



Alberta School Councils' Association

Promoting parent engagement in public education

Annual General Meeting (AGM) 2023 April 23

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[ASCA 2023 AGM Evaluation Survey](#)

LINKS TO ADDITIONAL DOCUMENTS REFERENCED

[Alberta School Councils' Association 2022 AGM Minutes - Approved](#)

[Alberta School Councils' Association Objects of Incorporation](#)

[Alberta School Councils' Association Bylaws](#)

[Alberta School Councils' Association Board of Directors 2023-2026 Vision Path](#)

[Alberta School Councils' Association Advocacy Policy Manual](#)

[Alberta School Councils' Association Annual Advocacy in Action Update to Members](#)

[Alberta School Councils' Association 2021-2022 Audited Financial Statement](#)



Draft AGENDA

ASCA Annual General Meeting, April 23, 2023

Breakfast: 8:00 – 8:45 a.m.

Virtual Zoom Room opens: 8:30 a.m.

Call to Order: 9:00 a.m.

Break: ~10:30 a.m.

Lunch Break: ~12:00-12:45

Reconvene: ~12:45 p.m.

Break: ~2:30 p.m.

Target Adjourn: ~4:00 p.m.

8:00	Delegates/attendees	Check-in , Breakfast, Welcome
8:30	Virtual Delegates/attendees	Zoom Room Open Check-in , Welcome
8:45	ASCA Director(s)	Overview of the Day / Housekeeping
9:00	AGM Chair President B. Rai Vice President S. Odishaw Elder Wilson Bearhead (virtual) President B. Rai	Call to Order Territory Acknowledgement National Anthem https://drive.google.com/file/d/1wD7QXi0Du460YkYKPxErBBI5E3Fx_N2Z/view?ts=62054908 Elder Blessing President's Address
1.	AGM Chair President B. Rai ASCA Member Voting Delegates	Test Vote Motion/Second: That future ASCA General Meetings be arranged to accommodate virtual and in-person attendance. <i>Election Buddy majority required (more than half)</i>
2.	Resolutions Facilitators Vice President S. Odishaw Director G. Gerstner AGM Chair President B. Rai ASCA Member Voting Delegates	Adoption of the Credentials Report <i>(The quorum at any general meeting will be one-quarter (¼) of the Voting Delegates in attendance. Bylaws 5.5)</i> Motion: To adopt the Credentials Report as presented. <i>Approval by Unanimous Consent</i> OR <i>Election Buddy: majority required (more than half)</i>
3.	ASCA Executive Committee AGM Chair President B. Rai ASCA Member Voting Delegates	Adoption of the 2023 AGM Standing Rules Motion: To adopt the 2023 AGM Standing Rules as presented. <i>Approval by Unanimous Consent</i> OR <i>Election Buddy: majority required (more than half)</i>

4.	AGM Chair President B. Rai AGM Chair President B. Rai	Appointments 1) Minutes Approval Committee 2) Teller 3) Timers 4) Parliamentarian
5.	Parliamentarian	Parliamentarian Address
6.	ASCA Executive Committee AGM Chair President B. Rai ASCA Member Voting Delegates	Adoption of the 2023 AGM Agenda Motion: To adopt the 2023 AGM Agenda as presented. <i>Approval by Unanimous Consent</i> OR <i>Election Buddy: majority required (more than half)</i>
7.	AGM Chair President B. Rai	2022 AGM Minutes <i>The Minutes Approval Committee reviewed and adopted the 2022 Annual General Meeting Minutes on May 16, 2022.</i>
8.	Financial Reporters Director G. Gerstner Director K. Bodell ASCA Member Voting Delegates Financial Reporters Director G. Gerstner Director K. Bodell AGM Chair President B. Rai ASCA Member Voting Delegates	Financial Report 1. Audited Financial Statement, Auditor’s Report 2021 – 2022 fiscal year 2. Membership Fees 3. ASCA’s Current Reality 4. Board-approved 2023-2024 ASCA Budget Questions/comments related to the Financial Report 5. 2023-2024 Auditor Appointment Motion: To appoint Metrix Group LLP as the Association’s Independent Auditors for the 2023-2024 fiscal year. <i>Approval by Unanimous Consent</i> OR <i>Election Buddy: majority required (more than half)</i>
9.	Resolutions Facilitators Vice President S. Odishaw Director G. Gerstner AGM Chair President B. Rai	Special Resolution Process Overview Proposed Special Resolution SR23-01 5 Motions to Amend ASCA Bylaws: 1st Motion: To amend Article 3.19 - Definitions, Individual Parent Member, 1) by striking “School” and inserting “Education” and

