

EDMONTON PUBLIC SCHOOLS

November 12, 2008

TO: Board of Trustees

FROM: Trustee B. Esslinger, Chair ASBA Issues and Resolutions Committee
Trustee D. Fleming, ASBA Issues and Resolutions Committee
Trustee C. Ripley, ASBA Issues and Resolutions Committee

SUBJECT: Policies Bulletin for the 2008 ASBA Fall General Meeting

RESOURCE

STAFF: Gloria Chalmers, Jamie Pallett, Dean Power, Donna Barrett, Anne Sherwood, Pat Sadoway, Tanni Parker

RECOMMENDATION

That the board's position with respect to each of the ASBA policy and directives for action proposed for the 2008 ASBA Fall General Meeting, as outlined in Appendix I and Attachment #1, be approved.

* * * * *

Attached is the Policies Bulletin for the upcoming ASBA Fall General Meeting which contains proposed policy and directives for action positions which will be voted on at the Association's business session on Monday, November 17, 2008.

The board's ASBA Issues and Resolutions Committee sought and reviewed recommendations and comments from the administration. The committee's recommendations are printed on the pages noted in Appendix I.

In accordance with the ASBA Bylaws, all resolutions shall be determined under a double majority voting method. Unless another board member is designated in writing prior to the general meeting, the bylaws assume that the board chair shall have the power to cast the board's vote. Therefore, the board must adopt a position on each of the proposed resolutions prior to the meeting. Voting on other parliamentary motions and amendments to motions made on the floor will be determined by a majority of votes cast based on a one board-one vote rule. This will require the board chair to determine the board's position on these matters in consultation with the trustees present at the general meeting.

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APPENDIX I - Chart of Committee Recommendation Pages
Attachment #1 - ASBA Policies Bulletin November 2008

APPENDIX I

CODE	TITLE	RECOMMENDATION	ATTACHMENT I - PAGE
1DA/FGMOI	Eligibility to Run for Public School Board Trustee	Oppose	6 - 6a
2A/FGM08	Proposed Amendment to 7.P.12 Superintendent Appointment	Support	7-8a
3DA/FGM08	Accommodations for Assistive Technology	Support	9-9a
4DA/FGM08	School Act Amendment to Provide for Board Meeting Attendance via Videoconference	Amend and Support	10-11a
5DA/FGM08	Safe Communities and Safe Schools	Oppose	12-12a
6P/FGM08	Funding for Full-Day, Full-Time Kindergarten	Support	13-13a
7DA/FGM08	Province-Wide Use of the Early Developmental Instrument and Community Mapping	Support	14-14a
8DA/FGM08	Proposal Funding	Oppose	15-16b
9DA/FGM08	School Support Therapists	Support	17-17a
10DA/FGM08	Universal Assessment, by Age 30 Months, to Identify At-Risk Children	Amend and Support	18-18a
11DA/FGM08	Increasing Class Size Initiative Funding for Increased Enrolment	Oppose	19-19a
12DA/FGM08	Information Sharing Protocols During Formal Risk and Threat Assessment Processes	Support	20-21a

ASBA Policies Bulletin

November 2008

Please bring this bulletin with you to the business session of the ASBA Fall General Meeting on November 17, 2008 at the Westin Hotel, Edmonton, Alberta. Please review the Rules of Procedure before the meeting. This document is posted on the ASBA website at www.asba.ab.ca

This policies bulletin was prepared by the 2008 ASBA Policy Development Advisory Committee:



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Table of Contents

Rules of Procedure	1
Postponement from FGM 2007	
1DA/FGM08 Eligibility to Run for Public School Board Trustee	6
Proposed Amendment to Current Policy	
2A/FGM08 Proposed Amendment to 7.P.12 – Superintendent Appointments	7
Proposed Policy/Directives for Action Positions	
3DA/FGM08 Accommodations for Assistive Technology	9
4DA/FGM08 School Act Amendment to Provide for Board Meeting Attendance via Videoconference	10
5DA/FGM08 Safe Communities and Safe Schools	12
6P/FGM08 Funding for Full-Day, Full-Time Kindergarten	13
7DA/FGM08 Province-Wide Use of the Early Developmental Instrument and Community Mapping	14
8DA/FGM08 Proposal Funding	15
9DA/FGM08 School Support Therapists	17
10DA/FGM08 Universal Assessment, by Age 30 Months, to Identify At-Risk Children	18
11DA/FGM08 Increasing Class Size Initiative Funding for Increased Enrollment	19
12DA/FGM08 Information Sharing Protocols During Formal Risk and Threat Assessment Processes	20
Appendix A: Membership Fees and Student Enrollments	22
Appendix B: ASBA Advocacy Highlights 2007-2008	24
Appendix C: Disposition of Motions	27
Amendment Forms	28

Rules of Procedure

In order to expedite the resolutions process at general meetings, it is necessary to approve certain rules of procedure. Some of these may be specific parliamentary procedures, as in Robert's Rules of Order, while others are less formal and reside with each individual in the interests of courtesy, cooperation, and respect for all concerned as well as for the business at hand.

Procedural Steps

1. The proposed motion shall be read by the chair who will immediately ask for a mover and a seconder.
2. As soon as the proposed motion has been moved and seconded, the chair shall call upon the mover to speak to the motion.
3. The chair shall ask if any delegate wishes to speak against the proposed motion. If no delegate so wishes, the question will be immediately called.
4. If there is evidence of opposition, debate shall subsequently continue until the question is called in the usual manner. The mover will have the right to be the final speaker in the debate.
5. A delegate wishing to speak to a motion shall first obtain recognition by the chair and clearly announce his/her name and school jurisdiction represented.

6. A delegate wishing to speak to a motion shall limit remarks to a maximum of two minutes.
7. Any delegate speaking to a motion shall be allowed to speak as often as the chair, in his or her discretion, will permit.
8. Guests shall be permitted to speak at the discretion of the general meeting delegates, but not be permitted to move or second a motion, or vote.

Amendments

9. A delegate may, at any time during the debate on a motion, move an amendment to the motion, providing it is relevant to, and deals with, the same subject matter as the original motion. A motion to amend must be seconded.
10. An amendment of a substantive nature to a motion shall be submitted in writing on a specific form requiring the number of the resolution it is proposed to amend, the amendment, the motion as it will read when amended, the proposer's and seconder's name, and their respective school jurisdictions.
11. Amendments of a minor editorial nature may be handled by the process of general consent outlined in Robert's Rules of Order.

Voting

12. Voting shall be conducted according to the Alberta School Boards Association Bylaws. For ease of reference, Bylaw 9, Sections 3 through 12 are set out as follows:

- 9(3) Each registered delegate shall be entitled to all rights and privileges of the General Meeting other than the right to vote by ballot which right shall be as set out in Sections 6 to 12 herein. It shall be assumed that the board chair of each Full member board shall have the power to cast the vote to which each Full member board is entitled, unless another trustee for that board is designated, in writing, to the Executive Director, prior to any General Meeting or Special General Meeting, or in an emergency situation, by the Full member board at the General Meeting or Special General Meeting.
- 9(4) The Executive Director shall, subject to such directions as may be given from time to time by the Board of Directors, make all necessary arrangements for registration of delegates and for voting as may be necessary.
- 9(5) At the general meeting voting shall be by secret ballot for election of the president and the vice-president.
- 9(6) At any General Meeting of the Association, including a Special General Meeting, all resolutions shall be determined under the double majority voting method, as follows:
- (a) Sixty (60) percent or more of Full member boards who are in attendance, who cast a vote, and who vote in the affirmative, based upon one vote per Full member board; and
 - (b) Full member boards who are in attendance, who cast a vote, and who vote in the affirmative, represent 60 percent or more of the students registered, for the most recently reported period, with the Full member boards who voted in the affirmative.
- 9(7) The total number of votes cast in favour of any resolution and/or opposed to any resolution shall be calculated in accordance with the double majority rule specified herein.
- 9(8) For the purposes of Section 6(b) of Bylaw No. 9, the percentage of students enrolled in any Full member board shall be determined utilizing the total student enrollment figures reported to the Association as set out under Bylaw No. 10.

