



# Resolutions proposed for the ASCA 2019 AGM

## Special Resolution

### THE BYLAWS OF ALBERTA SCHOOL COUNCILS' ASSOCIATION:

(BYLAWS = THE RULES BY WHICH THE ASSOCIATION REGULATES ITSELF)

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#### SPECIAL RESOLUTION 19-01

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SR19-01

***That the Alberta School Councils' Association repeal its existing Bylaws, to be replaced with the following Bylaws:***

***Rationale:***

The Bylaws of a Society, approved by its members, are considered the “rules” by which its governors –the Board of Directors –will direct the operations of the Society. Bylaws should be reviewed periodically for their relevancy, and updated as needed. It is appropriate for an organization to review its bylaws every three to five (3-5) years. Between June and October 2018, the ASCA Advocacy and Governance Committee undertook to review and revise, as needed, the Alberta School Councils' Association Bylaws. Recognizing there were several clauses in the existing bylaws that would be more easily understood if revised, several clauses that required updating in order to reflect the Board's new governance model, and that the format was not as clean as it could be, the Advocacy and Governance Committee embarked upon a significant overhaul of the bylaws. The revised version was provided to the Board in November, and recommended for consideration and approval by ASCA Member School Councils at the 2019 Annual General Meeting.

### Summary of Changes

| Article | What has changed?   | Rationale for changes   |
|---------|---|---|
| All     | Formatting and numbering<br>Subsections/headings are noticeable, but not given any importance via 'numbering'.  | More reader-friendly<br>Easier to find specifics  |
| 1       | <b>Name</b> (formerly Preamble)<br>1.2 became its own Article 2 <b>Bylaws</b>   | More info related to<br>“bylaws” needed to be added; easier readability to have separate Article. |
| 2       | <b>Bylaws</b> (formerly Defining and Interpreting the Bylaws)<br>Added statements related to application & interpretation of bylaws, and process to appeal related decisions.                               | Enough information relevant to the heading to have its own Article.                               |
| 3       | <b>Definitions</b> (formerly Membership)<br>Clarified some definitions;<br>Added definitions for words appearing in the bylaws that may have interpretations different from what is intended in the bylaws. | Self-explanatory  |
| 4       | <b>Membership</b> (formerly Meetings of the Association)<br>Provided more detailed, clear information related to: the different types of membership (voting, non-voting); respective rights &               | Readers will have all of the information related to all types of                                  |



## Resolutions proposed for the ASCA 2019 AGM

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|   | entitlements of members; withdrawal, suspension and expulsion of membership.   | membership in one Article.  |
| 5 | <p><b>Meetings</b> (formerly Governance of the Association)<br/>           Clarified the distinction between General Meetings (all Members) and Board Meetings (all Directors);<br/>           Clarified/specified the various types of meetings for each and the related requirements/expectations;<br/>           Incorporated all clauses related to meetings into this section.</p>  | Readers will have all of the information related to any sort of meeting, and any aspect of any meeting, in one Article. |
| 6 | <p><b>Governance of the Association</b> (formerly Finance and Management)<br/>           Organized subsections for sensibility;<br/>           Relocated reference to Board Meetings – now in Article 5 <b>Meetings</b>;<br/>           Clarified information related to elections and candidates' eligibility (must be a parent);<br/>           Clarified information related to resignation or removal of Directors and vacancies;<br/>           Amalgamated all "duties" references for President, Vice President and Directors as well as ensured/referenced alignment with Governance Policy;</p> | Provide readers with more easily understood governance expectations.  |
| 7 | <p><b>Finance and Management</b> (formerly Amending the Bylaws)<br/>           Merged some subsections where appropriate;<br/>           Incorporated like-focused statements into same subsection, where appropriate;<br/>           Renamed "Payments" subsection to "Remuneration and Reimbursement"</p>  | More clearly articulate the actual process and practices that are expected/followed.                                    |
| 8 | <p><b>Amending the Bylaws</b> (formerly Dissolving the Association)<br/>           Nothing substantial; amended some wording for clarity.</p>  | Self-explanatory  |
| 9 | <p><b>Dissolving the Association</b> (no former Article 9)<br/>           Nothing substantial; amended some wording for clarity and consistency with terminology/phrases previously used.</p>  | Self-explanatory  |



## Resolutions proposed for the ASCA 2019 AGM

**The ASCA Board of Directors, having received ASCA Member feedback, and in reviewing the Proposed Bylaws since the time of posting in January, 2019, acknowledged the need for some minor amendments to the original proposal.**

**As a result, the revised (April 18, 2019) version of the Proposed Bylaws for Special Resolution SR19-01 was posted on the website on April 19, 2019 for all ASCA Members to access, and a printed copy is included in each Annual General Meeting package.**

**The rationale for these amendments is as follows:**

**Article 3 Definitions:** Definitions of the *School Act*, *School Councils Regulation*, *Societies Act*, *Special Board Meeting*, *Special General Meeting*, and *Term of Office* required additional clarification; the terms “In Camera” and “Member in Good Standing” were missing.

**Article 4.6 (new 6, old 7):** The previous 4.6 – Member in Good Standing – was moved to **Article 3**, Definitions. The previous 4.7 then became 4.6, and was revised to include a statement of when a notice of Withdrawal from Membership would be considered to be in effect.

**Article 5:** The ability to designate a portion, or all, of a meeting to be “in camera” was moved from the section specifically relating to Board Meetings – previously 5.16 – and applied to any Association Meeting or Board Meeting. Allowing for the provision of the Board to designate a portion of Association Meetings, as well as Board Meetings, to be “in camera” is a recommended practice.

**Article 5.1:** All ASCA Members are entitled to receive notice of the Annual General Meeting, not just ASCA Voting Members.

**b) – “Meeting” Rules of Order** could be perceived as restricting the Board/Members to using or following specific rules and practices recommended by published parliamentary authorities. ASCA is not required, nor desires, to adhere to rules of order other than those agreed to by its own Members. Using the word “any” allows ASCA Members to decide Rules of Order without obligation to follow any parliamentary authority.

**f) – “as needed”** suggests there is choice or discretion relating to President and Vice President Elections. “In accordance” requires the Board and Association to follow what is already specified in other clauses.

**Article 5.16:** Moved to “Meetings” overarching, not just Board meetings.

**Article 6.4:** Same explanation as 5.1.f- cleaner wording.

**Article 7.3:** The statement “must pass a motion” is extremely administrative – it is a directive as to ‘how’ the Board will fulfill its obligation. Such a statement belongs in governance policy, not Bylaws.



## Resolutions proposed for the ASCA 2019 AGM

### Bylaws of the Alberta School Councils' Association

(With amendments as of April 18, 2019. Proposed **amended** language is underlined; proposed **deleted** language is ~~struck through~~.)

#### ARTICLE 1 NAME

The name of the Association is the "ALBERTA SCHOOL COUNCILS' ASSOCIATION," which will also be known or referred to as the ASCA or the Association and its operations will be carried on throughout the Province of Alberta.

#### ARTICLE 2 BYLAWS

The following Articles form the Bylaws of the Alberta School Councils' Association. Words indicating the singular number also include the plural, and vice-versa. Words indicating the masculine gender also include the feminine gender and vice-versa. Headings are for convenience only and do not affect the interpretation of these Bylaws.

Any question regarding the proper application and interpretation of these Bylaws will be determined by the Chair of any Association Meeting or Board Meeting. The Chair's decision may be appealed by a Voting Member and can be overturned by a Majority Vote at a Special General Meeting of the Association, or a Special Meeting of the Board, called in accordance with these Bylaws.

#### ARTICLE 3 DEFINITIONS

In these Bylaws, the following definitions apply:

- 3.1 **Advisor** - any individual identified by the Board to assist them in their work.
- 3.2 **Affirm** - the process by which Voting Delegates show support.
- 3.3 **Annual General Meeting (AGM)** - the general meeting of the Association occurring annually as described in Article 5.1.
- 3.4 **Appointed Director** - a Director appointed by the Board of Directors as described in Article 6.7.
- 3.5 **Associate Member** - as described in Article 4.4.
- 3.6 **Association** - the Alberta School Councils' Association.
- 3.7 **Board** - the Board of Directors of this Association.
- 3.8 **Board of Directors** - the group of individuals elected to govern the Association and represent its members.
- 3.9 **Bylaws** - the rules adopted by this Association chiefly for the governance of its members and the regulation of its affairs.
- 3.10 **Conflict of Interest** - applies to an individual who has the ability to influence or impact decisions of the Board in which she/he has a financial or material interest, or to an individual who has a conflict between their private interests and their official responsibilities as a Director.
- 3.11 **Credentials** - the documents required by the Association proving an individual's authority to represent a Member School Council at any General Meeting of the Association.
- 3.12 **Current Board** - the Board of Directors presently governing the Association and representing its members.
- 3.13 **Director** - any Parent elected or appointed to the Board of Directors, including the President and Vice President.