	<p>ASCA Member Voting Delegates</p> <p>AGM Chair President B. Rai</p> <p>ASCA Member Voting Delegates</p> <p>AGM Chair President B. Rai</p> <p>ASCA Member Voting Delegates</p> <p>AGM Chair President B. Rai</p> <p>ASCA Member Voting Delegates</p> <p>AGM Chair President B. Rai</p> <p>ASCA Member Voting Delegates</p> <p>AGM Chair President B. Rai</p> <p>ASCA Member Voting Delegates</p>	<p>2) by inserting “or any legislation intended to replace or supersede the Education Act,” before “holding Individual Parent Membership...”</p> <p><i>Approval by Unanimous Consent</i> OR <i>Election Buddy: minimum 75% in favour required</i></p> <p>2nd Motion: To amend Article 3.24 – Definitions, Parent,</p> <p>1) by striking “School” and inserting “Education” and</p> <p>2) by adding “or any legislation intended to replace or supersede the Education Act, including individuals recognized as guardians in the Family Law Act.”</p> <p><i>Approval by Unanimous Consent</i> OR <i>Election Buddy: minimum 75% in favour required</i></p> <p>3rd Motion: To amend Article 3.42 – Definitions, Student,</p> <p>1) by striking “School” and inserting “Education” and</p> <p>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.”</p> <p><i>Approval by Unanimous Consent</i> OR <i>Election Buddy: minimum 75% in favour required</i></p> <p>4th Motion: To amend Article 4.2 – Membership, Non-Voting Members,</p> <p>1) by inserting “who has children in the K-12 Public Education system” before “in Alberta”</p> <p>2) by inserting “and whose School Council is not an ASCA Member” after “in Alberta” and</p> <p>3) by striking “is eligible to become” and inserting “may be”.</p> <p><i>Approval by Unanimous Consent</i> OR <i>Election Buddy: minimum 75% in favour required</i></p> <p>5th Motion: To amend Article 6.2 – Governance of the Association, Election,</p> <p>1) by striking “the Annual” and inserting “a”</p> <p>2) by inserting “for which notice has been provided” after General Meeting, and</p> <p>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.</p> <p><i>Approval by Unanimous Consent</i> OR <i>Election Buddy: minimum 75% in favour required</i></p>
10.	Resolutions Facilitators Vice President Odishaw Director G. Gerstner	Administrative Resolutions Process Overview

	<p>AGM Chair President B. Rai</p> <p>ASCA Member Voting Delegates</p>	<p>Proposed Administrative Resolution A23-01</p> <p>MOTION: To maintain ASCA Advocacy Policy 13-01: Installation of Speed Monitoring Devices for Schools</p> <p><i>Approval by Unanimous Consent</i> OR <i>Election Buddy: majority required (more than half)</i></p>
11.	<p>Resolutions Facilitators Vice President Odishaw Director G. Gerstner</p> <p>AGM Chair President B. Rai</p> <p>ASCA Member Voting Delegates</p>	<p>Proposed Administrative Resolution A23-02</p> <p>Motion: To amend ASCA Advocacy Policy 21-02: Acknowledgement of CoSC/DSC in the Alberta Education Act</p> <ol style="list-style-type: none"> 1) by inserting “Creation, Support, and” before “Acknowledgement”, 2) by striking “/” after “COSC” and inserting a “,” {comma} 3) by 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.” <p><i>Approval by Unanimous Consent</i> OR <i>Election Buddy: majority required (more than half)</i></p>
12.	<p>Nominations Facilitator: Director M. Smith Director K. Li</p> <p>Candidates</p>	<p>Nominations and Elections Processes Overview</p> <p>Confirmation and affirmation of nominations received for:</p> <p>Directors – 2-Year Term:</p> <p>Candidate Speeches (3 minutes each)</p>
13.	<p>AGM Chair President B. Rai</p> <p>ASCA Member Voting Delegates</p>	<p>Ballot Election of 2-Year Term Directors</p> <p><i>Note: Bylaws do not permit acclamation.</i></p> <p>Election Buddy</p>
14.	<p>Resolutions Facilitators Vice President Odishaw Director G. Gerstner</p> <p>Gateway Christian School Council</p> <p>AGM Chair President B. Rai</p>	<p>Advocacy Resolutions Process Overview</p> <p>Proposed Advocacy Resolution P23-01: Mandating Criminal Record & Vulnerable Sector Checks for School Board Trustee Candidates</p> <p>Motion: That the Alberta School Councils’ Association (ASCA) advocate to the Minister of Education for amendments to the Education Act to require candidates</p>