9(9) At any General or Special meeting, for the purposes of Section 6(b) of Bylaw No. 9, the percentage of students to be allocated to each Full member board in attendance will be determined by dividing the number of students enrolled in each Full member board by the total number of students enrolled in all Full member boards in attendance, resulting in a percentage (rounded to the nearest 0.1 percent).

9(10) When a mail-in ballot is used to amend the Bylaws, as provided for in Bylaw No. 11, Section 1, the vote shall be by ballot following the double majority voting method, as follows:

- (a) Sixty (60) percent or more of Full member boards who cast a vote and who vote in the affirmative, based upon one vote per Full member board; and
- (b) Full member boards who cast a vote and who vote in the affirmative, represent 60 percent or more of the students registered, for the most recently reported period, with the Full member boards who voted in the affirmative.

The percentage of students will be determined by dividing the number of students enrolled in

each Full member board, by the number of students enrolled in all Full member boards, resulting in a percentage, (rounded to the nearest 0.1 percent).

9(11) The double majority voting method shall apply to votes on all resolutions made at any General Meeting, including a Special General Meeting, with the exception of:

- (a) Voting for the President and Vice-President, which vote will be cast as provided for under Bylaw No. 4, Section 1; and
- (b) Votes on parliamentary motions and amendments to motions will follow the one vote/Full member board rule and shall be determined by a majority of the votes cast, unless otherwise required by Robert's Rules of Order.

9(12) A balloting committee shall be appointed at the opening of every general meeting. It shall be the duty of the balloting committee to conduct the ballot voting.

Budget

13. With respect to the budget, the following excerpts from the Alberta School Boards Association Bylaw 10(1)(b) shall apply:

- (i) Voting on the budget, other than amendments to the budget, will follow the double majority voting method.
- (ii) Voting on amendments to the budget will follow the one-vote-per-Full-member-board rule, and shall be determined by a majority of the votes cast.
- (iii) Notwithstanding any provisions to the contrary in these Bylaws, or in the rules of procedure governing disposal of resolutions, the budget shall be open to amendment until adopted.

Elections

14. With respect to the election of the president and vice-president, the following excerpt from Bylaw 4(1) shall apply:
- 4(1) ...voting shall be by secret ballot on the basis of one vote per Full member board in attendance. The candidate receiving the largest number of votes will be the successful candidate.

Bylaw Amendments

15. With respect to amendment of the Bylaws, the following excerpts from Bylaw No. 11(1) and (2) shall apply:
- 11(1) Substantial amendments to these Bylaws may only be made and/or approved at a Spring General Meeting, unless otherwise permitted by the

Board of Directors. Amendments of a housekeeping nature to these Bylaws may be made by a mail-in ballot. The vote, in either case, shall be by ballot following the double majority method, as outlined in Bylaw No. 9.

- 11(2) An amendment to these Bylaws shall take effect on the day following the conclusion of the Spring General Meeting at which such amendment is made, unless an effective date other than the close of the Spring General Meeting is so specified in the resolution.

Extraordinary and Emergent Resolutions

16. Adoption of extraordinary or emergent resolutions shall be governed by the following excerpts from the Alberta School Boards Association Governance Process Policies, GP 12 -- ASBA Policy and Directive for Action Development Process:

- 12(3) Extraordinary Policy and Directives for Action Positions
- A position shall be accepted for consideration as an Extraordinary Policy or Directive for Action Position if:
- a. the position arises out of the business of the General Meeting,

- b. consideration of the position is supported by a two-thirds majority of voting Full member Boards, and
- c. the mover makes available the wording of the position to all delegates.

12(4) Emergent Policy and Directives for Action Positions

- a. Emergent positions submitted by the membership for consideration at a General Meeting shall be submitted to a committee of the Board of Directors by 12:00 noon on the fifth day prior to the first business day of a General Meeting.

A committee of the Board of Directors shall assess each emergent position to determine its compliance with the principles for Association policy. A Committee of the Board of Directors shall:

- i. reject positions that address issues which have arisen prior to the deadline for submission of positions; and

- ii. cause to be announced, immediately after the emergent position has been placed on the floor of the General Meeting, decisions reached regarding compliance of the proposed emergent resolution with the principles for Association policy.

- b. If the criteria defining an emergent position is not met, the matter may still be considered as an emergent position by the assembly if:

- i. consideration of the position is supported by a two-thirds majority of voting Full member Boards, and
- ii. the mover makes available the wording of the policy position to all delegates.

Other Motion Proceedings

- 17. Other motion proceedings will be governed by Robert's Rules of Order and the Alberta School Boards Association Bylaws and Governance Process Policies.

Postponment from FGM 2007

1DA/FGM08: Eligibility to Run for Public School Board Trustee

Be it resolved that the Alberta School Boards Association petition the Alberta Government to amend the Local Authorities Election Act and the School Act, if required, to provide choice for separate school residents to be nominated for trustee and to vote in the school board election for the public school district or division that is in the same geographic area in which the separate school resident resides; and further that such amendments will not apply to Northland School Division No. 61, St. Albert Protestant Separate School District No. 6, St. Paul Education Regional Division No. 1, and Francophone Education Regions.

Background

The above motion was submitted as an emergent motion at FGM 2007. The floor elected to postpone consideration until FGM 2008.

Initial Sponsoring Board: Chinook's Edge School
Division No. 73

1DA/FGM08 – Eligibility to Run for Public School Board Trustee

RECOMMENDATION: Oppose

Rationale: (Chinook's Edge School division has advised (via PSBAA First Choice) that it will be looking for support to remove the tabled resolution from the ASBA Agenda).

The Alberta Supreme Court, Appellate Division (now the Alberta Court of Appeal) held in 1976 that section 17 of the Alberta Act created two systems of schools in Alberta, the public and the separate, and that the effect of this was that residents of one system were not entitled to the benefits nor could they be subjected to the tax burden of the other system. Since the Alberta Act is part of Canada's Constitution, its provisions, including section 17, cannot be amended by lesser legislation such as the School Act or Local Authorities Election Act. Thus any such purported amendments would be readily overturned by the Courts if challenged. In essence, then, the proposed amendments would be destined for failure, and thus a pointless exercise.

Even if the proposed amendments were legally possible, it would create a distinction between the two types of residence for school purposes: religious, and geographic. From a policy perspective, it makes no sense to treat these types of residence differentially.

Proposed Amendment to Current Policy

2A/FGM08: Proposed Amendment to 7.P.12 – Superintendent Appointments

That 7.P.12 be amended to read: That the Alberta School Boards Association advocate for a change in the Alberta School Act to remove the requirement that Minister of Education approve appointment of the Superintendent for a school jurisdiction.

