

DATE: December 13, 2011

TO: Board of Trustees

FROM: Trustee Michael Janz, Conference Committee Chair

SUBJECT: Report #5 of the Conference Committee (From the Meeting Held December 6, 2011)

ORIGINATOR: Tash Taylor, Director Executive and Board Relations

RESOURCE STAFF: Anne Sherwood

REFERENCE: [Terms of Reference re In-Camera Sessions Committee of the Whole – Conference](#)
[School Act](#) Section 61
[Board Committee Protocols](#) – Item 9 (Section B – Board Policies and Regulations Manual – School Board Governance and Operations)

ISSUE

Recommendations arising from the Conference Committee meeting held November 15, 2011 are being presented for approval as per the terms of reference for Conference Committee.

RECOMMENDATION

1. **That Report #5 of the Conference Committee from the meeting held December 6, 2011 be received and considered.**
2. **Request for Input on the ASBA 2012-2013 Budget**
That the following messages be conveyed to the ASBA regarding the ASBA Strategic Plan:
 - a) **That the Board supports the initiatives and priorities outlined in the ASBA Strategic Plan (Attachment I).**
 - b) **That the Board acknowledges that given the uncertainty with a new Minister of Education and the delay in the Education Act, the ASBA may need to revisit, delay or change course on its initiatives related to Action on Inclusion and Transformation of Education.**
 - c) **That the Board recommend the following additional priority initiatives for the ASBA 2012-2013 budget:**
 - **In support of English Language Learning, examine the adequacy of funding to support this work and advocate for appropriate funding accordingly;**

- That the First Nations, Métis and Inuit Student Success Task Force consider and examine the unique challenges of urban Aboriginals;
 - That Key Result A.4 and corresponding strategies relative to promoting student health and wellbeing be expanded to include staff health as well;
 - That the ASBA's commitment to developing a policy advisory to assist all school boards in supporting the health and wellbeing of sexual orientation and gender minority students be addressed as part of a strategy under A.4. providing policy advice to school boards with respect to addressing discrimination, harassment, intimidation and bullying.
 - Add the following as D3., with respect to the Education Transformation of Education Task Force, – *Explore and investigate measures focusing on competencies and skills.*
3. **Consent Agendas**
That, in Conference Committee meetings, all recommendation and information reports be moved to a consent agenda at the beginning of the meeting and that an item may be removed from the consent agenda and placed on the regular agenda at the request of any Trustee.
4. **Trustee Attendance at Committee Meetings**
That the Trustee protocols be amended to welcome all Trustees to attend and ask questions in all committee meetings, with committee decision making being reserved for committee members; and that this practice begin immediately.
5. **Bereavements**
That the Administration notify the Board via an emergent TM when a student or staff member passes away and provide information on any memorial services.

BACKGROUND – N/A

RELATED FACTS – N/A

CONSIDERATIONS & ANALYSIS – N/A

NEXT STEPS

Upon approval of the recommendation,

- Board Policy GM.BP – Acknowledgement of Deaths and Bereavements would be referred to the Policy Review Committee for revision.
- A letter will be sent to the ASBA with respect to the Board's messages regarding the ASBA Strategic Plan.
- The Trustees' Manual will be updated with respect to consent agendas and Trustee attendance at committee meetings.

ATTACHMENTS & APPENDICES

ATTACHMENT I - ASBA Strategic Plan 2011-2014

ATTACHMENT II - GM.BP – Acknowledgements of Deaths and Bereavements

AS:mmf

ALBERTA SCHOOL BOARDS ASSOCIATION

STRATEGIC PLAN 2011-2014

Strategic Priority A: ASBA provides leadership and support to school boards in their provision of successful learning opportunities for all students with the intent of meeting the needs of the whole child.

Key Results	Strategies
<p>A1 Leadership support is provided to school boards to facilitate their creation of personalized learning environments for all students with diverse needs.</p>	<p>A1.1 Establish an Action on Inclusion task force, with the following among its objectives:</p> <ul style="list-style-type: none"> ♦ Assess the recommendations and implications of Action on Inclusion. ♦ Develop an advocacy plan to enable school boards to implement Action on Inclusion. <p>A1.2 Hold an issues forum on how best to implement Action on Inclusion.</p> <p>A1.3 Provide policy advice to school boards on implementing Action on Inclusion.</p> <p>A1.4 Establish an Arts in Education task force, with the following among its objectives:</p> <ul style="list-style-type: none"> ♦ Compile research on best practices in Arts education in Alberta. ♦ Participate in, partner with and promote provincial celebrations of the Arts, including Alberta Arts Days. <p>A1.5 Work with school boards to develop a working alliance with provincial organizations representing and servicing refugee families.</p> <p>A1.6 Research effective English language learning practices with consideration for partnership with Alberta Education and/or other international partners.</p> <p>A1.7 Prepare and distribute a report of the effective English language learning practices research project to school boards and key stakeholders.</p> <p>A1.8 Provide policy advice to school boards with regard to English language learning.</p>
<p>A2 Leadership in action based on research is provided relative to the education of First Nations, Métis and Inuit students.</p>	<p>A2.1 Maintain the First Nations, Métis and Inuit Student Success task force, with the following among its objectives:</p> <ul style="list-style-type: none"> ♦ Compile local and international research on First Nations, Métis and Inuit education, including evidence of promising practices, with consideration for partnership with Alberta Education and/or other international partners. ♦ Prepare and distribute a report of the research project to school boards and key stakeholders. ♦ Develop strategic partnerships with appropriate First Nations, Métis and Inuit groups to pursue this priority. ♦ Prepare a report on possible actions that could be taken by school boards quickly and without additional funds to advance this priority. <p>A2.2 Encourage all First Nations, Métis and Inuit school jurisdictions to join ASBA as associate members.</p> <p>A2.3 Investigate a new system of funding First Nations, Métis and Inuit students in Alberta.</p> <p>A2.4 Invite trustees to self-identify for the purpose of establishing a network of trustees with First Nations, Métis or Inuit heritage, and facilitate networking opportunities for this group in advance of general meetings.</p>

Key Results	A3 Strengthened partnerships are in place between ASBA and other provincial organizations/agencies for the effective development, implementation and expansion of wrap around services.	Strategies	A3.1 Establish a Wrap Around Services task force, with an objective to encourage and promote partnerships to expand wrap around services in the province.
			A3.2 Develop and publish an inventory of existing wrap around services partnerships in Alberta and identify best practices.
			A3.3 Construct a sample memorandum of understanding for boards and agencies complete with possible governance structures.
			A3.4 Explore possible funding options for research and implementation of wrap around services. A3.5 Host an issues forum on best practices.
	A4 Leadership in action based on research is provided to promote student health and wellbeing.		A4.1 Establish a Student Health and Wellbeing task force, with the following among its objectives: <ul style="list-style-type: none"> ♦ Consider inviting participation on the task force by the Alberta Teachers' Association and other partners. ♦ Investigate means to support Zone school health teams. A4.2 Host a national conference incorporating health and education to discuss increased collaboration and commitment in the area of school health.
	A5 Leadership support based on research is provided relative to emerging competencies in the education of twenty-first century learners.		A5.1 Compile research on best practices in the delivery of education to twenty-first century learners. A5.2 Prepare and distribute a report of the research project to school boards and key stakeholders. A5.3 Consider developing partnerships with other education stakeholders to identify emerging competencies to assist school boards in providing appropriate twenty-first century learning opportunities. A5.4 Utilize twenty-first century learning as a theme for a future general meeting. A5.5 Advocate for resources to allow school boards to provide appropriate twenty-first century learning opportunities. A5.6 Sponsor a session at the Twenty-First Century Learning forum in October 2011 in Banff.
	A6 Early intervention/school preparedness/early learning is researched and the information disseminated to school boards and key stakeholders.		A6.1 Establish an Early Learning task force, with the following among its objectives: <ul style="list-style-type: none"> ♦ Complete a research project about early intervention/ school preparedness/ early learning. ♦ Prepare and distribute a report of the research project to school boards and key stakeholders.

Strategic Priority B: ASBA provides leadership and support that will enable school boards to understand and implement effective governance that is informed by their public's views and values.

Key Results	B1 In the 2011/12 school year, support based on research is made available to school boards in relation to their evolving governance practices.	Strategies	B1.1 Identify means by which the Education Transformation task force may support emerging governance practices.
	B2 In the 2011/12 school year, support and resources are made available to school boards to enhance community engagement in public education.		B1.2 Arrange for dissemination of the ASBA research report on school board governance practices in Alberta.
			B1.3 Develop and implement a school board/ trustee development program based on research of emerging governance practices.
			B1.4 Investigate opportunities for hosting issues forums.
			B1.5 Develop phase two of ASBA's Financial Accountability for School Boards program.
			B2.1 Establish a Community Engagement task force.
			B2.2 Develop a cadre of consultants/ resources that can be made available to school boards on a fee-for-service basis to assist with their efforts to increase public engagement in education.
			B2.3 Hold issues forums to support public engagement in education, incorporating best practices in generative governance.
			B2.4 Explore opportunities for partnership with Alberta Urban Municipalities Association (AUMA) to maximize available resources.
			B2.5 Explore opportunities for funding to support community engagement in public education.
			B2.6 Update the school board budget community engagement toolkit on an annual basis.