	ASCA Member Voting Delegates	<p>for the position of School Board Trustee to publicly disclose the results of a Criminal Record and a Vulnerable Sector check.</p> <p><i>Approval by Unanimous Consent</i> OR <i>Election Buddy: majority required (more than half)</i></p>
15.	<p>École Barrie Wilson School Council</p> <p>AGM Chair President B. Rai</p> <p>ASCA Member Voting Delegates</p>	<p>Proposed Advocacy Resolution P23-02: Supporting Integrated Education Funding</p> <p>Motion: That the 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.</p> <p><i>Approval by Unanimous Consent</i> OR <i>Election Buddy: majority required (more than half)</i></p>
16.	<p>Colonel Irvine School Council</p> <p>AGM Chair President B. Rai</p> <p>ASCA Member Voting Delegates</p>	<p>Proposed Advocacy Resolution P23-03: Integrate Climate & Biodiversity Education Throughout the K-12 Curriculum</p> <p>Motion: 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.</p> <p><i>Approval by Unanimous Consent</i> OR <i>Election Buddy: majority required (more than half)</i></p>
17.	<p>Nominations Facilitators: Director M. Smith Director K. Li</p> <p>Candidates</p>	<p>Confirmation and affirmation of nominations received for:</p> <p>Directors – 1-Year Term:</p> <p>Candidate Speeches (3 minutes each)</p>
18.	<p>AGM Chair President B. Rai</p> <p>ASCA Member Voting Delegates</p>	<p>Ballot Election of 1-Year Term Directors</p> <p><i>Note: Bylaws do not permit acclamation.</i></p> <p>Election Buddy</p>
19.	<p>ASCA Board of Directors</p> <p>AGM Chair President B. Rai</p> <p>ASCA Member Voting Delegates</p>	<p>Proposed Advocacy Resolution P23-04: Add Rights of Victims of Bullying and Violence to Education Act</p> <p>1st Motion: That the Alberta School Councils' Association (ASCA) advocates to the Minister of Education to amend the <i>Education Act</i> to align with best practices in addressing the rights of victims of bullying and violence.</p> <p><i>Approval by Unanimous Consent</i> OR</p>

	<p>AGM Chair President B. Rai</p> <p>ASCA Member Voting Delegates</p>	<p>Election Buddy: majority required (more than half)</p> <p>2nd Motion: 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 <i>Education Act</i> related to addressing the rights of victims of bullying and violence.</p> <p>Approval by Unanimous Consent OR Election Buddy: majority required (more than half)</p>
20.	<p>ASCA Board of Directors</p> <p>AGM Chair President B. Rai</p> <p>ASCA Member Voting Delegates</p>	<p>Proposed Advocacy Resolution P23-05: Required Consultation Opportunities for Proposed Changes to Legislation, Regulations, or Established Programs or Practices</p> <p>Motion: 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.</p> <p>Approval by Unanimous Consent OR Election Buddy: majority required (more than half)</p>
21.	<p>ASCA Board of Directors</p> <p>AGM Chair President B. Rai</p> <p>ASCA Member Voting Delegates</p>	<p>Proposed Advocacy Resolution P23-06: Setting and Meeting a Student to School Counsellor Ratio to Improve Mental Health</p> <p>Motion: 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.</p> <p>Approval by Unanimous Consent OR Election Buddy: majority required (more than half)</p>
22.	<p>Sponsoring ASCA Member School Council</p> <p>AGM Chair President B. Rai</p> <p>ASCA Member Voting Delegates</p>	<p>Emergent or Extraordinary Advocacy Resolutions</p> <p>Motion:</p> <p>Approval by Unanimous Consent OR Election Buddy: majority required (more than half)</p>
23.	Vice President Odishaw	First Call for 2024 Proposed Advocacy Resolutions
24.	AGM Chair President B. Rai	Closing Remarks and Adjournment



2023 ASCA AGM PRESIDENT'S REPORT

ASCA Member School Councils, guests, and observers:

It is my pleasure to provide you with a brief written summary of highlights for our year at Alberta School Councils' Association (ASCA).

As with many communities across our province, school communities began to reconnect after some time of uncertainty during Covid. As parents began volunteering more easily in their schools, as school councils continued their good work supporting students, as education partners worked diligently to ensure the continuity of our education system - ASCA was right here, fulfilling our Vision and Mission.

With another year of prudent fiscal stewardship, we worked diligently to utilize our resources and relationships to shift our business model while maintaining the high-quality learning opportunities, support, and advocacy that our members deserve. We continue to diversify our revenue streams, we deliver services with the same care and integrity we always have, and we have supported members, non-members, and partners throughout another unique school year.

We believe that ASCA is relevant, sustainable, autonomous, and innovative. The professional development we offer at ASCA continues to be greatly appreciated and well utilized by school council members. School councils are working diligently while fulfilling their legislated roles. Their work is valuable and crucial, which is why it is so important they are empowered to be the impactful local advocates their students need. The ongoing advocacy we undertake on behalf of our Member School Councils is vital to shaping an education system that supports all students, is equitable for all students, and recognizes the individual merits of all students. Whether it's been about curriculum, funding, class sizes, transportation, supports, strains in the system, or equity for students, ASCA has worked steadfastly on your behalf to effect change.

Our Executive Director and all ASCA staff and contractors have worked diligently and tirelessly alongside our Board to do the right things, for the right reasons, in the face of challenges because we are all dedicated to parent voice in education. Similarly, each of you have persevered and contributed locally and provincially to ensure that parent voice is utilized meaningfully. Here we are this weekend, building connections with each other and doing the work of school councils at a provincial level. These connections are valuable and valued, just as each of you are.