Background

The Superintendent is the Chief Executive Officer for a school jurisdiction. Contained within the School Act are requirements for the position that trustees must consider when appointing the Superintendent.

The current process of submitting the name of a selected candidate for consideration for appointment by the Minister results in an unnecessary delay in confirming the appointment and if the candidate is moving from another jurisdiction, places that jurisdiction in a tenuous situation; paralyzing the process of that jurisdiction seeking and appointing a replacement.

Historical data will show that seldom, if ever, has the candidate presented by a School Board ever been rejected by the Minister so the current procedure appears to be more bureaucratic than pragmatic.

Related policies 7.P.01 and 7.P.09 state:

7.P.01 Superintendent Appointments
The Alberta School Boards Association believes that locally appointed superintendents, assistant and deputy

superintendents, and other personnel reporting directly to the superintendent, to be administrative line officers who owe their primary responsibility to their employers.

7.P.09 Superintendent Appointments
The Alberta School Boards Association believes that the system of locally appointed superintendents of schools should be retained.

Current 7.P.12 states:
The Alberta School Boards Association believes school boards should have the right to hire directly and renew contracts of superintendents without being required to gain ministerial approval.
(Adopted prior to 1997)
(Directive Amended FGM 2005)
(Amended-new policy FGM 2006)

History

Prior to its reclassification as a policy in 2006, this concept read as a directive which sought changes to the School Act and Superintendent's Regulation to allow Boards to hire and renew contracts of

their Superintendent without requiring Ministerial approval.

Significant advocacy on this issue resulted in the Alberta's Commission on Learning recommending that Alberta Learning should "remove the current requirement for the appointment of superintendents to be approved by the Minister of Learning" (Recommendation 80). However, this recommendation was not accepted by the government.

Letters sent to the Minister in both 2005 and 2006 regarding this issue received the following response:

"Government did not support Alberta's Commission on Learning's recommendation 80, to remove the requirement whereby the Minister of Education approves the appointment of superintendents, and stated that there will always be a vital link between superintendents and government, and it is imperative that Alberta Education's educational policies are effectively implemented. As such, it is essential that the Minister continue approving the appointment and reappointment of superintendents of schools.

Forms 4 and 5 provide the Minister with vital information related to severance pay, which protects both the superintendent and the hiring school board. Information provided on the remuneration of superintendents helps ensure

funding for student learning is not impacted by excessive superintendent compensation.

The recruitment and hiring of superintendents is the responsibility of school authorities. Section 2(1) of the Superintendent of Schools Regulation (178/2003) describes the qualifications required for individuals to be appointed as a superintendent. The Regulation allows flexibility for school authorities to seek candidates outside of the province if qualified candidates are not available within Alberta, provided that the out-of-province candidate meets the qualifications, as outlined in the Regulation, prior to approval of the appointment by the Minister."

Regarding amendments to the School Act relative to Ministerial approval of Superintendent appointments and re-appointments, the Government has clearly indicated it will not support removal of this requirement. In light of this clear answer it was recommended that this directive for action become a policy, which occurred in 2006.

Submitted by Zone 6
Initial Sponsoring Board: Lethbridge Public
School District No. 51

2A/FGM08 – Proposed Amendment to 7.P.12 – Superintendent Appointments

RECOMMENDATION: Support

Rationale:

Our board has long advocated for the elimination of the requirement to have Ministerial approval for the Board's selection and appointment of Superintendent of Schools. The requirement causes unnecessary delay in appointments and uncertainty on the part of candidates from other provinces.

The proposed directive for action is worthy of support on its own merits as it directly supports the current policy.

Current policy 7.P.12 is an appropriately worded policy statement of belief that "The Alberta School Boards Association believes school boards should have the right to hire directly and renew contracts of superintendents without being required to gain ministerial approval" – and should be retained as a policy statement. The proposed amendment reads as a directive for action which would support the current policy. Should the current policy be replaced by the proposed directive for action that the ASBA advocate for a change in legislation, if after a few years there has been no movement on the part of the province, we will once again be asked to consider deleting the directive for action. The fact that we may not be successful in effecting change in legislation through the directive for action should not change our belief that change should be made and should continued to be advocated for.

Proposed Policy/Directives for Action Positions

3DA/FGM08: Accommodations for Assistive Technology

That ASBA urge Alberta Education to allow the use of authorized assistive technology, including approved text to speech software programs, as an accommodation for students when they write achievement tests and diploma exams.

Background

Alberta Education has authorized the use of assistive technology, including text to speech software programs, such as Read and Write Gold, for use in classrooms to support student learning. Students who use these programs on a regular basis as part of their Individual Program Plans are at a disadvantage when writing provincial assessments, because they are currently not allowed to use the program. Alberta Education currently recognizes other accommodation for students, including

Braille, scribes, readers, sign language, additional writing time, large print, CD formats and taped responses. To ensure fair and equitable educational opportunities text to speech programs should be recognized as an accommodation as well.

Submitted by Zone 1

Initial Sponsoring Board: Peace Wapiti Public
School Division No. 76

3DA/FGM08 – Accommodations for Assistive Technology

RECOMMENDATION: Support

Rationale:

Using authorized assistive technologies, such as text to speech software, as an accommodation on provincial achievement tests and diploma exams provides students with flexible opportunities to demonstrate knowledge and understanding of curricular outcomes. Alberta Education recognizes the use of other accommodations such as extra time, use of a scribe or reader to ensure fairness and equity for all students – these accommodations are assistive. Text to speech software may be considered a digital version of using a reader. If a student regularly uses assistive technology in learning and testing situations in the classroom, they should be allowed this technology on the provincial exams.

4DA/FGM08: School Act Amendment to Provide for Board Meeting Attendance via Videoconference

That the ASBA urge Alberta Education to create a broader definition of the phrase “present at the meeting” as used in the School Act to include presence via video-conference in circumstances where physical presence is not possible.

Background

There is no express ability under the School Act to hold a meeting of the Board via video-conference as noted by the wording employed throughout the School Act. The following provisions agreeably demonstrate that a trustee be physically present at the location in order to participate in a Board of Trustees meeting.

1. Special Meetings Section 67(5)
“Unless all the trustees are present at the special meeting no business other than that stated in the notice of the special meeting shall be transacted at the special meeting”.
2. Reading of bylaws Section 69(2) “Not more than two readings of a bylaw shall be given at any one meeting unless the trustees present at the meeting unanimously agree to give the bylaw a third reading.”
3. Open Meetings Section 70(3) “Not withstanding subsection (1), when a majority of the trustees present at the meeting of the Board are of the opinion that it is in the public interest...”
4. Quorum Section 71(1) “No act or proceeding of a Board is binding unless it is adopted at a meeting which a quorum of the Board is present.”
5. Voting on Question Section 72(2)
“The chair and every trustee present at

the meeting of the Board shall vote for or against every question unless...”

6. Section 72(3) “The secretary of the Board shall, whenever a recorded vote is requested by a trustee, record in the minutes the name of each trustee present and whether the trustee voted for or against the matter.”
7. Required Votes Section 73(a) “At a meeting of a Board, the following apply: “a) each question shall be decided by a majority of the votes of those trustees present.”

The use of video-conference can be advantageous to school boards in the conduct of business particularly in regional rural Boards where long distances and difficult winter driving conditions are prevalent.

