



Alberta School Councils' Association

Promoting parent engagement in public education

Annual General Meeting (AGM) 2024 April 28

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LINKS TO ADDITIONAL DOCUMENTS REFERENCED

[Alberta School Councils' Association 2023 AGM Minutes - Approved](#)

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

[Alberta School Councils' Association Bylaws](#)

[Alberta School Councils' Association Board of Directors 2024-2027 Vision Path](#)

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

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

[Alberta School Councils' Association 2022-2023 Audited Financial Statement](#)



Draft AGENDA

ASCA Annual General Meeting, April 28, 2024

Breakfast: 7:00 – 7:45 a.m.

Virtual Zoom Room opens: 7:30 a.m.

Call to Order: 8:00 a.m.

Break: ~10:15 a.m.

Lunch Break: ~12:00-12:45

Reconvene: ~12:45 p.m.

Break: ~2:15 p.m.

Target Adjourn: ~4:00 p.m.

7:00	Delegates/Attendees Directors E. Tse, K. Glazebrook, K. Bodell	Check-in , Breakfast, Welcome
7:30	Virtual Delegates/attendees	Zoom Room Open Check-in , Welcome, Sound Check, Audio Check
7:45	Director K. Li	Overview of the Day / Housekeeping
8:00	AGM Chair President B. Rai Director E. Tse President B. Rai Elder Wilson Bearhead President B. Rai	Call to Order Land Acknowledgement National Anthem https://www.youtube.com/watch?v=c358LVn0laI Elder Blessing President's Address
1.	AGM Chair President B. Rai ASCA Member Voting Delegates	Test Vote <i>(Test only. Not intended to be a binding motion on the Association.)</i> Motion/Second: That future ASCA General Meetings be called to order no earlier than 8:00 a.m. Election Buddy majority required (more than half)
2.	Resolutions Facilitator Vice President S. Odishaw 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. Bylaw 5.5)</i> Motion: To adopt the Credentials Report as presented. Approval by Unanimous Consent OR Election Buddy: majority required (more than half)
3.	ASCA Executive Committee AGM Chair President B. Rai ASCA Member Voting Delegates	Adoption of the 2024 AGM Standing Rules Motion: To adopt the proposed Permanent ASCA Convention Standing Rules. Approval by Unanimous Consent OR Election Buddy: Two-thirds or at least 66.66% required
4.	AGM Chair President B. Rai AGM Chair President B. Rai	Appointments 1) Minutes Approval Committee 2) Teller 3) Timers 4) Parliamentary Advisor
5.	AGM Chair President B. Rai	Adoption of the 2024 AGM Agenda Motion: To adopt the 2024 AGM Agenda as presented.

	ASCA Member Voting Delegates	Approval by Unanimous Consent OR <i>Election Buddy: majority required (more than half)</i>
6.	AGM Chair President B. Rai	2023 AGM Minutes <i>The Minutes Approval Committee reviewed and adopted the 2023 Annual General Meeting Minutes on May 24, 2023.</i>
7.	Nominations Facilitator: Director R. Haggarty Candidates	Nominations and Elections Processes Overview Confirmation and affirmation of nominations received for President. Candidate Speeches (5 minutes each)
8.	AGM Chair President B. Rai ASCA Member Voting Delegates	Ballot Election of President Election Buddy <i>Note: If only 1 Candidate for the role of President, ASCA Bylaw 6.2 permits declaration by acclamation.</i>
9.	Resolutions Facilitator Vice President Odishaw	Administrative Resolutions Process Overview
10.	ASCA Board of Directors AGM Chair President B. Rai ASCA Member Voting Delegates	Proposed Administrative Resolution A24-01: <i>Omnibus Motion to maintain five (5) existing ASCA Advocacy Policies simultaneously.</i> MOTION: That the Alberta School Councils' Association (ASCA) maintains ASCA Advocacy Policies 94-8 (Funding of Evening and Summer Schools), 02-15 (Textbook Fees and Workbooks), 03-09 (Field Trip Safety for Alberta Students), 04-15 (Recognition of School Completion / Opportunities for Post-Secondary Opportunities), and 14-3 (Accountability – parent right to quality of service). Approval by Unanimous Consent OR <i>Election Buddy: majority required (more than half)</i>
11.	ASCA Board of Directors AGM Chair President B. Rai ASCA Member Voting Delegates	Proposed Administrative Resolution A24-02: <i>Omnibus Motion to amend three (3) and to revise two (2) ASCA Advocacy Policies simultaneously as presented.</i> Motion: To amend ASCA Advocacy Policies 02-13 (Input on Selection of School Staff), 02-12 (Input on Selection of Principal), and 02-4 (School Nutrition Programs), and to revise ASCA Advocacy Policies 03-07 (Sharing Responsibility for Appropriate Use of Standardized Testing) and 06-6 (Capital Project Approval Criteria), as presented. Approval by Unanimous Consent OR <i>Election Buddy: majority required (more than half)</i>
12.	Nominations Facilitator: Director R. Haggarty Candidates	Confirmation and affirmation of nominations received for Vice President. Candidate Speeches (5 minutes each)