As ASCA moves forward, ending another year of good work for good people, we move forward with each of you. From every ASCA Director, to each of the people we contract or employ, to those parents, guardians, teachers, trustees, and superintendents present here today, and to those who were unable to attend and are working diligently in their communities to make a difference – we are moving forward, one foot in front of the other, together.

ASCA knows the importance and power of parental voice in education through school councils. The education and empowerment of school councils across our province is meaningful work and necessary because we know the engagement of parents in the education system is vital for student success. We are grateful for the local support and advocacy that school councils offer their communities. We are grateful for the Members, guests and observers who joined us for our Conference and those who joined us today at our first hybrid AGM. Your enthusiasm and dedication are inspirational, and empowering your voices at the provincial level is critical, meaningful, and invaluable work.



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Updated 04.18.23 @ 12:25 p.m.

Standing Rules

1. **Sign-in.** Each person attending the Annual General Meeting (AGM) **in person** shall sign in at the appropriate Check-In Table and is required to wear the Name Badge and wrist band(s) provided while in attendance at the AGM.
2. **Login.** Each person attending the Annual General Meeting (AGM) **virtually** shall sign in using their proper first and last name and use the **Chat Window** to identify the school council, community, location, school division or education organization they are representing. (i.e.: *École Dickinsfield School Council, EPSB or Trustee, High Prairie SD*).
3. **Technical requirements and malfunctions.** Each person attending the AGM **virtually** is responsible for their audio and Internet connections; no action shall be invalidated on the grounds that the loss of, or poor quality of, a Voting Delegate's or AGM attendee's individual connection prevented participation in the meeting.
4. **Forced disconnections.** The Chair may cause or direct the disconnection or muting of a **virtual** attendee's connection if it is causing undue interference with the meeting.
5. **Quorum.** The presence of quorum shall be established by the Credentials Report and announced by the Chair. Thereafter the continued presence of a quorum shall be presumed unless the Executive Director notifies the Chair of the lack of a quorum. Any Voting Delegate may request a confirmation of quorum when warranted.
6. **Voting Delegates.** Voting Delegates are Parents authorized by ASCA Member School Councils (as per Bylaw 3.44) who have submitted their signed Credential Form prior to the deadline required by ASCA.
7. **Proxy Holders.** Proxy Holders are Parents authorized by an ASCA Member School Council other than their own, to vote on behalf of that School Council (as per Bylaw 3.26), and for which a Proxy Form has been submitted prior to the deadline required by ASCA. Unless also authorized as the Voting Delegate for their own School Council, Proxy Holders may not move or second motions, and may not speak as the mover of a motion made by the School Council for which they hold the Proxy.
8. **Election Buddy. All Voting Delegates and Proxy Holders** shall cast a vote using the **Election Buddy digital voting platform** unless otherwise directed by the Chair. Voting Delegates and Proxy Holders are required to keep secure and confidential the unique Voting Access Key issued to them by Election Buddy.
9. **Unanimous Consent.** Unanimous consent (informal vote) may be used as deemed appropriate by the Chair.
 - A Voting Delegate attending **in person** may object to Unanimous Consent by approaching the microphone(s), stating the name of the School Council they are representing, location or school division, their full name, and the objection.
 - A Voting Delegate attending **virtually** may object to Unanimous Consent by typing the school council, community, location or school division and the word **"Object"** in the **Chat Window**. (i.e.: *St. Michael School Council, CSSD, object*).

If there is an objection, a formal vote will be taken.
10. **Assignment of the Floor (Speaking at the AGM).** With the exception of ASCA Directors making recommendations (in the form of motions) to Members on behalf of the Board or Directors, only a Voting Delegate may move or second any motion or resolution.
 - 10.1 **IN-PERSON ATTENDEES:** To seek recognition from the presiding officer, Voting Delegates attending **in person** shall use the microphone(s), take a place in line and, upon being recognized by the presiding officer, state the name of the School Council they are representing, it's location or school division and their full name (i.e.: *Delwood School Council, Edmonton Public, Janice Jones*). They shall then state the purpose for which



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they are speaking, i.e.: the intention to move or second a motion; the intention to speak for or against the motion. The process for making a Parliamentary Inquiry, a Request for Information, or other interrupting motion is described in Rule #15.

10.2 VIRTUAL ATTENDEES: To seek recognition from the presiding officer, Voting Delegates attending **virtually** shall type in the **Chat Window** the name of the School Council they are representing and its location or school division (i.e.: *Delwood School Council, Edmonton Public, moves; Fultonvale School Council, EIPS, “speaking FOR”*). They shall then type the purpose for which they would like to speak, i.e.: the intention to **move** or **second** a motion; the intention to **speak for or against** the motion. The process for making a Parliamentary Inquiry, a Request for Information, or other interrupting motion is described in Rule #15.