Strategic Priority C: ASBA provides leadership in advocating on behalf of school boards and supports boards in their advocacy efforts.

Key Results	C1 ASBA is recognized by school boards as an effective advocate for students and school boards.	Strategies	C1.1 Maintain the High School Completion, Infrastructure and Transportation task forces with the objective to develop or confirm relevant advocacy plans, and to execute the advocacy plans.
			C1.2 Identify means to support zones and boards in their advocacy efforts.
			C1.3 Invite input from school boards relative to ASBA’s advocacy efforts.
	C2 ASBA is recognized by government and partners as an effective advocate for students and school boards.		C2.1 Establish a Political Advocacy task force, with the following among its objectives: <ul style="list-style-type: none"> ♦ Review ASBA’s approach to advocacy. ♦ Identify best practices in the area of political advocacy.
			C2.2 Investigate opportunities to support and promote municipal government partnerships.
			C2.3 Explore possible topics of mutual interest with partner organizations.
			C2.4 Review strategic priorities of relevant ministries of provincial and federal governments.
			C2.5 Identify initiatives for which partnerships with organizations and the ministries of provincial and federal governments will be pursued and strengthened.
			C2.6 Invite partners to work with the ASBA on advocacy issues and ensure relationships with these organizations are nurtured.
			C2.7 Build partnerships with ministries of provincial and federal governments to strengthen services to students.
			C2.8 Engage student panels at general meetings to hear student perspectives on various subjects.
			C2.9 Investigate a package price for school boards for the student engagement instrument from Gallup.
	C3 ASBA will provide support to school boards in communicating the need for the Government of Alberta to provide adequate, stable and predictable funding for public education.		C3.1 Establish a School Board Funding task force, with the following among its objectives: <ul style="list-style-type: none"> ♦ Conduct research, partnering with municipal government organizations as appropriate, to determine comparative provincial funding levels for education. ♦ Build advocacy strategies based on research.
			C3.2 Establish a task force with the purpose of profiling the needs of school boards and their non-teaching staff.

Strategic Priority D: ASBA provides leadership and support to position school boards to respond strategically to evolving initiatives in transforming public education in Alberta.

Key Results	D1 ASBA continues to advance the interests of school boards as the approach to teacher bargaining evolves.	Strategies	D1.1 ASBA represents the interests of school boards throughout any tripartite process relative to teacher bargaining.
			D1.2 Develop and provide negotiation sessions for school boards and their senior administrators with respect to collective bargaining.
	D2 ASBA provides leadership and support to school boards in responding to proposed legislation, regulations and policy in furthering the interests of school boards as they promote the interests of students.		D2.1 Respond to the Education Act upon its introduction in the legislature.
			D2.2 Actively engage in the public discussion which ensues following the introduction of the Education Act.
			D2.3 Actively participate in discussions on the regulations and policies which flow from the Education Act.
Key Results	D3 ASBA provides leadership and support to focus all aspects of education transformation on enhancing student success.	Strategies	D3.1 Establish an Education Transformation Agenda task force with the following among its objectives: <ul style="list-style-type: none"> ◆ Develop a vision for the informed transformation of education with a focus on enhancing student success. ◆ Cooperate with education partners as appropriate. ◆ Compile research around specific transformational initiatives to determine ease of implementation and efficacy.
			D3.2 Incorporate ASBA transformational themes in appropriate communication initiatives and events.
			D3.3 Sponsor a roundtable forum on student success.
			D3.4 Maintain the education trends partnership.
			D3.5 Explore opportunities associated with the development of a website compendium of relevant research.

Edmonton Public Schools Board Policies and Regulations

CODE: GM.BP

EFFECTIVE DATE: 27-01-2009

TOPIC: Acknowledgement of Deaths and
Bereavements

ISSUE DATE: 29-01-2009

REVIEW DATE: 01-2016

The Superintendent of Schools, on behalf of the Board, shall acknowledge the death or bereavement of a current staff member or Trustee.

The Superintendent of Schools, on behalf of the Board, shall acknowledge the death of a former staff member or Trustee.

Reference(s):

[GM.AR](#) - Deaths and Bereavements