## Resolutions proposed for the ASCA 2019 AGM

- 3.14 **Emergent Resolution** - an advocacy policy being proposed for consideration past the submission deadline.
- 3.15 **Extraordinary Resolution** - an advocacy policy being proposed for consideration as the result of business conducted at the same meeting.
- 3.16 **Executive Director** - the highest-ranking executive in the Association, with ultimate responsibility for making managerial decisions, hired by the Board of Directors.
- 3.17 **Honorary Life Member** - an individual recognized by the Board for their service to the Association.
- 3.18 **In Camera** – without the public, guests or media; in private; confidential;
- 3.19 **Individual Parent Member** - a Parent, as defined in Sections 1 & 2 of the Alberta School Act, holding Individual Parent Membership in ASCA as described in Article 4.2.
- 3.20 **Majority** - more than half.
- 3.21 **Majority Vote** - a vote carried by 50% + 1 of the Voting Delegates present.
- 3.22 **Member in Good Standing** – having paid all required fees and payments to the Association and acting in accordance with the Association’s Bylaws.
- 3.23 **Member School Council** - as described in Article 4.1.
- 3.24 **Parent** - as defined in Sections 1 & 2 of the Alberta School Act.
- 3.25 **Past-President** - the immediate outgoing President.
- 3.26 **Proxy Holder** - a Parent from a Member School Council who has been authorized, with Credentials, to vote on behalf of another Member School Council.
- 3.27 **Quorum** - the minimum number of voting individuals who must be present in order to make the proceedings of a meeting valid.
- 3.28 **Register of Members** - the register maintained by the Executive Director, or the Association, containing the information required by the Societies Act regarding the members of the Association.
- 3.29 **Regular Board Meeting** - a regularly scheduled meeting of the Board of Directors of this Association.
- 3.30 **Regular General Meeting** - a regularly scheduled meeting of the Members of the Association other than the Annual General Meeting.
- 3.31 **Registered Office** - the physical address of the Association.
- 3.32 **School Act** – the document law, most recently RSA 2000, c.S-14, as amended, or any substitute statute, passed in the Alberta Legislature outlining the requirements and expectations of K-12 education.
- 3.33 **School Council** - as described in the School Act Section 22.
- 3.34 **School Council Member** - a member of a School Council, as defined by a School Council’s Operating Procedures or governing documents, superseded by the School Councils Regulation.
- 3.35 **School Councils Regulation** - the document rules or directives guiding the application of legislation relevant to school councils, most recently Alberta Regulation 113/2007, as amended, or any substitute Regulation, made and maintained by the Alberta Government, describing additional legal requirements of School Councils that must be met by the Government of Alberta, school boards, charter schools, teachers and Parents.
- 3.36 **Societies Act** – the Societies Act the law, most recently R.S.A. 2000, c.S-14 as amended, or any statute substituted for it, passed in the Alberta Legislature outlining the requirements and expectations of registered societies.



## Resolutions proposed for the ASCA 2019 AGM

- 3.37 **Special Board Meeting** - a ~~non-scheduled~~ separate meeting of the Board, as described in Article 5.13, called for a specific purpose.
- 3.38 **Special General Meeting** - a ~~non-scheduled~~ separate meeting of the Members of the Association, as described in Article 5.2, called for a specific purpose.
- 3.39 **Special Resolution** - a resolution requiring specific notice and support as defined in the Societies Act.
- 3.40 **Student** – a person who is enrolled in a school, or is required under the School Act to attend school.
- 3.41 **Term of Office** - the period of time a person serves on the Board ~~between~~ following elections or appointment.
- 3.42 **Voting Delegate** - a Parent authorized, with Credentials, by a Member School Council, their own or another, to vote at a General Meeting of the Association.
- 3.43 **Voting Membership** – Voting Delegates of Member School Councils present at a General Meeting.

### ARTICLE 4 MEMBERSHIP

There are two (2) categories of membership: Voting and Non-Voting.

#### **Voting Members**

- 4.1 Any School Council in Alberta is eligible to become an ASCA Member School Council upon payment of the membership fee. The School Council as a whole becomes the Member; individual School Council members are able to attend ASCA events.

**Member School Councils** are entitled to:

- a) Vote on any agenda item at any General Meeting of the Association;
- b) Vote for candidates for President, Vice President and Directors;
- c) Have an eligible Parent School Council member stand for election to the Board of Directors;
- d) Speak to any agenda item at any General Meeting of the Association;
- e) Participate on any Board committees as invited;
- f) Participate on the School Council Engagement Task Force;
- g) Pay reduced rates, if any, for attendance at ASCA events;
- h) Inspect the books and records of the Association.

#### **Non-Voting Members**

- 4.2 Any Parent in Alberta is eligible to become an ASCA Individual Parent Member upon payment of the membership fee, and may attend ASCA events.

**Individual Parent Members** are entitled to:

- a) Participate in discussions on any agenda item at any General Meeting of the Association;
- b) Participate on any Board committees as invited;
- c) Pay reduced rates, if any, for attendance at ASCA events;

- 4.3 An individual recognized for their service to ASCA by the Board may be granted an Honorary Life Member award. This membership has no membership fee and is eligible to attend ASCA events.





## Resolutions proposed for the ASCA 2019 AGM

**Honorary Life Members** are entitled to:

- a) Participate in discussions on any agenda item at any General Meeting of the Association;
- b) Participate on any Board committees as invited;
- c) Pay reduced rates, if any, for attendance at ASCA events;

4.4 Any organization, as a whole, with an interest in the Alberta K-12 education system and the work of ASCA, is eligible to apply to become an ASCA Associate Member.

Upon approval of membership by the Board, and payment of the membership fee, **Associate Members** are entitled to:

- a) Pay reduced rates, if any, for attendance at ASCA events;

### **Membership Term and Fees**

4.5 The membership year is July 1 – June 30. Memberships must be renewed annually and are non-transferable. Membership fees will be determined by the Board and communicated to all members at the Annual General Meeting. The Board may reduce, eliminate or refuse payment of any membership fee, for reasons determined by the Board. Membership entitlements will only apply once membership fees have been paid.

### **Member in Good Standing**

~~4.6 A member is deemed to be in good standing when all required fees and payments to the Association are up to date and the member acts in accordance with the Association's Bylaws.~~

### **Withdrawal, Suspension and Expulsion of Membership**

4.6 Any member may withdraw their membership in the Association by sending written notice to the Registered Office, and will be effective upon receipt by the Registered Office.

4.7 The Board, by resolution at a Special Board Meeting called for such purpose, may suspend a membership for not more than three (3) consecutive months if the member, or their authorized delegate, has failed to abide by Association Bylaws, or has acted in a manner deemed detrimental to the Association.

4.8 The Board, by resolution at a Special Board Meeting called for such purpose, may expel a member for the duration of the membership term if the member, or their authorized delegate, has failed to abide by Association Bylaws, or has acted in a manner deemed detrimental to the Association.

4.9 In the case of considered suspension or expulsion, the member will receive at least twenty-one (21) days' written notice of the Special Board Meeting and will be provided an opportunity to appear before the Board to address the matter. The Board will determine the agenda and processes for the meeting, as well as the consequence to the member. In all cases, the decision of the Board is final.

## **ARTICLE 5 MEETINGS**

All meetings will be conducted in accordance with the ASCA Bylaws, ASCA Meeting Rules of Order, and Robert's Rules of Order as needed.

Meetings fall under one of two categories: General Meetings (all Members) and Board Meetings (all Directors). Voting Members are able to exercise their voting and participation rights at any General Meeting.



## Resolutions proposed for the ASCA 2019 AGM

No action taken at a General or Board Meeting is invalid due to an accidental omission to give notice to any Member, any Member not receiving notice, or any error in any notice that does not affect the Meeting.

Irregularities, errors or omissions made in good faith do not invalidate decisions made in any General or Board Meeting.

### In Camera

All or any portion of any Association Meeting or Regular or Special Board Meeting may be deemed to be “in camera” and closed to anyone the Board chooses.

## GENERAL MEETINGS

### **Annual General Meeting**

5.1 The Association will hold its Annual General Meeting each year on or before the first Sunday in May. A notice stating the place, date and time of the Annual General Meeting, as determined by the Board, will be sent to each Voting Member at least sixty (60) days before the Annual General Meeting and posted on the Association website. The agenda for the Annual General Meeting will include:

- a) Adoption of the Agenda;
- b) Adoption of ~~the Meeting~~ any Rules of Order;
- c) Review of the previous Annual General Meeting minutes;
- d) Consideration of the President’s Report;
- e) Review of the most recent audited financial statements and auditor’s report;
- f) Election of President, Vice President and Directors ~~as needed~~ in accordance with these bylaws;
- g) Consideration of proposed resolutions as noted in Annual General Meeting documents in advance of the meeting;
- h) Consideration of any Emergent or Extraordinary Resolutions proposed at the Annual General Meeting;
- i) Other items deemed appropriate or necessary by the Board.

### **Special General Meeting**

5.2 A Special General Meeting will be called by the Board, upon receipt of a written request setting forth the purpose and reasons for calling such meeting, from ten (10) percent of the Voting Members, or from ten (10) percent of the Voting Delegates present at a Regular or Annual General Meeting, or from fifty (50) percent of the Board Members, or the President. Notice for Special General Meetings will state the purpose of the meeting and will be sent to Voting Members and posted on the Association website, at least twenty-one (21) days in advance of the meeting. No other business will be transacted at any Special General Meeting.

### **Regular General Meeting**

5.3 A Regular General Meeting will be called at any time by the Board for the conduct of any program or business not requiring a Special General Meeting. Notice for Regular General Meetings will be sent to Voting Members, and posted on the Association website, at least twenty-one (21) days in advance of the meeting.





## Resolutions proposed for the ASCA 2019 AGM

### **Participants**

- 5.4 Any Member in good standing may register delegates or representatives to attend any General Meetings of the Association. Attendees other than Voting Delegates and Authorized Member representatives require permission of two-thirds (2/3) of the Voting Delegates and Authorized Member representatives present to address the General Meeting assembly.

### **Quorum**

- 5.5 The Quorum at any General Meeting will be one-quarter (1/4) of the Voting Delegates in attendance.

### **Presiding Official**

- 5.6 The President chairs every General Meeting of the Association. The Vice President chairs in the absence of the President. The role of the Chair may be delegated, for specific portions of General Meetings, in order to facilitate the business of that meeting. If neither the President nor the Vice President is present within one-half (1/2) hour after the set time for the General Meeting, the Voting Delegates present will choose one (1) of the Board Members in attendance to Chair.

### **Adjournment**

- 5.7 The President, or duly delegated Chair, may temporarily adjourn and later reconvene any General Meeting with the consent of the Voting Delegates. The reconvened General Meeting conducts only the unfinished business from the initial General Meeting.