The ASCA virtual Moderator will monitor the **Chat Window** and collaborate with the presiding officer to ensure equity of recognition and keep track of speaking order. Side comments, discussion, and/or debate shall not be permitted in the **Chat Window**. Virtual attendees failing to comply with this rule may be removed from the AGM without warning.

After a motion or resolution is moved, seconded, and stated by the Chair, the Voting Delegate who made the motion may, upon recognition by the Chair, speak to the motion or resolution or invite another parent representative from their school council to speak on their behalf, for a **maximum of three (3) minutes**.

Parent delegates who are not voting may indicate a desire to participate in discussions or speak to any motion, by following the steps for Voting Delegates (in person or virtually) above.

11. **Alternating the floor.** A Voting Delegate, Proxy Holder, or parent representative who wishes to speak for or against any motion may indicate such in the manner described in Rule #10 (Assignment of the Floor), adding either “**speaking FOR (In Favour)**” or “**speaking AGAINST (Opposed)**” and waiting to be recognized by the Chair. Voting Delegates, including those acting as Proxy Holders, and parent representatives may **speak one time only** to any resolution or motion for a **maximum of three (3) minutes**.
12. **Motions submitted in writing.** Any **amendments** or motions not already in writing in the AGM package must **first** be submitted **in writing, signed or acknowledged by both the mover and seconder. Only Voting Delegates may move or second motions and amendments.**

For Voting Delegates attending **in person**, submission is made to the **Scribe** using the **duplicate forms** provided, who will prepare it for display for all delegates.

For Voting Delegates attending **virtually**, submission is made through the **Chat Window** using the format indicated in Rule #10 above and shall be seconded in the same manner. The **Scribe** will then prepare it for display for all delegates.

Upon recognition by the Chair, the Voting Delegate may speak to the amendment or new motion.

13. **Substantive motions** or resolutions are main motions which introduce a new subject for discussion and action. Resolutions require a mover and a seconder. **Discussion for Substantive Motions will be limited to 30 minutes.**
14. **Procedural motions**, such as secondary motions, offer different approaches to consider during the discussion of a pending main motion (or substantive motion or resolution). If a procedural motion is debatable, such as an amendment, **discussion will be limited to 10 minutes.**
15. **Interrupting motions.** Interrupting motions, if deemed urgent and related to the immediately pending motion, may be made. No other motions will be allowed to interrupt. The Voting Delegate shall provide the name of their School Council and its location, and their full name, when recognized by the Chair or seeking recognition in the Chat Window. The Virtual Moderator or Executive Director will assist the Chair to ensure interrupting motions are promptly addressed.



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- “**Parliamentary Inquiry**” (PI) (to ask a question on parliamentary procedure); or
- “**Request for Information**” (RI) (to request urgent, germane information); or
- “**Point of Order**” (POO) (to state a breach in the rules, must be timely).

15.1 IN-PERSON ATTENDEES

To make an interrupting motion, an in-person Voting Delegate shall raise their hand to display their wristband, quickly and safely approach the microphone(s), then state the appropriate interrupting motion, the name of their School Council and its location, their full name, and wait for the Chair to respond before stating the question or the rule that is breached.

15.2 VIRTUAL ATTENDEES

To make an interrupting motion, a virtual Voting Delegate shall use the “**raise hand**” icon and type into the **Chat Window** the appropriate interrupting motion, or abbreviation (PI, RI, POO) followed by their School Council and its location or school division (i.e.: *St. Mary School Council, ECSD*) and then the question or the rule that is breached. Upon recognition, the chair will respond.

16. **Division of a Question.** If a motion contains two or more parts capable of standing as separate questions, the assembly may vote to treat each part separately by a motion for **Division of a Question** which shall require a second, is not debatable, is amendable, and requires a majority vote (or unanimous consent).
17. **Emergent Resolutions** introduced at the AGM must be first ruled as fitting the specific criteria required, and then be approved to be **added to the Agenda** by at least two-thirds (66 ⅔%) of the Voting Delegates. To introduce the (Emergent) Resolution, the **specific wording must first be provided in writing** in the manner described in Rule #12. When recognized by the Chair, the Voting Delegate may make a motion to amend the Agenda by adding the (Emergent) Resolution.

If the motion is seconded, and after the Chair states the question on whether to add to the agenda, the maker of the motion may speak only to **the need to consider** the (Emergent) Resolution prior to the vote to add the (Emergent) Resolution to the agenda for consideration.
18. **Extraordinary Resolutions** arising as a result of the business conducted at the AGM must be first ruled as fitting the specific criteria required, and then be approved to be **added to the Agenda** by at least seventy-five (75%) of the Voting Delegates. To introduce the (Extraordinary) Resolution, the **specific wording must first be provided in writing** in the manner described in Rule #12. Upon recognition by the Chair, the Voting Delegate may make a motion to amend the Agenda by adding the (Extraordinary) Resolution.

