



# Alberta School Councils' Association

Promoting parent engagement in public education

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[ASCA 2025 AGM Evaluation Survey](#)

### LINKS TO ADDITIONAL DOCUMENTS REFERENCED

[Alberta School Councils' Association 2024 AGM Minutes - Approved](#)

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

[Alberta School Councils' Association Bylaws](#)

[Alberta School Councils' Association Board of Directors 2025-2028 Vision Path](#)

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

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

[Alberta School Councils' Association 2023-2024 Audited Financial Statement](#)



## **Draft AGENDA**

### **ASCA Annual General Meeting, April 27, 2025**

**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.**

7:30	Virtual Delegates/attendees	Zoom Room Open <b>Check-in</b> , Welcome, Sound Check, Audio Check
7:45	Director Bugbee	Overview of the Day / Housekeeping
8:00	AGM Chair President K. Glazebrook  Director Tse  Director Tse  Elder Strawberry  President K. Glazebrook	<b>Call to Order</b>  <b>Land Acknowledgement</b>  <b>National Anthem</b> <a href="https://www.youtube.com/watch?v=c358LVn0lal">https://www.youtube.com/watch?v=c358LVn0lal</a>  <b>Elder Blessing</b>  <b>President's Address</b>
1.	AGM Chair President K. Glazebrook  ASCA Member Voting Delegates	<b>Test Vote</b> <i>(Test only. Not intended to be a binding motion on the Association.)</i>  <b>Motion/Second:</b> That future ASCA General Meetings be called to order no earlier than 8:00 a.m.  <b>Election Buddy</b> majority required (more than half)
2.	Resolutions Facilitator Director Parisian  AGM Chair President K. Glazebrook  ASCA Member Voting Delegates	<b>Adoption of the Credentials Report</b> <i>(The quorum at any general meeting will be one-quarter (¼) of the Voting Delegates in attendance. Bylaw 5.5)</i>  <b>Motion:</b> To adopt the Credentials Report as presented.  <b>Approval by Unanimous Consent</b> <b>OR</b> <b>Election Buddy:</b> majority required (more than half)
3.	ASCA Executive Committee  AGM Chair President K. Glazebrook  ASCA Member Voting Delegates	<b>Adoption of the 2025 Permanent ASCA Convention Standing Rules of Order</b>  <b>Motion:</b> To adopt the proposed Permanent ASCA Convention Standing Rules of Order as presented.  <b>Approval by Unanimous Consent</b> <b>OR</b> <b>Election Buddy:</b> Two-thirds or at least 66.66% required
4.	AGM Chair President K. Glazebrook  AGM Chair President K. Glazebrook	<b>Appointments</b>  1) <b>Minutes Approval Committee</b>  2) <b>Teller</b>  3) <b>Timers</b>  4) <b>Parliamentary Advisor</b>
5.	AGM Chair President K. Glazebrook  ASCA Member Voting Delegates	<b>Adoption of the 2025 ASCA AGM Agenda</b>  <b>Motion:</b> To adopt the 2025 ASCA AGM Agenda as presented.  <b>Approval by Unanimous Consent</b> <b>OR</b> <b>Election Buddy:</b> majority required (more than half)

6.	AGM Chair President K. Glazebrook	<p><b>2024 ASCA AGM Minutes</b></p> <p><i>The Minutes Approval Committee reviewed and adopted the 2024 Annual General Meeting Minutes on May 22, 2024.</i></p>
7.	Nominations Facilitators: Directors Bugbee/Gerstner Candidates	<p><b>Nominations and Elections Processes Overview</b></p> <p><b>Confirmation and affirmation of nominations received for Vice President.</b></p> <p><b>Candidate Speeches (5 minutes each)</b></p>
8.	AGM Chair President K. Glazebrook  ASCA Member Voting Delegates	<p><b>Ballot By-Election of Vice President</b></p> <p><b>Election Buddy</b></p> <p><i>Note: If only 1 Candidate for the role of Vice President, ASCA Bylaw 6.2 permits declaration by acclamation.</i></p>
9.	Resolutions Facilitator Director Parisian	<p><b>Administrative Resolutions Process Overview</b></p>
10.	ASCA Board of Directors  AGM Chair President K. Glazebrook          ASCA Member Voting Delegates	<p><b>Proposed Administrative Resolution A25-01:</b></p> <p><b>MOTION:</b> To <b>revise</b> ASCA Advocacy Policy 24-05 <b>Preserving Safe and Inclusive Spaces for 2SLGBTQIA+ Students</b></p> <p><b>1)</b> by striking out “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 2SLGBTQIA+ students, 2SLGBTQIA+ community-based organizations, teachers, and the ATA, parents and ASCA, and school board associations.” and inserting “to retract changes implemented through the Education Amendment Act, 2024 related to parental notification and consent policies for preferred name and pronouns; and learning and teaching resources related to gender identity, sexual orientation or human sexuality.” and</p> <p><b>2)</b> by striking out “and other education stakeholders and partners to maintain the current” and inserting “to return to previous” and</p> <p><b>3)</b> by striking out “for sexual education” and inserting “where courses, programs of study or instructional materials, or instruction or exercises, include subject-matter that deals primarily and explicitly with human sexuality.”</p> <p><b>Approval by Unanimous Consent</b> <b>OR</b> <b>Election Buddy:</b> majority required (more than half)</p>
11.	Resolutions Facilitator Director Parisian	<p><b>Advocacy Resolutions Process Overview</b></p>
12.	Sundance School Council  AGM Chair President K. Glazebrook	<p><b>Proposed Advocacy Resolution P25-01: Pilot Program for Electric School Buses in Alberta</b></p> <p><b>Motion:</b> The Alberta School Councils' Association (ASCA) advocates to the Minister of Education and relevant ministries to fund about a dozen electric school bus pilot projects in diverse rural and urban districts across northern, central, and southern Alberta. The pilot results could help guide a transition to a healthier and safer school bus fleet province-wide.</p>

	ASCA Member Voting Delegates	<b>Approval by Unanimous Consent</b> <b>OR</b> <b>Election Buddy: majority required (more than half)</b>
13.	Nominations Facilitator: Directors Bugbee/Gerstner  Candidates	<b>Confirmation and affirmation of nominations received for Directors – 2-Year Term:</b>  <b>Candidate Speeches (3 minutes each)</b>
14.	AGM Chair President K. Glazebrook  ASCA Member Voting Delegates	<b>Ballot Election for 2-Year Directors</b> <b>Election Buddy</b> <b>Note: ASCA Bylaw 6.2 permits declaration by acclamation if there are an equal number of, or fewer, Candidates to fill vacant Director positions.</b>
15.	Fish Creek Elementary School Council  AGM Chair President K. Glazebrook  ASCA Member Voting Delegates	<b>Proposed Advocacy Resolution P25-02: Mandatory Funding for Specialist Teachers in Elementary Schools</b>  <b>Motion:</b> The Alberta School Councils' Association (ASCA) advocate to the Minister of Education to mandate that school boards receive dedicated funding from the Ministry of Education, separate from per-student and regular division funding, to provide all public schools providing any range of K-6 education with full-time gym teachers, music teachers, librarians, and resource teachers (i.e. reading and math specialists).  Furthermore, that the Minister of Education mandates that school boards receive dedicated funding from the Ministry of Education, separate from per-student and regular division funding, to provide other specialist teachers, such as gifted and talented, arts (other than music), science and technology specialists, and specialists in instructional coaching and guidance/counselling roles in all public schools that request those staff positions.  <b>Approval by Unanimous Consent</b> <b>OR</b> <b>Election Buddy: majority required (more than half)</b>
16.	Fish Creek Elementary School Council  AGM Chair President K. Glazebrook	<b>Proposed Advocacy Resolution P25-03: Sunlight is the Best Disinfectant – Mandatory Public Reporting on the State of Public Schools</b>  <b>Motion:</b> That the Alberta School Councils' Association (ASCA) advocate to the Minister of Education to: · Mandate that annual data related to all elementary schools within Alberta public school boards be publicly reported, as soon as possible upon completion of the school year, including:  (i) Funding calculations and rationale for each school; (ii) Staffing details by type of educational professional, including specialists; (iii) Actual enrollment figures; (iv) Number of students with Individualized Program Plans (IPPs); (v) Average class size by grade; (vi) Teacher retention and turnover rates; (vii) Technology access per student (e.g., computer-to-student ratio); (viii) Age and last purchase year of core textbooks, music instruments, and classroom furniture;

