



**PLEASE  
READ**



### **6 Things to Know About Proposed {Advocacy, Administrative, or Special} Resolutions:**

- 1) Any proposed resolution (motion) **belongs to the Sponsor** until it is moved and seconded at the Annual General Meeting (AGM).
- 2) ASCA Member School Councils are **strongly encouraged to contact the sponsor** of any proposed resolution, **at any time before the AGM**, to ask questions, discuss concerns, or suggest changes/amendments.
- 3) Sponsors are strongly encouraged to respectfully **respond in a timely manner**, but are not required to implement any suggestions.
- 4) Sponsors **may change** (amend) their proposed resolution, **or withdraw** it, at any time before it is moved and seconded at the Annual General Meeting.
- 5) ASCA will strive to notify its Member School Councils as soon as possible of any known changes to any published proposed resolutions.
- 6) It is the responsibility of any ASCA Member School Council to frequently check the ASCA AGM Meeting Documents webpage for new items, revised items, or new information that should be shared and discussed, relevant to the AGM.

<https://www.albertaschoolcouncils.ca/about/annual-general-meeting/meeting-documents-2025>

**Thank you! Please proceed.**



## ***For Member Review, in advance of the ASCA Annual General Meeting (AGM).***

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ASCA Member School Councils participate in the policy setting process of the Association by reviewing the ***Proposed Advocacy and Administrative Resolutions*** submitted for consideration (discussion and voting on) at the AGM. In addition, ***Special Resolutions*** proposing changes to ASCA Bylaws, when required, must be approved by ASCA Member School Councils. There are no Special Resolutions being considered for the 2025 AGM.

To prepare for the AGM efficiently, ASCA is asking school council members to review and discuss, determining their support or disapproval of the resolutions proposed. ***ASCA Member School Councils are strongly encouraged to contact the sponsor of any proposed resolution, at any time before the AGM, to ask questions, discuss concerns, or suggest changes/amendments.***

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Five (5) ***Proposed Advocacy Resolutions (PARs)*** were submitted by Member School Councils and the ASCA Board of Directors in [SECTION I](#).

One (1) ***Administrative Resolution*** is provided in [SECTION II](#) for Member School Council review and discussion to determine how their parent delegate will vote on them at the AGM.

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*Thank you for your efforts in this important piece of policy development and direction setting for the ASCA, and for your participation in your opportunity to make a difference in public education.*

### ***Related information:***

[ASCA Advocacy Overview](#)

[Types of Resolutions](#)

[AGM Meeting Planning and Preparation](#)



## SECTION I: Proposed Advocacy Resolutions for Member Review

Please review and discuss with your school council members and determine support (yes) or disapproval (no) for the following five (5) Proposed Advocacy Resolutions (PARs), to provide voting directions to your parent voting delegate attending the AGM.

*Note – if additional information or clarification is required – **please contact the sponsor** of the resolution by email as provided. Resources/references are indicated as applicable.*

### Member School Council and ASCA Board Proposed Advocacy Resolutions for the 2025 ASCA AGM

#	Title	Sponsor	Contact
<a href="#">P25-01</a>	Pilot Program for Electric School Buses in Alberta	Sundance School Council (CBE) and Co-Sponsors	Miranda Keller <a href="mailto:sundanceparentsassoc@gmail.com">sundanceparentsassoc@gmail.com</a>
<a href="#">P25-02</a>	Mandatory Funding for Specialist Teachers in Elementary Schools	Fish Creek Elementary School Council (CBE)	Susanne Calabrese <a href="mailto:susannemcguinness@gmail.com">susannemcguinness@gmail.com</a>
<a href="#">P25-03</a>	Sunlight is the Best Disinfectant – Mandatory Public Reporting on the State of Public Schools	Fish Creek Elementary School Council (CBE)	Susanne Calabrese <a href="mailto:susannemcguinness@gmail.com">susannemcguinness@gmail.com</a>
<a href="#">P25-04</a>	Discontinue Mandatory Timed Testing of Kindergarteners to Grade 3	St. Patrick Catholic School Council (GPCSD)	Beverly McCool <a href="mailto:mccool.beverly@gmail.com">mccool.beverly@gmail.com</a>
<a href="#">P25-05</a>	Online Safety <b>*Revised March 24, 2025</b>	ASCA Board of Directors	Dr. Edward Tse, Director <a href="mailto:Edward.Tse@albertaschoolcouncils.ca">Edward.Tse@albertaschoolcouncils.ca</a>