If the motion is seconded, and after the Chair states the question on whether to add to the agenda, the maker of the motion may speak only to **the need to consider** the (Extraordinary) Resolution prior to the vote to add the (Extraordinary) Resolution to the agenda for consideration.
19. **Chat Window.** The **Chat Window** shall be used only to conduct business associated with the Annual General Meeting, unless otherwise directed. Improper use of the **Chat Window** may result in an attendee being removed from the AGM.
20. **Display of motions.** Main motions or resolutions, or the pertinent part of main motions, amendments, and other documents currently before the assembly, shall be displayed, to the extent feasible.
21. **Non-member or Observer.** Upon recognition by the Chair, and after properly identifying themselves as noted in Rule #10 above, a non-member or observer may ask for permission to address the Assembly. Permission will be granted at the discretion of the Chair, who may seek Approval by Unanimous Consent of the Assembly. When time is of the essence, Voting Delegates shall be given priority to speak before parent representatives, non-members, or observers.



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Updated 04.18.23 @ 12:25 p.m.

22. **Promotional Materials.** No materials of any kind shall be distributed, sold, or displayed at or during the AGM, and no appeals for support or collections of any kind shall be made, without prior approval of the Alberta School Councils' Association President.
23. **Appointments:** The Chair shall make the following appointments, if/as deemed appropriate or needed, to carry out the business of the AGM:
 - Minutes Approval Committee
 - Teller(s)
 - Timer(s)
 - Parliamentarian
 - Microphone Monitors
24. **Rules.** The rules contained in the current edition of Robert's Rules of Order Newly Revised shall govern the meeting in all cases to which they are applicable and in which they are not inconsistent with the Bylaws of the Alberta School Councils' Association (ASCA) or these Standing Rules.

DRAFT

ALBERTA SCHOOL COUNCILS' ASSOCIATION
Financial Statements
For The Year Ended June 30, 2022



INDEPENDENT AUDITORS' REPORT

To the Directors of Alberta School Councils' Association

Opinion

We have audited the financial statements of Alberta School Councils' Association (the Association), which comprise the statement of financial position as at June 30, 2022, and the statements of operations, changes in net assets and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Association as at June 30, 2022, and its results of operations and its cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditors' Responsibilities for the Audit of the Financial Statements* section of our report. We are independent of the Association in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with Canadian accounting standards for not-for-profit organizations, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Association's ability to continue as a going concern, disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting unless management either intends to liquidate the Association or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Association's financial reporting process.

(continues)



Independent Auditors' Report to the Directors of Alberta School Councils' Association (*continued*)*Auditors' Responsibilities for the Audit of the Financial Statements*

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements. As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Association's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Association's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the Association to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

METRIX GROUP LLP

Chartered Professional Accountants

Edmonton, Alberta
August 24, 2022

Statement of Financial Position

As At June 30, 2022

	2022	2021
ASSETS		
CURRENT		
Cash and cash equivalents (Note 2)	\$ 286,681	\$ 422,309
Receivables (Note 3)	17,561	22,094
Prepaid expenses	5,881	12,973
	<u>310,123</u>	457,376
TANGIBLE CAPITAL ASSETS (Note 4)	<u>1,129</u>	1,601
	<u>\$ 311,252</u>	<u>\$ 458,977</u>
LIABILITIES		
CURRENT		
Accounts payable and accrued liabilities	\$ 37,777	\$ 44,625
Deferred fees	90,533	59,400
Deferred contributions (Note 5)	5,207	-
	<u>133,517</u>	104,025
CALLABLE DEBT (Note 6)	<u>40,000</u>	40,000
	<u>173,517</u>	144,025
NET ASSETS		
Unrestricted net assets	136,606	163,351
Internally restricted net assets (Note 7)	-	150,000
Invested in tangible capital assets	1,129	1,601
	<u>137,735</u>	314,952
	<u>\$ 311,252</u>	<u>\$ 458,977</u>

ON BEHALF OF THE BOARD:

Brandi Rai Board President

Wendy Keiver Executive Director

The accompanying notes are an integral part of these financial statements.

Statement of Operations

For The Year Ended June 30, 2022

	2022	2021
REVENUE		
Membership fees	\$ 127,425	\$ 85,670
Sponsorships and donations	53,597	1,824
Fees for service	42,417	3,312
Parent Conference fees	32,994	44,665
Government of Alberta grant (Note 5)	9,793	203,007
Government of Canada - Canada Summer Jobs grant	5,574	-
Other	4,758	1,078
Interest	4,035	2,786
Annual General Meeting	1,990	2,820
	<u>282,583</u>	<u>345,162</u>
EXPENSES		
Salaries, wages and benefits	274,168	422,157
General and administrative expenses (Schedule 1)	101,473	70,162
Services	49,074	78,553
Parent conference	20,085	20,103
Communications and marketing	10,961	6,476
Annual General Meeting	8,742	10,134
Advocacy and representation	5,521	1,280
Board expenses (Schedule 2)	1,850	7,560
Amortization	472	495
	<u>472,346</u>	<u>616,920</u>
EXCESS (DEFICIENCY) OF REVENUE OVER EXPENSES BEFORE OTHER INCOME	(189,763)	(271,758)
OTHER INCOME		
Government assistance (Note 8)	12,546	135,049
DEFICIENCY OF REVENUE OVER EXPENSES	\$ (177,217)	\$ (136,709)

The accompanying notes are an integral part of these financial statements.