### **Voting**

- 5.8 A Voting Delegate at any General Meeting must be a Parent from a Member School Council in good standing. Each Member School Council holds one (1) vote. Business will be decided with a show of Delegate Cards or by secret ballot. Five (5) Voting Delegates may request a secret ballot vote for any item of business. In such case, the President or the presiding Chair may set the time, place and method for a ballot vote. The result of the ballot vote is final. Voting Delegates may withdraw their request for a secret ballot vote.
- 5.9 Individual Parent, Honorary Life and Associate Members and/or their representatives are not eligible to vote, and cannot be authorized Voting Delegates of Member School Councils.
- 5.10 A Member School Council may authorize a Voting Delegate or Parent representative from another Member School Council to act as its Proxy Holder at any General Meeting of the Association. Appropriately completed Credentials must be provided in the manner required by the Association. A Voting Delegate or authorized Proxy Holder will only represent a maximum of 10 Member School Councils.

### **Decisions**

- 5.11 A Majority of the votes of the Voting Delegates and Authorized Proxy Holders in attendance decides each issue, unless otherwise stipulated in the Societies Act, Bylaws or the General Meeting Rules of Order.



## Resolutions proposed for the ASCA 2019 AGM

### BOARD MEETINGS

#### **Regular Board Meeting**

- 5.12 The Board will meet in accordance with its Governance Policies, and at minimum will meet in person at least four (4) times each year. Directors are expected to be in attendance at all Regular Board Meetings. Regular Board Meetings are called by the President or by two-thirds (2/3) of the Board Members. Dates for Regular Board Meetings will be set as early as is reasonable following the Annual General Meeting. Regular Board Meetings may be held in person, digitally or by conference call.

#### **Special Board Meeting**

- 5.13 A Special Board Meeting will be called by the Board, upon receipt of a written request setting forth the purpose and reasons for calling such meeting, from one-third (1/3) of the Board Members, or the President. Notice for Special Board Meetings will state the purpose, date, time and location of the meeting and will be sent to all Board Members, at least three (3) days in advance of the meeting. No other business will be transacted at any Special Board Meeting. Special Board Meetings may be held in person, digitally or by conference call.

#### **Quorum and Decisions**

- 5.14 Fifty (50) percent of the Board Members will be Quorum. Each Board Member, including the President and Vice President, has one (1) vote; a tie vote defeats the motion. Board Meetings may be attended by any Member of the Association; however, only Board Members may vote. Members may participate in discussion if invited to do so by the Chair.

#### **Board Meeting Chair**

- 5.15 The President chairs every Board Meeting of the Association. The Vice President chairs in the absence of the President. The role of the Chair may be delegated, for specific portions of Board Meetings, in order to facilitate the business of that meeting. If neither the President nor the Vice President is present within one-half (1/2) hour after the set time for the Board Meeting, the Board Members present will choose one (1) of the Board Members in attendance to Chair.

#### **~~In Camera~~**

- ~~5.16 All or any portion of a Regular or Special Board Meeting may be deemed to be "in camera" and closed to anyone the Board chooses.~~

### ARTICLE 6 GOVERNANCE OF THE ASSOCIATION

The Board of Directors governs the affairs of the Association, and has the powers of the Association except as stated in the Societies Act.

The Executive Director is an Advisor to the Board and, as such, is expected to attend all Regular and Special Meetings of the Board. The Board may identify additional Advisors to assist them in their work on behalf of the Association. Without limiting the general responsibility of the Board or Directors, the Board delegates its powers, duties and responsibilities to the President or the Executive Director of the Association.



## Resolutions proposed for the ASCA 2019 AGM

### **Composition**

- 6.1 The Board of Directors consists of a maximum of twelve (12) elected persons: A President, a Vice President and up to ten (10) Directors. Directors will not hold more than one (1) position on the Board at a time.  
The immediate outgoing President may seek Affirmation from the Members to assist the Board in an Advisory and non-voting role of Past President for a one (1) year term.

### ***Election, Eligibility and Terms of Office of the Board of Directors***

#### **Election**

- 6.2 At the Annual General Meeting in even numbered years, Voting Delegates elect the President, the Vice President and five (5) Directors by secret ballot vote. In odd-numbered years, five (5) Directors are elected by secret ballot vote.

#### **Eligibility**

- 6.3 Candidates for President, Vice President or Director must be a Parent of a Student enrolled in K-12 public education from a Member School Council in good standing. Candidates cannot be in a Conflict of Interest position, and must disclose to the Membership any position or affiliation in another education organization.  
Individual Parent, Honorary Life and Associate Members are not eligible to be elected. Candidates for President must have served a minimum of one (1) two (2) year term on the Current Board in an elected position. Candidates for Vice President must have served a minimum of one (1) year of a two (2) year term on the Current Board in an elected position.

#### **Terms of Office**

- 6.4 The Term of Office for any elected position is approximately two (2) years, ending at the conclusion of the AGM ~~at which elections for successors have been conducted~~ as specified in Article 6.2. A President and Vice President may be elected for a maximum of two (2) consecutive two (2) year terms in each position. Directors may be elected for a maximum of three (3) consecutive two (2) year terms.

A Director whose children or child exit(s) the public education system during the Director's Term of Office may complete the current term, but shall not stand for re-election without a Student enrolled in K-12 public education. A Director appointed to fill a vacancy on the Board will serve up to two (2) years, ending at the conclusion of the AGM at which the original Director's term would have expired.

### ***Resignation, Removal and Vacancy***

#### **Resignation**

- 6.5 A Director may resign from office by giving one (1) month notice in writing to the President and the Executive Director. The resignation will take effect no later than the end of the one (1) month notice, or when accepted by the Board if prior to the end of the one (1) month notice.

#### **Removal**

- 6.6 Any Director of the Board will be removed from office for cause upon a two-thirds (2/3) vote of the Board Members present at any Regular or Special Meeting of the Board provided thirty (30) days' Notice of Intent has been duly provided to each Board Member,



## Resolutions proposed for the ASCA 2019 AGM

including the Director so named. Any Director being considered for removal will be invited to provide written or personal representation for the Board to consider prior to a decision being made.

Removal for cause will include, but is not limited to: being convicted of an indictable offence or offence involving the abuse of another person; failure to abide by Association Bylaws, the Oath of Office or Code of Conduct; or acting in a manner deemed detrimental to the Association.

### **Vacancy**

- 6.7 The Board may appoint a Parent from a Member School Council to fill any vacancy on the Board. The Appointed Director will serve up to two (2) years, ending at the conclusion of the AGM at which the original Director's term would have expired.

### ***Duties and Responsibilities***

#### **Duties and Responsibilities of the Board**

- 6.8 The **Board** will:
- a) Abide by the ASCA Bylaws, Oath of Office and Code of Conduct;
  - b) Hire an Executive Director to manage the Association, and set clear expectations for such management;
  - c) Set goals and strategies for the Association;
  - d) Make policies, rules and regulations for governing the Association, its facilities and assets;
  - e) Approve the financial operations and annual budget for the Association, which may include raising, investing or borrowing monies;
  - f) Maintain, protect, sell, dispose of, or mortgage any or all of the assets and properties of the Association;
  - g) Promote membership in the Association;
  - h) Communicate on a regular basis with the Membership and School Council networks;
  - i) Communicate with the Minister of Education;
  - j) Liaise with other education stakeholders;
  - k) Establish committees such as are necessary to carry out its responsibilities.

#### **Duties and Responsibilities of Directors**

##### ***President***

- 6.9 The President supervises the affairs of the Board and will have general knowledge of all activities of the Association. The President will:
- a) Adhere to governance policies detailing the expectations for the President;
  - b) Chair all meetings of the Association and the Board, unless otherwise delegated;
  - c) Act as the official spokesperson for the Association;
  - d) Mentor the Vice President;
  - e) Be an ex-officio member of all Board committees;
  - f) Carry out other duties assigned by the Board.



## Resolutions proposed for the ASCA 2019 AGM

### ***Vice President***

- 6.10 The Vice President will have general knowledge of, and assist the President in, all activities of the Association. The Vice President will:
- a) Adhere to governance policies detailing the expectations for the Vice President;
  - b) Preside at meetings in the absence of the President;
  - c) Represent the Association at events and functions at the request of the President;
  - d) Ensure the duties and responsibilities of the President are fulfilled in the event of absence, resignation, incapacity or extended leave of absence of the President;
  - e) Carry out other duties assigned by the Board.

### ***Directors***

- 6.11 Each Director will contribute to the success of the Board. Each Director will:
- a) Adhere to governance policies detailing the expectations for Directors;
  - b) Assist the President and Vice President as requested;
  - c) Carry out other duties assigned by the Board.

## **ARTICLE 7 FINANCE AND MANAGEMENT**

Financial and physical assets must only be used for, and in pursuit of, the Objects, Mission, Vision, Values and Principles of the Association.

### **Registered Office**

- 7.1 The Registered Office of the Association is located in Edmonton, Alberta. Another place in Alberta may be established at the Annual General Meeting or by resolution of the Board.

### **Fiscal Year End and Auditing**

- 7.2 The fiscal year of the Association ends on June 30 of each year. There must be an audit of the books, accounts and records of the Association at least once each year, performed by an accountant whose qualifications include a professional CPA designation. At each Annual General Meeting of the Association, the Board will present the audited financial statements of the previous year, signed by the Auditor. The Auditor will be reviewed and endorsed by the Membership under recommendation by the Board at least once every four years.

### **Signing Authority and Seal of the Association**

- 7.3 All expenses of the Association authorized out of the operating account shall be paid by cheque or through the use of secure electronic banking practices, approved by two (2) of the following:

President, Vice President, Board-designated Director, Executive Director or delegated senior staff.

The Board must ~~pass a motion~~ annually to name the designated signing authorities. The Board may adopt a seal as the Seal of the Association. The Seal of the Association will only be used by designated signing authorities authorized by the Board. The Seal of the Association will be kept in custody at the Registered Office of the Association.



## Resolutions proposed for the ASCA 2019 AGM

### **Books and Records of the Association**

- 7.4 Subject to the provisions of the Societies Act and other applicable legislation, records, books, register of past and present Members, and minutes of the Association will:
- a) Be maintained at the Registered Office for at least seven (7) years;
  - b) Be available for inspection by a representative of any Voting Member upon reasonable written notice. Written requests for record inspection will be responded to within thirty (30) days;
  - c) Be disposed of at the direction of the Board.