## P25-01

### Pilot Program for Electric School Buses in Alberta

Sponsor: Sundance School Council

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

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

#### **Issue:**

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

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

#### **Background:**

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

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

- 2. Air Quality (AQ) and Impact on Health:** Air Quality (AQ) is a fundamental factor in safeguarding the health and cognitive development of students and staff. Exposure to diesel exhaust from school buses is a significant concern, as it has been conclusively linked to a range of serious health issues. According to assessments by Health Canada, the United States Environmental Protection Agency (EPA), and the World Health Organization (WHO), diesel exhaust is associated with respiratory conditions such as asthma, acute bronchitis, and allergies, as well as more severe health problems, including lung cancer and heart disease.



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

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

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

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

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

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

- 3. Inclusivity for the Vulnerable:** Electric school buses play a vital role in fostering an inclusive environment for all students, particularly those who may be more vulnerable to environmental factors. Unlike traditional diesel buses, electric school buses are significantly quieter, reducing noise pollution that can overstimulate children with sensory sensitivities or conditions like ADHD and autism. Additionally, electric school buses help ensure better air quality, which is essential for students and staff with compromised immune systems, pregnant staff, and older individuals. By transitioning to electric buses, we not only support the health and well-being of all students but also create a more equitable and safer environment for those who may be disproportionately affected by poor air quality or noise, including the bus drivers.
- 4. Economic Considerations:** While the upfront cost of electric school buses is higher compared to traditional diesel buses, the long-term cost savings are substantial, making the transition an economically viable solution. Electric school buses cost up to [80%](#) less to run than diesel buses, depending on the price of electricity and gas. Unlike diesel buses, electric buses don't require oil changes, air filter changes, or transmission maintenance. The coolant doesn't need to be changed as often and brake pads have a longer lifespan, meaning that electric buses can have [60%](#) lower maintenance costs than diesel buses. Those lower costs translate into savings of around [\\$17,000](#) per year per bus.



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

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

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

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

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

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



Edmonton's supplier had. Any pilot study could also ask the bus suppliers to guarantee that they will meet certain range benchmarks, regardless of the outside temperature.

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

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

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

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

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

## **Additional Articles/Resources**

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

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

[Learn More](#)

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

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

[Read More](#)

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

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

[Explore the Details](#)

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

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

[Discover More](#)

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

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

[Find Out More](#)

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

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

[Read the Report](#)

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

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

[Program Details](#)

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

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

[Learn More](#)



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

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

[Visit the Alliance](#)

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

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

[Learn More](#)

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

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

[Read the Summary](#)

### **#CleanRide4Kids**

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

Let's turn those yellow buses green! 🌱

### **Recommendation:**

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

## **P25-02**

### **Mandatory Funding for Specialist Teachers in Elementary Schools**

Sponsor: Fish Creek Elementary School Council

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

### **Issue:**

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

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

[https://teachers.ab.ca/sites/default/files/2024-07/COOR-158\\_ComplexClassroomBooklet\\_2024.pdf](https://teachers.ab.ca/sites/default/files/2024-07/COOR-158_ComplexClassroomBooklet_2024.pdf)





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

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

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

**Background:**

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

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

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

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



**Recommendation:**

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

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

**P25-03**

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

Sponsor: Fish Creek Elementary School Council

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

**Issue:**

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

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

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

- (i) The calculations for the funding each school receives and why;
- (ii) The staffing for each school based on type of educational professional, including specialist teachers;
- (iii) The actual enrollment for each school;
- (iv) The number of students that have Individualize Program Plans (IPP);
- (v) The average class size for each grade;
- (vi) Teacher retention and turnover at the school;
- (vii) Technology access per student (i.e. the computer to student ratio);