	APPROVED 2022-2023 Budget	APPROVED 2023-2024 Budget	Notes
REVENUE			
1 Project Grant (Alberta Ed.)		-	ED will continue to look for ABED grant opportunities
2 Other project grants	50,000	-	ED will continue to seek grants through organizations, corporations, foundations, as capacity permits
3 Canada Summer Jobs (CJS) Grant		3,000	Did not apply for Summer Student Grant 2023. Will consider for 2024 - funds are 'in and out', resulting in net zero to the budget
4 Membership Revenue	120,000	120,000	Maintaining \$100 Membership Fee
5 Associate Membership Revenue	900	1,350	Budget is for 9 Fundraising Associations (FRAs) @ \$150. Optimistic FRA Insurance Program 'pilot' will encourage more
6 Custom Projects Revenue		7,500	ED working on specific "Principal SC PD" opportunities in conjunction with ATA for presenting at Teachers' Conventions
7 Partner Events		-	
8 Fundraising Initiatives (auctions, etc.)		25,000	Fund Development Committee initiatives. Two (2) events (fall and late spring) Board, and staff efforts
9 Interest Revenue	1,000	1,025	
10 Advertising/subscriptions		9,000	Dependent on efforts of Board and Comms Specialist
11 Sponsorships	20,000	5,000	Two (2) events (fall and spring) Board, contractor and staff efforts
12 Donations	65,000	140,000	Optimistic current donor relationships-will continue and new relationships with additional consistent donors can be cultivated.
13 School Council Conference (regs)	125,000	135,000	In person for 2024. 270 paying delegates @ \$500 average
14 Conference Sponsorships/Donations	5,000	5,000	Contributed by individuals, orgs, businesses not participating in Resource Gallery still wanting exposure to ASCA audience
15 Resource Gallery /Trade Show	20,000	20,000	25 exhibitors @ \$800 per
16 AGM	5,000	2,000	Hybrid for 2024. No charge for Voting Delegates; revenue from non-voting SC delegates, guests, observers
17 General Meetings		-	No General Meetings planned for 2024
18 Member Engagement Opportunities	175	-	1 Virtual Fall engagement opportunity. No revenue (fees) anticipated
19 Fee for Service-SC	22,500	47,840	Dependent on school councils receiving/utilizing ASCE Grant 23-24 and ASCA marketing efforts
20 Fee for Service - FRA	5,250	3,250	Forecast based on 2022-2023 actual numbers
21 Miscellaneous Revenue (Serv. Fees, etc.)		500	Mainly CC fees for online payments paid voluntarily by consumer
22 TOTAL REVENUE	439,825	525,465	2024 Year End Revenue highly dependent on success of Board, contractor and staff
EXPENSES			
Board Costs			
23 Total Board Costs	52,050	58,594	Includes a portion of ED salary, 80% 'people' and other costs associated with AGM, Board, staff and Member School Council recognition, Board/ED evaluations and PD (low cost), expenses related to fundraising initiatives, Pres cell phone
	11.80%	11.15%	Percentage of overall budget
Project Grant Expenses			
24 Unknown Project Grant		-	
25 Total Project Grant Expenses		-	This category only used if 'project' grants are obtained/expensed. Revenue and expenses will typically "zero out"
Advocacy and Representation			
26 Total Advocacy and Representation	55,375	35,355	Category includes expenses for external stakeholder representation, ABED Committee representation, and 20% of AGM and Member Engagement Opportunities expenses. Note: 2022-2023 Budget contained a significant formula error resulting in overestimating overall expenses for this category
	12.60%	6.73%	Percentage of overall budget
Administrative Costs			
27 Total Salary, Benefits & Ext. Membs	37,750	70,390	Includes a portion of ED & Support Staff salary and benefits, federal employer contributions, external organization memberships
28 Total Office Expenses	69,150	73,685	Includes IT support and software, auditor, insurance, bookkeeping, office/comp equip, phones, postage, service & online fees
29 Total Administrative Costs	106,900	144,075	Includes CEBA loan repayment of \$40K Dec 2023
	24.30%	27.42%	Percentage of overall budget
Learning Opportunities/Promotion			
30 Subtotal Research/Advertising/Newsletter		-	
31 School Council Conference	65,300	67,600	Includes contract conference planner, contract support staff, speakers' honorariums/fees/expenses, charity of choice donation, staff accommodations, catering, AV, venue rental, etc.
32 Subtotal Marketing		4,300	Includes event planner contract (fundraising), conference printing/promo materials, and expenses related to publications/surveys not already included elsewhere
33 Subtotal Digital Communications	63,800	76,500	Website & E-news fees, 50% of Virtual platform, digital design tools, Contract Social Media & Communications
34 Subtotal Learning Opportunities Delivery	18,500	36,561	Training/professional development, travel, accommodation, meals, fees for service, staff travel, resource revision/development, etc. Possible "in-person" PD in Sept 2023. Compensation calculated as a percentage of anticipated revenue
35 Subtotal Other (includes staff salaries/wages)	77,900	102,480	Includes a portion of ED salary, Learning Opportunities Project Manager salary and benefits, a portion of Support Staff wages, amortization, misc., capital assets gain/loss
36 Total Learning Opportunities/Promo	225,500	287,441	Includes all expenses related to two (2) core business focus areas: to engage and empower school councils
	53.10%	54.70%	Percentage of overall budget
37 TOTAL EXPENSE	439,825	525,465	Budget includes moderate increases in staff remuneration and is highly dependent on revenue from Memberships, Fees for Service, Fundraising efforts, Donations, Sponsorships, Other Grants. If not realized, expenses and activities will need to be reduced to reflect lower revenue. The ASCA Board will review the budget frequently and revise as necessary
38 NET INCOME	\$0	\$0	Relies on \$40K additional fundraising, sponsorships and/or advertising to offset \$40K CEBA loan repayment

