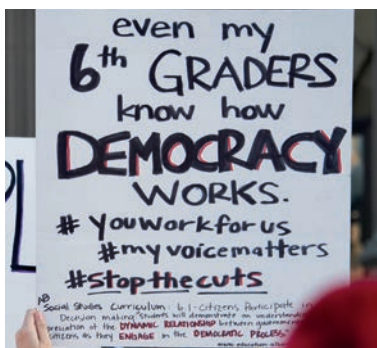
March 17, 2020 | Volume 54, Number 10

Rallies held around the province in late February generated demonstrations of anger and creative sign crafting.

**SIGN, SIGN,
EVERYWHERE
A SIGN**



YUET CHAN



SUPPLIED

YUET CHAN & CORY HARE