- (viii) Report on the age and last year of purchase of core subject textbooks, music instruments, and classroom desks and chairs at the school;
- (ix) Average years of experience per teacher at the school;
- (x) Percentage of teachers and administrators that have met minimum quality standards that year;
- (xi) Size of the school council, parent association and/or parent society; and
- (xii) School volunteer hours and volunteer participants per school.

**Background:**

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

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

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

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

**Recommendation:**

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

- Mandate that annual data related to all elementary schools within Alberta public school boards be publicly reported, as soon as possible upon completion of the school year, including:
  - (i) Funding calculations and rationale for each school;
  - (ii) Staffing details by type of educational professional, including specialists;
  - (iii) Actual enrollment figures;
  - (iv) Number of students with Individualized Program Plans (IPPs);
  - (v) Average class size by grade;
  - (vi) Teacher retention and turnover rates;
  - (vii) Technology access per student (e.g., computer-to-student ratio);



- (viii) Age and last purchase year of core textbooks, music instruments, and classroom furniture;
- (ix) Average years of teacher experience;
- (x) Percentage of teachers and administrators meeting quality standards;
- (xi) Size of the school council, parent association, or society; and
- (xii) Volunteer hours and participation rates per school.

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

## **P25-04**

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

Sponsor: St. Patrick Catholic School Council

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

#### ***Issue:***

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

#### ***Background:***

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

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

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

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

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



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

**Recommendation #3:**

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

That the Alberta School Councils' Association advocate to the Ministry of Education for **mandatory early fully funded, developmentally appropriate, easily accessible, equitable and untimed** screening for learning or developmental challenges so that children will be identified earlier in their educational journey, receive the needed supports and resources **and to** experience success from the beginning.

**Recommendation #4:**

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

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

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

**P25-05**

*\*Revised March 24, 2025*

**Online Safety**

Sponsor: ASCA Board of Directors

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

**Issue:**

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

**Background:**

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

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



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

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

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

***Recommendation:***

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

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



## SECTION II: Proposed Resolutions to Governing Documents for Member Review

Please review and discuss with your school council members to determine how your parent delegate is to vote on the following items at the AGM on **April 27, 2025**:

Board proposed **Administrative Resolutions** for the 2025 ASCA AGM

#	Title	Sponsor	Contact
<a href="#"><u>A25 -01</u></a>	Revise ASCA Advocacy Policy 24-05 <i>*Revised March 24, 2025</i>	ASCA Board of Directors	Dr. Edward Tse, Director <a href="mailto:edward.tse@albertaschoolcouncils.ca">edward.tse@albertaschoolcouncils.ca</a>

### Administrative (or Housekeeping) Resolutions:

*Proposed actions, amendments and/or revisions to Alberta School Councils’ Association **Advocacy Policies** to ensure relevancy.*

#### **Background:**

As per the approved Management of Advocacy Policies policy at the 2019 AGM, any Advocacy Policy which has not been reaffirmed, or amended and subsequently approved, by ASCA Member School Councils after its tenth (10<sup>th</sup>) anniversary, will be removed (archived) by the Board, and maintained within a public document for historical reference.

ASCA’s Parliamentarian has provided substantial guidance related to the management of existing ASCA Advocacy Policies. Most notably, **a motion to ‘reaffirm’ is not in order**; therefore, wording for the 2025 AGM Administrative (Housekeeping) Resolutions reflects this. ASCA will use the terms amend, revise, maintain (formerly reaffirm), and archive (formerly rescind) moving forward.

ASCA Member School councils may, through a formal submission to the ASCA Board of Directors, provide perspectives related to amending, maintaining, or archiving existing ASCA Advocacy Policies. The decision to present amending, maintaining, or archiving recommendations related to existing ASCA Advocacy Policies to ASCA Member School Councils, remains the sole responsibility and discretion of the ASCA Board of Directors, and is final.

The ASCA Board of Directors recommends policies be **maintained** in the ASCA Advocacy Policy Manual **for up to 10 years** if the policy **is still relevant to the current education climate as it is currently written**.

Housekeeping details are provided such as updates to titles of current ministries, ministerial orders, pieces of policy accomplished, etc.

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



**A25-01**

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

*\*Revised March 24, 2025*

- 1) by striking out “and other education stakeholders and partners to pause the proposed changes until meaningful consultation on the substance of the policy, not only its implementation, has occurred with key stakeholders including 2SLGBTQIA+ students, 2SLGBTQIA+ community-based organizations, teachers, and the ATA, parents and ASCA, and school board associations.” and inserting “to retract changes implemented through the Education Amendment Act, 2024 related to parental notification and consent policies for preferred name and pronouns; and learning and teaching resources related to gender identity, sexual orientation or human sexuality.” and
- 2) by striking out “and other education stakeholders and partners to maintain the current” and inserting “to return to previous” and
- 3) by striking out “for sexual education” and inserting “where courses, programs of study or instructional materials, or instruction or exercises, include subject-matter that deals primarily and explicitly with human sexuality.”

Current Wording (24-05)	Proposed Revisions	If Adopted, Will Read
<p>That the Alberta School Councils’ Association (ASCA) advocates to the Minister of Education and other education stakeholders and partners to pause the proposed changes until meaningful consultation on the substance of the policy, not only its implementation, has occurred with key stakeholders including 2SLGBTQIA+ students, 2SLGBTQIA+ community-based organizations, teachers, and the ATA, parents and ASCA, and school board associations.</p> <p>That the Alberta School Councils’ Association (ASCA) advocates to the Minister of Education and other education stakeholders and partners to maintain the current legislation for one notification with an opt-out option for sexual education.</p> <p>That the Alberta School Councils’ Association (ASCA) advocates to the Minister of Education and other education stakeholders and partners for the preservation of GSAs/QSAs in all schools in Alberta with continued protections surrounding the personal information of students participating</p>	<p>That the Alberta School Councils’ Association (ASCA) advocates to the Minister of Education <del>and other education stakeholders and partners to pause the proposed changes until meaningful consultation on the substance of the policy, not only its implementation, has occurred with key stakeholders including 2SLGBTQIA+ students, 2SLGBTQIA+ community-based organizations, teachers, and the ATA, parents and ASCA, and school board associations.</del> <b>to retract changes implemented through the Education Amendment Act, 2024, related to parental notification and consent policies for preferred name and pronouns; and learning and teaching resources related to gender identity, sexual orientation or human sexuality.</b></p> <p>That the Alberta School Councils’ Association (ASCA) advocates to the Minister of Education <del>and other education stakeholders and partners to maintain the current</del> <b>to return to previous</b> legislation for one notification with an opt-out option <del>for sexual</del></p>	<p>That the Alberta School Councils’ Association (ASCA) advocates to the Minister of Education to retract changes implemented through the Education Amendment Act, 2024 related to parental notification and consent policies for preferred name and pronouns, and learning and teaching resources related to gender identity, sexual orientation or human sexuality.</p> <p>That the Alberta School Councils’ Association (ASCA) advocates to the Minister of Education to return to previous legislation for one notification with an opt-out option where courses, programs of study or instructional materials, or instruction or exercises, include subject-matter that deals primarily and explicitly with religion or human sexuality.</p> <p>That the Alberta School Councils’ Association (ASCA) advocates to the Minister of Education and other education stakeholders and partners for the preservation of GSAs/QSAs in all schools in Alberta with continued protections surrounding the personal</p>





<p>in GSAs/QSAs. These protractions should continue to allow students to participate in GSAs/QSAs without fear of their families or others being notified.</p> <p>That the Alberta School Councils' Association (ASCA) advocates the Minister of Education and other education stakeholders and partners to continue to allow teachers to use third-party, evidence-based, medically accurate sexual education and gender and relationship materials in developmentally-appropriate ways without requiring prior approval from the Ministry of Education.</p> <p>That the Alberta School Councils' Association (ASCA) advocates to the Minister of Education and other education stakeholders and partners to support schools and school boards to be gender inclusive on school forms, websites, and communications, recognizing that gender exists on a spectrum, not as a male/female binary.</p> <p>That the Alberta School Councils' Association (ASCA) advocates to the Minister of Education and other education stakeholders and partners to support professional development for teachers to provide the knowledge and skills to a) respond immediately and in developmentally-appropriate ways to discriminatory language and behaviour and b) use inclusive language, and c) incorporate positive example that affirm and embrace differing sexual orientations and gender identities.</p> <p>That the Alberta School Councils' Association (ASCA) advocates to the Minister of Education and other education stakeholders and partners to allow students to use a name and/or pronoun that is different from the one they were given at birth without requiring parental permission.</p>	<p><b><u>education-where courses, programs of study or instructional materials, or instruction or exercises, include subject-matter that deals primarily and explicitly with human sexuality.</u></b></p> <p>That the Alberta School Councils' Association (ASCA) advocates to the Minister of Education and other education stakeholders and partners for the preservation of GSAs/QSAs in all schools in Alberta with continued protections surrounding the personal information of students participating in GSAs/QSAs. These protractions should continue to allow students to participate in GSAs/QSAs without fear of their families or others being notified.</p> <p>That the Alberta School Councils' Association (ASCA) advocates to the Minister of Education and other education stakeholders and partners to continue to allow teachers to use third-party, evidence-based, medically accurate sexual education and gender and relationship materials in developmentally-appropriate ways without requiring prior approval from the Ministry of Education.</p> <p>That the Alberta School Councils' Association (ASCA) advocates to the Minister of Education and other education stakeholders and partners to support schools and school boards to be gender inclusive on school forms, websites, and communications, recognizing that gender exists on a spectrum, not as a male/female binary.</p> <p>That the Alberta School Councils' Association (ASCA) advocates to the Minister of Education and other education stakeholders and partners to support professional development for teachers to provide the knowledge and skills to a) respond immediately and in developmentally-appropriate ways to discriminatory language and behaviour and b) use inclusive language, and c) incorporate positive example that affirm and embrace differing sexual orientations and gender identities.</p>	<p>information of students participating in GSAs/QSAs. These protractions should continue to allow students to participate in GSAs/QSAs without fear of their families or others being notified.</p> <p>That the Alberta School Councils' Association (ASCA) advocates to the Minister of Education and other education stakeholders and partners to continue to allow teachers to use third-party, evidence-based, medically accurate sexual education and gender and relationship materials in developmentally-appropriate ways without requiring prior approval from the Ministry of Education.</p> <p>That the Alberta School Councils' Association (ASCA) advocates to the Minister of Education and other education stakeholders and partners to support schools and school boards to be gender inclusive on school forms, websites, and communications, recognizing that gender exists on a spectrum, not as a male/female binary.</p> <p>That the Alberta School Councils' Association (ASCA) advocates to the Minister of Education and other education stakeholders and partners to support professional development for teachers to provide the knowledge and skills to a) respond immediately and in developmentally-appropriate ways to discriminatory language and behaviour and b) use inclusive language, and c) incorporate positive example that affirm and embrace differing sexual orientations and gender identities.</p> <p>That the Alberta School Councils' Association (ASCA) advocates to the Minister of Education and other education stakeholders and partners to allow students to use a name and/or pronoun that is different from the one they were given at birth without requiring parental permission.</p>
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**Rationale:**

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

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

BECAUSE research shows:

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

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

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

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

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



<sup>5</sup> *Statistics Canada, Canadian Community Health Survey 2019 to 2021 (provincial data) and 2019 to 2020 (territorial data).*