Approved on March 18, 2023



NOTICE FOR PROPOSED AMENDMENTS AND/OR REVISIONS TO GOVERNING DOCUMENTS SPECIAL RESOLUTION SR23-01

PROPOSED AMENDMENTS AND/OR REVISIONS TO ALBERTA SCHOOL COUNCILS' ASSOCIATION BYLAWS TO reflect current legislation in Alberta and permit candidate acclamations.

SR23-01

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.

Unanimous consent will be used to adopt each motion.

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

AMENDMENT: To amend Article 3.19 – Definitions, Individual Parent Member,
1) by striking “School” and inserting “Education” and



**NOTICE FOR PROPOSED AMENDMENTS AND/OR REVISIONS TO GOVERNING DOCUMENTS
SPECIAL RESOLUTION SR23-01**

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: 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.



NOTICE FOR PROPOSED AMENDMENTS AND/OR REVISIONS TO GOVERNING DOCUMENTS SPECIAL RESOLUTION SR23-01

AMENDMENT: 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: 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 who has children in the K-12 Public Education system in Alberta and whose School Council is not an ASCA Member is eligible to become may be 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 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.



**NOTICE FOR PROPOSED AMENDMENTS AND/OR REVISIONS TO GOVERNING DOCUMENTS
SPECIAL RESOLUTION SR23-01**

AMENDMENT: 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
<p>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.</p>	<p>6.2 At the Annual a 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.</p> <p><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></p>	<p>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.</p> <p>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.</p>

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.



NOTICE FOR PROPOSED AMENDMENTS AND/OR REVISIONS TO GOVERNING DOCUMENTS

ADMINISTRATIVE RESOLUTIONS A23-01 & A23-02

PROPOSED ACTIONS, AMENDMENTS AND/OR REVISIONS TO ALBERTA SCHOOL COUNCILS' ASSOCIATION ADVOCACY POLICIES TO ENSURE RELEVANCY.

Administrative (or Housekeeping) Resolutions:

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.

Unanimous consent will be used to adopt each motion.

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.

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>



NOTICE FOR PROPOSED AMENDMENTS AND/OR REVISIONS TO GOVERNING DOCUMENTS

ADMINISTRATIVE RESOLUTIONS A23-01 & A23-02

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: 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</u> in the Alberta Education Act</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 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>

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.

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 Levantesi 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-lst.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.



2023 ASCA BOARD SPONSORED PROPOSED ADVOCACY RESOLUTIONS

ASCA Board Sponsored Proposed Advocacy Resolutions

#	Title	Sponsor	Contact
P23-04	Add Rights of Victims of Bullying and Violence to Education Act	ASCA Board of Directors	wendyk@albertaschoolcouncils.ca
P23-05	Required Consultation Opportunities for Proposed Changes to Legislation, Regulations, or Established Programs or Practices	ASCA Board of Directors	wendyk@albertaschoolcouncils.ca
P23-06	Setting and Meeting a Student to School Counsellor Ratio to Improve Mental Health	ASCA Board of Directors	wendyk@albertaschoolcouncils.ca

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.



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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.



2023 ASCA BOARD SPONSORED PROPOSED ADVOCACY RESOLUTIONS

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



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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.



2023 ASCA BOARD SPONSORED PROPOSED ADVOCACY RESOLUTIONS

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.



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- 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://www.schoolcounselor.org)

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

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

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

[Student population statistics | 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.