	<p>ASCA Member Voting Delegates</p>	<p>(ix) Average years of teacher experience; (x) Percentage of teachers and administrators meeting quality standards; (xi) Size of the school council, parent association, or society; and (xii) Volunteer hours and participation rates per school.</p> <ul style="list-style-type: none"> <li>· Ensure funding for this report is provided by the Ministry of Education, separate from current division allocations, to avoid additional burdens on schools.</li> <li>· Commission an independent third-party consultant to collect and analyze the data, publish the results on a publicly accessible website, and notify all parents with children in Alberta public schools of its availability no later than 6 months after the completion of that school year.</li> </ul> <p><b>Approval by Unanimous Consent</b> <b>OR</b> <b>Election Buddy: majority required (more than half)</b></p>
<p>17.</p>	<p>St. Patrick Catholic School Council</p> <p>AGM Chair President K. Glazebrook</p> <p>ASCA Member Voting Delegates</p> <p>AGM Chair President K. Glazebrook</p> <p>ASCA Member Voting Delegates</p> <p>AGM Chair President K. Glazebrook</p>	<p><b>Proposed Advocacy Resolution P25-04: Discontinue Mandatory Timed Testing of Kindergarteners to Grade 3</b></p> <p><b>Motion:</b> That the Alberta School Councils’ Association (ASCA) advocate to the Minister of Education to discontinue the new mandatory timed literacy and numeracy testing of kindergarteners to grade 3 mandated for the 2024-2025 school year and beyond.</p> <p><b>Approval by Unanimous Consent</b> <b>OR</b> <b>Election Buddy: majority required (more than half)</b></p> <p><b>Motion:</b> That Alberta School Councils’ Association (ASCA) <b>Advocacy Policy 12-4 Assessment Measures of Student Success (2017) be amended to read:</b> That Alberta Education develops <u>age appropriate, equitable and adaptable</u> assessment tools and authentic measures that reflect how deep the learning is in our school system, and measure student success with respect to the competencies that are the foundation of the current curriculum development work.</p> <p><b>By: inserting “age appropriate, equitable, and adaptable”</b></p> <p><b>Approval by Unanimous Consent</b> <b>OR</b> <b>Election Buddy: majority required (more than half)</b></p> <p><b>Motion:</b> That Alberta School Councils’ Association (ASCA) <b>Advocacy Policy 18-3A Supports for Learning Success of all Students: Early Screening be amended to read:</b> That the Alberta School Councils’ Association advocate to the Ministry of Education for <del>mandatory-early</del> <u>fully funded, developmentally appropriate, easily accessible, equitable and untimed</u> screening for learning or developmental challenges so that children will be identified earlier in their educational journey, receive the needed supports and resources <del>and to</del> experience success from the beginning.</p> <p><b>By: striking out “mandatory early” and inserting “fully funded, developmentally appropriate, easily accessible, equitable and untimed”, and</b> <b>By: striking out “and” and inserting “to”</b></p>

	<p>ASCA Member Voting Delegates</p> <p>AGM Chair President K. Glazebrook</p> <p>ASCA Member Voting Delegates</p>	<p><b>Approval by Unanimous Consent</b> <b>OR</b> <b>Election Buddy: majority required (more than half)</b></p> <p><b>Motion:</b> That Alberta School Councils’ Association (ASCA) <b>Advocacy Policy 03-7 Sharing Responsibility for Appropriate Use of Standardized Testing (2014, 2024) be amended to read:</b> That ASCA collaborate with Alberta Education and relevant education stakeholders to:</p> <ul style="list-style-type: none"> <li>• Ensure positive, <b>developmentally appropriate</b>, and inclusive standardized testing environments for all students.</li> <li>• 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.</li> <li>• Explore ways to use standardized test results for meaningful professional development for teachers and administrators.</li> </ul> <p><b>By: inserting “developmentally appropriate”</b></p> <p><b>Approval by Unanimous Consent</b> <b>OR</b> <b>Election Buddy: majority required (more than half)</b></p>
<p><b>18.</b></p>	<p>Nominations Facilitator: Directors Bugbee/Gerstner</p> <p>Candidates</p>	<p><b>Confirmation and affirmation of nominations received for Directors – 1-Year Term:</b></p> <p><b>Candidate Speeches (3 minutes each)</b></p>
<p><b>19.</b></p>	<p>AGM Chair President K. Glazebrook</p> <p>ASCA Member Voting Delegates</p>	<p><b>Ballot By-Election of 1-Year Term Directors</b></p> <p><b>Election Buddy</b></p> <p><b>Note: ASCA Bylaw 6.2 permits declaration by acclamation if there are an equal number of, or fewer, Candidates to fill vacant Director positions.</b></p>
<p><b>20.</b></p>	<p>ASCA Board of Directors</p> <p>AGM Chair President K. Glazebrook</p>	<p><b>Proposed Advocacy Resolution P25-05: Online Safety</b></p> <p><b>Motion:</b> That the Alberta School Councils’ Association (ASCA) advocate to the Minister for Education to:</p> <ol style="list-style-type: none"> <li>1. Add to Section 33 (Board Responsibilities) of the Alberta Education Act: Each board must establish a Committee composed of representatives including, but not limited to, educators, counselors, law enforcement, parents, and community members, to recognize, report, and respond effectively to all forms of harm affecting students, including bullying, racism, online harms, physical harm, and threats to student safety or well-being. The committee must refer cases to appropriate support services, notify the school principal, report to Alberta Education, and ensure appropriate follow-up to protect and support students.</li> <li>2. Add to Section 33 (Board Responsibilities) of the Alberta Education Act: Each board must ensure mandatory instruction for teens on the reporting of online harms, the risks of sharing non-consensual digital content, the harms of</li> </ol>

	ASCA Member Voting Delegates	<p>exposure to pornography, strategies for protecting digital privacy and security, and awareness of agencies and resources available for support. Before this instruction is delivered, parents must be informed of the topics covered, and provided with an opt-out option for their child.</p> <p>3. Add to Section 56 (Student records) of the Alberta Education Act: Each board must ensure that all student records (e.g. contact details, learner supports, and school health details) including those maintained by third-party service providers, are anonymized where possible and encrypted at all stages of storage, transmission, and processing. Boards must verify that third-party service providers comply with these standards and provide safeguards to protect against unauthorized access, breaches, or data loss. Student records must not be retained beyond the time necessary to fulfill their lawful purpose and must be securely destroyed or anonymized when no longer required.</p> <p><b>Approval by Unanimous Consent</b> <b>OR</b> <b>Election Buddy: majority required (more than half)</b></p>
21.	<p>Financial Reporters Directors Gerstner/Tse</p> <p>ASCA Members</p>	<p><b>Financial Report</b></p> <ol style="list-style-type: none"> <li>1. Audited Financial Statement, Auditor’s Report 2023 – 2024 fiscal year.</li> <li>2. Membership Fees</li> <li>3. ASCA 2025-2026 Budget Summary</li> </ol> <p><b>Questions/comments related to the Financial Report</b></p>
22.	<p>Sponsoring ASCA Member School Council</p> <p>AGM Chair President K. Glazebrook</p> <p>ASCA Member Voting Delegates</p>	<p><b>Emergent or Extraordinary Advocacy Resolutions</b></p> <p><b>Motion:</b></p> <p><b>Approval by Unanimous Consent</b> <b>OR</b> <b>Election Buddy: majority required (more than half)</b></p>
23.	Director Parisian	<b>First Call for 2026 Proposed Advocacy Resolutions</b>
24.	AGM Chair President K. Glazebrook	<b>Closing Remarks and Adjournment</b>





# Alberta School Councils' Association (ASCA)

## 2025 Annual General Meeting

### President's Report

Dear ASCA Member School Councils, guests, and observers,

I want to begin by expressing my heartfelt gratitude for your ongoing efforts in your communities. Your dedication to supporting and enhancing student achievement, and advocating for students and families, is truly commendable.

I also welcome this opportunity to provide a brief overview of our accomplishments since our last AGM.

This past year brought unexpected challenges as our President and two Directors stepped down due to changing life circumstances. We deeply appreciate their service and contributions, which are sincerely missed at our table.

At a Special Board Meeting in September 2024, in accordance with the Board's Governance Policies, I was appointed President for the ensuing term. I extend my sincere thanks to our Executive Director, Board Members (past and present), contractors, educational partners, and our immediate Past President for their unwavering support during this transition and their dedication to advocating for parents in education.

To strengthen ASCA's governance and operations, the Board streamlined its eight standing committees into three functional committees: Internal, External, and Fund Development. This restructuring has enhanced our ability to be more agile, focused, and effective. With this foundation in place, we continue working to ensure that ASCA remains a strong, sustainable organization dedicated to serving school councils across Alberta.

A key part of this commitment is our ongoing work to provide school councils with meaningful professional development, programs, and resources that support their vital role in education.

ASCA remains dedicated to equipping school councils with the knowledge, tools, and confidence they need to navigate their roles effectively. Our professional development offerings and Learning Opportunities continue to receive high praise, helping councils build skills in governance, engagement, and advocacy. As we have in previous years, when requested we adapted our materials to meet the needs of School Divisions, and gatherings of school councils. We also implemented consultation and support services to help address specific needs within local communities, further ensuring school councils remain informed, supported, and empowered.

Beyond training and resources, we have been actively supporting school councils through a challenging school year marked by new legislation, curriculum implementation, and job actions across the province. We have provided timely updates, guidance, and advocacy to help school councils navigate these changes with clarity and confidence.

While these initiatives have strengthened school councils at the local level, our advocacy efforts continue to ensure their voices are heard at the provincial level, shaping education policies that impact students and families across Alberta.

Parental voice in education remains at the core of ASCA's mission. We continue to advocate for curriculum implementation, funding, class sizes, transportation, and student equity, ensuring that the concerns and perspectives of parents are recognized by education decision-makers.



# Alberta School Councils' Association (ASCA)

## 2025 Annual General Meeting

### President's Report

ASCA's leadership in gathering parent perspectives to improve education was reinforced through our collaboration with McMaster University PhD Candidate Erica Fae Thomson and MacEwan University Research Coordinator Samantha Mullin.

During the COVID-19 pandemic, the Alberta School Councils' Association (ASCA) made a deliberate effort to engage parents and caregivers of K-12 students across Alberta, ensuring voices from every region and education system were heard. Over the course of two years (Spring 2020 to Spring 2022), ASCA conducted **four surveys**, capturing how evolving policies, procedures, and new information shaped the experiences and perspectives of families.

Thomson and Mullin's expertise in analyzing, compiling, and summarizing the robust data from those surveys into the four (4) *Parents' Perspectives of Education during the COVID-19 Pandemic* reports, has resulted in valuable insights that will serve ASCA, its Members, and education decision makers and stakeholders worldwide for years to come.

Through my interactions with school councils across the province, I have been continually inspired by the passion, dedication, and advocacy efforts of parents and council members. These local efforts are essential in shaping education in school communities and in Alberta, and ASCA remains committed to ensuring school councils continue to have a strong, respected voice in decision-making processes.

As we gather to celebrate parental voice in education, let us honor those who came before us and those who will follow. This work is a collective effort—driven by our deep commitment to students and their futures. The connections we forge through ASCA are valuable and deeply appreciated.

In concluding another year of meaningful work, we resolve to move forward together. From every ASCA Director to each contractor, employee, parent, guardian, teacher, trustee, and superintendent—as well as those working diligently in their communities—our progress is made one step at a time, united.

ASCA understands the power and importance of parental voice in education through school councils. Supporting and empowering school councils across Alberta is vital because parent engagement is essential to student success. We are deeply grateful for the advocacy and leadership of school councils and for the Members, guests, and observers joining us for our Virtual AGM.

It has been an honor to serve as your President, and I look forward to continuing to amplify your voices at the local, jurisdictional, and provincial levels.

Ken Glazebrook  
ASCA President



# PROPOSED ALBERTA SCHOOL COUNCILS' ASSOCIATION PERMANENT CONVENTION STANDING RULES

Reviewed by ASCA Board of Directors 01.18.25

## 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



## PROPOSED ALBERTA SCHOOL COUNCILS' ASSOCIATION PERMANENT CONVENTION STANDING RULES

Reviewed by ASCA Board of Directors 01.18.25

(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.



## PROPOSED ALBERTA SCHOOL COUNCILS' ASSOCIATION PERMANENT CONVENTION STANDING RULES

Reviewed by ASCA Board of Directors 01.18.25

- “**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  $\frac{2}{3}$ %) 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.



## PROPOSED ALBERTA SCHOOL COUNCILS' ASSOCIATION PERMANENT CONVENTION STANDING RULES

Reviewed by ASCA Board of Directors 01.18.25

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.



## NOTICE FOR PROPOSED AMENDMENTS AND/OR REVISIONS TO GOVERNING DOCUMENTS ADMINISTRATIVE RESOLUTION A25-01

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

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## 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 (10<sup>th</sup>) 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 2025 AGM Administrative (Housekeeping) Resolution 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.

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.

The ASCA Board of Directors recommends policies be **amended or revised** if the policy **is still relevant to the current education climate but requires changes to clarify or strengthen it**. \***Revisions** indicate a complete overhaul of the policy with many changes; **amendments** are smaller changes. Proposed **inserted or added** language is **bolded and underlined**; proposed deleted language is **red** and **struck through**.

### **A25-01**

**MOTION:** To **revise** ASCA Advocacy Policy 24-05 **Preserving Safe and Inclusive Spaces for 2SLGBTQIA+ Students**

*\*Revised March 24, 2025*

**1)** by striking out “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 2SLGBTQIA+ students, 2SLGBTQIA+ community-based organizations, teachers, and the ATA, parents and ASCA, and school board associations.” and inserting “to retract changes implemented through the Education Amendment Act, 2024 related to parental notification and consent policies for preferred name and pronouns; and learning and teaching resources related to gender identity, sexual orientation or human sexuality.” and

**2)** by striking out “and other education stakeholders and partners to maintain the current” and inserting “to return to previous” and

**3)** by striking out “for sexual education” and inserting “where courses, programs of study or instructional materials, or instruction or exercises, include subject-matter that deals primarily and explicitly with human sexuality.”



## NOTICE FOR PROPOSED AMENDMENTS AND/OR REVISIONS TO GOVERNING DOCUMENTS

### ADMINISTRATIVE RESOLUTION A25-01

Current Wording (24-05)	Proposed Revisions	If Adopted, Will Read
<p>That the Alberta School Councils' Association (ASCA) advocates to the Minister of 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 2SLGBTQIA+ students, 2SLGBTQIA+ community-based organizations, teachers, and the ATA, parents and ASCA, and school board associations.</p> <p>That the Alberta School Councils' Association (ASCA) advocates to the Minister of 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>That the Alberta School Councils' Association (ASCA) advocates to the Minister of 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/QSAs without fear of their families or others being notified.</p> <p>That the Alberta School Councils' Association (ASCA) advocates the Minister of 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>That the Alberta School Councils' Association (ASCA) advocates to the Minister of Education <del>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 2SLGBTQIA+ students, 2SLGBTQIA+ community-based organizations, teachers, and the ATA, parents and ASCA, and school board associations.</del> <b><u>to retract changes implemented through the Education Amendment Act, 2024, related to parental notification and consent policies for preferred name and pronouns; and learning and teaching resources related to gender identity, sexual orientation or human sexuality.</u></b></p> <p>That the Alberta School Councils' Association (ASCA) advocates to the Minister of Education <del>and other education stakeholders and partners to maintain the current</del> <b><u>to return to previous</u></b> legislation for one notification with an opt-out option <del>for sexual education where courses, programs of study or instructional materials, or instruction or exercises, include subject-matter that deals primarily and explicitly with human sexuality.</del></p> <p>That the Alberta School Councils' Association (ASCA) advocates to the Minister of 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</p>	<p>That the Alberta School Councils' Association (ASCA) advocates to the Minister of Education to retract changes implemented through the Education Amendment Act, 2024 related to parental notification and consent policies for preferred name and pronouns, and learning and teaching resources related to gender identity, sexual orientation or human sexuality.</p> <p>That the Alberta School Councils' Association (ASCA) advocates to the Minister of Education to return to previous legislation for one notification with an opt-out option where courses, programs of study or instructional materials, or instruction or exercises, include subject-matter that deals primarily and explicitly with religion or human sexuality.</p> <p>That the Alberta School Councils' Association (ASCA) advocates to the Minister of 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/QSAs without fear of their families or others being notified.</p> <p>That the Alberta School Councils' Association (ASCA) advocates to the Minister of 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</p>





## NOTICE FOR PROPOSED AMENDMENTS AND/OR REVISIONS TO GOVERNING DOCUMENTS

### ADMINISTRATIVE RESOLUTION A25-01

<p>That the Alberta School Councils' Association (ASCA) advocates to the Minister of 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>That the Alberta School Councils' Association (ASCA) advocates to the Minister of 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 and b) use inclusive language, and c) incorporate positive example that affirm and embrace differing sexual orientations and gender identities.</p> <p>That the Alberta School Councils' Association (ASCA) advocates to the Minister of 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>participate in GSAs/QSAs without fear of their families or others being notified.</p> <p>That the Alberta School Councils' Association (ASCA) advocates to the Minister of 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>That the Alberta School Councils' Association (ASCA) advocates to the Minister of 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>That the Alberta School Councils' Association (ASCA) advocates to the Minister of 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 and b) use inclusive language, and c) incorporate positive example that affirm and embrace differing sexual orientations and gender identities.</p> <p>That the Alberta School Councils' Association (ASCA) advocates to the Minister of 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>without requiring prior approval from the Ministry of Education.</p> <p>That the Alberta School Councils' Association (ASCA) advocates to the Minister of 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>That the Alberta School Councils' Association (ASCA) advocates to the Minister of 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 and b) use inclusive language, and c) incorporate positive example that affirm and embrace differing sexual orientations and gender identities.</p> <p>That the Alberta School Councils' Association (ASCA) advocates to the Minister of 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>
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## NOTICE FOR PROPOSED AMENDMENTS AND/OR REVISIONS TO GOVERNING DOCUMENTS

### ADMINISTRATIVE RESOLUTION A25-01

#### Rationale:

BECAUSE ASCA Member School Councils ratified Member-presented Resolution 24-05 *Opposing the Alberta Government's Proposed Policies Re: "Preserving Choice for Children and Youth"* at the 2024 ASCA AGM, directing the Alberta School Councils' Association (ASCA) advocate to the Minister of Education and the Premier of Alberta to increase support of 2SLGBTQIA+ students to protect them from discrimination and bullying in the classroom, and to dedicate funding, resources, and programming that serve to better educate parents, caregivers, and peers on gender diversity and the importance of acceptance and inclusion.

BECAUSE the Education Act states: *"students are entitled to welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self"*;

BECAUSE research shows:

- 1 in 5 youth are sexually and gender diverse<sup>1</sup>;
- 1 in 4 (25%) youth aged 12 to 17 reported being cyberbullied in the previous year, with the risk of being cyberbullied being 52% higher among non-binary youth, 33% higher for same-gender attracted youth<sup>2</sup>;
- 77% of same-gender attracted, transgender and non-binary youth have experienced bullying in the past year, compared to 69% of youth exclusively attracted to a different gender (69%)<sup>1</sup>;
- 16% of sexually and gender diverse youth reported experiencing multiple forms of bullying (at least six types)<sup>2</sup>;
- 27% of same-gender attracted, transgender and non-binary youth who reported being bullied considered taking their life in the past year, where 33% self-reported poor mental health<sup>2</sup>;
- 20% of same-gender attracted, transgender and non-binary youth who reported being bullied skipped school three or more times in the past year<sup>2</sup>;
- More than half of youth in Alberta said that school (58.6%) was a typical source of sexual health information, with school being a more common source for males (+5.9%)<sup>3</sup>;
- 2SLGBTQ+ youth are at elevated risk of several indicators of poor mental health compared with their cisgender heterosexual peers, with 56% meeting criteria for CIDI-based disorders including major depressive episode (27.2% compared to 10.5% of cisgender heterosexual peers), generalized anxiety disorder (17.5% compared to 5.7% of cisgender heterosexual peers), and/or suicidal ideation in the past 12 months (18.8% compared to 5.4% of cisgender heterosexual peers)<sup>4</sup>; and
- 1 in 10 2SLGBTQ+ adults are parents living with at least one child under the age of 12<sup>5</sup>.

<sup>1</sup> D. Hango, 2023, *"Online harms faced by youth and young adults: The prevalence and nature of cybervictimization," Insights on Canadian Society, Statistics Canada Catalogue no. 75-006-X.*

<sup>2</sup> Prokopenko, E. and D. Hango. 2022. *"Bullying victimization among sexually and gender diverse youth in Canada." Insights on Canadian Society. Statistics Canada Catalogue no. 75-006-X. In these studies, sexually and gender diverse youth refers to persons aged 15 to 17 years who are same-gender attracted, transgender and non-binary.*

<sup>3</sup> Statistics Canada, *Canadian Health Survey on Children and Youth, 2019*; Rotermann, M. and A. McKay, 2024, *"Where do 15- to 17-year-olds in Canada get their sexual health information?" Health Reports, 35 (1), <https://doi.org/10.25318/82-003-x202400100001-eng>.*

<sup>4</sup> Kingsbury, M. and Findlay, L. 2024. *"Mental health and access to support among 2SLGBTQ+ youth" Health Reports, <https://www.doi.org/10.25318/82-003-x202401100002-eng>.*



## P25-01

### Pilot Program for Electric School Buses in Alberta

Sponsor: Sundance School Council

Co-Sponsors: Dr. Gerald B. Probe Elementary School Council; Rideau Park School Council, Highlands School Council, Colonel Irvine School Council, Thorncliffe School Council (CBE)

Contact: Mirand Keller [sundanceparentsassoc@gmail.com](mailto:sundanceparentsassoc@gmail.com)

#### **Issue:**

Placing the health of children and future generations at its core, this resolution addresses the urgent need to transition Alberta's fleet of [6200](#) school buses, which transport [300,000](#) students daily, to cleaner and healthier alternatives. Diesel-powered school buses expose children to harmful pollution that can negatively impact their respiratory health, cognitive function, and overall well-being. By transitioning to electric school buses, Alberta can provide students with safer, more sustainable transportation while reducing greenhouse gas emissions and contributing to cleaner air for all communities. With current federal subsidies, electric school buses are significantly less expensive than diesel buses and have substantially lower operating and maintenance costs. Students deserve better buses that prioritize their health, learning, and future.

It is important to acknowledge that many school buses in Alberta currently run on propane, which can emit [just as much air pollution](#) - or even more air pollution as diesel. The ultimate goal is to phase out all fossil-fuel-powered buses. Focusing on replacing the oldest and highest-polluting vehicles, irrespective of fuel type, is a practical first step. A carefully managed transition to cleaner alternatives, such as electric school buses, will pave the way for healthier, more sustainable transportation for Alberta's students.

#### **Background:**

- 1. Improved Air Quality for Safe & Caring Schools:** Every child has the right to a safe and healthy learning environment, as emphasized in Alberta's Safe and Caring Schools framework. Parents' concerns about air quality must be addressed with utmost seriousness. Diesel-powered school buses contribute to poor air quality, exposing students to harmful emissions that can affect their physical and mental well-being. As previously mentioned, propane-powered buses emit [just as much air pollution](#) as diesel buses, sometimes even more.

Recognizing the vital role of school authorities in ensuring a safe and welcoming environment, as outlined in the Alberta Education Act, clean air quality is essential for fostering health, learning, and safety. Transitioning to electric school buses represents a critical step toward aligning transportation practices with Alberta's commitment to safe and caring schools as they do not emit toxic exhaust, creating a healthier future for students and staff alike. Diesel buses are stinky and noisy, so it's no surprise that kids and bus drivers love riding in electric school buses, as they share in [this video](#).

- 2. Air Quality (AQ) and Impact on Health:** Air Quality (AQ) is a fundamental factor in safeguarding the health and cognitive development of students and staff. Exposure to diesel exhaust from school buses is a significant concern, as it has been conclusively linked to a range of serious health issues. According to assessments by Health Canada, the United States Environmental



Protection Agency (EPA), and the World Health Organization (WHO), diesel exhaust is associated with respiratory conditions such as asthma, acute bronchitis, and allergies, as well as more severe health problems, including lung cancer and heart disease.

Children, due to their smaller body size and developing lungs, are especially vulnerable to the harmful effects of poor air quality. Their heightened susceptibility makes it even more critical to reduce exposure to diesel emissions, as the long-term consequences can be devastating, not only affecting their physical health but also impeding their cognitive function and ability to learn. The [Canadian Lung Association](#) notes that exposure to diesel exhaust has been linked to asthma, behavioural problems, lower cognitive functioning, and leukemia in children.

The Healthy Environments for Kids 2024 campaign focuses on improving indoor air quality by addressing diesel exhaust in school environments, emphasizing the importance of cleaner air for children's health and well-being. To explore more on this topic, visit [Healthy Environments for Kids - Diesel Exhaust and Indoor Air Quality](#).

Additionally, the Canadian Association of Physicians for the Environment (CAPE) highlights the health impacts of traffic-related air pollution in their report, advocating for solutions like school bus electrification to reduce harmful emissions. You can read the summary of their findings [here](#).

The Government of Canada has also published a [report](#) on the impact of traffic-related air pollution on asthma, allergies, and lung function.

**Air Quality (AQ) and Learning:** Exposure to diesel fumes can significantly impair cognitive function and learning. Research has shown that diesel exhaust exposure on school buses is linked to lower test scores and decreased academic performance. A study conducted by researchers at UBC and the University of Victoria this year found that [air pollution can have direct effects on the brain](#). Another [study by Gawryluk et al. \(2023\)](#) found that brief exposure to diesel exhaust acutely impairs functional brain connectivity in humans, further emphasizing the detrimental effects on cognitive abilities. The findings highlight the urgent need to address air quality in school transportation to support better learning outcomes for students.

Worryingly, the level of exhaust can be [many times higher](#) on the bus than on the road, because fumes are sucked into the bus. And for kids in the schoolyard when buses arrive or leave, that exhaust is right at face level. For many kids, buses are the biggest source of diesel exposure.

- 3. Inclusivity for the Vulnerable:** Electric school buses play a vital role in fostering an inclusive environment for all students, particularly those who may be more vulnerable to environmental factors. Unlike traditional diesel buses, electric school buses are significantly quieter, reducing noise pollution that can overstimulate children with sensory sensitivities or conditions like ADHD and autism. Additionally, electric school buses help ensure better air quality, which is essential for students and staff with compromised immune systems, pregnant staff, and older individuals. By transitioning to electric buses, we not only support the health and well-being of all students but also create a more equitable and safer environment for those who may be disproportionately affected by poor air quality or noise, including the bus drivers.
- 4. Economic Considerations:** While the upfront cost of electric school buses is higher compared to traditional diesel buses, the long-term cost savings are substantial, making the transition an



economically viable solution. Electric school buses cost up to [80%](#) less to run than diesel buses, depending on the price of electricity and gas. Unlike diesel buses, electric buses don't require oil changes, air filter changes, or transmission maintenance. The coolant doesn't need to be changed as often and brake pads have a longer lifespan, meaning that electric buses can have [60%](#) lower maintenance costs than diesel buses. Those lower costs translate into savings of around [\\$17,000](#) per year per bus.

Although the initial investment in electric buses is higher, the financial benefits over time make the shift worthwhile. The cost savings are further amplified by the availability of federal subsidies, which can help offset the initial expense. For example, the **Zero Emissions Transit Fund** at the federal level provides financial support for transitioning to zero-emissions transportation, including electric buses. Through the Zero Emissions Transit Fund, the cost of a new electric school bus is [21% cheaper](#) than a new diesel school bus. At the provincial level, we might be able to secure additional funding support for the pilot project through the [Government of Alberta's Emissions Reduction Alberta \(ERA\)](#), which has a mandate to "reduce GHG emissions and grow Alberta's economy by accelerating the development and adoption of innovative technology solutions."

Transitioning to electric buses could also save millions of dollars in healthcare costs. [Health Canada](#) estimates that diesel exhaust-related health costs are about \$2.3 billion annually. A study from Ontario shows that an electric school bus fleet would bring that province a healthcare savings of [\\$263 million over twelve years](#), due to decreased air pollution. A study from BC likewise showed electric buses bring [significant health care savings](#).

By accelerating the adoption of electric school buses, the province of Alberta can ensure significant long-term cost savings while also protecting the health of our children and the environment. This investment in cleaner, healthier transportation for our students will pay dividends not only in terms of public health but also in the creation of a sustainable, future-ready transportation system for the next generation.

5. **Climate Considerations:** Each electric school bus 'saves' [27 tonnes of CO<sub>2</sub>e](#) emissions per year. As Alberta has nearly 6000 school buses, transitioning to electric buses would mean a significant reduction in greenhouse gases, which aligns with the [Government of Alberta's Emissions Reduction and Energy Development Plan](#). In addition, electric school buses can double as giant batteries, providing [vehicle-to-grid power](#) during emergencies.
6. **Technology Readiness:** Recent improvements in battery performance give electric school buses excellent range capabilities. Current electric school buses can travel up to [250 km](#) on a single charge. A recent study [in Calgary](#) showed a range of 73 km to 213 km on a single charge, depending on the weather. When drivers stop at traffic lights and to pick up more children, electric school buses recover energy through regenerative braking. If necessary, on extremely cold days, drivers can charge buses between their morning and afternoon routes. Testing has shown that electric buses can handle extreme cold, and the current operation of electric buses in [St. Albert, Saskatchewan, Alaska](#), and even Norway's [Arctic Circle](#) demonstrates the feasibility of using electric buses during the coldest Alberta winters. Perhaps the best proof that electric school buses work very well in our cold climate comes from Parkland County, Alberta where an electric school bus has been getting kids to and from school since 2017, as this [video](#) demonstrates.



Electric school buses can be charged with a [standard Level II charger](#), the same type of charger used by most electric passenger cars. As such, there is not necessarily a need for grid updates to meet increased electricity demands.

[Lion Electric](#) (Quebec), [Green Motor Power](#) (BC) are Canadian companies that currently manufacture electric school buses. Two of North America's oldest and largest producers of school buses [Thomas Built Buses](#) and [BlueBird](#) also manufacture electric school buses. It is true that the [City of Edmonton](#) had a bad experience with its purchase of electric buses, but the biggest issue with the Edmonton buses was that they were purchased from a start-up company that lacked experience and went bankrupt. Purchasing buses from incredibly well-established school bus companies like Thomas or Bluebird would circumvent similar problems, as those companies do not have the same vulnerabilities and inexperience that Edmonton's supplier had. Any pilot study could also ask the bus suppliers to guarantee that they will meet certain range benchmarks, regardless of the outside temperature.

**Other Jurisdictions:** Other provinces have begun transitioning to electric school buses with much success.

**Prince Edward Island** has [107 electric school buses](#), approximately one-third of its fleet.

**Quebec** has [1000 electric school buses](#) and a mandate for all new school buses to be electric.

**British Columbia** has [ninety-two](#) electric school buses.

**Nova Scotia, New Brunswick, and Newfoundland and Labrador** are studying the feasibility of electrifying [2800 school buses](#).

### ***Additional Articles/Resources***

#### ***Healthy Environment for Kids - School Bus Electrification Campaign***

*Health Environment for Kids' 2023 Campaign advocating for electric school buses.*

[Learn More](#)

#### ***Alberta's First Fully Electric School Bus***

*Did you know? Alberta's first fully electric school bus began operating in Parkland County in 2017, handling rural routes west of Edmonton.*

[Read More](#)

#### ***Saskatchewan's eBus Pilot***

*Saskatchewan Rivers EV Bus Pilot Project shows electric bus can handle Saskatchewan winter.*

[Explore the Details](#)

#### ***Electric School Buses in Alaska***

*Electric school buses are successfully navigating Alaska's challenging climate, proving their durability.*

[Discover More](#)

#### ***eBuses for St. Albert Schools***

*Five electric buses are set to begin serving 15 St. Albert schools in 2024.*

[Find Out More](#)



### ***Electric School Buses Could Save Canada \$600 Million***

*A recent report highlights the potential for significant cost savings if Canada transitions to electric school buses. Advocates call for provincial and federal subsidies to accelerate this shift.*

[Read the Report](#)

### ***Canada's Zero Emissions Transit Fund***

*This federal program supports the transition to zero-emission transit options, including electric school buses.*

[Program Details](#)

### ***Demystifying School Bus Electrification in Canada***

*A guide by the Electric School Bus Alliance breaking down the process and benefits of school bus electrification.*

[Learn More](#)

### ***Canadian Electric School Bus Alliance***

*Learn more about school bus electrification efforts across Canada and how you can support the transition.*

[Visit the Alliance](#)

### ***Healthy Environments for Kids - Diesel Exhaust and Indoor Air Quality***

*The 2024 campaign focuses on improving indoor air quality by addressing diesel exhaust in school environments.*

[Learn More](#)

### ***CAPE's Report on Traffic-Related Air Pollution (TRAP)***

*The Canadian Association of Physicians for the Environment highlights the health impacts of traffic-related air pollution and advocates for solutions like school bus electrification.*

[Read the Summary](#)

### ***#CleanRide4Kids***

*Explore this hashtag on social media for a wealth of articles and insights into electric school buses.*

**Let's turn those yellow buses green!** 

### ***Recommendation:***

The Alberta School Councils' Association (ASCA) advocates to the Minister of Education and relevant ministries to fund about a dozen electric school bus pilot projects in diverse rural and urban districts across northern, central, and southern Alberta. The pilot results could help guide a transition to a healthier and safer school bus fleet province-wide.



## P25-02

### Mandatory Funding for Specialist Teachers in Elementary Schools

Sponsor: Fish Creek Elementary School Council

Contact: Susanne Calabrese [susannemcguinness@gmail.com](mailto:susannemcguinness@gmail.com)

#### **Issue:**

We believe – and studies from other jurisdictions support - that the loss of specialist teachers in our elementary school has resulted in negative student learning outcomes and decreased student engagement scores. At minimum, a full-time gym, music, library, and a resource (math and reading specialist) teacher must be mandatory for all public elementary schools that are separately funded by the Ministry of Education, in addition to the funding currently given to each division. Mandating other specialist teachers, such as in gifted and talented, mental health, arts teachers (other than music), science and technology specialists, and specialist teachers in instructional coaching and guidance/counselling roles should also be considered.

In general, Alberta's schools require more staffing. According to Stats Canada, Alberta's education workforce is just three-quarters the size of the national average (based on education worker to student ratios). See e.g., *2023/24 Crowded and Complex Classrooms, A look at the state of class size, composition and supports for inclusion in Alberta's public education system*, Alberta Teachers' Association, online: [https://teachers.ab.ca/sites/default/files/2024-07/COOR-158\\_ComplexClassroomBooklet\\_2024.pdf](https://teachers.ab.ca/sites/default/files/2024-07/COOR-158_ComplexClassroomBooklet_2024.pdf)

In 2016, the Elementary Teachers' Federation of Ontario commissioned an extensive literature review of research that examines the contribution of specialist teachers to the quality of elementary education. The review confirmed that “[o]verall, the literature surrounding specialist teachers in a range of content areas appears to support the claim that specialist teachers can positively impact student achievement and contribute to student success at the elementary level.” See, Katina Pollock & Michael Mindzak, *Specialist Teachers: A Review of the Literature*, November 23, 2016, online at: [https://www.etfo.ca/getmedia/dcdb69d0-fb8c-44bb-9f93-d8875e90b24f/161123\\_ReviewSpecTeacher.pdf](https://www.etfo.ca/getmedia/dcdb69d0-fb8c-44bb-9f93-d8875e90b24f/161123_ReviewSpecTeacher.pdf)

Further, the Elementary Teachers' Federation of Ontario study states that “the literature does appear to quite clearly indicate that specialist teachers are important within the context of ensuring that there are high-quality and effective teachers inside of classrooms. Ensuring that teachers are continually well qualified, well prepared and participate in professional development along with other forms of learning should be a priority of any successful education system. More specialist teachers inside of elementary classrooms would likely serve to support students positively and contribute to their social, emotional and cognitive development, including improving student achievement and other measures of success.”

Without the support of specialist teachers, more and more tasks are put on elementary school classroom teachers who do not have the capacity to take on these tasks. Classroom teachers do not necessarily have the specialized training needed for student success. Teachers are expected to work longer and longer hours to prep additional subjects, write letters, calls, and do many other extras without additional compensation or recognition. Their core business should be teaching. We've seen in our elementary school, as discussed below, how the loss of specialist teachers has directly resulted in negative learning and engagement outcomes in our school.





**Background:**

Because it is not mandatory for our school to be provided funding for a gym teacher, our school has lost a full-time gym teacher over the past three years (where before that a full-time gym teacher had always been employed). Our school also only has a part-time librarian, whose hours have been reduced more and more over the last few years. We also have fewer educational assistants and no mental health professionals dedicated to our school. The only full-time specialist we have is a music teacher. We've never had mental health, gifted and talented learning, science, reading, mathematics, technology, or a specialist teacher in instructional coaching and guidance/counselling roles.

We've had a gym teacher for part of the year last year and for part of this year due to grant funding, but because it's not a stable, full-time position, this resulted in different teachers each year in the temporary position. The children became attached to the former gym teacher (and we've had great ones!), only for them to leave, causing great unhappiness in the school community.

Indeed, there is a direct correlation between the loss of a full-time gym teacher and a full-time librarian to the precipitous and steady drop in engagement scores for our children over these last few years. The survey results of our children have illustrated this issue. See Fish Creek School Improvement Results 2023-2024, <https://fishcreek.cbe.ab.ca/documents/8aed05e7-ab6a-44e5-bc6d-4571e37695ff/Fish-Creek-School-Improvement-Result-Report-2023-24.pdf>

As the literature shows, specialist teachers are essential for our children's overall well-being and their building of resilience and core life skills. Specialist teachers in gym, music, library, reading and mathematics should be made mandatory for elementary schools and schools should be provided separate funding for these positions. Specialists in other areas should also be provided to most schools.

**Recommendation:**

The Alberta School Councils' Association (ASCA) advocate to the Minister of Education to mandate that school boards receive dedicated funding from the Ministry of Education, separate from per-student and regular division funding, to provide all public schools providing any range of K-6 education with full-time gym teachers, music teachers, librarians, and resource teachers (i.e. reading and math specialists).

Furthermore, that the Minister of Education mandates that school boards receive dedicated funding from the Ministry of Education, separate from per-student and regular division funding, to provide other specialist teachers, such as gifted and talented, arts (other than music), science and technology specialists, and specialists in instructional coaching and guidance/counselling roles in all public schools that request those staff positions.



## P25-03

### Sunlight is the Best Disinfectant – Mandatory Public Reporting on the State of Public Schools

Sponsor: Fish Creek Elementary School Council

Contact: Susanne Calabrese [susannemcguinness@gmail.com](mailto:susannemcguinness@gmail.com)

#### **Issue:**

Awareness and visibility are the key to any successful enterprise – yet we do not have accurate numbers on how our public schools are functioning in Alberta. For example, we do not know how large our class sizes are because reports on class size averages have not been compiled since 2019. See e.g., 2023/24 *Crowded and Complex Classrooms, A look at the state of class size, composition and supports for inclusion in Alberta's public education system*, Alberta Teachers' Association, online: [https://teachers.ab.ca/sites/default/files/2024-07/COOR-158\\_ComplexClassroomBooklet\\_2024.pdf](https://teachers.ab.ca/sites/default/files/2024-07/COOR-158_ComplexClassroomBooklet_2024.pdf). The public is also unaware of the resources a school has or what the formulas are for determining school statistics due to complicated – and, frankly, unfair – formulas that jeopardize the functioning of good schools due to lack of funding.

For example, our elementary school only receives approximately \$5,800 per student. We are woefully underfunded in a province that, according to StatCan, pays the lowest per student of all provinces in Canada. According to StatCan, Alberta on average funds schools at \$10,896 per capita (with the national average being \$12,105). Our funding is also not based on actual enrollment, but on a complicated formula using weighted averages that hurts our urban school and benefits rural communities. See Calgary Herald, *Alberta Spent Least on Public Education in Canada: StatCan*, February 28, 2024, <https://calgaryherald.com/news/local-news/alberta-spent-least-public-education-statistics-canada> .

To begin to ameliorate the issues caused by lack of public knowledge and misinformation, we recommend that each school board be required to publicly report the core numbers of how our public schools are functioning, including but not limited to:

- (i) The calculations for the funding each school receives and why;
- (ii) The staffing for each school based on type of educational professional, including specialist teachers;
- (iii) The actual enrollment for each school;
- (iv) The number of students that have Individualize Program Plans (IPP);
- (v) The average class size for each grade;
- (vi) Teacher retention and turnover at the school;
- (vii) Technology access per student (i.e. the computer to student ratio);
- (viii) Report on the age and last year of purchase of core subject textbooks, music instruments, and classroom desks and chairs at the school;
- (ix) Average years of experience per teacher at the school;
- (x) Percentage of teachers and administrators that have met minimum quality standards that year;
- (xi) Size of the school council, parent association and/or parent society; and
- (xii) School volunteer hours and volunteer participants per school.



**Background:**

We have an amazing school with dedicated teachers and staff, but it is cracking under the pressures of lack of funding – and our children are suffering. We have huge classes sizes in some grades – over 34+ children, where historically we have had less than 25 in those grades. There is no funding for students who have IPP plans to have their complex learning needs addressed by teaching professionals with expertise in mental health, gifted learning, special needs, arts, or science. We have very few education assistants, not even one for each classroom, to address challenging behavior or complex needs. Classroom teachers are under tremendous strain and do not have the capacity to address these complex learning needs. Our funding is not predictable and sustainable, with issues sometimes patched with temporary grant funding instead of long-term solutions, so that our administrators cannot plan for staffing in an intentional way.

The extent of how our public school is in jeopardy and decline - a place that is well-loved and is in a caring, dedicated community - is not well known to the general community. We understand that similar situations are happening all over the province and parents deserve to know the full story of how each public school is functioning.

Public Disclosure is essential for a functioning democracy. As stated by the trial court of this province, public disclosure serves an essential democratic function. “Every Albertan is entitled to a broad right of access to the records of their government. This is an essential pillar of a functional democracy.” *Alberta Energy v Alberta (Information and Privacy Commissioner)*, 2024 ABKB 198 (CanLII), <<https://canlii.ca/t/k40m7>>, para 79. Here, the Ministry of Education must do more to inform parents about the state of public education and the environment that their children are placed in every day. There are few things more important to the parents of Fish Creek Elementary School than the health and well-being of their children.

We call on the Minister of Education to show the numbers and fund adequate reporting on the state of our public schools. If everything is really okay with our schools, let’s see the evidence. Let’s make evidence-based decisions. Public disclosure is at the heart of any functioning democracy - and Alberta has been lagging behind.

**Recommendation:**

That the Alberta School Councils’ Association (ASCA) advocate to the Minister of Education to:

- Mandate that annual data related to all elementary schools within Alberta public school boards be publicly reported, as soon as possible upon completion of the school year, including:
  - (i) Funding calculations and rationale for each school;
  - (ii) Staffing details by type of educational professional, including specialists;
  - (iii) Actual enrollment figures;
  - (iv) Number of students with Individualized Program Plans (IPPs);
  - (v) Average class size by grade;
  - (vi) Teacher retention and turnover rates;
  - (vii) Technology access per student (e.g., computer-to-student ratio);
  - (viii) Age and last purchase year of core textbooks, music instruments, and classroom furniture;
  - (ix) Average years of teacher experience;
  - (x) Percentage of teachers and administrators meeting quality standards;



- (xi) Size of the school council, parent association, or society; and
- (xii) Volunteer hours and participation rates per school.

- Ensure funding for this report is provided by the Ministry of Education, separate from current division allocations, to avoid additional burdens on schools.
- Commission an independent third-party consultant to collect and analyze the data, publish the results on a publicly accessible website, and notify all parents with children in Alberta public schools of its availability no later than 6 months after the completion of that school year.



## P25-04

### Discontinue Mandatory Timed Testing of Kindergarteners to Grade 3

Sponsor: St. Patrick Catholic School Council

Contact: Beverly McCool [mccool.beverly@gmail.com](mailto:mccool.beverly@gmail.com)

#### **Issue:**

The newly mandated literacy and numeracy testing of all kindergarteners to grade 3 is developmentally inappropriate, does not link to curriculum and is an unproductive use of teachers and resources.

#### **Background:**

According to the province, the initiative aims to identify young learners needing additional support in developing foundational literacy and numeracy skills but do the tests provide support or are they just for statistics? Teachers can already identify children needing additional help through regular classroom activities, especially when there are smaller class sizes and adequate EA support. These screening assessments will divert precious time, energy and relationship building which will prevent students from having a strong foundation for lifelong learning. The 46,000 members of the Alberta Teachers' Association have spoken out in opposition of this testing, "With so many kids falling between the cracks we need to be giving them a safety net instead of measuring how fast they are falling." Teachers are losing an estimated three to five days testing individual students outside of the classroom, time that could be spent on learning, collaboration and play. The mandatory standardized testing does not allow for adaptations for ESL students, students with speech delays, developmental disabilities, or any other personal circumstances. A focus on testing and especially timed tests can significantly alter a child's perspective of education and their identity as a learner. Timed tests can lead to stress, fear, tears and feelings of inadequacy.

#### **Recommendation #1:**

That the Alberta School Councils' Association (ASCA) advocate to the Minister of Education to discontinue the new mandatory timed literacy and numeracy testing of kindergarteners to grade 3 mandated for the 2024-2025 school year and beyond.

#### **Recommendation #2:**

That Alberta School Councils' Association (ASCA) **Advocacy Policy 12-4 Assessment Measures of Student Success (2017) be amended to read:**

That Alberta Education develops **age appropriate, equitable and adaptable** assessment tools and authentic measures that reflect how deep the learning is in our school system, and measure student success with respect to the competencies that are the foundation of the current curriculum development work.

#### **Recommendation #3:**

That Alberta School Councils' Association (ASCA) **Advocacy Policy 18-3A Supports for Learning Success of all Students: Early Screening be amended to read:**

That the Alberta School Councils' Association advocate to the Ministry of Education for **mandatory-early fully funded, developmentally appropriate, easily accessible, equitable and untimed** screening for



learning or developmental challenges so that children will be identified earlier in their educational journey, receive the needed supports and resources ~~and to~~ experience success from the beginning.

***Recommendation #4:***

That Alberta School Councils' Association (ASCA) **Advocacy Policy 03-7 Sharing Responsibility for Appropriate Use of Standardized Testing (2014, 2024) be amended to read:**

That ASCA collaborate with Alberta Education and relevant education stakeholders to:

- Ensure positive, **developmentally appropriate**, 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.



## **P25-05**

*\*Revised March 24, 2025*

### **Online Safety**

Sponsor: ASCA Board of Directors

Contact: Dr. Edward Tse, Director [edward.tse@albertaschoolcouncils.ca](mailto:edward.tse@albertaschoolcouncils.ca)

#### **Issue:**

Our children are growing up in a world where online threats—like cyberbullying, non-consensual imagery, and cyberattacks—are more dangerous and widespread than ever before.

#### **Background:**

BECAUSE children are spending significantly more time online consuming content and social media since the pandemic. MediaSmarts [reported in 2023](#) that 1 in 3 (32%) Canadian teens experienced cyberbullying, yet the supports to address these harms remain fragmented and underfunded;

BECAUSE parents are deeply concerned about the safety and privacy of their children online, especially as cyberattacks targeting Alberta schools have driven an 88% increase in cybersecurity costs since 2021, according to the [2024 ASBOA report](#). The 2024 [PowerSchool Breach](#) left many school districts struggling to keep up with escalating Cybersecurity threats;

BECAUSE digital harms such as non-consensual imagery (e.g. Generated fake naked images of students in [Ontario](#), and [Manitoba](#) posted without consequence), cyberbullying, and online exploitation (resulting in 12 year old [suicide in B.C.](#), Alberta has [4<sup>th</sup> highest number of trafficking](#) incidents in Canada) are growing at an alarming rate, increasing teen depression and [suicide rates](#).

BECAUSE the rising cost of cybersecurity and software licensing—[up 31% over the past three years in Alberta schools](#)—has left schools diverting already-limited funds from classroom resources and programming, forcing parents to bear the emotional burden of underfunded and unsafe digital environments for their children;

BECAUSE parents and students urgently need a centralized reporting system for bullying, as the current patchwork of school district resources leaves students vulnerable and families unsupported in addressing threats, despite studies showing that early intervention and accessible resources can dramatically reduce harm and trauma for victims;

#### **Recommendation:**

That the Alberta School Councils' Association (ASCA) advocate to the Minister for Education to:

1. Add to Section 33 (Board Responsibilities) of the Alberta Education Act: Each board must establish a Committee composed of representatives including, but not limited to, educators, counselors, law enforcement, parents, and community members, to recognize, report, and respond effectively to all forms of harm affecting students, including bullying, racism, online harms, physical harm, and threats to student safety or well-being. The committee must refer cases to appropriate support services, notify the school principal, report to Alberta Education, and ensure appropriate follow-up to protect and support students.



2. Add to Section 33 (Board Responsibilities) of the Alberta Education Act: Each board must ensure mandatory instruction for teens on the reporting of online harms, the risks of sharing non-consensual digital content, the harms of exposure to pornography, strategies for protecting digital privacy and security, and awareness of agencies and resources available for support. Before this instruction is delivered, parents must be informed of the topics covered, and provided with an opt-out option for their child.
3. Add to Section 56 (Student records) of the Alberta Education Act: Each board must ensure that all student records (e.g. contact details, learner supports, and school health details) including those maintained by third-party service providers, are anonymized where possible and encrypted at all stages of storage, transmission, and processing. Boards must verify that third-party service providers comply with these standards and provide safeguards to protect against unauthorized access, breaches, or data loss. Student records must not be retained beyond the time necessary to fulfill their lawful purpose and must be securely destroyed or anonymized when no longer required.



**ALBERTA SCHOOL COUNCILS' ASSOCIATION**  
**Financial Statements**  
**For The Year Ended June 30, 2024**



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## INDEPENDENT AUDITORS' REPORT

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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, 2024, 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, 2024, and its results of operations and its cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.

### *Basis for Opinion*

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

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

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

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

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

(continues)



Independent Auditors' Report to the Directors of Alberta School Councils' Association (*continued*)

*Auditors' Responsibilities for the Audit of the Financial Statements*

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

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

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

**METRIX GROUP LLP**

Chartered Professional Accountants

Edmonton, Alberta  
August 28, 2024

## Statement of Financial Position

As At June 30, 2024

	2024	2023
<b>ASSETS</b>		
<b>CURRENT</b>		
Cash and cash equivalents	\$ 75,691	\$ 162,188
Temporary investments	-	50,369
Receivables (Note 2)	3,583	6,456
Prepaid expenses	6,225	9,249
	<u>85,499</u>	<u>228,262</u>
TANGIBLE CAPITAL ASSETS (Note 3)	<u>236</u>	<u>675</u>
	<u>\$ 85,735</u>	<u>\$ 228,937</u>
<b>LIABILITIES</b>		
<b>CURRENT</b>		
Accounts payable and accrued liabilities	\$ 28,930	\$ 31,042
Goods and services tax payable	408	3,961
Deferred fees revenue	59,375	32,505
	<u>88,713</u>	<u>67,508</u>
CALLABLE DEBT	<u>-</u>	<u>40,000</u>
	<u>88,713</u>	<u>107,508</u>
<b>NET ASSETS (DEFICIT)</b>		
Unrestricted net assets (deficit)	(3,214)	120,754
Invested in tangible capital assets	236	675
	<u>(2,978)</u>	<u>121,429</u>
	<u>\$ 85,735</u>	<u>\$ 228,937</u>

## ON BEHALF OF THE BOARD:

 Kerry Bodell, Board President

 Wendy Keiver, Executive Director

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

## Statement of Operations

For The Year Ended June 30, 2024

	2024	2023
<b>REVENUE</b>		
Parent Conference	\$ 143,761	\$ 112,273
Membership fees	117,400	118,250
Fees for service	68,417	84,140
Sponsorships and donations	14,915	17,761
Annual General Meeting	8,827	5,590
Advertising and subscriptions	7,000	3,100
Interest	3,488	4,245
Other	1,280	2,154
Grants	-	121,452
	<u>365,088</u>	<u>468,965</u>
<b>EXPENSES</b>		
Salaries, wages and benefits	193,519	203,899
Parent conference	104,268	86,539
Communications and marketing	70,410	73,665
General and administrative expenses ( <i>Schedule 1</i> )	39,792	37,791
Annual General Meeting	37,415	34,677
Services	32,430	38,999
Board expenses ( <i>Schedule 2</i> )	10,968	8,482
Amortization	439	454
Advocacy and representation	254	765
	<u>489,495</u>	<u>485,271</u>
<b>DEFICIENCY OF REVENUE OVER EXPENSES</b>	<b>\$ (124,407)</b>	<b>\$ (16,306)</b>

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

Alberta School Councils' Association



Approved 2025-2026 Budget

BUDGET 25-26 NOTES

	APPROVED 2024-2025 REVISED BUDGET:	APPROVED 2025-2026 BUDGET:	
<b>REVENUE</b>			
1			Project Grant (Alberta Ed.)
2			Other project grants
3			Canada Summer Jobs (CJS) Grant
4	106,250	135,500	Membership Revenue
5	1,200	1,400	Associate Membership Revenue
6	1,000	-	Custom Projects Revenue
7	-	-	Partner Events
8	15,000	-	Fundraising Initiatives (auctions, etc.)
8.4		40,500	Access Pass
8.6		7,000	Access Pass Sponsorships
9	600	500	Interest Revenue
10	-	4,500	Advertising/subscriptions
11	-	4,000	Sponsorships
12	600	1,500	Donations
13	9,375	10,200	School Council Conference (regs)
14	1,500	1,500	Conference Sponsorships/Donations
15	-	-	Resource Gallery /Trade Show
16	600	600	AGM
17	-	-	General Meetings
18	-	-	Member Engagement Opportunities
19	50,000	35,000	Fee for Service-SC
20	7,000	1,800	Fee for Service - FRA
20.5	3,500	2,400	Private Consultations or Support Disc. *new*
21	10,354	500	Miscellaneous Revenue (Serv. Fees, etc.)
22	<b>206,979</b>	<b>246,900</b>	<b>TOTAL REVENUE</b>
<b>EXPENSES</b>			
<b>Board Costs</b>			
23	36,280	64,400	Total Board Costs
	17.53%	26.08%	Percentage of overall budget
<b>Project Grant Expenses</b>			
25	-	-	Total Project Grant Expenses
<b>Advocacy and Representation</b>			
26	23,060	30,660	Total Advocacy and Representation
	11.14%	12.42%	Percentage of overall budget
<b>Administrative Costs</b>			
27	66,513	85,740	Total Administrative Costs
	32.14%	34.73%	Percentage of overall budget
<b>Learning Opportunities/Promotion</b>			
28	69,680	66,100	Total Learning Opportunities/Promo
	33.67%	26.77%	Percentage of overall budget
29	<b>195,533</b>	<b>246,900</b>	<b>TOTAL EXPENSE</b>
30	<b>11,446</b>	<b>0</b>	<b>NET INCOME</b>

Approved on March 22, 2025