13.	AGM Chair President B. Rai ASCA Member Voting Delegates	Ballot Election of Vice President Election Buddy <i>Note: If only 1 Candidate for the role of Vice President, ASCA Bylaw 6.2 permits declaration by acclamation.</i>
14.	Resolutions Facilitator Vice President Odishaw	Advocacy Resolutions Process Overview
15.	Colonel Irvine School Council AGM Chair President B. Rai ASCA Member Voting Delegates	Proposed Advocacy Resolution P24-01: Integrate Climate & Biodiversity Education Throughout the Curriculum from K-12 Motion: That the Alberta School Councils' Association (ASCA) advocates to the Minister of Education for a framework for embedding climate & biodiversity throughout the K-12 curriculum that incorporates hands-on learning experiences with a focus on critical thinking, equity, and wellbeing. Approval by Unanimous Consent OR Election Buddy: majority required (more than half)
16.	Kensington School Council AGM Chair President B. Rai ASCA Member Voting Delegates	Proposed Advocacy Resolution P24-02: Funding for More Assessments of Learning Disabilities Motion: That the Alberta School Councils' Association (ASCA) advocates to the Minister of Education and the Minister of Health for increased availability of professionals to help diagnose learning disabilities and support neurodivergent children. Approval by Unanimous Consent OR Election Buddy: majority required (more than half)
17.	Kensington School Council AGM Chair President B. Rai ASCA Member Voting Delegates AGM Chair President B. Rai ASCA Member Voting Delegates	Proposed Advocacy Resolution P24-03: Improving Indoor Air quality (IAQ) in Alberta Classrooms & Shared Environments Motion: That the Alberta School Councils' Association (ASCA) advocates to the Minister of Education for increased funding for modern HVAC systems for health and learning (with air filtration and cooling systems) not only in new schools but retrofitted in older school buildings as well. Approval by Unanimous Consent OR Election Buddy: majority required (more than half) Motion: That Alberta School Councils' Association (ASCA) advocates to the Minister of Education to require school boards to provide frequent and regular information on indoor air quality (IAQ) and improvements made to IAQ in schools to parents, including specific air quality improvements and IAQ specifications and monitoring in schools, including classrooms, gymnasiums, cafeterias, bathrooms, buses, and all shared environments, and that they release this information publicly to afford all students and staff a safer environment in which to work, learn and thrive. Approval by Unanimous Consent OR Election Buddy: majority required (more than half)
18.	Nominations Facilitator: Director R. Haggarty Candidates	Confirmation and affirmation of nominations received for Directors – 2-Year Term: Candidate Speeches (3 minutes each)

19.	<p>AGM Chair President B. Rai</p> <p>ASCA Member Voting Delegates</p>	<p>Ballot Election of 2-Year Term Directors</p> <p>Election Buddy</p> <p><i>Note: ASCA Bylaw 6.2 permits declaration by acclamation if there are an equal number of, or fewer, Candidates to fill vacant Director positions.</i></p>
20.	<p>Forest Heights School Council</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>Proposed Advocacy Resolution P24-04: Equity in Playground Funding</p> <p>Motion: That the Alberta School Councils’ Association (ASCA) advocate to the Ministers of Education and Infrastructure to correct the inequities caused by the Playground grant funding available to new schools by:</p> <ol style="list-style-type: none"> 1) Creating an equitable grant program targeted for the life cycle replacement of existing playgrounds at older schools, especially where the school has no access to any other government funding; and 2) Allow schools where no playgrounds currently exist to access the same grant funding as brand-new schools (\$250,000 in 2023-2024). <p>Approval by Unanimous Consent OR Election Buddy: majority required (more than half)</p> <p>Motion: That Alberta School Councils’ Association (ASCA) Advocacy Policy 05-02 Funding for Playground Facilities (2021) be amended:</p> <ol style="list-style-type: none"> 1) by inserting “life cycle replacement” before “maintenance” in the first paragraph, and 2) by adding “That funding priority is targeted to schools with playground footprints located on school land, and which are ineligible to receive funding from other levels of government. Funding should be prioritized based on an assessment of need and factors such as existing playground age/condition, social vulnerability, access to other funding sources, school population, and location of adjacent public playgrounds accessible to the school.” as a second paragraph. <p>Approval by Unanimous Consent OR Election Buddy: majority required (more than half)</p>
21.	<p>Sam Livingston School Council</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>Proposed Advocacy Resolution P24-05: Preserving Safe and Inclusive Spaces for 2SLGBTQI+ Students (Revised 04.22.23)</p> <p>Motion: That the Alberta School Councils’ Association (ASCA) advocate to The Minister for Education and other education stakeholders and partners to pause the proposed changes until meaningful consultation on the substance of the policy, not only its implementation, has occurred with key stakeholders including 2SLGBTQI+ students, 2SLGBTQI+ community-based organizations, teachers and the ATA, parents and ASCA, and school board associations.</p> <p>Approval by Unanimous Consent OR Election Buddy: majority required (more than half)</p> <p>Motion: That the Alberta School Councils’ Association (ASCA) advocate to The Minister for Education and other education stakeholders and partners to maintain the current legislation for one notification with an opt-out option for sexual education.</p> <p>Approval by Unanimous Consent OR Election Buddy: majority required (more than half)</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>Motion: That the Alberta School Councils’ Association (ASCA) advocate to The Minister for Education and other education stakeholders and partners for the preservation of GSAs/QSAs in all schools in Alberta with continued protections surrounding the personal information of students participating in GSAs/QSAs. These protections should continue to allow students to participate in GSAs without fear of their families or others being notified.</p> <p>Approval by Unanimous Consent OR Election Buddy: majority required (more than half)</p> <p>Motion: That the Alberta School Councils’ Association (ASCA) advocate to The Minister for Education and other education stakeholders and partners to continue to allow teachers to use third-party, evidence-based, medically accurate sexual education and gender and relationship materials in developmentally-appropriate ways without requiring prior approval from the Ministry of Education.</p> <p>Approval by Unanimous Consent OR Election Buddy: majority required (more than half)</p> <p>Motion: That the Alberta School Councils’ Association (ASCA) advocate to The Minister for Education and other education stakeholders and partners to support schools and school boards to be gender inclusive on school forms, websites, and communications, recognizing that gender exists on a spectrum, not as a male/female binary.</p> <p>Approval by Unanimous Consent OR Election Buddy: majority required (more than half)</p> <p>Motion: That the Alberta School Councils’ Association (ASCA) advocate to The Minister for Education and other education stakeholders and partners to support professional development for teachers to provide the knowledge and skills to a) respond immediately and in developmentally-appropriate ways to discriminatory language and behaviour, b) use inclusive language, and c) incorporate positive examples that affirm and embrace differing sexual orientations and gender identities.</p> <p>Approval by Unanimous Consent OR Election Buddy: majority required (more than half)</p> <p>Motion: That the Alberta School Councils’ Association (ASCA) advocate to The Minister for Education and other education stakeholders and partners to allow students to use a name and/or pronoun that is different from the one they were given at birth without requiring parental permission.</p> <p>Approval by Unanimous Consent OR Election Buddy: majority required (more than half)</p>
22.	<p>École Broxton Park School Council</p> <p>AGM Chair President B. Rai</p> <p>ASCA Member Voting Delegates</p>	<p>Proposed Advocacy Resolution P24-06: Resource Support for French Immersion Teachers (Available Before Implementation of Curriculum Changes)</p> <p>Motion: That the Alberta School Councils’ Association (ASCA) advocates to the Minister of Education for French Immersion resources to be developed and available at the same time as English resources prior to the implementation of curriculum.</p> <p>Approval by Unanimous Consent OR Election Buddy: majority required (more than half)</p>

23.	Nominations Facilitator: Director R. Haggarty Candidates	Confirmation and affirmation of nominations received for Directors – 1-Year Term Candidate Speeches (3 minutes each)
24.	AGM Chair President B. Rai ASCA Member Voting Delegates	Ballot Election of 1-Year Term Directors Election Buddy <i>Note: ASCA Bylaw 6.2 permits declaration by acclamation if there are an equal number of, or fewer, Candidates for available Director positions.</i>
25.	Financial Reporters Director G. Gerstner Director K. Bodell ASCA Members	Financial Report 1. Audited Financial Statement, Auditor’s Report 2022 – 2023 fiscal year. 2. Membership Fees Questions/comments related to the Financial Report
26.	ASCA Board of Directors AGM Chair President B. Rai ASCA Member Voting Delegates AGM Chair President B. Rai ASCA Member Voting Delegates	Proposed Advocacy Resolution P24-07: Enhanced Reporting of and Support for Class Size and Complexity Motion: That the Alberta School Councils’ Association advocates to the Minister of Education to: <ol style="list-style-type: none">1. Annually report class sizes while actively enacting initiatives aimed at reducing class sizes to levels that facilitate effective teaching and learning;2. Allocate funding and resources for ongoing professional development for educators, ensuring they have the skills and strategies needed to navigate complex classrooms effectively;3. Increase funding to hire additional qualified educators and support staff, recognizing their pivotal roles in addressing the complex needs of students;4. Commit to engaging in meaningful collaboration with relevant stakeholders, including parents, educators, and community members, to develop and implement strategies that promote educational equity through thoughtful consideration of class size and complexity. Approval by Unanimous Consent OR Election Buddy: majority required (more than half) Motion: That the Alberta School Councils’ Association (ASCA) Advocacy Policy 20-05 Support for Addressing Class Size and Complexity be archived. Approval by Unanimous Consent OR Election Buddy: majority required (more than half)
27.	Sponsoring ASCA Member School Council AGM Chair President B. Rai ASCA Member Voting Delegates	Emergent or Extraordinary Advocacy Resolutions Motion: Approval by Unanimous Consent OR Election Buddy: majority required (more than half)
28.	Vice President Odishaw	First Call for 2025 Proposed Advocacy Resolutions
29.	AGM Chair President B. Rai	Closing Remarks and Adjournment



Alberta School Councils' Association (ASCA)

2024 Annual General Meeting

President's Report

ASCA Member School Councils, guests, and observers:

Almost a century ago, this work started with the mothers. It started with parents who came together to support their students in public education. Here we are, 95 years later and I, as a mother, have had the privilege of serving on this Board for eight years, four of those here as President.

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

The work of school councils across our province continues to serve schools through their support and advocacy. The work of ASCA has continued in step with our Members as we work to fulfill our Vision and Mission. Knowledgeable, respected, and empowered parents are the foundation of education here in Alberta and we have been for almost a century. The partnerships that parents have with teachers, administrators, trustees, and various education stakeholders are the pillars of support that hold up our students as they navigate their learning journeys.

Through 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 complex 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. The multitude of needs in our province have been at the forefront of our advocacy. ASCA has worked steadfastly to effect change on your behalf through numerous conversations and ongoing advocacy related to curriculum implementation, inadequate funding, class sizes, transportation, additional supports in schools and in classrooms, strains in the system, and equity for students.

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 multiple 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. As we have gathered to celebrate 95 years of parent voice in education this weekend, I want us to hold space for all those parents who came before us and those who will come after us. This work we do, we do together, and we do because these are our babies. These students are young people that we will walk alongside for as long as we can as their parents, their mentors, and witnesses to their life's journeys. The connections we have as parents to our children, our school communities, and to each other through this Association are valuable and valued.



Alberta School Councils' Association (ASCA)

2024 Annual General Meeting

President's Report

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 work 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 second hybrid AGM. Your enthusiasm and dedication are inspirational; empowering your voices at the provincial level is critical, meaningful, and invaluable work.

As I leave the position of ASCA President, I leave you all with the very best wishes, hopes, and dreams for your continued empowerment, your continued advocacy, and for the continued success of all students in Alberta.

Thank you for letting me serve you; it has been an honour I will hold dear for the rest of my days.

Brandi Rai

Brandi Rai
ASCA President



DRAFT 2024 ASCA PERMANENT CONVENTION STANDING RULES

Reviewed by ASCA Board of Directors 01.20.24

ASCA Permanent Convention Standing Rules

For all General Meetings of the Alberta School Councils' Association (ASCA)

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 of 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



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Reviewed by ASCA Board of Directors 01.20.24

(i.e.: *Delwood School Council, Edmonton Public, Janice Jones*). They shall then state the purpose for which 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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Reviewed by ASCA Board of Directors 01.20.24

- “**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.



DRAFT 2024 ASCA PERMANENT CONVENTION STANDING RULES

Reviewed by ASCA Board of Directors 01.20.24

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.

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NOTICE FOR PROPOSED AMENDMENTS AND/OR REVISIONS TO GOVERNING DOCUMENTS ADMINISTRATIVE RESOLUTIONS A24-01 & A24-02

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 2024 AGM Administrative (Housekeeping) Resolutions has been changed to reflect this. ASCA will use the terms amend or revise, maintain (formerly reaffirm), and archive (formerly rescind) moving forward.

ASCA Member School Councils may, through a formal submission to the ASCA Board of Directors, provide perspectives related to amending, maintaining, or archiving existing ASCA Advocacy Policies. The decision to present amending, revising, 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.

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

As an example, A24-01 below is presented as one motion to **maintain** five (5) existing ASCA Advocacy Policies simultaneously. The **AGM Chair may choose** to ask for Member's *unanimous consent* for the motion to **maintain all five (5) at once**.

New information: As per ASCA Convention Standing Rules of Order #16, if an ASCA Member **objects** to that motion, they may move for a **Division of the Question**. This motion requires a second, is not debatable, is amendable, and requires a majority vote. The motion may be to consider each of the existing five (5) Advocacy Policies separately, or to remove one (1) or more from the omnibus motion. Once divided, each individual or grouping of Advocacy Policies being proposed to be maintained **will then need to be moved, considered/discussed, and voted on, separately**, adding considerable time to the meeting.

Conversely, A24-02 below is presented with five (5) existing ASCA Advocacy Policies being considered independent of each other (separately). To save time, **the Chair may choose** to ask for the Member's *unanimous consent* to **amend or revise** all five (5) Advocacy Policies as presented simultaneously. Again, as with A24-01, if an ASCA Member **objects**, they may move for a **Division of the Question**, listing the Advocacy Policies they wish to move, consider/debate, and vote on, separately. It is important to recognize this may add considerable time to the meeting.



NOTICE FOR PROPOSED AMENDMENTS AND/OR REVISIONS TO GOVERNING DOCUMENTS

ADMINISTRATIVE RESOLUTIONS A24-01 & A24-02

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.

A24-01

Possible omnibus motion:

MOTION: That the Alberta School Councils' Association (ASCA) maintains ASCA Advocacy Policies 94-8 (Funding of Evening and Summer Schools), 02-15 (Textbook Fees and Workbooks), 03-09 (Field Trip Safety for Alberta Students), 04-15 (Recognition of School Completion / Opportunities for Post-Secondary Opportunities), and 14-3 (Accountability – parent right to quality of service).

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



NOTICE FOR PROPOSED AMENDMENTS AND/OR REVISIONS TO GOVERNING DOCUMENTS
ADMINISTRATIVE RESOLUTIONS A24-01 & A24-02

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

Individual motions (5):

- MOTION:** That the Alberta School Councils’ Association (ASCA) maintains ASCA Advocacy Policy 94-8 (Funding of Evening and Summer Schools).
- MOTION:** That the Alberta School Councils’ Association (ASCA) maintains ASCA Advocacy Policy 02-15 (Textbook Fees and Workbooks).
- MOTION:** That the Alberta School Councils’ Association (ASCA) maintains ASCA Advocacy Policy 03-09 (Field Trip Safety for Alberta Students).
- MOTION:** That the Alberta School Councils’ Association (ASCA) maintains ASCA Advocacy Policy 04-15 (Recognition of School Completion / Opportunities for Post-Secondary Opportunities).
- MOTION:** That the Alberta School Councils’ Association (ASCA) maintains ASCA Advocacy Policy 14-3 (Accountability – parent right to quality of service).



NOTICE FOR PROPOSED AMENDMENTS AND/OR REVISIONS TO GOVERNING DOCUMENTS
ADMINISTRATIVE RESOLUTIONS A24-01 & A24-02

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 Advocacy Policies.

A23-02

Possible omnibus motion:

Motion: To amend ASCA Advocacy Policies 02-13 (Input on Selection of School Staff), 02-12 (Input on Selection of Principal), and 02-4 (School Nutrition Programs), and to revise ASCA Advocacy Policies 03-07 (Sharing Responsibility for Appropriate Use of Standardized Testing) and 06-6 (Capital Project Approval Criteria), as presented.

Individual motions (5):

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

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

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

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

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

Current Wording (02-12)	Proposed Amendments	If Adopted, Will Read
That the School Council Regulation be amended to include the requirement that school boards must give school councils the opportunity to provide input with respect to the selection of the principal by requiring them to create a profile that describes the strengths/qualities of the principal	That the School Council Regulation be amended to include the requirement that school boards must give school councils the opportunity to provide input with respect to the selection of the principal by requiring them to create a contribute to a hiring profile that describes with respect to the	That the School Council Regulation be amended to include the requirement that school boards must give school councils the opportunity to provide input with respect to the selection of the principal by requiring them to contribute to a hiring profile with respect to the strengths/qualities of



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ADMINISTRATIVE RESOLUTIONS A24-01 & A24-02

they wish hired, with orientation and support in carrying out that responsibility; and including a school council parent as a contributing part of the selection process, with orientation provided for the parent to carry out that responsibility.	strengths/qualities of the principal they wish hired, with orientation and support in carrying out that responsibility; and including a school council parent as a contributing part of the selection process, with orientation provided for the parent to carry out that responsibility.	the principal they wish hired, with orientation and support in carrying out that responsibility; and including a school council parent as a contributing part of the selection process, with orientation provided for the parent to carry out that responsibility.
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MOTION: To amend ASCA Advocacy Policy 02-4 School Nutrition Programs (2009, Revised 2014)

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

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

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

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



NOTICE FOR PROPOSED AMENDMENTS AND/OR REVISIONS TO GOVERNING DOCUMENTS
ADMINISTRATIVE RESOLUTIONS A24-01 & A24-02

Current Wording (03-7)	Proposed Revisions	If Adopted, Will Read
<p>That ASBA ensure that: When discussing results, language is used which acknowledges the shared responsibility of all partners with respect to appropriate use of Provincial Test results.</p> <p>*Policies are in place to support a positive testing climate;</p> <p>*PL opportunities (as requested below) exist for principals and teachers to achieve these goals; and</p> <p>*When reviewing detailed reports on testing results, school boards consult with school councils, as part of their review process, to assist them in setting meaningful targets for improvement.</p> <p>That CASS ensure that Superintendents:</p> <p>*Provide PL opportunities to principals so that school climates develop where:</p> <p>*The testing experience is a collaborative effort combining good teaching and curriculum support with parental reassurance (team effort with each doing pieces);</p> <p>*Results are used as a professional growth tool with staff; and</p> <p>*Results are used at school council meetings in developing school</p>	<p>That ASBA ensure that: When discussing results, language is used which acknowledges the shared responsibility of all partners with respect to appropriate use of Provincial Test results.-</p> <p>*Policies are in place to support a positive testing climate;-</p> <p>*PL opportunities (as requested below) exist for principals and teachers to achieve these goals; and-</p> <p>*When reviewing detailed reports on testing results, school boards consult with school councils, as part of their review process, to assist them in setting meaningful targets for improvement.-</p> <p>That CASS ensure that Superintendents:-</p> <p>*Provide PL opportunities to principals so that school climates develop where:-</p> <p>*The testing experience is a collaborative effort combining good teaching and curriculum support with parental reassurance (team effort with each doing pieces);-</p> <p>*Results are used as a professional growth tool with staff; and-</p> <p>*Results are used at school council meetings in developing school</p>	<p><u>That ASCA collaborate with Alberta Education and relevant education stakeholders to:</u></p> <p><u>*Ensure positive and inclusive standardized testing environments for all students.</u></p> <p><u>*Develop and distribute a discussion guide to aid parents in constructive dialogues about their child's standardized test results during parent-teacher interviews, fostering a student/parent/teacher team plan to enhance learning.</u></p> <p><u>*Explore ways to use standardized test results for meaningful professional development for teachers and administrators.</u></p> <p>That ASCA collaborate with Alberta Education and relevant education stakeholders to:</p> <p>*Ensure positive and inclusive standardized testing environments for all students.</p> <p>*Develop and distribute a discussion guide to aid parents in constructive dialogues about their child's standardized test results during parent-teacher interviews, fostering a student/parent/teacher team plan to enhance learning.</p> <p>*Explore ways to use standardized test results for meaningful professional development for teachers and administrators.</p>



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ADMINISTRATIVE RESOLUTIONS A24-01 & A24-02

<p>improvement goals to be incorporated into the 3-year plans.</p> <p>That ATA, AAC, Regional Consortia ensure that PL opportunities are available to teachers so that:</p> <ul style="list-style-type: none">*They choose to develop classroom climates where the testing experience is a collaborative effort combining good teaching and curriculum support;*Teachers find meaningful ways to incorporate results (learning and information) into their teacher professional growth plan; and*Principals consult with school councils when reviewing testing results, as part of their review process, to assist them in setting meaningful targets for improvement. <p>That ASCA work in partnership with Alberta Education and other appropriate partners to develop and distribute a discussion guide to assist parents in engaging in a useful dialogue about their child's results during parent-teacher interviews, to formulate a student/parent/teacher team plan to enhance student learning.</p>	<p>improvement goals to be incorporated into the 3-year plans.</p> <p>That ATA, AAC, Regional Consortia ensure that PL opportunities are available to teachers so that:</p> <ul style="list-style-type: none">*They choose to develop classroom climates where the testing experience is a collaborative effort combining good teaching and curriculum support;*Teachers find meaningful ways to incorporate results (learning and information) into their teacher professional growth plan; and*Principals consult with school councils when reviewing testing results, as part of their review process, to assist them in setting meaningful targets for improvement. <p>That ASCA work in partnership with Alberta Education and other appropriate partners to develop and distribute a discussion guide to assist parents in engaging in a useful dialogue about their child's results during parent-teacher interviews, to formulate a student/parent/teacher team plan to enhance student learning.</p>	
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NOTICE FOR PROPOSED AMENDMENTS AND/OR REVISIONS TO GOVERNING DOCUMENTS
ADMINISTRATIVE RESOLUTIONS A24-01 & A24-02

MOTION: To *revise* ASCA Advocacy Policy 08-6 **Capital Project Approval Criteria (Revised 2014)**.

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

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

P24-01

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

Sponsor: Colonel Irvine School Council

Contact: Claire Kraatz colonelirvineschoolcouncil@gmail.com

Issue:

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

Background:

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

Article 12 of the Paris Agreement

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1. offer a Climate Education course as an elective graduation credit course to aid in preparing students for green jobs with a lens on the circular economy; [16]
2. provide resources and professional development to in-service and teachers-in-training to deliver curriculum content relevant to the climate crisis to enable educators, administrators, and parents to support students and address climate anxiety;

3. measure complementary student outcomes relating to engagement, understanding and agency/action for living well and sustainably within planetary means;
4. compare for implementation and certification purposes EcoSchools in other jurisdictions. [17]

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

Resources:

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

Recommendation:

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

P24-02

Funding for More Assessments of Learning Disabilities

Sponsor: Kensington School Council

Contact: Michelle Kurulok kensingtonparentassociation@gmail.com

Issue:

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

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

Background:

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

Recommendation:

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

P24-03

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

Sponsor: Kensington School Council

Co-Sponsor: Sir Winston Churchill High School Council

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

Issue:

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

Ensuring indoor air quality in schools is critical, especially in Alberta, where varying approaches exist. While some school boards are proactively upgrading ventilation systems and adding HEPA filters in classrooms, others lag. Implementing comprehensive, province-wide modern HVAC systems in schools is imperative, not only to enhance air quality and reduce combustion pollution but also to address health and safety concerns, improve overall efficiency, bolster energy resilience, adapt to extreme weather conditions (wildfire smoke, heat), and contribute to broader climate change mitigation efforts.

Background:

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

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

Symptoms of exposure to wildfire smoke include headache, and eye, nose and throat irritation; less common symptoms include cough, shortness of breath, dizziness, wheezing, and heart palpitations. Short-term exposure to wildfire smoke or wildfire-PM2.5 has been strongly associated with all-cause

mortality, acute bronchitis, exacerbation of chronic respiratory conditions such as asthma and chronic obstructive pulmonary disease, as well as increases in respiratory emergency room visits and hospitalizations. [Public Health Risk Profile: Wildfires in Canada, 2023](#) [3]

3. **IAQ and Mental Health:**

- a. Whereas research from the Harvard School of Public Health and UNSW has demonstrated the effectiveness of improved IAQ in enhancing mental well-being. Healthy air for healthy minds![4]

Children are especially vulnerable as their brains are still developing. When exposed to poor air quality, children and adolescents are at elevated risk of bipolar disorders, schizophrenia, personality disorder, major depression, affective disorders, or suicidal ideation in adolescents and children [9] [10]. A study by the Children’s Hospital in Cincinnati saw increased hospital visits related to psychiatric issues [11].

- b. Camfil’s insights indicate improved air quality filtration in schools leads to better student well-being and achievement.[5]

4. **Inclusivity for the Vulnerable:** Whereas maintaining high IAQ standards is crucial for creating an inclusive environment for all, including those with compromised immune systems, pregnant staff, and older individuals, ensuring equity and safety in schools.

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

5. **Economic Considerations:** Recognizing that the economic advantages of investing in IAQ improvements, such as reducing absenteeism and enhancing learning capabilities, including cognitive function among staff, outweigh the initial costs, making it a financially sound long-term investment.[6][11]

6. **IAQ Installation:** Whereas modern IAQ improvement techniques, such as the installation of HEPA filters, can be implemented with minimal disruption to school activities, ensuring continuous education delivery. Consideration should be given to modern high-performance all-electric HVAC systems that: adapts to new cooling needs (required as global temperatures increase), minimizes health and safety concerns, improves air quality and eliminates combustion pollution, builds energy resilience, enhances efficiency, mitigates climate change.[7][8] Adhere to ASHRAE Core Guidelines for Reducing Airborne Infectious Aerosol Exposure.[9][10]

Ensure Transparency:

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

Implement Continuous Testing:

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

Prioritize Improvements:

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

Prioritize a Clean Indoor Air Revolution:

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

References:

1. Alberta Government - Welcoming, Caring, Respectful, and Safe Schools, [Province of Alberta Education Act](#)
2. Office of the Chief Science Advisor of Canada - Report on Long Covid, [Chief Science Advisor of Canada on Long Covid](#)
3. [Public Health Risk Profile: Wildfires in Canada, 2023](#)
4. The Surprising Link Between Indoor Air Quality and Mental Health - Harvard School of Public Health, [Harvard School of Public Health's Research on IAQ and Mental Health](#)
5. Can Quality Air Filtration In Schools Lead To Better Student Well-Being, Higher Achievement? – Camfil, [Camfil's Insights on Air Filtration in Schools](#)
6. Supplemental Filtration in Classrooms Reduces the Absence Rates for Students - Health Equity North, [Health Equity North Report on Classroom Filtration and Absence Rates](#)
7. Impact of Air Purifiers in Schools - A/Prof Donna Green, UNSW, [UNSW Research on Air Purifiers in Schools](#)
8. Rocky Mountain Institute's HVAC Choices for Student Health and Learning (Report), [HVAC Choices for Student Health and Learning](#)
9. ASHRAE Core Guidelines for Reducing Airborne Infectious Aerosol Exposure, [ASHRAE Core Recommendations](#)
10. ASHRAE Standard 241 - Control of Infectious Aerosols, [ASHRAE Standard 241](#)
11. Short-term Exposure to indoor PM2.5 in office buildings and cognitive performance in adults, [An Intervention Study](#)

12. Why it will take re-engineering, not just medicine, to close the door on COVID – [We Need a Revolution in Clean Indoor Air](#)
13. Boston Public Schools – Clean Air Dashboard, [Boston Public Schools IAQ Sensors](#) (Boston & Denver public schools have real-time IAQ monitoring; NYC & Massachusetts are working on legislation to require it)
14. Collaborating on Solutions for Cleaner School Air – [Video](#)
15. Breathing room: Why parents and experts are calling for a clean-air revolution in schools (TVO Today) <https://www.tvo.org/article/breathing-room-why-parents-and-experts-are-calling-for-a-clean-air-revolution-in-schools>

Recommendations:

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

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

P24-04

Equity in Playground Funding

Sponsor: Forest Heights School Council

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

Contact: Jill Tucker jilltucker@gmail.com

Issue:

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

Background:

1. Challenges for older schools

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

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

2. Challenges with land ownership

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

3. Community Facility Enhancement Program (CFEP)

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

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

5. Urban Challenges

The current funding situation sets up inequities between different neighbourhoods within a city. If a new school is built, it is eligible for basic playground funding of \$250,000. Additionally, these schools are

often eligible for municipal and federal grants because the land surrounding these new schools is municipally owned. *Older schools, meanwhile, struggle to fund even a basic playground for their students, especially within marginalized communities where parent fundraising capacity is minimal.*

6. Rural Challenges

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

7. Inflationary Pressures

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

Recommendation #1:

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

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

Recommendation #2:

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

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

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

Revised Proposed Advocacy Resolution P24-05

Preserving Safe and Inclusive Spaced for 2SLGBTQI+ Students

ASCA preface:

Advocacy policies proposed for ASCA Member consideration belong to the Sponsor, until such time as they are moved and seconded on the floor of the ASCA Annual General, or General, Meeting. As such, a Sponsor of a Proposed Advocacy Resolution (PAR) may modify, or entirely withdraw, their PAR. Sam Livingston School Council has exercised this right, by revising their original submission (Preserving Safe and Inclusive Spaced for 2SLGBTQI+ Students) for ASCA Member consideration at the April 28th, 2024, ASCA Annual General Meeting. This **revised** PAR (P24-05 on the AGM Agenda) was received by ASCA on 04.22.24 and posted separate from the AGM Package on 04.23.24

P24-05 REVISED

Preserving Safe and Inclusive Spaces for 2SLGBTQI+ Students

Note: Revisions/additions noted in green font.

Sponsor: Sam Livingston School Council

Contact: Tosca Nesbitt ecolesamchair@gmail.com

Issue:

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

Background:

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

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

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

One way to maintain supportive environments is through the continued support of Gay Straight Alliances/Queer Straight Alliances (GSAs/QSAs) within schools. Under Section 35.1 of the Education Act, students in Alberta have a right to establish a voluntary student organization intended to promote a welcoming, caring, respectful and safe learning environment. This includes GSAs or QSAs. The

Revised Proposed Advocacy Resolution P24-05 Preserving Safe and Inclusive Spaces for 2SLGBTQI+ Students

Government of Alberta notes that 2SLGBTQI+ students are more likely to feel safe and are more comfortable being open about their sexual orientation, gender identity and/or gender expression in schools with GSAs/QSAs because they provide a place to create a sense of belonging. They go further and note that when students feel accepted for who they are, it can positively impact both academic performance and self-esteem as evidenced through:

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

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

Following submission of this resolution, the Alberta Government signaled their intention to change current practices regarding 2SLGBTQI+ policies. It is anticipated that this fall, the Government will formally introduce changes to legislation. The anticipated changes as they relate to education are:

- Parents will need to give permission before a student aged 15 and under can use a name or pronoun at school other than what they were given at birth. Students who are 16 or 17 won't require permission, but schools will need to let their parents know first.
- Parents will have to opt-in students to every lesson about sex education, sexual orientation, or gender identity (currently, the law requires one notification, and parents can opt-out)
- Teachers need to get any third-party instruction material on gender identity, sexual orientation, and human sexuality approved by the Education ministry before they are used in the classroom.

While it is unclear how these changes will be implemented, it is clear that many critical stakeholders were not consulted prior to the announcements including students, parents, and teachers. Below is a list of organizations that have voiced concerns with the proposed changes:

- Alberta Teachers' Association
- Canadian Pediatric Society
- Alberta Medical Association
- United Nurses of Alberta
- Social Workers Association of Alberta
- Canadian Anti-Hate Network
- Canadian Women's Foundation
- Women's Shelters Canada
- Several (over 5) YWCAs
- Several (over 40) queer representing community organizations

Revised Proposed Advocacy Resolution P24-05 Preserving Safe and Inclusive Spaces for 2SLGBTQI+ Students

Concerns raised include:

- “We are concerned about how students may feel forced to suppress their identities and to be afraid of reaching out to teachers as an avenue for support. Transgender youth are five times more likely to think about suicide and nearly eight times more likely to attempt it than other children. We must be mindful of the vulnerability of these students and their need for safety, security, and support.” **Alberta Teachers’ Association**
- “We are also deeply concerned about your announcement to require parental opt-in for each instance a teacher intends to give formal instruction on subjects involving gender identity, sexual orientation, or human sexuality in schools. This will pose an extremely high barrier to formal education on these fundamental and universal topics for all of Alberta’s children and youth. Comprehensive, evidence-based, medically accurate, and age-appropriate sexual and reproductive health education has an overwhelming evidence base for its impact on positive health outcomes. As such, it should be a priority for the overall health and well-being of adolescents and the downstream positive effects on the population as a whole. Open communication on issues of gender identity, gender expression, sexual orientation, and human sexuality is key to improved well-being and health outcomes and can reduce risk of illness and disease, sexual exploitation and violence, stigma, misinformation, harassment, bullying, prejudice, and discrimination. Comprehensive sexuality education is therefore essential to ensure that children and youth have access to accurate information and are equipped to make healthy and informed decisions.” **Canadian Pediatric Society**
- “We strongly urge the Premier to reconsider the proposed policies and offer her the opportunity to collaborate with experienced professionals, including Child and Adolescent Psychiatrists, to find a better way. One in which all Albertans feel accepted, loved, and have access to the care they need to become their best selves.” **Alberta Medical Association**
- “Children and youth want and need to be unconditionally accepted and loved. Trans children and youth are not always ready to share their intimate thoughts and feelings with their parents. They may turn to trusted teachers until they are ready to share with their families. Parents have a responsibility to create safe, trusting, and loving relationships with their children, and in doing so, young people will tell their families about their preferred pronouns and/or name. Forcing teachers and schools to notify parents and to seek parental consent from unaccepting families will place children in harm’s way. Youth homelessness is known to very often be caused by breakdowns in family relationships (Quilty, et al., 2022), and this is especially true for ‘Lesbian, gay, bisexual, transgender, and queer/questioning (LGBTQ) youth [who] are 120% more likely to be homeless than cisgender and heterosexual youth’ (Ormiston, 2022). When educators are forced to notify parents and guardians about their child’s gender, they may put that child at risk for homelessness, which has doubled in Edmonton alone over the last three years (Smith, 2022; Homeward Trust Edmonton, 2024).” **Social Workers Association of Alberta**

The concerns above are echoed across many of the open letters issued by organizations concerned that these proposed changes will cause harm to some of Alberta’s most vulnerable children and youth. Many of these organizations are also willing to be part of an authentic, open, and meaningful consultation process.

In addition to these concerns, there is the administrative burden these changes will place on schools, parents, and even the Ministry of Education. Requiring parents to sign a form for a name change (there

Revised Proposed Advocacy Resolution P24-05 Preserving Safe and Inclusive Spaces for 2SLGBTQI+ Students

are many reasons why a name change could happen, including shortened names like Samantha to Sam and going by a second name instead of a first) and/or an opt-in form for every lesson about sex education, sexual orientation or gender identity will be overwhelming. Teachers will need to take time from their already full days to create and track the forms and busy parents will need to ensure they are watching for and signing the forms as they come. Teachers will also need to take extra time to submit materials to the Ministry of Education for approval and track that they have received the necessary permissions to use the materials required. The Ministry of Education will also need to take time to review all the submissions and issue approvals or rejections.

Resources:

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

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

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

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

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

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

<https://www.cbc.ca/news/canada/edmonton/danielle-smith-unveils-sweeping-changes-to-alberta-student-gender-identity-sports-and-surgery-policies-.7101053#:~:text=and%20a%20psychologist,-,Alberta%20parents%20will%20need%20to%20give%20permission%20before%20a%20student,let%20their%20parents%20know%20first.>

https://cps.ca/uploads/advocacy/Gender-affirming_care_in_AB_Public.pdf

<https://www.albertadoctors.org/news/statement-from-scap-on-gender-affirming-treatments>

<https://www.una.ca/1493/decisions-about-medical-care-must-not-be-left-to-politicians-una>

<https://www.myswaa.ca/news/statement-on-alberta-anti-trans-policies>

<https://egale.ca/egale-in-action/egale-canada-and-skipping-stone-foundation-condemn-albertas-attack-on-2slgbtqi-people-and-promise-legal-action/>

(1 Recommendation replaced by 7 Recommendations. Wording being maintained as identical to previous 1 Recommendation appears in black font below)

Recommendation #1:

That the Alberta School Councils' Association (ASCA) advocate to The Minister for Education and other education stakeholders and partners to pause the proposed changes until meaningful consultation on the substance of the policy, not only its implementation, has occurred with key stakeholders including 2SLGBTQI+ students, 2SLGBTQI+ community-based organizations, teachers and the ATA, parents and ASCA, and school board associations.

Revised Proposed Advocacy Resolution P24-05 Preserving Safe and Inclusive Spaces for 2SLGBTQI+ Students

Recommendation #2:

That the Alberta School Councils' Association (ASCA) advocate to The Minister for Education and other education stakeholders and partners to maintain the current legislation for one notification with an opt-out option for sexual education.

Recommendation #3:

That the Alberta School Councils' Association (ASCA) advocate to The Minister for Education and other education stakeholders and partners for the preservation of GSAs/QSAs in all schools in Alberta with continued protections surrounding the personal information of students participating in GSAs/QSAs. These protections should continue to allow students to participate in GSAs without fear of their families or others being notified.

Recommendation #4:

That the Alberta School Councils' Association (ASCA) advocate to The Minister for Education and other education stakeholders and partners to continue to allow teachers to use third-party, evidence-based, medically accurate sexual education and gender and relationship materials in developmentally-appropriate ways without requiring prior approval from the Ministry of Education.

Recommendation #5:

That the Alberta School Councils' Association (ASCA) advocate to The Minister for Education and other education stakeholders and partners to support schools and school boards to be gender inclusive on school forms, websites, and communications, recognizing that gender exists on a spectrum, not as a male/female binary.

Recommendation #6:

That the Alberta School Councils' Association (ASCA) advocate to The Minister for Education and other education stakeholders and partners to support professional development for teachers to provide the knowledge and skills to a) respond immediately and in developmentally ~~age~~-appropriate ways to discriminatory language and behaviour, b) use inclusive language, and c) incorporate positive examples that affirm and embrace differing sexual orientations and gender identities.

Recommendation #7:

That the Alberta School Councils' Association (ASCA) advocate to The Minister for Education and other education stakeholders and partners to allow students to use a name and/or pronoun that is different from the one they were given at birth without requiring parental permission.

P24-06

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

Sponsor: École Broxton Park School Council

Contact: Amber Ruben amber_rubenmercredi@yahoo.ca

Issue:

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

Background:

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

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

Recommendation:

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

P24-07

Enhanced Reporting of and Support for Class Size and Complexity

Sponsor: ASCA Board of Directors

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

Issue:

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

Background:

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

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

Resources:

For the Love of Learning Blog (misc)

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

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

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

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

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

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

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

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

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

Recommendations:

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

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

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

ALBERTA SCHOOL COUNCILS' ASSOCIATION

Financial Statements

For The Year Ended June 30, 2023

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, 2023, 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, 2023, 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)



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 31, 2023

ALBERTA SCHOOL COUNCILS' ASSOCIATION**Statement of Financial Position****As At June 30, 2023**

	2023	2022
ASSETS		
CURRENT		
Cash and cash equivalents	\$ 162,188	\$ 236,563
Temporary investments (Note 2)	50,369	50,118
Receivables (Note 3)	6,456	13,260
Goods and services tax recoverable	-	4,301
Prepaid expenses	9,249	5,881
	<u>228,262</u>	<u>310,123</u>
TANGIBLE CAPITAL ASSETS (Note 4)	<u>675</u>	<u>1,129</u>
	<u>\$ 228,937</u>	<u>\$ 311,252</u>
LIABILITIES		
CURRENT		
Accounts payable and accrued liabilities	\$ 31,042	\$ 37,777
Goods and services tax payable	3,961	-
Deferred fees revenue	32,505	90,533
Deferred contributions (Note 5)	-	5,207
	<u>67,508</u>	<u>133,517</u>
CALLABLE DEBT (Note 6)	<u>40,000</u>	<u>40,000</u>
	<u>107,508</u>	<u>173,517</u>
NET ASSETS		
Unrestricted net assets	120,754	136,606
Internally restricted net assets	675	1,129
	<u>121,429</u>	<u>137,735</u>
	<u>\$ 228,937</u>	<u>\$ 311,252</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.

ALBERTA SCHOOL COUNCILS' ASSOCIATION**Statement of Operations****For The Year Ended June 30, 2023**

	2023	2022
REVENUE		
Grants	\$ 121,452	\$ 15,367
Membership fees	118,250	127,425
Parent Conference fees	112,273	32,994
Fees for service	84,140	42,417
Sponsorships and donations	17,761	53,597
Annual General Meeting	5,590	1,990
Other	5,254	4,758
Interest	4,245	4,035
	<u>468,965</u>	<u>282,583</u>
EXPENSES		
Salaries, wages and benefits	203,899	274,168
Services	105,742	49,074
Parent conference	83,877	20,085
General and administrative expenses (<i>Schedule 1</i>)	37,791	101,473
Annual General Meeting	27,712	8,742
Communications and marketing	9,584	10,961
Board expenses (<i>Schedule 2</i>)	8,482	1,850
Advocacy and representation	7,730	5,521
Amortization	454	472
	<u>485,271</u>	<u>472,346</u>
EXCESS (DEFICIENCY) OF REVENUE OVER EXPENSES BEFORE OTHER INCOME	(16,306)	(189,763)
OTHER INCOME		
Government assistance	-	12,546
DEFICIENCY OF REVENUE OVER EXPENSES	\$ (16,306)	\$ (177,217)

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