

PLC School Council April Meeting Minutes
6:30 pm - April 9th, 2025
PLC Collaboration Centre

1. In Attendance/Introductions: (6:35 pm)

- Lacey Clark, Jill Osborne, Nicole Blanchet, Esther van Beek, Chris Shaw, Randie Dodman, Bridgette McKee

2. Land Acknowledgement: *"We honour all the many First Nations, Metis, and Inuit whose footsteps have marked these lands for centuries. We acknowledge that the ancestral and traditional lands on which we gather are Treaty 6 territory, a traditional meeting ground for many indigenous peoples, and in particular our neighbours, Paul First Nation, Enoch Cree Nation, Alexis Nakota Sioux Nation, and Alexander Cree Nation; on whose territory we work, live, and play, and on whose territory we stand."*

3. Approval of the Agenda: Lacey Motions, Brigette Approves

4. Approval of the Minutes: Randi Motions, Brigette Approves

5. Trustee Report: *Trustee Osbourne*

First, I would like to say how glad I am to be back at School Council meetings. I am so glad that the strike is over and hope that something like that never happens again. We are deeply appreciative of PSD Support Staff and were thrilled to welcome them back to schools. We also thank all teaching and leading staff for their efforts during an incredibly difficult time.

1) On April 8 2025, Bill 51: Education Amendment Act, 2025, was introduced in the Legislative Assembly. The bill includes amendments that, if passed, would:

- replace the term "private school" with "independent school" and all instances of "private ECS operator" with "independent ECS operator";
- remove the ability of a school board to disqualify or remove a trustee for breaching a school board code of conduct;
- automatically exempt school boards from entering into joint use and planning agreements with municipalities that are exempt under Municipal Affairs legislation, and create a new authority for the Minister of Education to make regulations concerning joint use and planning agreement criteria, requirements, and exemptions;
- clarify and streamline the teacher discipline process by:
 - allowing administrators to delegate reporting requirements and other complainant roles to another individual;
 - eliminating duplicate reporting requirements to reduce administrative burden;
 - enabling administrators to be notified about ongoing complaints when a teacher or teacher leader becomes employed by a different school authority;
- clarifying that the chair of the hearing committee may apply to the court for an order of compliance when necessary; and implementing a fee for complainant appeals that will be set out in regulation.
- allow displaced Jasper residents to vote and be nominated as a candidate in elections for the local school board or francophone education region; and
- enable Infrastructure's ownership of new Kindergarten to Grade 12 school buildings and playgrounds on a go-forward basis and lease back to school jurisdictions for operation and

maintenance.

The Board has not had a chance to discuss this Bill – It will be a part of the conversation at our meeting next Tuesday and we will examine how this affects our division and if any advocacy efforts are needed in response.

2) The 2025/2026 Funding Manual was released April 3. A few changes to note:

- The Adjusted Enrolment Method (AEM) replaces the Weighted Moving Average (WMA) method of calculating Full Time Equivalent enrolments as the basis for many formulas within this manual. With this change in methodology, the Supplemental Enrolment Growth Grant is removed.

- A new Supplemental Rural Allocation is added to the Operations and Maintenance Grant for school jurisdictions.

- The School Technology Grant was introduced. This grant combines SuperNet Service Funding with the new Technology Support Funding to support school authorities with the costs of information security.

- The Literacy and Numeracy Support Funding will no longer be application-based and is moving to formula-based to reduce red tape.

- The Mental Health Pilot has come to an end and is replaced with Mental Health Well-being funding. The allocation for funding is based on enrolments, base funding, and socioeconomic status. This grant is available to public, separate, francophone, and charter school authorities. Secretary Treasurer Scott McFadyen is currently going through the manual to see what this means for our division and, in turn, what it means for each school. We will be discussing at our next Board meeting – more to come. I was disappointed to see that the Base Funding per student was not increased....which is something our Board has been advocating for.

3) Parkland School Division has developed an Election Handbook in anticipation of Municipal and School Board Elections this October

20th. It can be found on our website under the Board tab. It details the Role of the Trustee, the ward breakdown, Code of Conduct and Policies, the nomination process and voting information. If anyone is interested to learn more, please feel free to reach out to me. I would be happy to have a coffee chat with anyone interested in running.