Minutes of all meetings of the Association, Board and committees will be taken. All records of the Association maintained at the Registered Office are open for such inspection by the Members during regular business hours of the Registered Office, except for records that the Board designates as confidential.

### **Remuneration and Reimbursement**

- 7.5 No Director of the Board of the Association will hold a paid position with the Association, nor receive any payment for services provided to the Association. Reasonable expenses incurred while carrying out approved duties of the Association will be reimbursed upon submission of an expense claim form with appropriate receipts.

### **Borrowing Powers and Acquiring Funds**

- 7.6 For the purposes of carrying out its objectives, the Association may borrow, raise or secure funds in manners and amounts determined by the Board. Methods may include:
- a) Issuing debentures, only by resolution of the Board confirmed by a Special Resolution of the Association;
  - b) Mortgaging, selling and disposing of property of the Association;
  - c) Establishing a line of credit;
  - d) Leasing, purchasing or acquiring facilities to house the Association;
  - e) Accepting gifts, donations, donations-in-kind, grants, legacies, bequests and inheritances.

### **Protection and Indemnity of Directors**

- 7.7 For the purpose of carrying out its objectives, the Association will annually review and carry liability insurance as deemed necessary by the Board, or by any of its funders or creditors. No Member is liable for any debt or liability of the Association.

Each Director holds office with protection from the Association. The Association indemnifies each Director against all costs or charges that result from any act done in her/his role for the Association. The Association does not protect any Director for acts of fraud, dishonesty, or bad faith.

No Director is liable for the acts of any other Director or employee. No Director is responsible for any loss or damage due to the bankruptcy, insolvency, or wrongful act of any person, firm or corporation dealing with the Association. No Director is liable for any loss due to an oversight or error in judgment, or by an act in his role for the Association, unless the act is fraud, dishonesty or bad faith.





## Resolutions proposed for the ASCA 2019 AGM

### **ARTICLE 8      AMENDING THE BYLAWS**

The Bylaws of the Association may be amended, or rescinded and replaced, by a Special Resolution as described in the Societies Act.

This will occur at an Annual General Meeting, or a Special General Meeting, provided not less than twenty-one (21) days' notice has been given specifying the intention to propose the Special Resolution, and details of the proposed Special Resolution. The vote must be passed by not less than seventy-five (75) percent of those Voting Members present.

The amended Bylaws take effect after approval of the Special Resolution and acceptance by the Corporate Registry of Alberta.

### **ARTICLE 9      DISSOLVING THE ASSOCIATION**

The Association may be dissolved and the remaining assets donated to an organization with similar purpose and goals, and which qualifies under current Canadian tax legislation.

This will occur at any General Meeting of the Association by Special Resolution as defined and prescribed in the Societies Act provided that not less than sixty (60) days' notice specifying the intention to propose the Special Resolution has been duly given. The vote must be passed by not less than seventy-five (75) percent of those Voting Members present.

The Association does not pay any dividends or distribute its property among its Members.

[LINK to ASCA current Bylaws](#)

DRAFT



# Resolutions proposed for the ASCA 2019 AGM

## Administrative Resolutions

### A19-01 Management of Advocacy Policies

WHEREAS the ASCA Board of Directors believes the Association’s Advocacy Policies should reflect current concerns relating to education in Alberta; and

WHEREAS the ASCA Board of Directors has implemented processes whereby frequent and consistent review for relevancy of Advocacy Policies will occur;

#### THEREFORE, BE IT RESOLVED THAT

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 by the Board, and maintained within a public document for historical reference.

The Board Resolutions Committee recommends policies be **reaffirmed** if the policy is **still relevant to the current education climate as it is presented here**. Housekeeping details are provided such as updates to titles of current ministries, ministerial orders, or pieces of policy accomplished.

### A19-02 Motion to **REAFFIRM**

| Policy   | Rationale        |
|--|------------------|
| <b>08-1 Support for Outreach Schools</b><br>That Alberta Education provide stable and predictable school funding to cover infrastructure and maintenance renewal supports that will enable appropriate facilities for ongoing operations of outreach programs. | Remains relevant |

The Board Resolutions Committee recommends policies be **amended** if the policy is **still relevant to the current education climate, but requires minor changes to keep it relevant**. Rationale is provided such as updates to titles of current ministries, deleting timelines, current terminology, practice or understandings.

### A19-03 Motion to **AMEND** (5 policies in one omnibus motion)

(Proposed **amended** language is underlined; proposed deleted language is struck through.)

| Existing Policy   | Amended Policy  | Rationale   |
|---|---|---|
| <b>85-1 Children in Isolated Areas (1989, 93, 2009)</b><br>That <del>the provincial government</del> continue to provide adequate assistance for education of children in isolated areas. | <b>85-1 Children in Isolated Areas (1989, 93, 2009)</b><br>That <u>Alberta Education</u> continue to provide adequate assistance for education of children in isolated areas. | ASCA advocates directly to AB Education, not the provincial government as whole. And, “adequate assistance for education” is the responsibility of Alberta Education. |



## Resolutions proposed for the ASCA 2019 AGM

| Existing Policy  | Amended Policy   | Rationale  |
|--|--|--|
| <p><b>93-2 Education of Special Needs Students (2006)</b><br/>That the ASCA believes inclusion of special needs students will occur and that required support services will be provided to accommodate inclusion during the preparation of a students' IPP. The IPP should provide for the best solution for the student needs, based on consideration of all possibilities and constraints.</p> | <p><b>93-2 Education of Special Needs Students (2006)</b><br/>That the ASCA believes inclusion of special needs students will <u>continue to occur</u> and that required support services will <u>continue to be provided</u> to accommodate inclusion during the preparation of a students' IPP. The IPP should provide for the best solution for the student needs, based on consideration of all possibilities and constraints.</p> | <p>In 1993, the inclusion of special needs students in classrooms was not as common, or expected, as it is today. Inclusion is occurring, and will likely continue to occur; however keeping the subject and conversation as a priority is beneficial as inclusion is far from perfect at this time.</p>   |
| <p><b>2-14 <del>Teaching Quality Standards and Evaluation (2006,2014)</del></b><br/>That the Minister of Education work in transparency with education partners to ensure that Teaching Quality Standards are being met consistently.</p>  | <p><b>2-14 <u>Professional Practice Standards and Evaluation (2006,2014)</u></b><br/>That the Minister of Education work in transparency with education partners to ensure that Teaching Quality Standards, <u>Leadership Quality Standards, and Superintendent Leadership Quality Standards</u> are being met consistently.</p>   | <p>These three Ministerial Orders signed in February 2018 are known collectively as "Professional Practice Standards". They include specific expectations making all teaching professionals accountable for their applicable standard to the Minister, not just teachers.</p>  |
| <p><b>8-5 Personal Counselling Services (revised 2014)</b><br/>All students in the province should have guaranteed access to distinct qualified career, educational and <del>personal</del> counselling services thereby increasing all students' ability to learn and succeed.</p>  | <p><b>08-5 Personal Counselling Services (revised 2014)</b><br/>All students in the province should have guaranteed access to distinct qualified career, educational and <u>mental health</u> counselling services thereby increasing all students' ability to learn and succeed.</p>  | <p>Whereas it is possible the sponsor of the resolution in 2008 intended 'personal' to mean and/or include 'mental health', the stigma attached to such terminology at that time may have prevented it from being used and/or accepted. It's different today; increasing recognition of the need for student access to qualified mental health support, from all sectors of society.</p> |
| <p><b>10-4 Sustainable Program Funding</b><br/>That Alberta Education, in cooperation with school boards, work to implement a process that provides more sustainable <del>and equitable program funding options for all schools by the 2013/2014 school year.</del></p>  | <p><b>10-4 Sustainable Program Funding</b><br/>That Alberta Education, in cooperation with school boards, work to implement a process that provides more sustainable, <u>predictable and adequate funding.</u></p>   | <p>The original resolution was time-specific, and that time has passed. By deleting the reference to a specific school year, and adding language used commonly by other education partners (such as ASBA), the Advocacy Policy becomes something the Association can continue to advance.</p>  |



## Resolutions proposed for the ASCA 2019 AGM

The Board Resolutions committee recommends policies be **rescinded** if the policy is **no longer actionable or relevant to the current education climate**.

### A19-04 Motion to **RESCIND** (6 policies in one omnibus motion)

| Existing Policy  | Rationale  |
|--|--|
| <p><b>04-6 Accommodations on Provincial Achievement Tests</b><br/>That Alberta Education immediately modify the Provincial Achievement Test Accommodations Regulations to allow students who do not currently qualify for Alberta Education coding but who have had modifications and adaptations to instructional and assessment strategies during the academic year, access to appropriate accommodations on the Provincial Achievement Tests.</p>   | <p>Concept captured in more recent Advocacy Policy:<br/><b>16-2 Accessibility of Provincial Assessments</b><br/>That Alberta Education make provincial assessments accessible to all students by providing assistive resources and technology including visual, and other accommodations to meet the identified needs of the student so the student can fully participate in Provincial assessments.</p>   |
| <p><b>07-1 Front License Plate on Vehicles</b><br/>That ASCA actively lobby the provincial government Ministry(ies) responsible to instate a requirement to display front license plates on all vehicles registered in the province of Alberta.</p>  | <p>Not actionable; no direct link to improving student learning.</p>   |
| <p><b>10-5 Funding for Pre-school Screening</b><br/>That pre-school age screening programs provided for children by Alberta Health and Wellness and/or Alberta Education remain available to families throughout Alberta and further that the continuity of this funding does not result in reduced funding in other currently funded areas of education.</p>  | <p>Concept captured in 2018 Advocacy Resolution:<br/><b>18-03A Supports for Learning Success of all Students: Early Screening</b><br/>That the Alberta School Councils' Association advocate to the Ministry of Education for mandatory early screening for learning and developmental challenges so that children will be identified earlier in their educational journey, receive the needed supports and resources and experience success from the beginning.</p> |
| <p><b>10-9 Common Provincial Kindergarten Entry Age (2017)</b><br/>That Alberta Education legislate a common kindergarten entry age cut-off date for all school authorities in Alberta for parents who choose to have their children attend kindergarten.</p>  | <p>Achieved.<br/>The School Amendment Act, 2017 (formerly Bill 28), received Royal Assent on December 15, 2017, establishing a common age of entry to Kindergarten of five (5) years of age by December 31 (effective in the 2020/2021 school year).</p>   |
| <p><b>12-1 Single Enrollment Birth Date across the Province of Alberta (2017)</b><br/>That Alberta Education institute a province wide single entry birth date for students.</p>   | <p>Achieved.<br/>The School Amendment Act, 2017 (formerly Bill 28), received Royal Assent on December 15, 2017, establishing a common age of entry to Kindergarten of five (5) years of age by December 31 (effective in the 2020/2021 school year).</p>   |
| <p><b>13-6 Raising Responsible Citizens</b><br/>That Alberta School Councils' Association connect with the different government Ministries associated with children to explore the issue of responsibility and advocate for common strategies for the development of responsibility in youth.<br/>That Alberta School Councils' Association take an active role in the development of a program to educate parents on strategies that can be used to develop responsibility in children.</p> | <p>Potentially beyond the mandate and expertise of ASCA. Should an invitation to participate in the development of a program to educate parents...be extended to ASCA, we would potentially participate – resources permitting.</p>  |