The matter of meeting through electronic communications has been addressed under the Municipal Government Act as follows:

Meeting through electronic communications

199(1) A council meeting or council committee meeting may be conducted by means of electronic or other communication facilities if

- (a) notice is given to the public of the meeting, including the way in which it is to be conducted,
 - (b) the facilities enable the public to watch or listen to the meeting at a place specified in that notice and a designated officer is in attendance at that place, and
 - (c) the facilities enable all the meeting's participants to watch or hear each other.
- (2) Councillors participating in a meeting held by means of a communication facility are deemed to be present at the meeting.

Part of the policy development process is legal review of all proposals coming forward to a general meeting. The legal opinion on this proposal, as currently

worded, is that all considerations surrounding this issue would not be adequately addressed. ASBA legal does concur that amendment to the School Act to provide expressly for video-conferencing or teleconferencing is warranted, but such amendment must be carefully considered in light of interplay with other sections of the Act.

Submitted by Zone 1
Initial Sponsoring Board: Holy Family Catholic
Regional Division No. 37

4DA/FGM08 – School Act Amendment to Provide for Board Meeting Attendance via Videoconference

RECOMMENDATION: Amend and Support in Principle

Amend the resolution by replacing the word “video-conference” with “electronic or other communication facilities” and adding in the word “exceptional” in front of “circumstances. The amended motion would read:

Rationale: There are occasions when a trustee may not be able to be physically present at a board meeting but could participate if meetings could be conducted via electronic or other communication facilities. Video-conferencing is too limiting a term, whereas “electronic or other communication facilities” would encompass video-conferencing, telephone conference calls as well as possible new technologies not currently available. There are cost, technical and logistical considerations that would need to be considered.

5DA/FGM08: Safe Communities and Safe Schools

The Alberta School Boards Association believes that funding needs to be provided to Boards to implement the recommendations contained in the Safe Communities and Crime Reduction Task Force report, including support for School Liaison Officers (November 2007).

Background

In September 2007 the Alberta Department of Justice received a report from Alberta's Crime Reduction and Safe Communities Task Force entitled 'Keeping Communities Safe, Report and Recommendations'. A copy of this report is available on Alberta Justice's website at <http://www.justice.gov.ab.ca/initiatives/default.aspx?id=5328>.

The report's executive summary identifies crime prevention and highlights the need to work with children and youth as follows '...Pure common sense – backed up by consistent research – tells us that the only way to put a substantial dent in the \$5 billion in direct and indirect costs of crime in Alberta each year is to prevent more people from committing crime in the first place. That means putting a top priority on children, youth, families and communities.' The report contains a total of 31 recommendations.

Recommendation 14: 'Ensure that schools have access to both a school resource officer and to adequate counselling services' is of particular concern to school jurisdictions.

The Grande Prairie detachment of the RCMP has had a school resource officer for a number of years and has recognized the need for additional supports in this area as a result of the above study and their own internal research and positions. In May 2008, the RCMP made presentation to the Grande Prairie Catholic trustees advising that they were going to fund additional resource officers for a one year pilot program but would likely come looking for funding support from school boards in future years to maintain the service. A school resource officer position (loaded costs including car) is approximately \$125,000 per year.

Funding for policing services depends on the municipality and varies from 100% provincial funding to 100% municipality funding depending on the population base.

Submitted by Zone 1
Initial Sponsoring Board: Grande Prairie and
District Catholic Schools

5DA/FGM08 – Safe Communities and Safe Schools

RECOMMENDATION: Oppose

Rationale:

We support, in principle, that adequate funding should be made available to school districts to support our schools in creating safe and caring environments. However, targeting funds to specifically support School Liaison Officers or any other specific resource does not allow for individual schools and districts to make decisions based on local circumstances. Local circumstances need to be considered to ensure that the funding is meeting the actual needs of any given school or district. We do support that municipalities should recognize that policing in schools is important and that municipalities should fully fund the resource. This may be an opportunity for cross ministry initiatives at the provincial level i.e. education and municipal affairs, however we would not support the resolution as worded.

6P/FGM08: Funding for Full-Day, Full-Time Kindergarten

The ASBA believes the Government of Alberta shall provide funding to School Boards that choose to offer full-day, full-time Kindergarten for all children.

Background

The ASBA suggested to the Alberta Commission on Learning (ACOL) (pg. 46) that “investing in full-day kindergarten or programs for three-and four-year olds can give kids the head start they need to catch up with their peers.”

Recommendation 3 in the ACOL Report - Establish full-day kindergarten programs – indicates that research suggests that there are “numerous positive benefits from full-day kindergarten programs”. Based on the positive benefits discussed in the report, the Commission’s view was that “kindergarten programs should be established as an integral part of the school system and included in the School Act and be available on a full-day basis, ideally for all children, but as a first priority, for at-risk children.”

We believe that school boards know best what their local needs are. Therefore, when a school jurisdiction identifies a particular population of children that may be at risk, the best decision for the children may be to implement a full-day full-time kindergarten. When this identification is made, the government should fully support the decision by the school board to fund this need and ultimately help prepare these children for Grade 1. The benefits in the long run, both from an educational and cost savings perspective, are huge.

Submitted by Zone 2/3

Initial Sponsoring Board: Greater St. Albert
Catholic Regional Division No. 29

6P/FGM08 – Funding for Full-Day, Full-Time Kindergarten

RECOMMENDATION: Support

Rationale:

The district supports full-day Kindergarten in areas of highest need

Research supports the provision of full-day kindergarten to assist children deprived due to economic factors, language barriers or other specific learning needs to initially equalize their learning opportunities. Dr. DaCosta’s research suggests that there are groups of high needs children who better benefit from the full-day kindergarten experience than others. The first groups to stop demonstrating significant literacy gains over their half-day kindergarten peers were those from the schools located in the higher SES communities. Thus, because not all children truly benefit from the full-day experience – although none are harmed by it – and dollars are limited, we need to identify those children who come from disadvantaged background to provide them with full-day kindergarten. This work links to the Early Developmental Instrument and Community Mapping work as this work will enable all districts to identify the geographic areas where significant numbers of disadvantaged children live.

Also, because we know there are some disadvantaged students in all schools, other strategies such as reading recovery, literacy mentoring, differentiated instruction, culturally sensitive assessment, can be supported to assist all students to be successful.

7DA/FGM08: Province-Wide Use of the Early Developmental Instrument and Community Mapping

That the Alberta School Boards Association urge the Minister of Education to initiate a joint project with those Ministries linked under the Alberta Children and Youth Initiative to fund the use of the Early Development Instrument and of Community Mapping province wide for the effective and efficient collection of information that will enable timely and equitable decisions to improve early childhood outcomes and student success in school.

Background

In 2005, a similar ASBA directive for action was recommended for deletion based on limited results of a pilot in early 2000. Since this time, extensive research has occurred across Canada, the United States, Australia, Chile, and several other countries that has illustrated the value of EDI and of Community Mapping.

We know the time before children enter grade one is a developmentally sensitive period during which many factors influence the course of a child's future development. Early learning shapes children's development and sets the stage for successful school completion and greater productivity in adults – an important element in success at work and economic security. We also know healthy children most often emerge from healthy families and healthy families are in turn promoted by healthy communities.