6. Council Chair Report: *Brigette & Jeremy*

- Nothing to report

7. PLCFF Report: *Randie Dodman*

- Recipes are trickling in
- Looking for posters
- CTF AI course - offered to do some AI generated pictures
- Willing to extend deadline
- Put out to staff to share recipes as well
- Foods CTF - would they like to share their recipes
- First blizzard day in Monday, April 14th, then again May 9th
- Also doing a donut day in June
- Pretzel Day - April 26th
- Trying to take a more laid back approach to fundraising, considering our economic context
- Track and field - May 13th
 - i. Hot dog stand (maybe serve them all day)

8. Principal Report: *Chris*

- Ed Plan Review and Planning Day (Apr. 16th, 8:30-12:30)
- COSC Update (April 8th) -
 - i. [ASCA Resolutions](#)
 - ii. Proxy Votes
 - 1. Pilot program - electric buses (all opposed)
 - 2. Mandatory funding for specialist teachers (all opposed)
 - 3. Sunlight (1 in favour, 2 opposed)
 - 4. Discontinue mandatory timed testing (all in favour)
 - 5. Online safety (all in favour)
- 25 - 26 Fee Schedule (Draft)
- Planning 25 - 26 - Development Plan
 - i. Wants to go over DP with PC
- Events - Mar. Recap /
 - i. RCMP Visit - April 23
 - ii. PowWow Practice April 25th
 - iii. Badminton season (we have a jr. B team this year)
 - iv. Basketball season was great

9. Staff Report: *Nicole Blanchet*

- RCMP hosted sessions with 5's and 7's about online safety
- Student vote coming up

10. Old Business:

- PLC Onboarding
- Student discipline procedures at PLC?
 - i. What does the school do in respect to restorative justice?
- Assessment - Formative vs. Summative etc.
- Parking Lot & Social Media

11. Roundtable:

- Student Discipline - Jill and other trustees - a committee reviewing the influx of increased misbehaviours (particularly in grades five to seven), want to know why, seeing some patterns related to socioeconomic status etc. What factors are playing into this increase?

12. Adjournment/Next Meeting: 8:19pm

6:30 pm Weds. May 7th, 2025

ASCA 2024 - 2025 Resolutions

<https://www.albertaschoolcouncils.ca/public/download/files/256168>

P25-01 - Pilot Program for Electric School Buses in Alberta 0-3 Nay

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

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

P25-02 Mandatory Funding for Specialist Teachers in Elementary Schools 0-3 Nay

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

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

Recommendation: The Alberta School Councils' Association (ASCA) advocate to the Minister of Education to mandate that school boards receive dedicated funding from the

Ministry of Education, separate from per-student and regular division funding, to provide all public schools providing any range of K-6 education with full-time gym teachers, music teachers, librarians, and resource teachers (i.e. reading and math specialists). Furthermore, that the Minister of Education mandates that school boards receive dedicated funding from the Ministry of Education, separate from per-student and regular division funding, to provide other specialist teachers, such as gifted and talented, arts (other than music), science and technology specialists, and specialists in instructional coaching and guidance/counselling roles in all public schools that request those staff positions.

P25-03 Sunlight is the Best Disinfectant – Mandatory Public Reporting on the State of Public Schools 1-2 Nay

Issue: Awareness and visibility are the key to any successful enterprise – yet we do not have accurate numbers on how our public schools are functioning in Alberta. For example, we do not know how large our class sizes are because reports on class size averages have not been compiled since 2019. See e.g., 2023/24 Crowded and Complex Classrooms, A look at the state of class size, composition and supports for inclusion in Alberta's public education system, Alberta Teachers' Association, online: https://teachers.ab.ca/sites/default/files/2024-07/COOR158_ComplexClassroomBooklet_2024.pdf. The public is also unaware of the resources a school has or what the formulas are for determining school statistics due to complicated – and, frankly, unfair – formulas that jeopardize the functioning of good schools due to lack of funding.

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

- Mandate that annual data related to all elementary schools within Alberta public school boards be publicly reported, as soon as possible upon completion of the school year, including:

- (i) Funding calculations and rationale for each school;
- (ii) Staffing details by type of educational professional, including specialists;
- (iii) Actual enrollment figures;
- (iv) Number of students with Individualized Program Plans (IPPs);
- (v) Average class size by grade;
- (vi) Teacher retention and turnover rates;
- (vii) Technology access per student (e.g., computer-to-student ratio);
- (viii) Age and last purchase year of core textbooks, music instruments, and classroom furniture;
- (ix) Average years of teacher experience;
- (x) Percentage of teachers and administrators meeting quality standards;
- (xi) Size of the school council, parent association, or society; and

(xii) Volunteer hours and participation rates per school. ·

Ensure funding for this report is provided by the Ministry of Education, separate from current division allocations, to avoid additional burdens on schools. ·

Commission an independent third-party consultant to collect and analyze the data, publish the results on a publicly accessible website, and notify all parents with children in Alberta public schools of its availability no later than 6 months after the completion of that school year.

P25-04 Discontinue Mandatory Timed Testing of Kindergarteners to Grade 3 3-0 **Carried**

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

Recommendation #1: That the Alberta School Councils' Association (ASCA) advocate to the Minister of Education to discontinue the new mandatory timed literacy and numeracy testing of kindergarteners to grade 3 mandated for the 2024-2025 school year and beyond.

Recommendation #2: That Alberta School Councils' Association (ASCA) Advocacy Policy 12-4 Assessment Measures of Student Success (2017) be amended to read: Page 12 of 19 That Alberta Education develops age appropriate, equitable and adaptable assessment tools and authentic measures that reflect how deep the learning is in our school system, and measure student success with respect to the competencies that are the foundation of the current curriculum development work.

Recommendation #3: That Alberta School Councils' Association (ASCA) Advocacy Policy 18-3A Supports for Learning Success of all Students: Early Screening be amended to read: That the Alberta School Councils' Association advocate to the Ministry of Education for mandatory early fully funded, developmentally appropriate, easily accessible, equitable and untimed screening for learning or developmental challenges so that children will be identified earlier in their educational journey, receive the needed supports and resources and to experience success from the beginning.

Recommendation #4: That Alberta School Councils' Association (ASCA) Advocacy Policy 03-7 Sharing Responsibility for Appropriate Use of Standardized Testing (2014, 2024) be amended to read: That ASCA collaborate with Alberta Education and relevant education stakeholders to:

- Ensure positive, developmentally appropriate, and inclusive standardized testing environments for all students.

- Develop and distribute a discussion guide to aid parents in constructive dialogues about their child's standardized test results during parent-teacher interviews, fostering a student/parent/teacher team plan to enhance learning.
- Explore ways to use standardized test results for meaningful professional development for teachers and administrators.

P25-05 *Revised March 24, 2025 Online Safety 3-0 Nay

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

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

1. Add to Section 33 (Board Responsibilities) of the Alberta Education Act: Each board must establish a Committee composed of representatives including, but not limited to, educators, counselors, law enforcement, parents, and community members, to recognize, report, and respond effectively to all forms of harm affecting students, including bullying, racism, online harms, physical harm, and threats to student safety or well-being. The committee must refer cases to appropriate support services, notify the school principal, report to Alberta Education, and ensure appropriate follow-up to protect and support students.
2. Add to Section 33 (Board Responsibilities) of the Alberta Education Act: Each board must ensure mandatory instruction for teens on the reporting of online harms, the risks of sharing non-consensual digital content, the harms of exposure to pornography, strategies for protecting digital privacy and security, and awareness of agencies and resources available for support. Before this instruction is delivered, parents must be informed of the topics covered, and provided with an opt-out option for their child.
3. Add to Section 56 (Student records) of the Alberta Education Act: Each board must ensure that all student records (e.g. contact details, learner supports, and school health details) including those maintained by third-party service providers, are anonymized where possible and encrypted at all stages of storage, transmission, and processing. Boards must verify that third-party service providers comply with these standards and provide safeguards to protect against unauthorized access, breaches, or data loss. Student records must not be retained beyond the time necessary to fulfill their lawful purpose and must be securely destroyed or anonymized when no longer required.