## Resolutions proposed for the ASCA 2019 AGM

### ***Omnibus Resolution (12 Proposed Advocacy Resolutions in one Omnibus Resolution)***

OR19-01

| Number   | Title   | Sponsor                 | Request(s)   |
|--|---|-------------------------|--|
| P19-01   | Funding for Appropriate Physical and Facility Environments to Support Daily Physical Activity Policy Expectations | ASCA Board of Directors | <b>We request</b> that Alberta Education ensure all Alberta students have access to an appropriate physical and facility environment that supports the expectations of the Daily Physical Activity Policy by providing additional funding where needed to upgrade existing school facilities, and by ensuring that all new school builds have dedicated, adequately sized and equipped space, to meet these expectations, and respond to the Common Vision call to action. |
| <p><b>Background/Resources:</b><br/> <i>WHEREAS</i> Alberta Education is committed to helping students develop positive daily physical activity habits and recognizes the contribution of teachers, schools and school authorities in implementing the Daily Physical Activity initiative;<br/> <i>WHEREAS</i> schools have the responsibility of creating and nurturing a learning environment for students that supports the development of the lifelong habit of daily physical activity and that supports healthy lifestyles;<br/> <i>WHEREAS</i> the goal of Daily Physical Activity (DPA) is to increase students' physical activity levels and is based on the belief that healthy students are better able to learn and that school communities provide supportive environments for students to develop positive habits needed for a healthy, active lifestyle;<br/> <i>WHEREAS</i> daily physical activities should: vary in form and intensity; take into account each student's ability; consider resources available within the school and the larger community; and allow for student choice;<br/> <i>WHEREAS</i> the first-ever call to action of its kind in Canada - a Common Vision for Increasing Physical Activity and Reducing Sedentary Living in Canada: Let's Get Moving – identifies Spaces and Places as one of its six Areas of Focus for collaborative action;</p> <p><b>References:</b><br/>           Alberta Education: <a href="https://education.alberta.ca/daily-physical-activity-dpa-initiative/program-supports/">https://education.alberta.ca/daily-physical-activity-dpa-initiative/program-supports/</a><br/>           Government of Canada: <a href="https://www.canada.ca/en/public-health/services/publications/healthy-living/lets-get-moving.html">https://www.canada.ca/en/public-health/services/publications/healthy-living/lets-get-moving.html</a></p> |   |                         |  |
| Number   | Title   | Sponsor                 | Request(s)   |
| P19-02   | Preservation of Locally Elected Boards of Trustees  | ASCA Board of Directors | <b>We request</b> that the Minister of Education and the Minister of Alberta Municipal Affairs ensure the value and integrity of locally elected school boards are preserved by maintaining that boards of trustees continue to be recognized as elected authorities in the <i>Local Authorities Elections Act</i> for the Province of Alberta.  |
| <p><b>Background/Resources:</b><br/> <i>WHEREAS</i> the <i>Local Authorities Election Act</i> for the Province of Alberta recognizes a board of trustees under the <i>School Act</i> to be an “elected authority”;</p>   |   |                         |  |



## Resolutions proposed for the ASCA 2019 AGM

*WHEREAS* some locally elected school boards in Alberta (i.e.: Calgary Board of Education, Calgary Catholic School District, Edmonton Public: 1885; Edmonton Catholic School District: 1888) have been in existence longer than the province itself (1905);

*WHEREAS* the results of the Member Engagement Activity conducted during the 2018 Alberta School Councils' Association (ASCA) Annual General Meeting revealed that a majority of ASCA Member School Councils see the value in locally elected school boards continuing to act in the same capacity;

*WHEREAS* ASCA Member School Councils believe that by staying unified and continuing to work together with other organizations and partners, and providing the essential local representation, locally elected school boards will continue to provide the necessary support, connection and communication in education, for the betterment of all Alberta students;

### References:

Alberta School Councils' Association:

<https://www.albertaschoolcouncils.ca/public/download/documents/52080>

Province of Alberta:

<http://www.qp.alberta.ca/documents/Acts/L21.pdf>

School Districts:

CBE: <https://www.glenbow.org/collections/search/findingAids/archhtm/cbe.cfm>

CCSD: <https://www.cssd.ab.ca/AboutUs/History/Pages/default.aspx>

EPSB: <http://archivesmuseum.epsb.ca/historicalnotes/>

ECSB: [https://www.ecsd.net/AboutUs/catholic-identity/history\\_of\\_catholic\\_education/Pages/Default.aspx](https://www.ecsd.net/AboutUs/catholic-identity/history_of_catholic_education/Pages/Default.aspx)

| Number        | Title  | Sponsor                 | Request(s)  |
|---------------|--|-------------------------|---|
| <b>P19-03</b> | Increased Dedicated Funding for Accredited Mental Health Professionals | ASCA Board of Directors | <i>We request</i> that Alberta Education increase dedicated funding for accredited mental health professionals to be available in schools to best meet students' mental health needs in a timely and accessible manner. |

### Background/Resources:

School council members have expressed greater concerns in recent years - at ASCA Conferences, at local gatherings, as well as at school council tables – that existing mental health resources are not meeting the needs of our students. Across Alberta, there are examples of mental health worker caseloads being very high for schools fortunate enough to have access for their students, as well as examples of rural schools having very scarce access to resources.

The World Health Organization defines mental health as “a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to communicate to his or her own community.”

The Public Health Agency of Canada describes “mental health is the capacity of each and all of us to feel, think and act in ways that enhance our ability to enjoy life and deal with the challenges we face”.

It is estimated that only one in five children and youth who need mental health services receives them.

### Disturbing Statistics:

- It is estimated that 10-20% of Canadian youth are affected by a mental illness or disorder – the single most disabling group of disorders worldwide.
- Today, approximately 5% of male youth and 12% of female youth, age 12 to 19, have experienced a major depressive episode.
- The total number of 12-19 year olds in Canada at risk for developing depression is a staggering 3.2 million.
- Once depression is recognized, help can make a difference for 80% of people who are affected, allowing them to get back to their regular activities.





## Resolutions proposed for the ASCA 2019 AGM

- Mental illness is increasingly threatening the lives of our children; with Canada’s youth suicide rate the third highest in the industrialized world.
- Suicide is among the leading causes of death in 15-24 year old Canadians, second only to accidents; 4,000 people die prematurely each year by suicide.
- Schizophrenia is youth’s greatest disabler as it strikes most often in the 16 to 30 year age group, affecting an estimated one person in 100.
- Surpassed only by injuries, mental disorders in youth are ranked as the second highest hospital care expenditure in Canada.
- In Canada, only 1 out of 5 children who need mental health services receives them.

*WHEREAS* mental health has become a key challenge in all Alberta classrooms;

*WHEREAS* Alberta Education states: “current research clearly identifies the importance of mental health to learning, as well as, to students’ social and emotional development. Students who experience positive mental health are resilient and better able to learn, achieve success and build healthy relationships. Given the important relationship between positive mental health and academic success, schools have an important role in nurturing students’ positive mental health and well-being”;

*WHEREAS* teaching professionals cannot be expected to be mental health experts;

*WHEREAS* Alberta School Boards Association, at their 2018 Fall General Meeting, passed a policy (position) statement asking that dedicated funding for accredited mental health professionals available in schools be increased to best meet students’ mental health needs in a timely and accessible manner for all Alberta students through cross-ministerial collaboration between Ministries of Education, Health and Infrastructure;

### References:

World Health Organization

[https://www.who.int/features/factfiles/mental\\_health/en/](https://www.who.int/features/factfiles/mental_health/en/)

Public Health Agency of Canada

<https://www.canada.ca/en/public-health/services/health-promotion/mental-health/mental-health-promotion.html>

Canadian Mental Health Association

<https://cmha.ca/about-cmha/fast-facts-about-mental-illness#.WloRkrYrLZs>

Alberta Education

[https://education.alberta.ca/media/3576206/working\\_together\\_to\\_support\\_mental\\_health.pdf](https://education.alberta.ca/media/3576206/working_together_to_support_mental_health.pdf)

| Number        | Title  | Sponsor                 | Request(s)   |
|---------------|--|-------------------------|--|
| <b>P19-04</b> | Education Assistant Quality Standards (EAQS) | ASCA Board of Directors | <b>We request</b> that Alberta Education develop Education Assistant Quality Standards (EAQS). |

### Background/Resources:

Alberta Education states: The foundation for Alberta’s excellent education system is built on the talent, the skill and the ongoing commitment to learning demonstrated by teachers, school leaders, school jurisdiction leaders and superintendents who work every day to help students succeed. Since 1997, the professional practice of all Alberta teachers has been guided by the *Teaching Quality Standard (TQS)*, holding teachers accountable to the profession and to the Minister. Together with education stakeholders, Alberta Education has revised and updated the TQS to describe contemporary competencies for our teachers. As well, for the first time in Alberta, a *Leadership Quality Standard (LQS)* will describe the competencies expected of school leaders and school jurisdiction leaders, while a *Superintendent Leadership Quality Standard (SLQS)* will define the competencies expected of Alberta school superintendents. These three standards were signed as Ministerial Orders in February 2018, making all teaching professionals accountable for their applicable standard to the Minister. The new standards will come into effect on **September 1, 2019**.