The Early Development Instrument (EDI) is a measurement tool that has been developed in Canada to address the need for data on early development which can support sound planning of strategy to enhance early child development. Reports from provinces (British Columbia, Manitoba and Ontario) that are using EDI in conjunction with Community Mapping have found this to be a powerful strategy

for obtaining a comprehensive picture of the kindergarten-age population, the variance among communities and a means for investigating how the nature and breadth of services may explain these differences. Because of this, British Columbia has implemented the EDI province wide and mapped the results on a neighbourhood-by-neighbourhood basis. The EDI results are currently being used by many different groups in BC as a catalyst for the creation (or strengthening) of broad local coalitions that focus on the development of young children in their communities.

The intent of this recommendation is to ensure all communities in the province have the information required to enable them to improve the developmental progress of children in the years before school so as to maximize their successful learning in school. The EDI and Community Mapping provides school districts and communities data to understand resources that support early child development and to build capacity in communities to support early child development to ensure children are developmentally ready for school.

Submitted by Zone 2/3
Initial Sponsoring Board: Edmonton Public
Schools

**7DA/FGM08 – Province-Wide Use of the Early Developmental Instrument and
Community Mapping**

RECOMMENDATION: Support

Rationale:

Edmonton Public Schools is the originating board for this resolution. The province has subsequently announced that it will support province-wide use of the Early Developmental Instrument and Community Mapping. Action has occurred.

8DA/FGM08: Proposal Funding

That the Alberta School Boards Association urge the Minister to provide monetary educational resources that are adequate, sustainable, equitable and predictable and not reliant upon the writing of proposals to acquire funding.

Background

In the past few years Alberta Education has utilized a proposal writing mechanism to allocate additional dollars for the following instructional technology initiatives:

- ◆ Research-based one-to-one mobile computing
- ◆ Voice over Internet Protocol (VoIP)
- ◆ Blended technologies for distance delivery
- ◆ Collaborative server-based computing
- ◆ Emerging technologies in the 21st century

This is problematic for jurisdictions because:

- ◆ Inequities in student programming can be created between schools within a jurisdiction. Proposal funding erodes the autonomy boards have in how they allocate provincial funds to schools within their jurisdiction.
- ◆ Inequities in student programming can be created between school jurisdictions. If one believes the current funding framework is equitable, then the additional proposal funding awarded to some jurisdictions would distort that equity.
- ◆ District and school administration spend a considerable amount of

time, energy and resources writing the proposals which ultimately may not be successful, instead of concentrating on educational leadership.

- ◆ If a jurisdiction is successful and awarded proposal funding, district and school administration spend a considerable amount of time, energy and resources tracking the proposal expenditures to be accountable to Government instead of concentrating on educational leadership.
- ◆ If a jurisdiction is not aware of the proposal opportunity or is not as skilled in proposal writing, their students ultimately miss out on an educational opportunity.
- ◆ Targeted proposal funding is not a stable, predictable or equitable funding mechanism.

The clearest example of the inequity associated with this process is the Emerge One-to-One initiative. In March 2007, Alberta Education committed \$5.7 million to Emerge One-to-One, using the RFP process to distribute the funds to only twenty school jurisdictions. Further, in October 2007, Alberta Education announced that it had formed a \$1 million partnership with Microsoft Canada to help support the Emerge One-to-One initiative. This agreement enabled Alberta teachers and students participating in the

Emerge One-to-One project with access to Microsoft software and professional development tools at no cost for the duration of the project. Once again, all other school jurisdictions were excluded.

As a result of these two related initiatives, a total of \$6.7 million in resources and support were allocated to fewer than one-third of the school jurisdictions in Alberta. Meanwhile, other school jurisdictions that are also attempting to be innovative and progressive by moving towards a one-to-one environment on their own, receive no funding from Alberta Education. These jurisdictions also do not have access to the software and professional development that has now been made available to the twenty jurisdictions selected to participate in the initiative.

Although we support Alberta Education's desire to encourage innovation in the area of instructional technology, we feel that

the current practice of allocating funds to a small number of jurisdictions on a best-proposal-basis creates unnecessary and undesirable inequities among jurisdictions with respect to technology funding. More importantly, we believe that it contributes to inequity of opportunity for students.

As an alternative, we propose that Alberta Education consider the use of the AISI (Alberta Initiative for School Improvement) model with respect to the distribution of funds for instructional technology initiatives. In this model, funds could be distributed equitably among all jurisdictions whose applications for funding meet the criteria established by Alberta Education.

Submitted by Zone 2/3 and Zone 4
Initial Sponsoring Board: St. Albert Protestant
Separate School District No. 6
Co-Sponsor: Red Deer Public School District
No. 104

8DA/FGM08 – Proposal Funding

RECOMMENDATION: Oppose

Rationale:

The goal of applied technology research grants, as understood by the district, is to support innovative technology projects that otherwise might not receive funding through traditional district allocations or AISI projects. The intent of the Alberta Education Stakeholder Technology Branch, as the lead department in many of the requests for proposal, is to fund projects that are designed to address specific research questions around the use of technology in support of teaching and learning. As new technologies evolve, it is important to research and understand their potential impact on teaching and learning. Upon completion of the projects, participating jurisdictions are required to submit detailed reports on the impact of the projects in the classroom. The reports are compiled by Alberta Education and the information is then shared with all school jurisdictions. All research reports are placed on the Alberta Education website. Often, Alberta Education contracts external research agencies to carry out the review of all the projects in the province. This serves to ensure that variables are controlled and standardized research methodologies are applied, making the research findings much more reliable.

If these funds were to be spread over all jurisdictions, insufficient dollars would be available to achieve useable results from the individual projects.

From an EPS perspective, our funded projects serve a dual purpose in that they directly inform future district practice as well as the practice of jurisdictions across Alberta. Edmonton Public Schools has been very successful in obtaining technology research grants over the past 5 years. The district has received close to \$2,000,000 in grants, which has benefited projects in about 50 different schools. This has supported our schools to be innovative in their integration of technology into teaching and learning. Examples of where the grants have informed district and provincial practice include:

1. A wireless technology grant received in 2005 that has served as the model for the deployment of wireless technologies in 45 district sites (as of Sept. 2008).
2. A wireless technology grant received in 2005 resulted in the selection of a wireless technology from Aruba Networks. The selection of Aruba Networks by EPS has resulted in the vast majority of other Alberta school jurisdictions selecting this technology as well.
3. A videoconferencing grant in 2005 has served as the model for the successful use of videoconferencing technology in 38 district schools (as of Sept. 2008).
4. It could be deduced that the research findings from applied technology research projects over the past few years has resulted in the government deciding to invest 18.5 million per year, over 3 years in the form of the newly announced 'Innovative Classrooms Technology Funding' grant, that all jurisdictions will receive.

An open RFP process is a fair and transparent way for Alberta Education to ensure that specific research questions are addressed and that the projects serve to inform future practice across Alberta.

9DA/FGM08: School Support Therapists

That the Alberta Schools Boards Association urges the appropriate Ministers to make the training of speech language pathologists, occupational therapists, mental health therapists and physiotherapists a high government priority by:

- ◆ Increasing the available seats for these professions at post-secondary institutions in Alberta.
 - ◆ Providing bursaries and scholarships as an incentive to prospective applicants to increase the numbers of students entering these professions.
-

Background

School jurisdictions in Alberta are finding it increasingly difficult to contract/hire therapists to support learning so that Alberta's children and students can receive the best possible education.

students to increase the number of applicants in a specific discipline.

