



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 must be approved by ASCA Member School Councils.

In order 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.

Six (6) ***Proposed Advocacy Resolutions*** were submitted by Member School Councils and the ASCA Board of Directors in [SECTION I](#).

Two (2) ***Administrative Resolutions*** and one (1) ***Special Resolution*** 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 6 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 2023 ASCA AGM

#	Title	Sponsor	Contact
P23-01	Mandating Criminal Record & Vulnerable Sector Checks for School Board Trustee Candidates	Gateway Christian School Council	Stephanie VanderLeek gcs-schoolcouncil@rdpsd.ab.ca
P23-02	Supporting Integrated Education Funding	École Barrie Wilson School Council	Meagan Parisian ebwscouncil@gmail.com
P23-03	Integrate Climate & Biodiversity Education Throughout the K-12 Curriculum	Colonel Irvine School Council	Claire Kraatz clairekraatz@gmail.com
P23-04	Add Rights of Victims of Bullying and Violence to Education Act	ASCA Board of Directors	Wendy Keiver wendyk@albertaschoolcouncils.ca
P23-05	Required Consultation Opportunities for Proposed Changes to Legislation, Regulations, or Established Programs or Practices	ASCA Board of Directors	Wendy Keiver wendyk@albertaschoolcouncils.ca
P23-06	Setting and Meeting a Student to School Counsellor Ratio to Improve Mental Health	ASCA Board of Directors	Wendy Keiver wendyk@albertaschoolcouncils.ca

P23-01

Mandating Criminal Record & Vulnerable Sector Checks for School Board Trustee Candidates

Sponsor: Gateway Christian School Council

Contact: Stephanie VanderLeek gcs-schoolcouncil@rdpsd.ab.ca

Issue:

Elected School Board Trustees within the province of Alberta are not currently required to submit Criminal Record/Vulnerable Sector checks. This is creating a two-tier level of accountability within the province, where parent volunteers, teachers, and teacher leaders are required to submit these checks, but policy makers are not. This implies that the criminal or predatory background of a person in a position of authority is not as high of a concern if they do not have regular classroom access.

Background:

In many school divisions, Criminal Record and Vulnerable Sector Checks are required for parent volunteers. Recent amendments to the Education Act make this a requirement for teachers and teacher leaders. This legislation was implemented to increase the safety of students, but it has not been extended to the policy makers, whose decisions have significant ramifications within the classroom and whose public positions can afford them influence over children.

While it may be hoped that any serious transgressions would come to light during the election process, a requirement for candidates seeking election as a School Board Trustee to publicly disclose the results of a Criminal Record and Vulnerable Sector check would allow voters to make better informed decisions about who they want to be exercising authority over their children's education, their school policies, the operations of their school districts, and management of education finances.

Wherein minor infractions, non-convictions, or even unfounded complaints may mar the results of some individual's checks, it is important to maintain that specific details are not inherently mandatory, but that the nature of any results be shared with voters to help inform their decisions. Many districts across Canada have begun to introduce similar practices. A province-wide implementation of this legislation would ensure a higher degree of safety, transparency, and accountability in school divisions throughout the province of Alberta.

Recommendation:

That the Alberta School Councils' Association (ASCA) advocate to the Minister of Education for amendments to the Education Act to require candidates for the position of School Board Trustee to publicly disclose the results of a Criminal Record and a Vulnerable Sector check.

P23-02

Supporting Integrated Education Funding

Sponsor: École Barrie Wilson School Council

Contact: Meagan Parisian ebwscouncil@gmail.com

Issue:

The burden of schools to support the whole child, and not just provide education by way of curriculum delivery, continues to grow. As we become more aware of the developmental needs of children, the wrap-around supports and services required to accomplish this successful development and student achievement have become inherently integrated into the school system. As a result, funding for education delivery continues to be strained and further diminished; this could be rectified by fully funding student supports by coordinating with the associated ministries responsible for mental health, social and children's services, Indigenous relations, etc.