## Resolutions proposed for the ASCA 2019 AGM

The important position of Educational Assistant (EA) has not been included in the requirement to have professional practice standards.

*WHEREAS* Educational Assistants work directly with students each day alongside teachers;

*WHEREAS* teachers working directly with students have been subject to professional standards since Ministerial Order (#016/97), Educational Assistants have been excluded from a similar requirement;

*WHEREAS* many Educational Assistants work directly with our most vulnerable students;

*WHEREAS* parents have a strong will to ensure all Alberta students have access to quality learning experiences;

*WHEREAS* students, parents and other partners in education should be confident that all of Alberta Educational Assistants are adhering to specific standards throughout their careers;

*WHEREAS* the value of consistent standards of professional practice has been recognized for Alberta’s teachers, school leaders, and superintendents by Albertans; therefore it should also be as important to recognize the value of a consistent standard of professional practice for all Educational Assistants in the province;

*WHEREAS* professional standards would guide Educational Assistant preparation programs, provide consistent expectations, the foundation for Educational Assistant growth planning and contribute to effective supervision and evaluation of Educational Assistant professional practice;

*WHEREAS* Alberta Education states: “setting uniform expectations ... help to support the excellent teaching and leadership in Alberta schools” Educational Assistants also play a key part in education delivery;

### References:

Alberta Education

<https://education.alberta.ca/professional-practice-standards/new-professional-standards/?searchMode=3>

| Number | Title   | Sponsor                 | Request(s)   |
|--------|---|-------------------------|--|
| P19-05 | Policies and Regulations for use of Seclusion Rooms | ASCA Board of Directors | <p><b><i>We request</i></b> that Alberta Education, in collaboration with all relevant stakeholders, establish clear policies and regulations ensuring the proper design, structure and use of Seclusion Rooms in any Alberta school.</p> <p><b><i>We further request</i></b> that Alberta Education, in collaboration with all relevant stakeholders, establish clear policies and regulations with respect to training teaching professionals in the use of Seclusion Rooms in any Alberta school.</p> <p><b><i>We further request</i></b> that Alberta Education, in collaboration with all relevant stakeholders, establish clear and concise language in these policies and regulations ensuring serious and meaningful accountability measures for any improper design, structure or use by any teaching professional, of Seclusion Rooms in any Alberta school.</p> |

### Background/Resources:

Alberta School Councils’ Association (ASCA) Member School Councils, and parents/citizens of Alberta have clearly stated a need for Provincial regulated standards related to the use of Seclusion Rooms, also known as Time Out Rooms, Isolation Rooms and several other terms.



## Resolutions proposed for the ASCA 2019 AGM

Member School Councils and others have also indicated that there is a definite lack of transparency, accountability, and parent involvement in regard to the use of Seclusion Rooms.

*WHEREAS* a Provincial policy, regulation or standard respecting the design, structure or use of Seclusion Rooms has not yet been developed;

*WHEREAS* regulated training for teaching professionals in the expectation of possible use of Seclusion Rooms is not required;

*WHEREAS* a lack of accountability for those teaching professionals who misuse Seclusion Rooms currently exists;

**Resources:**

ASCA Survey on Isolation Rooms in Schools – December 2018 Results

<https://www.albertaschoolcouncils.ca/public/download/documents/59036>

Inclusion Alberta Survey Article

<https://www.cbc.ca/news/canada/edmonton/seclusion-room-survey-school-1.4857945>

Guest Trish Bowman, CEO of Inclusion Alberta

<https://omny.fm/shows/danielle-smith/more-on-seclusion-rooms-being-used-in-alberta-scho>

| Number | Title   | Sponsor                 | Request(s)   |
|--------|---|-------------------------|--|
| P19-06 | Funding for Mandatory Entry Level Training (MELT) Program | ASCA Board of Directors | <b>We request</b> that Alberta Education works with the Ministry of Labour to provide funding assistance in 2019 and subsequent years for individuals requiring Mandatory Entry Level Training (MELT) certification in order to become, or remain, employed as school bus drivers. |

**Background/Resources:**

School bus drivers are required to hold a Class 2 licence.

Starting March 1, 2019, drivers seeking a Class 2 (bus) licence are required to complete Mandatory Entry Level Training (MELT) in order to obtain their Class 2 licence.

- Training includes a government-mandated number of training hours (53.5) in-class, in-yard and in-vehicle.
- Standardized curriculums must be taught at all licenced Alberta driving schools.
- Knowledge and road tests for Class 2 drivers will be expanded to include the new curriculum.

Any driver who obtained a Class 2 licence between October 10, 2018 and March 1, 2019, will be required to retake the new enhanced knowledge and road test, prior to March 2020. This is to ensure all new drivers meet the new standards. Drivers licensed prior to October 10, 2018 are not required to be MELT certified.

The cost to become certified through the new MELT program is, at this time, the responsibility of an individual. It may also be covered by a school district, using existing funds; additional funding has not been provided by Alberta Education or any other Ministry.

*WHEREAS* the safety of Alberta’s students traveling to and from school on school buses is of utmost importance;

*WHEREAS* having appropriately trained and qualified school bus operators to transport Alberta’s students is equally as important;

*WHEREAS* having legislation regulating the operators of school buses is important to parents;

*WHEREAS* there are currently shortages of school bus drivers and substitute school bus drivers, and it is anticipated the shortage will become a larger issue due to financial barriers associated with the required MELT certification;



## Resolutions proposed for the ASCA 2019 AGM

*WHEREAS* the Ministry of Labour has committed grant funding enabling Albertans to acquire new skills and employment in a variety of industries;

Alberta Government – Ministry of Transportation  
<https://www.alberta.ca/commercial-driver-training.aspx>

| Number        | Title                          | Sponsor                         | Request(s)  |
|---------------|--------------------------------|---------------------------------|---|
| <b>P19-08</b> | Maximum Ride Times for Bussing | Thorhild Central School Council | <p><b>We request</b> that Alberta Education restrict bus ride times to a maximum of 60 minutes one way;</p> <p><b>We further request</b> that Alberta Education provide additional funding to support extra busses and drivers.</p> |

**Background/Resources:**

*Because* later pickup times and earlier home times allow students to do homework, chores, or extra activities, etc.;

*Because* all rural areas are facing this problem;

| Number        | Title  | Sponsor   | Request(s)  |
|---------------|--|---|---|
| <b>P19-09</b> | Change to Funding Model for Schools with Low Student Populations | Bawlf School Council, co-sponsored by Central High Sedgewick Public School Council, Round Hill School Council, Ryley School Council and Sparling School Council | <p><b>We request that</b> Alberta Education add an additional component to the Equity of Opportunity grant, which addresses facility and infrastructure operating costs that are not changed by student population.</p> <p><b>We further request that</b> this additional component be calculated to ensure basic essential services and repairs can be made at every school site, regardless of the number of students, to ensure that all students, regardless of where they live or how many students attend their school, have a quality environment to support their learning.</p> |

**Background/Resources:**

*Because* all children deserve a quality education, provided in a quality learning environment, regardless of how many students are in their school;

*Because* all schools must cover basic costs for essential services, regardless of student numbers;

*Because* all schools are experiencing increased costs that are beyond their control, due to higher operational expenses for items such as utilities and infrastructure repairs, as well as salaries for such positions as school librarians or administrative assistants;

*Because* current funding models are based on student population but there are significant number of schools, most particularly in rural areas, where student populations are declining;

*Because* it costs the same to heat a room or fix a roof, or pay a school librarian (for example) whether there are 15 students in a classroom or 25 and, as a result, the current population-based funding model does not meet the needs of small schools;



## Resolutions proposed for the ASCA 2019 AGM

*Because* there are several important ASCA policies which speak to balancing funding for the education of children in all areas of the province and we encourage the continued promotion of these valued concepts, but note that all of these polices are based on per student funding allocations and so are limited in their effectiveness for addressing facility and infrastructure issues of schools;

*Because* an Equity of Opportunity program exists within the Alberta Education funding model, which supports isolated, rural or low density school communities by increasing the per student allocation, but does not address the facility and infrastructure aspects of ensuring all students and staff have a safe and caring environment in which to learn and work by providing support for those aspects that is not based on student population;

*(For additional information on the Equity of Opportunity grant, please see the 2018/19 Alberta Education Handbook - Funding Rates under B. Additional Funding for Differential Factors:*

<https://education.alberta.ca/media/3739782/2018-19-funding-manual.pdf>

| Number        | Title  | Sponsor   | Request(s)  |
|---------------|--|---|---|
| <b>P19-10</b> | Guaranteed In-school Access to Mental Health Programs and Counselling for Students | Bawlf School Council, co-sponsored by Central High Sedgewick Public School Council, Round Hill School Council, Ryley School Council and Sparling School Council | <b><i>We request that</i></b> Alberta Education guarantee all students in the province have access to distinct, qualified mental health programs and professional mental health counselling services, as well as educational and career counselling, within their schools, thereby increasing students' wellness and their ability to learn and succeed.<br><br><b><i>We also request that</i></b> if this resolution is accepted, Policy 08-05 be rescinded, as its intent is captured within this proposal. |

### Background/Resources:

*Because* mental health issues among children and young people are increasing at an alarming rate;

*Because* access to community-based mental health services is challenging for many families due to work schedules, wait lists, lack of availability and stigma;

*Because* students must be mentally well in order to learn and succeed;

*Because* we acknowledge the continued importance of ASCA Policy 99-27, which speaks to Teacher Preparation, and encourage its promotion as a companion to this resolution;

*Because* complexities in the classroom and increasing concerns about student wellbeing mean that teacher preparation is critical, but only one piece of the solution;

*Because* students often need mental health support that is beyond what teachers can provide;

### References: ASCA Advocacy Policies

#### **99-27 Teacher Preparation to Involve Families (2007 revised 2014)**

Provincial education partners including the Faculties of Education must ensure that all of Alberta's pre-service and beginning teachers have the knowledge, skills, and attitudes needed to build effective partnerships with families and communities to promote children's school success.

Teacher preparation programs should include a comprehensive framework for family involvement which focuses on the following content areas: (1) general family involvement, (2) general family knowledge, (3) home-school communication, (4) family involvement learning activities, (5) families supporting schools, (6) schools supporting families, and (7) families as change agents. (8)

In addition to these content areas more direct experiences with families and communities should also be included in this comprehensive framework for family involvement. (*Shartrand et al., 1997. New skills for new*



## Resolutions proposed for the ASCA 2019 AGM

*schools: Preparing teachers in family involvement, Harvard Family Research Project, Harvard Graduate School of Education, Cambridge, MA.)*

Provincial partner associations and regional consortia should ensure that professional development opportunities which reflect this comprehensive framework for family involvement be provided to enable practicing teachers to develop or enhance their family involvement practices to promote student success. Teachers at all stages of practice can recognize that family involvement in children's learning is a key focus area through their individual professional development growth plans.

### **08-5 Personal Counselling Services (revised 2014)**

All students in the province should have guaranteed access to distinct qualified career, educational and personal counselling services thereby increasing all students' ability to learn and succeed.

| Number        | Title                      | Sponsor                                       | Request(s)  |
|---------------|----------------------------|---|---|
| <b>P19-13</b> | Student Education Advocate | École Leo Nickerson Elementary School Council | <p><b>We request</b> that Alberta Education create an independent office to help identify systemic barriers that students and their parents/guardians are encountering, thereby helping to improve our education system for all learners.</p> <p><b>We further request</b> that the Student Education Advocate advise students and their parents/guardians on available resources and courses of action that can be taken in order for students to receive the supports needed to be successful learners.</p> |

#### **Background/Resources:**

*Because* currently there exists an Alberta Health Advocate, a Child and Youth Advocate Office, Office of the Seniors Advocate and the newly created advocate for persons with disabilities. All these offices or advocates have a mandate to assist families by providing referral to supports, concern resolution support and provide education about individual rights and responsibilities to enhance well-being and quality of life;

*Because* an office or advocate does not exist to help students and their parents/guardians advocate nor navigate within the education system;

*Because* Alberta's education system is multi layered and complex, many students and their parents/guardians do not know or understand their rights and responsibilities in regards to the *School Act*;

*Because* a unifying body does not exist to enhance or facilitate cross-ministry collaboration;

*Because* a liaison does not exist to navigate between ECS-Grade 12 and higher education systems or assist students over the age of 16, but living independently;

#### **Resources:**

<https://www.albertahealthadvocates.ca/Pages/default.aspx> <http://www.ocya.alberta.ca/>

<https://seniorsadvocateab.ca/> <https://www.alberta.ca/advocate-persons-disabilities.aspx>

| Number        | Title                                   | Sponsor                                       | Request(s)   |
|---------------|---|---|--|
| <b>P19-14</b> | Regional Collaborative Service Delivery | École Leo Nickerson Elementary School Council | <p><b>We request</b> that Alberta Education make publicly available current, clear and transparent information and reporting on this initiative.</p> <p><b>We further request</b> that Alberta Education include parents/guardians and other stakeholders on regional RCSD committees.</p> |





## Resolutions proposed for the ASCA 2019 AGM

|  |  |  | <b>We further request</b> that Alberta Education ensure parents/guardians and other stakeholders are included in regional RCSD decisions and allocations.  |
|--|--|--|--|
| <p><b>Background/Resources:</b><br/> <i>Because</i> Regional Collaborative Service Delivery (RCSD) is a cross-Ministry initiative of the ministries of Education, Health, Children’s Services and Community and Social Services to address the needs of students with complex learning needs;<br/> <i>Because</i> there is no publicly available information or reporting on the initiative since 2014-15;<br/> <i>Because</i> parents/guardians throughout the province are important contributors to any learning team and are valuable in identifying gaps or overlap in regional resources and supports for students with complex needs;</p> <p><b>Resources:</b><br/> <a href="https://education.alberta.ca/regional-collaborative-service-delivery/?searchMode=3">https://education.alberta.ca/regional-collaborative-service-delivery/?searchMode=3</a></p> |  |  |  |
| Number   | Title  | Sponsor  | Request(s)   |
| P19-20   | Identification of, and Penalties for, Traffic Violations around School Buses | George P. Vanier School Council, co-sponsored by École Routhier School Council | <b>We request</b> that Alberta Education work with the ministries of Justice and Transportation to implement reliable methods of identifying and prosecuting motorists who disregard the laws related to school bus red flashing lights on our roads and highways, and applying substantial fines and penalties to those found guilty. |
| <p><b>Background/Resources:</b><br/> <i>Because</i> many motorists in Alberta disregard the red flashing lights on school buses, placing the lives of our students in great jeopardy;<br/> <i>Because</i> PEI recently passed legislation for those failing to stop for busses with red lights flashing, including 12 demerit points, driver’s license suspension for 3 months and a \$5000.00 fine;<br/> <i>Because</i> the Alberta School Boards Association recently passed a motion advocating that all school buses be outfitted with external cameras, and additional funding be provided to do so;</p>  |  |  |  |



## Resolutions proposed for the ASCA 2019 AGM

### ***Proposed Advocacy Resolutions – Stand Alone:***

**P19-07**

#### **Ongoing Funding for Math Enrichment through the Canadian Mathematical Society**

Sponsored by: Gilbert Paterson Middle School Council

Contact: Joy Morris via email at [joy.morris@uleth.ca](mailto:joy.morris@uleth.ca)

#### ***Background/Overview***

*Because* in 2017, the Alberta government provided \$5,000 to the Canadian Math Society (CMS) to assist with the costs of mathematical enrichment opportunities (described below) that the CMS provides for Alberta students on an ongoing basis. In late December, the Alberta government renewed this level of funding for 2018. Funding of \$5,000/year covers a small proportion of the costs of providing the educational and enrichment opportunities outlined below, for Alberta students. Many of the other provinces provide a similar level of funding. To help assure the CMS' ongoing ability to provide these opportunities, it would be extremely helpful if the funding were predictable and reliable;

*Because* the CMS provides a number of educational opportunities for students in Alberta (and across the country). Funding from Alberta supports math camps, national and international competitions, and educational resources for Alberta students (further described below);

*Because* each year the CMS provides support for one of the Alberta universities to host a regional residential "math camp" for students in grades 7-10, with hands-on activities in computer programming, mathematics, and engineering that highlight the role math plays in everyday life. These camps alternate between Calgary (in odd years) and Edmonton (in even years), with participation by students from across the province;

*Because* the CMS sets, coordinates, and grades the "Canadian Open Math Challenge" each year. Approximately 350 students from Alberta high schools typically write this competition. The top students are invited to compete in the "Canadian Mathematical Olympiad", also set and run by the CMS. These competitions encourage the building and development of problem-solving skills in our students;

*Because* top students from the Canadian Mathematical Olympiad are invited by the CMS to join "Math Team Canada". This group of six students (in 2017, one was from Alberta) is funded by the CMS for a two-week intensive training camp in problem solving (including training, travel, and accommodation costs) that takes place either at the Banff International Research Station, or at the University of Waterloo (depending on the year). They are then funded (with adult support personnel) to travel to whichever country is hosting the "International Mathematical Olympiad" (IMO) and to participate in that event. In 2017, the Alberta student won a bronze medal at the IMO;

*Because* the CMS website provides a variety of educational resources. Beginning in January 2019, the math problem journal "CRUX Mathematicorum" became freely available online through the CMS website. Designed primarily for the secondary and undergraduate levels, and also containing some pre-secondary material, it has been referred to as "the best problem solving journal in the world". All the problems and solutions are fully peer-reviewed for clarity, completeness and rigour by academic and professional mathematicians;

***We request*** that the Alberta Ministry of Education continue to provide at least \$5,000/year support for the Canadian Mathematical Society's math education activities for Alberta students, on an ongoing basis.



## Resolutions proposed for the ASCA 2019 AGM

**P19-11**

### **Communicating Information Regarding Presentations within the School**

Sponsor: Raymond High School

Contact: Tammy Hill at [tjhill4@hotmail.com](mailto:tjhill4@hotmail.com)

#### ***Background / overview:***

In the Alberta Bill of Rights, it states under the Recognition and Declaration of Rights and Freedoms:

1 It is hereby recognized and declared that in Alberta there exist without discrimination by reason of race, national origin, colour, religion, sexual orientation, sex, gender identity or gender expression, the following human rights and fundamental freedoms, namely:

**(g) the right of parents to make informed decisions respecting the education of their children.**

<http://www.qp.alberta.ca/documents/Acts/A14.pdf>

The Family Law Act sec. 21 states that parents have the legal right to the following:

(5)(a) -To nurture the child's physical, psychological and emotional development and to guide the child towards independent adulthood;

(a) upbringing and heritage.

(6)(i) to receive and respond to any notice that a parent or guardian is entitled or required by law to receive;

(6)(l) to receive from third parties health, education or other information that may significantly affect the child;

<http://www.qp.alberta.ca/documents/Acts/F04P5.pdf>

*Because* organizations and individuals can present material on a variety of subjects;

*Because* it is best for parents/guardians to be aware of what is being taught to their child/ren;

*Because* parents/guardians have a variety of perspectives on information given to students and what is deemed appropriate;

**We request** that communication always be made to parents/guardians regarding who is coming into the school, what is being presented, and when and where it is taking place.

**We further request** parents/guardians should also have the option to attend all presentations.



# Resolutions proposed for the ASCA 2019 AGM

**P19-12**

## **General Permission Form for Students Participating in GSA Activities off School Property**

Sponsor: Raymond High School Council

Contact: Tammy Hill at [tjhill5@hotmail.com](mailto:tjhill5@hotmail.com)

### ***Background / overview:***

In the Alberta Bill of Rights, it states under the Recognition and Declaration of Rights and Freedoms:

1 It is hereby recognized and declared that in Alberta there exist without discrimination by reason of race, national origin, colour, religion, sexual orientation, sex, gender identity or gender expression, the following human rights and fundamental freedoms, namely:

**(g) the right of parents to make informed decisions respecting the education of their children.**

<http://www.qp.alberta.ca/documents/Acts/A14.pdf>

The Family Law Act sec. 21 states that parents have the legal right to the following:

(5)(a) -To nurture the child’s physical, psychological and emotional development and to guide the child towards independent adulthood;

**(6)(c) - To make decisions about the child’s education, including the nature, extent and place of education and any participation in extracurricular school activities;**

(6)(d) -To make decisions regarding the child’s cultural, linguistic, religious and spiritual upbringing and heritage.

(6)(h) to grant or refuse consent where consent of a parent or guardian is required by law in any application, approval, action, proceeding or other matter;

(6)(i) to receive and respond to any notice that a parent or guardian is entitled or required by law to receive;

(6)(l) to receive from third parties health, education or other information that may significantly affect the child;

<http://www.qp.alberta.ca/documents/Acts/F04P5.pdf>

*Because* the School Act can work with the Alberta Bill of Rights and the Family Act in maintaining the rights and freedoms of children and parents/guardians;

*Because* parents/guardians have the right to make decisions regarding their children’s education and extra-curricular activities;

*Because* all parents/guardians have the right to be notified if their child is being taken off school property at any time;

**We request** that school districts be required to seek permission from all parents/guardians at the beginning of each school year for a student to attend Gay Straight Alliance (GSA) activities off school property.

The following is a simple example of how this could be accomplished:

If my child chooses to join the school GSA,

\_\_\_\_\_ I give my child permission to attend GSA activities off school property.

\_\_\_\_\_ I do not give permission for my child to attend GSA activities off school property.

\_\_\_\_\_  
Signature of Parent/Guardian



## Resolutions proposed for the ASCA 2019 AGM

**P19-15**

### **Student Record Regulation**

Sponsored by: École Leo Nickerson Elementary School Council

Contact: Kristi Rouse via email at [thehouserouse@gmail.com](mailto:thehouserouse@gmail.com)

#### ***Background / overview:***

*Because* the School Act's Student Record Regulation identifies information that forms a student's record;

*Because* the Regulation is silent on handling of all other information that is not placed on a student's record;

**We request** that Alberta Education amend Student Record Regulation explicitly directing that all information not included on a student record is: 1) properly categorized as either official or transitory; and 2) retained in accordance with the *Freedom of Information and Protection of Privacy Act* (FOIP Act).

#### **Resources:**

[http://www.qp.alberta.ca/documents/Regs/2018\\_166.pdf](http://www.qp.alberta.ca/documents/Regs/2018_166.pdf)

<https://www.alberta.ca/assets/documents/IM-Transitory-Records-Guide.pdf>

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## Resolutions proposed for the ASCA 2019 AGM

**P19-16**

### **Playground Supervisor Ratios, Identification and Communication**

Sponsored by: École Leo Nickerson Elementary School Council

Contact: Kristi Rouse via email at [thehouserouse@gmail.com](mailto:thehouserouse@gmail.com)

#### ***Background / overview***

*Because* there is no provincial standard regarding playground supervisor/student ratios;

*Because* students need to be easily able to identify safe adults to approach on the playground and supervisors need to be better able to obtain required assistance via direct communication with the office in the event of student injury or any other requirement for assistance;

***We request*** that Alberta Education require all schools to have an appropriate ratio of playground supervisors.

***We further request*** that Alberta Education require all playground supervisors to wear vests for ease of identification by students.

***We further request*** that Alberta Education require all playground supervisors be equipped with devices to communicate with the school office in the event of student injury or requirement for additional adult assistance.

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## Resolutions proposed for the ASCA 2019 AGM

**P19-17**

### **Standard Student Injury Protocol**

Sponsored by: École Leo Nickerson Elementary School Council

Contact: Kristi Rouse via email at [thehouserouse@gmail.com](mailto:thehouserouse@gmail.com)

#### ***Background / overview:***

*Because* a province-wide standard student injury protocol does not exist;

*Because* all injury incidents need to be managed in accordance with standard communication protocol, thereby removing the burden of discretion on school staff, as parents/guardians should be contacted immediately to collaboratively determine the best course of action if a student's injuries are potentially serious;

**We request** that Alberta Education develop a standard student injury communication protocol, including documentation of communication via injury incident report that is retained on student record and copies provided to parents/guardians.

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## Resolutions proposed for the ASCA 2019 AGM

**P19-18**

### **Comprehensive Education Funding Framework Review**

Sponsored by: École Leo Nickerson Elementary School Council

Contact: Kristi Rouse via email at [thehouserouse@gmail.com](mailto:thehouserouse@gmail.com)

#### ***Background / overview:***

Recognizing the forthcoming proposed amendment to existing policy 10-4, we wish to also propose a comprehensive education funding framework review.

*Because* a properly funded education system will best meet the needs of all students throughout the province;

*Because* opportunities for efficiencies can be realized through a comprehensive review of the existing funding framework;

*Because* application of existing funding formulae is resulting in inequities;

***We request*** that Alberta Education create an independent review panel on education funding to identify challenges with the current funding model to inform direction for potential restructuring of the funding framework.

#### **Resources:**

In February 2018, British Columbia's Minister of Education appointed an independent review panel to examine its funding model and recommend a stable, sustainable public education funding model. A renewed funding model was to be in place for the 2019-20 school year.

<https://news.gov.bc.ca/releases/2018EDUC0004-000306>

In December 2018, the report from British Columbia's independent review panel identified challenges, especially for students with special needs and vulnerable students. To properly address the challenges, working groups were formed in January 2019 to engage further in key areas including inclusive education, distributed learning, adult education, financial management and accountability.

<https://news.gov.bc.ca/releases/2018EDUC0075-002457>



## Resolutions proposed for the ASCA 2019 AGM

**P19-19**

### **Counselling**

Sponsored by: École Leo Nickerson Elementary School Council

Contact: Kristi Rouse via email at [thehouserouse@gmail.com](mailto:thehouserouse@gmail.com)

#### ***Background / overview:***

Recognizing the forthcoming proposed amendments to existing policies 10-4 and 08-5, we wish to also propose that:

- a) both 10-4 and 08-5 be further amended to reflect updated legislation and the creation of the regulatory body, and a requirement for school staff acting in a counselling capacity to be members in good standing of the College of Counselling Therapy of Alberta or the College of Alberta Psychologists or
- b) that this be proposed as a separate resolution.

*Because* it is in the best interests of students that school counsellors have appropriate education and certification;

*Because* the needs and support requirements of students in ECS-12 are becoming increasingly complex, particularly as they relate to mental health;

*Because* school staff supporting students with complex needs to have sufficient and appropriate skills and education to properly support students;

*Because* amendment to the *Health Professions Act* resulting from the creation of the *Mental Health Services Protection Act* and College of Counselling Therapy of Alberta regulatory body will ensure that Albertans receive safe and effective counselling services from qualified professionals;

***We request*** that Alberta Education ensure that school staff serving in the capacity of counsellor be a member in good standing with the College of Counselling Therapy of Alberta or the College of Alberta Psychologists.

#### **Resources:**

The Alberta Teachers' Association's educational policy 5.A.43 states that "counselling services should be available in schools on the basis of at least one formally-trained teacher-counsellor for every 250 students....in order to adequately support the diverse and sometimes unique needs of students in those settings."

In December 2018, the *Health Professions Act* was amended resulting from the creation of the *Mental Health Services Protection Act* and the College of Counselling Therapy of Alberta will be created in April 2019.

<https://www.alberta.ca/release.cfm?xID=62245D21C7FE7-9748-8668-7D8DCDD78E7CB04A>



## Resolutions proposed for the ASCA 2019 AGM

**P19-21**

### **Equality of CEU Funding for Special Needs Students**

Sponsor: Peace Wapiti Academy School Council

Contact: Amy Bowie at [amy\\_bmj18@hotmail.com](mailto:amy_bmj18@hotmail.com)

#### ***Background / overview:***

In grade 1-9, students with special needs are funded at the same rate as their peers. In high school, students with significant cognitive impairments and behavioral challenges, who are working towards earning a Certificate of School Completion, receive 87.5% of the funding as their peers.

However, these students typically attend school regularly, and are under the supervision of a teacher for 1000 hours in high school. The maximum per student funding at 35 CEUs equates to 875 hours of instruction for their classmates in a high school diploma program.

In high school, students with special needs are funded at the greater of 35 CEUs or actual CEUs earned, up to a cap of 45 CEUs per year at the tier 1 CEU rate.

Students with special needs who are working toward a Certificate of High School Completion do not earn CEUs since their programs are based on functional individualized literacy, numeracy and life skills goals.

***Because*** all high school students will receive the same funding, regardless of which ever certificate or diploma they achieve;

***Because*** Alberta Education funding applies to all high school students in the province of Alberta;

***Because*** Parents should expect, at minimum, equal based funding for their children regardless of their educational needs;

***Because*** ASCA Advocacy Policy 08-2 speaks to an adequate per student funding model for high school students;

***We request*** that Alberta Education fund students with special needs who will qualify for a Certificate of High School Completion at 40 CEU's, the equal of 1000 hours.

***We further request*** that, upon passing of this resolution, ASCA Advocacy Policy 08-2 be reaffirmed and used as a companion Advocacy Policy to this one.

Resources/References:

<https://education.alberta.ca/media/3739782/2018-19-funding-manual.pdf>