Submitted by Zone 2/3

Initial Sponsoring Board: St. Albert Protestant
Separate School District No. 6

There are precedents for the Government of Alberta to offer financial incentives to

9DA/FGM08 – School Support Therapists

RECOMMENDATION: Support

Over the past several years, the district has experienced a shortage of qualified speech language pathologists to fill permanent and temporary positions. This year, after an extensive recruitment campaign, the district has been able to fill all of its permanent positions but continues to have difficulty in recruiting for temporary positions to cover staff maternity or other leaves of absences.

10DA/FGM08: Universal Assessment, by Age 30 Months, to Identify At-Risk Children

That the ASBA advocate to the Government of Alberta and its appropriate ministries to conduct universal assessment of children, by age 30 months, to identify children who are at risk of not achieving to the level of their potential; and, furthermore, to fund up to full-time pre kindergarten for those children.

Background

A key objective identified in the Alberta Commission on Learning (ACOL) Report (pg. 42) was “to ensure that all children come to school ready to learn”. The Commission felt strongly that “more needed to be done to address the needs of vulnerable and at-risk children, to head off problems before they come to school, and to improve the chances for every child to succeed in school and in life”.

The College of Alberta School Superintendents recommended to the Alberta Commission on Learning (ACOL) that “comprehensive early intervention programs for ‘at-risk’ students must be provided, with appropriate resourcing to ensure that all children come to school with the capacity to learn.”

Therefore:

- ◆ Better communication between community service providers, health units, the school, and parents would result in earlier detection of developmental delays; and
- ◆ Early detection and early intervention would give at-risk children an optimal chance of achieving to their full potential during their school years.

Submitted by Zone 2/3

Initial Sponsoring Board: Greater St. Albert
Catholic Regional Division No. 29

10DA/FGM – Universal Assessment, by Age 30 Months, to Identify At-Risk Children

RECOMMENDATION: Amend and Support

Amend by striking out: “to conduct universal assessment of children, by age 30 months, to identify children who are at risk of not achieving to their potential; and furthermore, to fund up to full-time pre-kindergarten for those children” and inserting “that universal pre-school assessment to identify at-risk children be implemented and supported based on recommendations developed as a result of five provincial pilots currently in progress” such that the new resolution would read:

That the ASBA advocate to the Government of Alberta and its appropriate ministries that universal pre-school assessment to identify at-risk children be implemented and supported based on recommendations developed as a result of five provincial pilots currently in progress.

Rationale:

Families tell us they do not need or want more testing unless it is supported by service or interventions as needed. There are differences of opinion on when testing should occur. Currently, Alberta Health, in partnership with Child and Youth Services and Education, is supporting five universal screening of preschool children pilots with a completion date of December 2009. These pilots are investigating ways of responding to the questions and challenges of universal assessment. A number of the pilots are screening 19 and 36 month old children but one is screening starting at six months. The local Edmonton pilot, on of the 5 provincial pilots, involves support to parents.

The district is a member of the steering committee for the Capital Health Edmonton Mill Woods’ project. It involves screening of 18 and 36 month old children through special events, sometimes in schools, and community agencies using the Ages and Stages Questionnaire (ASQ). All parents are invited to general and topic specific learning events to learn more about child development. Strategies promoting early childhood development are provided by paraprofessionals at home visits for children with noted concerns. Through the involvement of the Multicultural Health Brokers there is a particular focus on three cultural groups.

Each pilot is being locally evaluated but there is also a province-wide evaluation. The recommendations ensuing from these pilots have the potential to provide a strong foundation for an early intervention and service program.

The revised recommendation recognizes the provincial work in this area, is supportive of this work and acknowledges that the province is less likely to support implementation of universal screening prior to the pilots being completed.

11DA/FGM08: Increasing Class Size Initiative Funding for Increased Enrollment

The Alberta School Boards Association (ASBA) petition the Ministry of Education to adjust Class-Size Initiative (CSI) dollars upward in relation to annual enrollment increases for growing school divisions.

Background

With the introduction of the Class-Size Initiative (CSI) dollars in July 2004, Alberta Education based increased grant dollars upon September 2003, enrollments.

Jurisdictions that have declined in enrollment since the 2003 “capture” of enrollment have potentially more dollars/student to meet CSI in 2008 than in 2003. Similarly, increasing enrollment boards have potentially fewer dollars/student in 2008 than the original grant implementation in 2004.

This request for annual CSI adjustments does not apply to all boards but only to those that are growing in student

enrollment. Declining enrollment boards have fixed operating costs that are supplemented by targeted granting structures.

The 2005-06 adjustment to CSI was intended to target grid roll-up costs and did not address CSI pressures for growing Boards.

Submitted by Zone 5
Initial Sponsoring Board: Rocky View Schools
No. 41

11DA/FGM08 – Increasing Class size Initiative Funding for Increased Enrolment

RECOMMENDATION: Oppose

Rationale:

CSI funding was introduced to address the pressures of large class sizes being experienced at a point in time. Growth in enrolment results in increased student driven instruction funding as well as increases in all other funding based on the enrolment count. In addition enrolment growth funding is in place to address the cost pressures of growth at the jurisdiction level as well as the school level. Increases in funding should be provided as flexible funding to allow jurisdictions to best meet local needs.

12DA/FGM08: Information Sharing Protocols During Formal Risk and Threat Assessment Processes

The Alberta School Boards Association (ASBA) petition the Ministry of Education to establish and/or revise joint protocols with other ministries, including for example, Child and Family, Justice and Health, to ensure appropriate information sharing occurs in an expeditious manner when formal risk and threat assessment processes are initiated to address student safety.

Background

In accordance with the School Act s. 45 (8), “a board shall ensure that each student enrolled in a school operated by the board is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviors.” To this end, it is necessary to ensure crisis response procedures are in place and rehearsed.

The ability to possibly prevent or mitigate a crisis depends on formal risk and threat assessment processes. Often critical and essential information is known to agencies outside the school or education system, including but not limited to police, child and family, health and justice services.

Responding appropriately and wisely to risks and threats requires that all necessary information that may be known is shared on a needs-to-know basis.

Agencies such as the police or health authorities may feel restricted in sharing essential information due to concerns for privacy and confidentiality. Likewise, the school system has similar concerns. Nevertheless, appropriate information sharing facilitates the ability to prevent and/or respond to a crisis.

It is essential to have provincial, interagency protocols in place that must compel agencies who have responsibility for the care of children and young people that they can and will share information whenever it is necessary to maintain safe, caring, orderly environments.

There have been many high profile school shootings in Canada and the United States. These events have understandably increased anxiety about safety among many students, staff, parents and communities.

Schools and communities need formal protocols and procedures to assess high risk and threat making behavior, without them there is too great a chance for over or under-reacting to critical events.

Lethbridge College and the Canadian Threat Assessment Training Board collaborated in the development of a "Threat Assessment Training" program. A protocol was developed by J. Kevin Cameron and Deborah Sawyer as part of this Threat Assessment Training (TAT) program.

In order for schools to be effective in keeping students, staff and communities safe and healthy, various Alberta Government Department personnel

MUST make pertinent information available to school personnel in order to thoroughly assess the potential for "worrisome behavior" of students to escalate to violent outcomes.

Personnel that are Child Protection workers, Mental Health workers, probation officers, police, RCMP etc. have access to pertinent information that in many cases would be significantly important towards making the best decisions about a threat risk assessment.