Background:

Funding for Supports and Services and Community is already an integrated part of Alberta Education's funding model (grant application) categories including Specialized Learning Support, pre-kindergarten Per Unit Funding (PUF), English Second Language (ESL), First Nations, Métis, and Inuit, socioeconomic status, nutrition, etc.

The *Supports and Services* category is "intended to support specialized learning needs or groups of students who may require additional supports from school authorities";¹ The *Community* category is "designed to address socio-economic contexts and geographic locations which pose unique challenges to the operation of schools and delivery of educational services."

Resources:

¹ <https://open.alberta.ca/dataset/8f3b4972-4c47-4009-a090-5b470e68d633/resource/e7865589-6774-4ba8-89b5-a61ca2f36843/download/edc-funding-manual-2022-2023-school-year.pdf>

Recommendation:

That Alberta School Councils' Association advocate to the Minister of Education for a collaborative funding model with other Ministries, including but not limited to Health, Children's Services, Community and Social Services, and Indigenous Relations, to share the burden of funding integrated services in Alberta's schools including but not limited to community liaison workers (CLW), counseling services, mental health services, and First Nations, Métis, and Inuit education.

P23-03

Integrate Climate & Biodiversity Education Throughout the K-12 Curriculum

Sponsored by: Colonel Irvine School Council

Contact: Claire Kraatz clairekraatz@gmail.com

Issue:

Alberta students want to address climate change in the classroom and feel supported when exploring solutions and their emotions regarding this complex issue.

Background:

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.¹

Canadian's Perspectives on Climate Change & Education: 2022², 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.

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, the list goes on. They want to understand the science and the solutions!³

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!^{4,5}

Climate and biodiversity loss will have an impact on all 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. #win win win

Some of the loudest and angriest voices online and on the streets live in an alternate reality with 'alternate facts' and in order to address climate and biodiversity loss at the pace and scale necessary, we need young people who

are able to think critically about what they are witnessing which means digital/media literacy training (for educators and for students) and a concerted effort made to build resilience against disinformation/misinformation. We will not solve the climate crisis if we don't solve the disinformation crisis.⁶

Students need to be able to identify 'greenwashing' and/or covert influence, as well as the tactics that polluting industries use to sway public opinion and build support all the while undermining their efforts to make a difference.

*The fossil fuel industry has long sought to legitimize itself in the public eye through advertising campaigns, or what DeSmog's Stella Levantese calls "buying goodwill," by pouring money into sponsoring art, sport, and even educational material.*⁷

A global survey 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.

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."⁸

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':

"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 <https://www.edcan.ca/articles/climate-change-education-canada/>

² <https://lsf-ist.ca/research-policy/survey/>

³ <https://www.edweek.org/teaching-learning/teens-know-climate-change-is-real-they-want-schools-to-teach-more-about-it/2022/11>

⁴ <https://calgaryjournal.ca/2023/01/11/calgary-schools-promote-renewable-energy-through-more-than-just-the-classroom/>

⁵ <https://www.cbc.ca/news/canada/edmonton/these-rural-alberta-students-built-a-wind-turbine-and-hydroponics-system-next-is-a-tiny-home-1.6666939>

⁶ <https://www.kirkusreviews.com/book-reviews/geoff-dembicki/the-petroleum-papers/>
<https://crankyuncle.com/>

⁷ <https://ricochet.media/en/3918/the-disinformation-of-fossil-fuel-advertising-in-canada>

⁸ <https://www.edcan.ca/articles/climate-change-education-canada/>

Recommendation:

That the ASCA Board of Directors advocate to the Minister of Education to implement a framework for embedding environment, energy, sustainability, climate & biodiversity education in all K-12 classes in Alberta schools which will incorporate hands-on learning experiences with a focus on critical thinking, climate justice, equity, and Indigenous rights.

P23-04

Add Rights of Victims of Bullying and Violence to *Education Act*

Sponsor: ASCA Board of Directors

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

Issue:

The *Education Act* fails to detail, or even address, the rights afforded to victims of bullying or violence in schools. Currently, victims and their families are not afforded the right to receive timely communication regarding incidents or complaints, details necessary to ensure their safety after an incident, or details regarding measures enacted to address incidents.

If the victim of bullying or violence does not know their attacker, or what steps are being taken to address the incident, how can the student feel safe? How can a parent send their child to school when they don't feel it is a safe environment as they have not been provided with the next steps to ensure their child will be safe.

Background:

The *Education Act* states under 1 (d) "bullying" means repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear, or distress to one or more other individuals in the school community, including psychological harm to an individual's reputation.

The *Education Act* adds under section 1.1 Without limiting the generality of the definition of "bullying" in subsection (1)(d), bullying includes the distribution of an intimate image of another person knowing that the person depicted in the image did not consent to the distribution or being reckless as to whether or not that person consented to the distribution.

Under student responsibilities, 31.1(c), it states: *ensure that the student's conduct contributes to a welcome, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging*. It further states under (d) *respect the rights of others in the school* and under (e) *refrain from, report and not tolerate bullying or bullying behaviour directed towards others in the school, whether or not it occurs within the school building, during the school day or by electronic means*. Lastly under (i) it states *positively contribute to the student's school and community*.

The *Education Act* states under board responsibilities 33 1.(d) *ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects the diversity and fosters a sense of belonging*.

It further states under 33.2 *a board shall establish, implement, and maintain a policy respecting the board's obligation under subsection (1)(d) to provide a welcoming, caring, respectful and safe learning environment that includes the establishment of a code of conduct for students that addresses bullying behaviour*.

Under section 33.3 it states *A code of conduction established under subsection (2) must*

(d) contain the following elements:

(i) a statement of purpose that provides a rationale for the code of conduct, with a focus on welcoming, caring, respectful and safe learning opportunities;

(ii) one or more statements that address the prohibited grounds of discrimination set out in the Alberta Human Rights Act;

(iii) one or more statements about what is acceptable behaviour and what is unacceptable behaviour, whether or not it occurs within the school building, during the school day or by electronic means;

(iv) one or more statements about the consequences of unacceptable behaviour, which must take account of the student's age, maturity, and individual circumstances, and which must ensure that support is provided for students who are impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour,

And

(e) be in accordance with any further requirements established by the Minister by order.

Recommendation #1:

That the Alberta School Councils' Association (ASCA) advocates to the Minister of Education to amend the *Education Act* to align with best practices in addressing the rights of victims of bullying and violence.

Recommendation #2:

That the Alberta School Councils' Association (ASCA) advocates to the Minister of Education to consult with a broad range of stakeholders to ensure all voices are heard and reflected in any changes to the *Education Act* related to addressing the rights of victims of bullying and violence.

P23-05

Required Consultation Opportunities for Proposed Changes to Legislation, Regulations, or Established Programs or Practices

Sponsor: ASCA Board of Directors

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

Issue:

Recent decisions made by Alberta's Education Minister and government leaders, significantly impacting K-12 education have not consistently invited, nor considered, the perspectives of parents as expressed through the legislated advisory bodies of school councils prior to decisions being made.

The Premier, Minister of Education, and any other ministries making decisions that influence any aspect of K-12 education should provide notice to ASCA with an invitation to consult on proposed changes to legislation, regulations, and established programs or practices that will impact students and parents, prior to implementation.

Background:

For several years before, and early into, the Covid-19 pandemic, ASCA was consistently invited to provide the perspectives of its Member School Councils to Education Ministry employees leading committees or task forces focusing on education issues and initiatives. Examples are:

- Diploma Exams Advisory
- High School Completion
- Curriculum Advisory Panel Review

- Ministerial Order on Student Learning
- Assurance Model Review
- Funding Framework Review
- Education Act Regulations Review
- Choice in Education
- Student Transportation
- Education Budget and Funding Framework
- Alberta Research Network
- Alberta School Council Engagement Grant funding usage and criteria
- Seclusion Rooms, Time-out, and Physical Restraint Standards Advisory
- Minister's Stakeholder/Partner Re-Launch and Re-Entry Advisory
- Minister's Stakeholder/Partner Post Budget Advisory
- Minister's Stakeholder/Partner Draft K-6 Curriculum Launch Advisory
- Student Transportation Working Group – Re-entry Planning
- Student Transportation Review Task Force (non-Covid related)
- High School Credits for External Learning
- Child and Youth Well-being Review

Meaningful and direct consultation opportunities diminished as the pandemic progressed, occurring in some cases only through pressured requests from ASCA's Executive. ASCA's frequent requests to be included in education stakeholder discussions before decisions impacting students, school councils, parents, and families were made, were often responded to with answers stating that only stakeholders involved with implementation were, or would be, consulted. Some examples are:

- Bill 85 (Putting Students First Act, enhancing teacher oversight to improve student safety). Public online options provided. December 2021.
- Implementation of the draft K-6 Curriculum: Public online options provided. December 2021.
- Plan to resume K-12 student learning: No options for consultation offered. January 2022
- K-6 Curriculum Implementation. Written submission to Deputy Minister provided January 2022.
- Grades 4 – 12 Learning Loss Mitigation. Written submission to Deputy Minister provided January 2022.
- Provincial Achievement Testing (PATs). Written submission to Deputy Minister provided January 2022.
- Relaxing Covid Restrictions in Schools. No options for consultation offered. February 2022.
- Education Budget 2022. No options for consultation offered. February 2022.
- Improving Teacher Discipline. No options for consultation offered. March 2022.
- K-6 Curriculum Implementation amendments. March 2022.
- Bill 15, the Education (Reforming Teacher Profession Discipline) Amendment Act. Invitation to virtual information session only, no options for consultation offered. March 2022.

- Piloting of the updated draft K-6 curriculum. No options for consultation offered. May 2022.
- Funding for Mental Health in Schools, Specialized Assessments, Learning Loss Supports and School Nutrition (a cross-ministry plan informed by the Child and Youth Well-Being Review). Although consultation early in the process had occurred, ongoing consultation while the plan was developed was not invited. June 2022.
- Ending Covid-19 Protocols. No options for consultation offered. June 2022.
- The *Education Amendment Act (Improving Governance and Financial Management)*. No options for consultation offered. June 2022.
- The *Education (Reforming Teacher Profession Discipline) Amendment Act*. No options for consultation offered. June 2022.
- Code of Professional Conduct for the Teaching Profession. No options for consultation during the development phase were originally offered. ASCA Email to ADM prompted invitation to explore avenues for direct (not public survey) ASCA Executive-only consultation. August 2022.
- Career Education Task Force input on education programming for students in grades 7-12. Notice of public engagement opportunities (online and in person) only. November 2022.
- In-Person Learning Regulation (Ministerial Order #019-2022). No options for consultation offered; information session only. November 2022.

Recommendation:

That the Alberta School Councils' Association (ASCA) advocates to the Government of Alberta and the Minister of Education that ASCA always be offered opportunities for meaningful consultation and presentation of the parent perspective expressed through its Member School Councils when changes are being proposed to legislation, regulations, or established programs or practices that will impact school councils, students and/or parents.

P23-06

Setting and Meeting a Student to School Counsellor Ratio to Improve Mental Health

Sponsor: ASCA Board of Directors

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

Issue:

Alberta's students do not have adequate access to qualified mental health support while in school.

According to researchers "Globally, one in five youth experiences symptoms of mental illness, with 18–22% of children and youth aged 4–17 years meeting criteria for at least one mental health diagnosis and still more experiencing subclinical symptoms. Half of all lifetime cases of mental illness start prior to the age of 14 years, suggesting the exigent need for early identification of adolescent mental health disorders. Many youths first seek mental health support in schools thereby optimally positioning school personnel for detection of early warning signs for mental health problems in this population. Teachers and other school personnel have identified mental health needs as the greatest health care needs of their students. However, previous research has shown that mental health support in the school system is insufficient, and that this is a significant concern for both school staff and students. Most educators do not feel equipped to respond to the needs of their students who are presenting with mental health problems" (Dimitropoulos et al., 2022, pp. 402-403).

Background:

According to the 2022 Alberta classroom pulse research (ATA Council of School Counsellors, 2022), the top three complexities teachers are seeing within the classroom are social / emotional functioning, cognitive functioning, and behavioral challenges. A staggering 85% of teachers report seeing a dramatic increase in the complexity and diversity of student's needs, while 56% of teachers reported a decline in support for students with special needs. The research also expressed concern over unreasonable wait times for support, with current wait times for support being "six months to NEVER".

The School Counsellors Chapter of the Canadian Counselling and Psychotherapy Associations (2022) maintain the view that School Counsellors are integral in supporting the academic, social, and emotional growth of students. During Canadian School Counsellors week in 2022 they noted:

- When children learn about their emotions for as little as 30 minutes a week, both their behaviour and their academic success improve.
- Expanded school counselling services in elementary schools is associated with improvements in student learning, behaviour, and mental health.
- School Counsellors intervene when additional supports are required for students' mental health, academic outcomes, and overall well-being.
- In one study, school counsellors played a critical role in increasing the graduation rate from 49% to 78.8% in three years in a historically low-performing school.
- School Counsellors are shown to be effective at delivering meaningful bully prevention programs.
- School Counsellor interventions led to 75% higher self-efficacy scores compared to groups without intervention.
- Social/emotional learning programs delivered by School Counselors resulted in greater rates of academic achievement in students.
- School Counsellors play a critical role in improving systemic power, privilege, and racism inequities in Canada's schools.
- 14.7% of Canadian children have a school accommodation and School Counsellors collaborate in the creation of individualized student plans.
- School Counsellors provide leadership in suicide prevention at schools which includes classroom guidance, screening, and referrals for mental health services.

According to the Government of Canada job bank trend analysis (2022), there are approximately 3,000 Educational Counsellors in Alberta:

Educational Counsellors mainly work in the following sectors:

- **Elementary and secondary schools: 42%**
- Universities: 28%
- Community colleges and C.E.G.E.P.s: 11%
- Other schools and instruction: 6%

42% equates to approximately 1260 elementary and secondary School Counsellors working in Alberta schools.

According to the Alberta Student population statistics (2020/2021) there were 734,794 students registered in Alberta public schools with 105,085 being identified as having special education needs.

Although these numbers are approximate, they suggest that there is currently a 583:1 student to School Counsellor ratio in Alberta ($734,749 / 1260 = 583.1$). While there is not a recommended student to School Counsellor ratio set for Alberta or Canada, the American School Counselors Association (2021) recommends a ratio is 250: 1.

Resources:

[Ratios 21-22 Alpha \(schoolcounselor.org\)](https://schoolcounselor.org)

[HOME & LATEST NEWS | ATA CSC \(ataschoolcounsellors.com\)](https://ataschoolcounsellors.com)

[Canadian-School-Counselling-Week-2022-Key-Messages-FINAL-1.pdf \(ccpa-accp.ca\)](https://ccpa-accp.ca)

[School Counsellor in Alberta | Job prospects - Job Bank](#)

[Student population statistics | Alberta.ca](https://alberta.ca)

Dimitropoulos, G., Cullen, E., Cullen, O., Pawluk, C., McLuckie, A., Patten, S., Bulloch, A., Wilcox, G., & Arnold, P. D. (2022). "Teachers often see the red flags first": Perceptions of school staff regarding their roles in supporting students with mental health concerns. *School Mental Health*, 14(2), 402-415. <https://doi.org/10.1007/s12310-021-09475-1>

Recommendation:

That the Alberta School Councils' Association (ASCA) advocates to the Minister of Education to increase the amount of qualified mental health support personnel (registered counsellors, psychologists, Child and Youth Care Counsellors or social workers) in all Alberta public schools (public, separate, francophone and charter) to meet a recommended 250:1 ratio by 2024.

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 23, 2023**:

Board proposed **Administrative Resolutions** and **Special Resolution** for the 2023 ASCA AGM

#	Title	Sponsor	Contact
<u>A23-01</u>	Maintain Advocacy Policy 13-3	ASCA Board of Directors	Wendy Keiver <u>wendyk@albertaschoolcouncils.ca</u>
<u>A23-02</u>	Amend Advocacy Policy 21-02	ASCA Board of Directors	Wendy Keiver <u>wendyk@albertaschoolcouncils.ca</u>
<u>SR23-01</u>	Amend existing Bylaws of the ASCA <u>(LINK to current Bylaws)</u>	ASCA Board of Directors	Wendy Keiver <u>wendyk@albertaschoolcouncils.ca</u>

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 2023 AGM Administrative (Housekeeping) Resolutions has been changed to reflect this. ASCA will use the terms amend, 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.

Unanimous consent will be used to adopt each motion.

A23-01

Motion to **maintain** ASCA Advocacy Policy 13-3

Policy	Rationale
<p>13-3 Installation of Speed Monitoring Devices for Schools</p> <p>That Alberta Education and Alberta Transportation collaborate to develop a process that provides for the installation of signs on a primary and secondary highway where there is a school, to ensure the safety of students.</p>	<p>It is not confirmed that such devices exist for all schools located on primary and secondary highways. Should Alberta Transportation confirm the installation at all locations mentioned, this policy would automatically be archived.</p>

The ASCA Board of Directors recommends policies be **amended** if the policy **is still relevant to the current education climate but requires minor 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**. Statements (rationale) in *italics* are for reference only, and do not form or become part of the Bylaws.

A23-02

AMENDMENT: Motion to **amend** ASCA Advocacy Policy 21-02 Acknowledgement of CoSC/DSC in the Alberta Education Act

- 1) by inserting "Creation, Support, and" before "Acknowledgement",
- 2) by striking "/" after "COSC" and inserting a "," {*comma*}
- 3) inserting "and/or Ward Councils" before "in the Education Act." in the title,
- 4) by inserting "and/or Ward Councils" before "in supporting the Assurance Framework.",
- 5) by striking "consistency with current school council legislation" and inserting "school boards are mandated to create and support Councils of School Councils (COSC), District School Councils (DSC), and/or Ward Councils in each school division operated by a Board."

Current Wording	Proposed Revisions	If Adopted, Will Read
<p>21-02 Acknowledgement of CoSC/DSC in the Alberta Education Act</p> <p>That the Minister of Education acknowledge the importance of Councils of School Councils (COSC) and District School Councils (DSC) in supporting the Assurance Framework.</p> <p>That the Minister of Education collaboratively develop relevant legislation with ASCA and Education Partners to ensure consistency with current school council legislation.</p>	<p>21-02 <u>Creation, Support, and Acknowledgement of CoSC, DSC, and/or Ward Councils in the Alberta Education Act</u></p> <p>That the Minister of Education acknowledges the importance of Councils of School Councils (COSC), District School Councils (DSC), <u>and/or Ward Councils</u> in supporting the Assurance Framework.</p> <p>That the Minister of Education collaboratively develop relevant legislation with ASCA and Education Partners to ensure consistency with current school council legislation. <u>school boards are mandated to create and support Councils of School Councils (COSC), District School Councils (DSC), and/or Ward Councils in each school division operated by a Board.</u></p>	<p>21-02 Creation, Support, and Acknowledgement of CoSC, DSC, and/or Ward Councils in the Alberta Education Act (Amended 2023)</p> <p>That the Minister of Education acknowledges the importance of Councils of School Councils (COSC), District School Councils (DSC), and/or Ward Councils in supporting the Assurance Framework.</p> <p>That the Minister of Education collaboratively develop relevant legislation with ASCA and Education Partners to ensure school boards are mandated to create and support Councils of School Councils (COSC), District School Councils (DSC), and/or Ward Councils in each school division operated by a Board.</p>

Special Resolution:

*Proposed amendments and/or revisions to Alberta School Councils' Association **Bylaws** to reflect current legislation in Alberta and permit candidate acclamations.*

Background:

The Bylaws of a Society, approved by its members, are considered the “rules” by which its governors – the Board of Directors – will direct the operations of the Society. Bylaws should be reviewed periodically for their relevancy and updated as needed.

In recent months, the ASCA 2022-2023 Governance Committee undertook to review the Alberta School Councils' Association (ASCA) Bylaws, and recommend revisions as needed. Responses (27) from the ASCA Member Bylaw survey in the fall of 2021 also informed some proposed changes for Article 4 Membership.

To be approved, the *Societies Act* requires 75% of ASCA Member School Councils in attendance to vote in favour of the changes. Once adopted by ASCA Member School Councils, the approved Bylaw changes do not take effect until approved by Corporate Registry.

The ASCA Board of Directors is recommending to ASCA Member School Councils five (5) clauses within existing ASCA Bylaw Articles be amended and/or revised: 3.19; 3.24; 3.42; 4.2; and 6.2.

Proposed **revised or added** language is **bolded and underlined**; proposed deleted language is red and ~~struck through~~. Statements (rationale) in *italics* are for reference only, and do not form or become part of the Bylaws.

* **Revisions** indicate a complete overhaul of substantial changes; **amendments** are smaller changes.

Unanimous consent will be used to adopt each motion.

SR23-01

AMENDMENT: Motion to **amend** Article 3.19 – Definitions, Individual Parent Member,

- 1) by striking “School” and inserting “Education” and
- 2) by inserting “or any legislation intended to replace or supersede the Education Act,” before ‘holding Individual Parent Membership...’

Current Wording	Proposed Amendment	If Adopted, Will Read
3.19 Individual Parent Member – a Parent, as defined in Sections 1 & 2 of the Alberta School Act, holding Individual Parent Membership in ASCA as described in Article 4.2.	3.19 Individual Parent Member – a Parent, as defined in Sections 1 & 2 of the Alberta School Education Act, or any legislation intended to replace or supersede the Education Act , holding Individual Parent Membership in ASCA as described in Article 4.2.	3.19 Individual Parent Member – a Parent, as defined in Sections 1 & 2 of the Alberta Education Act, or any legislation intended to replace or supersede the Education Act, holding Individual Parent Membership in ASCA as described in Article 4.2.

Rationale: *To reflect current legislation in Alberta, and to allow for future legislative changes without the clause/definition becoming irrelevant or inaccurate.*

AMENDMENT: Motion to **amend** Article 3.24 – Definitions, Parent,

- 1) by striking “School” and inserting “Education” and
- 2) by adding “or any legislation intended to replace or supersede the Education Act, including individuals recognized as guardians in the Family Law Act.”

Current Wording	Proposed Amendment	If Adopted, Will Read
3.24 Parent – as defined in Sections 1 & 2 of the Alberta School Act.	3.24 Parent – as defined in Sections 1 & 2 of the Alberta School Education Act, or any legislation intended to replace or supersede the Education Act, including individuals recognized as guardians in the Family Law Act.	3.24 Parent – as defined in Sections 1 & 2 of the Alberta Education Act, or any legislation intended to replace or supersede the Education Act, including individuals recognized as guardians in the Family Law Act.

Rationale: To reflect current legislation in Alberta, and to allow for future legislative changes without the clause/definition becoming irrelevant or inaccurate and to clarify the intention that legal guardians, as defined in legislation, have the same rights, responsibilities, and opportunities within ASCA as natural or adoptive parents.

AMENDMENT: Motion to **amend** Article 3.42 – Definitions, Student,

- 1) by striking “School” and inserting “Education” and
- 2) by inserting “or any legislation intended to replace or supersede the Education Act, including individuals recognized as guardians in the Family Law Act,” before “to attend school.”

Current Wording	Proposed Amendment	If Adopted, Will Read
3.42 Student – a person who is enrolled in a school or is required under the School Act to attend school.	3.42 Student – a person who is enrolled in a school or is required under the School Education Act, or any legislation intended to replace or supersede the Education Act, to attend school.	3.42 Student – a person who is enrolled in a school or is required under the Education Act, or any legislation intended to replace or supersede the Education Act, to attend school.

Rationale: To reflect current legislation in Alberta, and to allow for future legislative changes without the clause/definition becoming irrelevant or inaccurate.

AMENDMENT: Motion to **amend** Article 4.2 – Membership, Non-Voting Members,

- 1) by inserting “who has children in the K-12 Public Education system” before “in Alberta”
- 2) by inserting “and whose School Council is not an ASCA Member” after “in Alberta” and
- 3) by striking “is eligible to become” and inserting “may be”.

Current Wording	Proposed Amendment	If Adopted, Will Read
4.2 Any Parent in Alberta is eligible to become an ASCA Individual Parent Member upon payment of the membership fee, and may attend ASCA events.	4.2 Any Parent <u>who has children in the K-12 Public Education system</u> in Alberta <u>and whose School Council is not an ASCA Member</u> is eligible to become <u>may be</u> an Individual Parent Member upon payment of the membership fee and may attend ASCA events.	4.2 Any Parent who has children in the K-12 Public Education system in Alberta and whose School Council is not an ASCA Member may be an Individual Parent Member upon payment of the membership fee and may attend ASCA events.

Rationale: To clarify:

the intention that an Individual Parent Member needs to **currently have a K-12 student, not someone who has only adult children;*

**the intention that parents in school communities where the School Council is already an ASCA Member should not become Individual Parent Members;*

**parents of students in private/independent schools or home-schooling (where a school council is not established) are not eligible to become Individual Parent Members of ASCA.*

AMENDMENT: Motion to **amend** Article 6.2 – Governance of the Association, Election,

- 1) by striking “the Annual” and inserting “a”
- 2) by inserting “for which notice has been provided” after General Meeting, and
- 3) by adding “Elections will be conducted by secret ballot unless there is only one candidate for any available position(s), in which case candidate(s) may be elected by acclamation.” as a second statement.

Current Wording	Proposed Amendment	If Adopted, Will Read
6.2 At the Annual General Meeting Voting Delegates will elect a President and Vice President in even numbered years by secret ballot vote. Voting Delegates will elect Directors to available positions by secret ballot vote every year.	6.2 At the Annual <u>a</u> General Meeting <u>for which notice has been provided</u> , Voting Delegates will elect a President and Vice President in even numbered years by secret ballot vote. Voting Delegates will elect Directors to available positions by secret ballot vote every year. <u>Elections will be conducted by secret ballot unless there is only one candidate for any available position(s), in which case candidate(s) may be elected by acclamation.</u>	6.2 At a General Meeting for which notice has been provided, Voting Delegates will elect a President and Vice President in even numbered years by secret ballot vote. Voting Delegates will elect Directors to available positions by secret ballot vote every year. Elections will be conducted by secret ballot unless there is only one candidate for any available position(s), in which case candidate(s) may be elected by acclamation.

Rationale: *To clarify that elections for Directors may take place at any General Meeting of the Association, and to permit acclamations of candidates. For the ASCA 2022 AGM, there was only one candidate for President, one for Vice President, and two (2) for three (3) vacant Director positions. The Parliamentarian for the ASCA 2022 AGM noted that ASCA Bylaws did not have a provision for acclamations – only secret ballot votes were permitted. Voting Delegates were therefore required to participate in an electronic vote, despite the declared candidates not being contested. With the addition of a second paragraph in Article 6.2 permitting acclamations, unnecessary voting at the AGM can be avoided.*