The department protocols that currently exist are not strong enough in authorizing the sharing of pertinent data.

The current Education minister has been outspoken about providing students with wrap around services, this is a matter of student health and safety.

For information, a 63-page "Information Sharing Guideline" document, most

recently updated in July 2007, was prepared by the Information Sharing Working Committee and the Alberta Children and Youth Initiative. A copy of the Guideline can be found at [http://infosharing.gov.ab.ca/home/documents/doc_ACYI_InformationSharingGuideline_\(1\).pdf](http://infosharing.gov.ab.ca/home/documents/doc_ACYI_InformationSharingGuideline_(1).pdf)

A protocol regarding the sharing of information with respect to young offenders is also in existence and can be found at http://www.solgps.alberta.ca/programs_and_services/correctional_services/young_offenders/Publications/Young%20Offender%20Protocol.pdf

Submitted by Zone 5
Initial Sponsoring Board: Golden Hills School
Division No. 75

12DA/FGM08 – Information Sharing Protocols During Formal Risk and Threat Assessment Processes

RECOMMENDATION: Support

Rationale:

Joint protocols between ministries as outlined in the proposed resolution would expedite the sharing of relevant information for risk and threat assessments. There is legislation which requires school staff and service providers to safeguard the personal information of the people they serve, e.g. the Freedom of Information and Protection of Privacy Act and the Health Information Act. While the legislation does not prohibit the sharing of information, it does require service providers to exercise discretion and to be able to justify when information is shared. This has led to confusion, caution and a reluctance on the part of service providers to share information with personnel under other ministries. Individual Information Sharing Agreements can be made between public bodies however, clear protocols and authorization to share between ministries and their administrative arms would be more expeditious, help to alleviate concerns and clarify when information can and should be shared.

Appendix A: Membership Fees and Student Enrollments

September 1, 2008 to August 31, 2009

Zone	Jurisdiction	Total Students*	Membership Fees
2/3	Aspen View Regional Division No. 19	3,332	\$27,639
4	Battle River Regional Division No. 31	6,909	\$45,107
2/3	Black Gold Regional Division No. 18	8,549	\$52,623
2/3	Buffalo Trail Regional Division No. 28	4,575	\$34,406
5	Calgary RCSSD No. 1	43,938	\$134,334
5	Calgary Board of Education	101,531	\$217,716
5	Canadian Rockies R. D. No. 12	2,342	\$21,512
4	Chinook's Edge School Division No. 73	11,147	\$64,534
5	Christ the Redeemer Catholic SRD No. 3	7,160	\$46,255
4	Clearview School Division No. 71	2,587	\$23,025
2/3	East Central Alberta CSSRD No. 16	2,904	\$24,992
2/3	East Central Francophone Ed. Region No. 3	579	\$10,482
2/3	Edmonton Catholic Separate School District No. 7	32,405	\$110,540
2/3	Edmonton Public Schools	80,717	\$189,088
2/3	Elk Island Catholic Separate RD No. 41	5,915	\$40,554
2/3	Elk Island Public Schools RD No. 14	16,173	\$77,057
2/3	Evergreen CSRD No. 2	3,304	\$27,468
5	Foothills School Division No. 38	6,798	\$44,598
2/3	Fort McMurray RCSSD No. 32	4,262	\$32,976
2/3	Fort McMurray School District No. 2833	4,873	\$35,775
1	Fort Vermilion School Division No. 52	3,578	\$29,159
5	Golden Hills Regional Division No. 15	6,603	\$43,704
1	Grande Prairie RCSSD No. 28	3,683	\$29,813
1	Grande Prairie School District No. 2357	6,123	\$41,503
2/3	Grande Yellowhead Regional Division No. 35	5,274	\$37,611
6	Grasslands Regional Division No. 6	3,666	\$29,703
2/3	Greater N. Central Francophone Ed. Region No. 2	2,321	\$21,382
2/3	Greater St. Albert Catholic R. D. No. 29	6,967	\$45,375
5	Gr. Southern Francophone Public Ed. Region No. 4	876	\$12,435
5	Gr. Southern Franc. Separate Catholic Ed. Region No. 4	802	\$11,981
1	High Prairie School Division No. 48	3,534	\$28,891
1	Holy Family Catholic Regional Division No. 37	2,193	\$20,591
6	Holy Spirit RCSR No. 4	4,674	\$34,860
6	Horizon School Division No. 67	3,494	\$28,644
2/3	Lakeland RCSSD No. 150	2,031	\$19,587
6	Lethbridge School District No. 51	8,113	\$50,629
2/3	Living Waters CRD No. 42	1,816	\$18,253

Appendix A: Membership Fees and Student Enrollments

September 1, 2008 to August 31, 2009

Zone	Jurisdiction	Total Students*	Membership Fees
6	Livingstone Range School Division No. 68	4,220	\$32,783
2/3	Lloydminster Public School Division	2,266	\$21,038
2/3	Lloydminster RCSSD No. 89	1,119	\$13,941
6	Medicine Hat CSRD No. 20	2,961	\$25,343
6	Medicine Hat School District No. 76	6,380	\$42,686
2/3	Northern Gateway Regional Division No. 10	5,585	\$39,041
2/3	Northern Lights School Division No. 69	5,985	\$40,871
1	Northland School Division No. 61	2,812	\$24,421
1	Northwest Francophone Ed. Région No. 1	343	\$8,859
6	Palliser Regional Division No. 26	4,509	\$34,104
2/3	Parkland School Division No. 70	9,542	\$57,176
1	Peace River School Division No. 10	3,417	\$28,162
1	Peace Wapiti School Division No. 76	5,759	\$39,839
2/3	Pembina Hills Regional Division No. 7	5,364	\$38,024
5	Prairie Land Regional Division No. 25	1,701	\$17,544
6	Prairie Rose Regional Division No. 8	3,523	\$28,822
4	Red Deer Catholic Regional Division No. 39	6,348	\$42,535
4	Red Deer Public School District No. 104	9,584	\$57,368
5	Rocky View School Division No. 41	15,233	\$75,117
2/3	St. Albert PSSD No. 6	6,697	\$44,137
2/3	St. Paul Education Regional Division No. 1	4,047	\$31,986
2/3	St. Thomas Aquinas RCSR No. 38	2,495	\$22,461
2/3	Sturgeon School Division No. 24	4,523	\$34,173
6	Westwind School Division No. 74	4,068	\$32,082
4	Wetaskiwin Regional Division No. 11	4,199	\$32,687
4	Wild Rose School Division No. 66	5,437	\$38,361
4	Wolf Creek School Division No. 72	7,499	\$47,809
2/3	Yellowknife Education District No. 1	2,275	\$21,093
2/3	Yellowknife Catholic Schools	1,460	\$16,052
Totals		555,099	\$2,753,313

*Note: Student totals were compiled from a report on Student Population for the 2006/2007 school year published by Alberta Education. Student registration information as of July 28, 2007.

Appendix B: Advocacy Highlights

November 2007 to October 2008

The ASBA advances its advocacy efforts in many ways including:

- ◆ Regular meetings with Ministers
- ◆ Letters to politicians and senior officials
- ◆ Meetings with the Deputy Minister and senior department staff
- ◆ Participation of Department committees and task forces
- ◆ Meetings with key MLA's
- ◆ Presentations to standing policy committees
- ◆ Research reports
- ◆ Speeches and presentations
- ◆ Meetings with partner organizations
- ◆ Media interviews

Association representatives are guided and directed in their advocacy work by association policy, formulated by the members of the association. The ASBA President and ASBA representatives take every opportunity to speak to and reinforce Association policy in all advocacy initiatives.

The following advocacy summary reviews major advocacy initiatives of the Alberta School Boards Association undertaken since Fall General Meeting 2007.

For the 2008 Fall General Meeting, this summary replaces the *ASBA Directives for Action Progress Report*, which detailed advocacy efforts relative to each directive for action contained in the *ASBA Governance Handbook*.

ASBA Advocacy Priorities

The Board of Directors realized advocacy on numerous fronts was not conducive to the most effective advocacy for an organization of ASBA's size. Therefore, in an effort to focus the work of the Association, the ASBA Board of Directors identified three advocacy priorities in the 2007-2010 ASBA Strategic Plan. The priorities are: high school completion, transportation and infrastructure.

High School Completion

An ASBA High School Completion Task Force was formed in February 2008 and is chaired by Zone 4 Director Jackie Swainson. Directors Marilyn Bergstra, Carol Bazinet, Clayton Jespersen, and Kerry Milder are members of this task force, along with one representative from each zone to be named. Its mandate is to identify the unique contributions school boards can make to improving high school completion rates and to

identify and develop resources to assist school boards in their efforts to improve high school completion rates.

Transportation

ASBA's 2007 Transportation Survey was the first initiative in support of this advocacy priority. Directors Bev Esslinger (Chair), Lynda Akers, Serafino Scarpino and Jackie Swainson are leading this initiative. A representative from each Zone will be requested to attend a meeting with ASTAC (Alberta Student Transportation Advisory Committee) to facilitate the development of recommendations stemming from the report entitled "At the breaking point: Alberta's student transportation system", which was officially released at SGM 2008.

Infrastructure

Directors Serafino Scarpino (Chair), Bev Esslinger and Doug Gardner are leading this initiative. A review of ASBA policies provided three themes the task force will focus on; a sustainable funding model, ideal school/district, and operations and maintenance. The Association is cooperating with a new infrastructure planning process announced this spring by the provincial government, led by Alberta Education Parliamentary Assistant Janice Sarich.

The above documentation relative to the three advocacy priorities indicates progress is being made and the trustees who have accepted responsibility for leading these initiatives are to be commended for their commitment to these roles.

The Lobbyist Act

An advocacy effort by ASBA to exempt school boards from Bill 1 – *The Lobbyist Act* was successful. The proposed legislation makes strict rules about an organization's lobbying activities. The legislation is expected to become law soon and a lobbyist registry operational in 2009. While the Legislature Committee on Government Services concurred with the ASBA's call for a simplified regulatory and reporting regime, the ASBA remains included within the scope of the *Act*.

Fiscal Accountability

In response to the Auditor General's recommendation that standards be set for the financial monitoring information provided to school trustees, ASBA worked with partners to develop a board development curriculum and related material on fiscal accountability and delivered these governance tools to school boards. A conditional grant in the amount of \$100,000 from Alberta Education, as well as the secondment of Assistant Deputy Minister Mat Hanrahan for the year facilitated this work. Feedback from Boards has been very positive regarding the impact of this training.

Aboriginal Learning

ASBA took a leadership role in 2007-2008 to find ways to improve Aboriginal student achievement. The end goal is to adopt approaches that will see test results of Aboriginal students improve, their drop-out rates decrease and Aboriginal communities, parents and students feeling more engaged in the educational system. In April 2008, the Association hosted a *Closing the Gaps* conference for trustees, superintendents, Aboriginal leaders involved in education and others. Chaired by University of Alberta Chancellor Dr. Eric Newell, the conference was successful in clarifying Aboriginal needs and identifying opportunities for improvement. In June 2008, a follow-up meeting was held to define ASBA and school boards' next steps. Also during the year, a working group on tuition agreements with First Nations coordinated by ASBA set the groundwork for resolving a long standing issue regarding who pays for children on First Nations reserves who attend a public school.

Private School Funding

On July 31, 2008, the government announced that funding to private schools would increase. In response, a letter from ASBA, CASS, ASBOA and ASCA was sent to the Premier requesting that he reconsider the government's decision, the four partners issued a joint media advisory, and opinion editorials and letters to the editor were circulated to newspapers across the province.

Grade Level of Achievement (GLA)

A letter was sent to Alberta Education outlining the position taken by the Board of Directors to support the CASS Grade Level of Achievement Reporting proposal which would see local and provincial reporting of three categories of student achievement – at, above, or below grade level. This culminated many months of advocacy and work with partner groups and Alberta Education to try and find a solution to the GLA impasse. Until this alternate proposal was put forth, ASBA's fairly widely supported position was to have local reporting to parents, but no provincial reporting. All partner groups except the ATA agree with the alternate proposal, and the Government will proceed on this basis.

Long Term Agreement with Teachers

ASBA has advocated strongly on behalf of Boards relative to the securing of a long term agreement with teachers. Although ASBA was not included in the discussions between the government and the ATA regarding the Memorandum of Agreement, the ASBA position on the necessity of a long term agreement was addressed in that there is now a five-year agreement in place.

Junior Kindergarten

In November 2006, ASBA President Maureen Kubinec joined the presidents of the ATA, ASCA, and CASS to release an Ipsos Reid poll indicating 82 per cent of Albertans support offering pre-Kindergarten programs to children who need them – and most importantly – funding these programs. The presidents and executive directors of ASBA, ATA, ASCA and CASS have recently met and agreed to a proposal to advance early childhood education.

Appendix C: Disposition of Motions



2008 FALL GENERAL MEETING

Motion No.	Motion Title	Page	Carried (✓)	Defeated (✓)	Other: Amended, Postponed Referred, Withdrawn, etc.
POSTPONEMENT FROM FGM 2007					
1DA/FGM08	Eligibility to Run for Public School Board Trustee	6			
PROPOSED AMENDMENT TO CURRENT POLICY					
2A/FGM08	Proposed Amendment to 7.P.12 – Superintendent Appointments	7			
PROPOSED POLICY/DIRECTIVE FOR ACTION POSITIONS					
3DA/FGM08	Accommodations for Assistive Technology	9			
4DA/FGM08	School Act Amendment to Provide for Board Meeting Attendance via Videoconference	10			
5DA/FGM08	Safe Communities and Safe Schools	12			
6P/FGM08	Funding for Full-Day, Full-Time Kindergarten	13			
7DA/FGM08	Province-Wide Use of the Early Developmental Instrument and Community Mapping	14			
8DA/FGM08	Proposal Funding	15			
9DA/FGM08	School Support Therapists	17			
10DA/FGM08	Universal Assessment, by Age 30 Months, to Identify At-Risk Children	18			
11DA/FGM08	Increasing Class Size Initiative Funding for Increased Enrollment	19			
12DA/FGM08	Information Sharing Protocols During Formal Risk and Threat Assessment Processes	20			
2008 PROPOSED EMERGENT ISSUES					

Amendment Form

Amendment to Issue No. _____

Moved by:

School Jurisdiction:

Seconded by:

School Jurisdiction:

Amendment Form

Amendment to Issue No. _____

Moved by:

School Jurisdiction:

Seconded by:

School Jurisdiction:
