

EDMONTON PUBLIC SCHOOLS

May 26, 2009

TO: Board of Trustees

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

SUBJECT: Issues, Budget and Bylaws Bulletin for the 2009 ASBA Spring General Meeting

RESOURCE
STAFF: Dean Power, Anne Sherwood

RECOMMENDATION

1. That board support for the following motions at the Alberta School Boards Association Spring General Meeting as outlined in the ASBA Issues, Budget and Bylaws Bulletin 2009 (Attachment 1) be approved:
 - Motion 1B/SGM-09 – ASBA Budget 2009-2010 (page 7)
 - Motion 2A/SGM09 – Proposed Bylaw Amendment: Bylaw No. 7(1) – Board of Directors – Powers and Duties (page 45)
 - Motion 3P/SGM09: Full-Time Kindergarten for Children at Risk (page 47)
2. That board support for the following motion at the Alberta School Boards Association Spring General Meeting as outlined in the ASBA Issues, Budget and Bylaws Bulletin 2009 Addendum 1 (Attachment II) be approved:
 - Motion 4D/GGM09 - School Act Amendment to Provide for Board Meeting Attendance via Videoconference.
3. That board support for the proposed revisions to ASBA's Policy and Directives for Action Statements (Attachment III) as an accurate reflection of existing policy and directive for action statements be approved.

* * * * *

Attached for trustees' information are the issues and proposed budget and bylaw amendments to be voted on at the ASBA Spring General Meeting. The purpose of this report is to provide trustees an opportunity to discuss the proposed budget, bylaw changes and directives prior to the Spring General Meeting which will be held June 1, 2009 at the Capri Centre in Red Deer.

The Issues, Budget and Bylaws Bulletin for the ASBA Spring General Meeting which will be held June 1, 2009 at the Capri Centre in Red Deer is attached as Attachment I. The ASBA Issues and Resolutions Committee is recommending that the proposed motions regarding the ASBA Budget for 2009-2010, Amendment to Bylaw 7(1) – Board of Directors – powers and Duties, and the policy adopted by the ASBA Board of Directors regarding Full-Time Kindergarten for Children at Risk be supported. The Committee is also recommending support for a late arriving motion regarding a School Act Amendment to Provide for Board Meeting Attendance via Videoconference as outlined in Attachment II.

In order for the ASBA Policy Development Advisory Committee to effect changes to the format of and process for development of ASBA policies, the Board's ASBA Issues and Resolutions Committee also recommends that the Board support the proposed revisions to ASBA's Policy and Directives for Action Statements as formatted in (Attachment III) as an accurate reflection of existing policy and directive for action statements.

Motion 1B/SGM-09 – ASBA Budget 2009-2010

The proposed budget reflects a 4% increase in membership fees and an overall budget increase of 5.5%. The board's membership fee for 2009-2010 will be \$196,177 up \$8,581 from 2008-2009. The budget projects a 3.5% increase in salaries, per diems and honorariums based on the projected marked increase. The largest individual increase in the budget is for a projected 32% increase in lease costs at the expiry of the Association's ten year lease on April 15, 2010. Pages 11 through 16 of the Bulletin provide information on the budget considerations, assumptions, and the member input received on the strategic priorities used to develop the proposed budget. The 2009-2010 budget proposes that work will continue on the three key advocacy initiatives: transportation; high school completion; and infrastructure. As well a new initiative on early intervention has been added to the budget plan. The Board had recommended early intervention as an ASBA initiative as part of the ASBA Budget input process. The Board has been a strong advocate of early intervention as part of its own strategic plan in support of student success.

Motion 2A/SGM09 – Proposed Bylaw Amendment: Bylaw No. 7(1) – Board of Directors – Powers and Duties

Minor wording and grammatical changes have been proposed for clarity of Bylaw No. 7, Section 1 as outlined on page 46 of the Bulletin. The intent of the bylaw has not been changed.

Motion 3P/SGM09: Full-Time Kindergarten for Children at Risk

Subsequent to the 2008 ASBA Fall General meeting at which the membership adopted a directive for action that the ASBA advocate to the Government to fund up to full-time pre-kindergarten for children at risk, in December 2008, the ASBA board of director adopted an interim policy reaffirming its support for full-time kindergarten funding for children at risk as outlined on page 47. The Edmonton Public School Board supports full-time kindergarten programming for children identified as at risk of not achieving to their level of their potential and it is recommended that this policy be supported.

Motion 4/D/SGM09: School Act Amendment to Provide for Board meeting Attendance via Videoconference

At the 2008 Fall General Meeting, the ASBA Board of Directors was asked to examine the legal ramifications of a proposed amendment to the School Act to provide for Board meeting attendance via videoconference and to bring a proposal to the membership at the 2009 Spring General Meeting. The ASBA Board of Directors sought legal research and advice and has endorsed the following motion for approval at the 2009 Spring General Meeting.

Be it resolved...The Minister of Education should work with the Alberta School Boards Association to establish a legislative framework providing school boards the ability to conduct electronic meetings, considering the many complexities surrounding the issue and providing local autonomy in establishing procedures around such meetings within the framework provided by the legislation.

The opinion prepared by Debra Tumbach of ASBA Legal Services, is provided in the addendum (Attachment II) and outlines the related issues which must be addressed in order to effect such a change in the legislation and provides a summary of other Canadian provincial legislative models .

Proposed Revisions to ASBA's Policy and Directives for Action Statements

The ASBA Policy Development Advisory Committee Task Force, charged with reviewing the policy process and the policies and directives for action section of the ASBA Governance Handbook, will be bringing forward a recommended change in format to the current policies and directives for action statements presently contained in the Governance Handbook at the Spring AGM (Attachment III). The Task Force will be asking the assembly to adopt the new package as an accurate reflection of existing policy and directive for action statements in a new format. The Task Force has not contemplated any changes to intent or content of the existing policies in its recommendations. Amendments to content and intent should be dealt with separately from the issue of format. If approved, the new format for policies will replace the existing policies and directives for action. Policies and

Directives for Action or amendments to existing policies approved at the Spring General Meeting will be reformatted for adoption in the new format at the Fall General Meeting. The Policy Development Advisory Committee will also work with zones and boards who have submitted policies and directives for action for the FGM in the previous format to prepare a draft in the new format for the membership's consideration at the Fall General Meeting.

The Policy Development Advisory Committee will be making recommendations to the ASBA Board of Directors on changes to the policy process to address and incorporate the new policy format.

Voting

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.

Elections

It is an election year for president and vice-president for the 18-month term starting in June 2009 and ending November 2010. The current President and Vice-President are both eligible for a second term.

Election of the President and Vice-President will take place at the Spring General Meeting. Nominations will be made openly from the floor at 11:00 a.m. on Monday June 1, 2009 and voting shall be by secret ballot on the basis of one vote per member board at 8:35 a.m. on Tuesday June 2, 2009. The Board Chair is responsible for casting the Board's vote and will seek the concurrence of those trustees present for the election. The President and Vice-President take office at the conclusion of the General Meeting. Attachment IV is information regarding the election process.

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- Attachment I - ASBA Issues, Budget and Bylaws Bulletin 2009
- Attachment II - ASBA Issues, Budget and Bylaws Bulletin 2009 Addendum 1
- Attachment III - Proposed Revisions to ASBA Policy and Directives for Action Statements
- Attachment IV - ASBA Election Process

Issues, Budget and Bylaws Bulletin 2009

Please bring this bulletin with you to the business session of the Spring General Meeting on June 1, 2009 at the Capri Center, Red Deer, Alberta. Please review the Rules of Procedure before the meeting.

For more information contact:

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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.

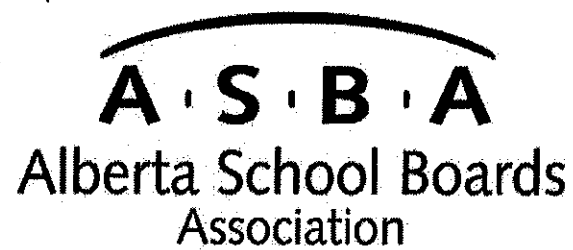
Other Motion Proceedings

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

Motion 1B/SGM09: ASBA Budget 2009-2010

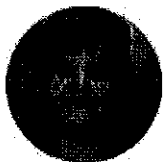
BE IT RESOLVED that the Alberta School Boards Association adopt the budget appended hereto for the period September 1, 2009 to August 31, 2010.

Sponsor: ASBA Board of Directors



Proposed Budget 2009-2010

Alberta School Boards Association Board of Directors



Heather Welwood
President



Dianne Lavoie
Zone 1 Director



Serafino Scarpino
Calgary Catholic Director



Jacquie Hansen
Vice-President



Lynda Akers
Zone 2/3 Director



Carol Bazinet
Calgary Public Director



Clayton Jespersen
Zone 2/3 Director



Bev Esslinger
Edmonton Public Director



Jackie Swainson
Zone 4 Director



Marilyn Bergstra
Edmonton Catholic Director



Doug Gardner
Zone 5 Director



Kerry Milder
Zone 6 Director

Alberta School Boards Association

Proposed Budget – 2009/2010

Budget Considerations

There are a number of factors taken into consideration when preparing the budget for the Association.

- ♦ The budget must be balanced
- ♦ ASBA mandate and strategic priorities
- ♦ Work on Association policy
- ♦ Reasonable increases in membership and other fees
- ♦ Sustaining a level of service previously approved by the membership
- ♦ Sustaining active involvement in committee and task force work (e.g. special needs, student achievement, aboriginal education, high school completion, transportation, infrastructure, safe and caring schools, drug awareness, healthy kids, funding framework, school fees and fundraising)
- ♦ Development of new services (e.g. emergency planning initiative)
- ♦ Trustee development for the year
- ♦ Current cost of required expenses: annual lease, insurance, memberships, telecommunications
- ♦ Appropriate compensation levels and working conditions for staff
- ♦ Appropriate compensation levels for trustees serving on the ASBA Board of Directors, committees and task forces
- ♦ Appropriate expense reimbursement for trustees and staff working on Association business (e.g. setting of the annual mileage rate)

Alberta School Boards Association

Proposed Budget – 2009/2010

Budget Assumptions

The following budget assumptions were approved by the ASBA Board of Directors:

- ♦ The budget will be balanced
- ♦ There will be a combination of proposed increases (membership fees, fee for service rates and registration fees) and/or transfers from reserves to balance the budget and meet projected expense levels
- ♦ Interest revenue will decline slightly due to lower investment returns
- ♦ Staffing levels will remain the same through 2009-2010
- ♦ Staff salary and benefit costs and contractor compensation will increase by 3.5% (the projected market increase). However, as this is the third year since the last market study, one will be conducted to ensure staff salaries are within market and adjustments will be made if salaries are not within market.
- ♦ Past experience and the consumer price index (2.0 to 2.5%) will be used to project expenses
- ♦ The per diem rate will increase by 3.5% to \$160/day (rounded to nearest dollar)
- ♦ Honorariums will increase by 3.5% to \$10,350 for the position of Vice-President and \$20,700 for the position of President
- ♦ Mileage rate will increase to .49/km (average of CRA rate)
- ♦ Lease costs will increase from \$7.40/sq ft to the current market rate = \$23/sq ft (Increase = \$92,459)
- ♦ Current memberships (CSBA, NSBA) will be renewed
- ♦ Insurance is adequate and will be renewed at current levels
- ♦ No direct recovery of travel expenses from boards using fee for service

Alberta School Boards Association

Proposed Budget – 2009/2010

Member Input

In November each year, the ASBA Board of Directors asks school boards for input into the strategic plan.

For the 2009-2012 strategic planning session, input was received from 19 school boards into the strategic plan and 36 school boards regarding the health initiative. The ASBA Board of Directors considered this input at their strategic planning session in January and items included in the strategic plan are incorporated into the budget using currently available resources.

Member boards highlighted a number of areas they believed were important including:

- ♦ Continued support for the three key advocacy priorities: high school completion; transportation; and infrastructure.
- ♦ There was strong support for adding a fourth advocacy priority for early intervention. This was included in the strategic plan.
- ♦ Sixty percent of school boards who responded to the survey question supported student health and wellness as a priority for school boards but many were already addressing this so did not feel it needed to be included in the strategic plan.
- ♦ Other identified advocacy opportunities included: sufficient funding for public education – review of the renewed funding framework; full reimbursement of GST; teacher preparation and access to qualified teachers; records management in the electronic age; participation in 'Setting Directions for Special Education'; and preservation and enhancement of reasonable local autonomy in the governance of public education.
- ♦ Aboriginal education
- ♦ Increased public awareness of trusteeship.
- ♦ Building trustee capacity through trustee development.
- ♦ The majority supported accelerating the timeline for preparing for 2012 when the teacher agreement expires.

Alberta School Boards Association

Proposed Budget – 2009/2010

Strategic Priorities

The strategic priorities from the 2009-2012 Strategic Plan are included below for your information.

- ♦ ASBA provides leadership support to school boards in closing the student achievement gaps where they exist.
- ♦ Action is taken to advance the key advocacy priorities of the Board: High School Completion; Infrastructure; Transportation; and Early Intervention.
- ♦ The ASBA provides timely, well researched information on public education issues to school boards and key stakeholders.
- ♦ ASBA initiates, builds and maintains key partnerships to improve public education and/or advance the advocacy efforts of the association.
- ♦ The ASBA builds leadership capacity of individual school boards (services to boards and trustee development).
- ♦ The ASBA addresses the matter of labour relations.

For a more detailed look at the ASBA Strategic Plan go to www.asba.ab.ca.

Alberta School Boards Association

Proposed Budget – 2009/2010

The Proposed 2009-2010 Budget

Budget assumptions are presented to the ASBA Board of Directors in February for their consideration and approval. Based on the final budget assumptions approved by the Board, a draft budget with various options is prepared and presented to the Board in March. The Board reviews the draft budget, makes decisions on the options and approves a draft budget that is presented to the membership at Zones and the Spring General Meeting. The membership votes on this draft budget at the Spring General Meeting in June.

The ASBA Board of Directors has approved the attached budget for presentation to the membership.

The 2009-2010 proposed budget is \$261,721 (5.5%) higher than the previous year.

In the 2009-2010 budget it is projected that work will continue on the three key advocacy initiatives: transportation; high school completion; and infrastructure plus work will start on a new initiative on early intervention. There is a provision in the budget for trustee development and research on choice, early intervention/school preparedness/special education and education of First Nations, Métis and Inuit students.

Current service levels will continue for legal, educational and communication services. Labour services are reduced because of the five-year teacher agreement and staff resources continue to be redirected to other initiatives including being prepared for teacher bargaining in 2012, the three key advocacy priorities and emergency planning and pandemic. Also, the junior negotiator position was changed to a labour analyst position and is filled on a part-time, casual basis. The labour administrative assistance position was removed in the 2008-2009 budget and will continue to be covered by existing administrative positions.

There is a proposed 3.5% increase in salaries, per diems and honorariums and a vacant position for a legal assistant was removed from the budget.

Fewer dollars are allocated for the administration and governance of our insurance and pension programs (ASEBP, ASBIE, SiPP, PICA) as these are established programs and most costs are covered by each individual program.

Alberta School Boards Association

Proposed Budget – 2009/2010

The largest individual increase in this year's budget relates to higher lease costs at a projected increase of \$95,552 (32%) with the Association's lease expiring April 15, 2010. The Association benefited considerably from entering into a ten year lease in 2000 with lease rates ranging from \$5.50 to \$7.40/sq ft.

These rates were well below market for a number of years and the Association experienced significant annual savings from locking in for a ten year period. In the past six years, however, market rates have increased, vacant space has decreased and rates now range between \$20 to \$38/sq ft. Currently, a number of leasing and purchase options are being investigated but in all scenarios the Association is faced with current market rates three times higher than the previous ten years.

Also, the dollar effect of the higher lease rates will only impact five months of the 2009-2010 budget year. In the following year, the Association will experience the full impact of the increase on the annual operating budget.

To pay for these increasing costs, it is proposed that fee for service rates increase to \$210/hr for legal services, \$200/hr for educational services and \$176/hr for labour and communication services. Travel costs will not be charged back to school boards using Association services. Rates continue to be set below market. The average market rate is currently \$330/hr for legal and consulting type services plus travel costs. Registration fees will increase by \$50/person, \$15,252 will be transferred from the building reserve and the proposed membership fee increase is 4.0% or \$110,133.

The Board decided not to use the majority of the building reserve this year because in the event the Association decided to purchase a building this reserve would be used to finance the purchase.

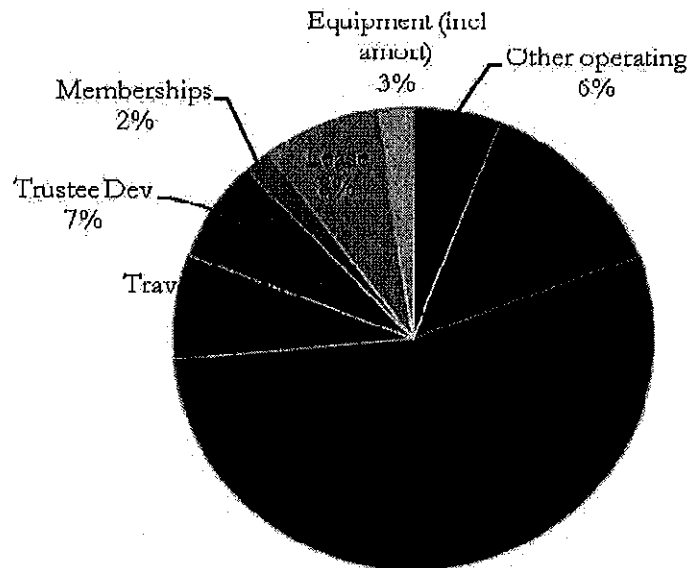
Alberta School Boards Association

Proposed Budget – 2009/2010

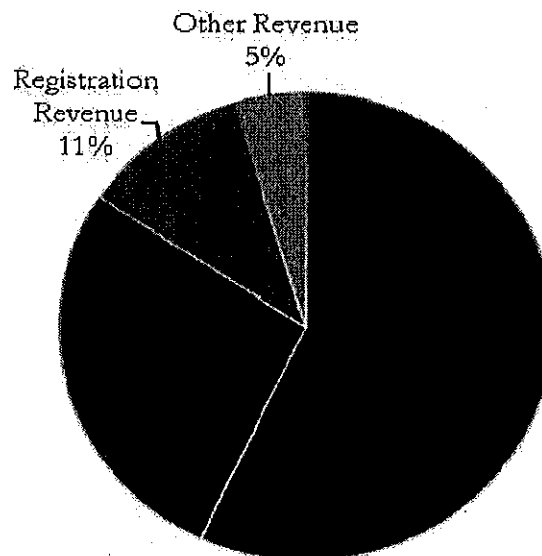
	2009/2010 Budget	2008/2009 Budget	2007/2008 Actual
Revenue			
Membership Fees	\$ 2,863,446	\$ 2,753,313	\$ 2,712,624
Service Revenue (FFS, ASEBP)	1,411,960	1,241,787	1,376,232
Other Revenue (Grant, Interest, Misc)	181,034	208,669	274,655
Trustee Development - Reg/Grants	553,975	544,925	686,145
Total Operating Revenue	\$ 5,010,415	\$ 4,748,695	\$ 5,049,656
Expenditures			
Member Services	\$ 2,026,725	\$ 2,099,129	\$ 2,106,937
Executive, Corporate & Communication Services	1,672,000	1,459,408	1,429,041
Governance	482,704	472,484	470,489
Rental/Office Costs	390,380	294,828	269,328
Trustee Development Costs	353,859	322,846	497,860
Transfer from Bldg Surplus	(15,252)	-	-
Depreciation	100,000	100,000	92,532
Total Operating Expenditures	\$ 5,010,415	\$ 4,748,695	\$ 4,866,188
Total Budget Surplus (Deficit)	\$ 0	\$ (0)	\$ 183,468

Alberta School Boards Association Proposed Budget – 2009/2010

Expense Distribution



Revenue Distribution



Alberta School Boards Association

Proposed Budget – 2009/2010

	2009/2010	2008/2009	2007/2008
	Budget	Budget	Actual
Revenue			
1 Membership Fees	\$ 2,863,446	\$ 2,753,313	\$ 2,712,624
2 Fee for Service Revenue	1,373,865	1,203,692	1,376,232
3 Interest Income	94,784	122,419	145,543
4 ASEBP	38,095	38,095	37,975
5 Trustee Development - Reg/Grants	553,975	544,925	686,143
6 Trustee Development Grant	78,750	78,750	75,000
7 Miscellaneous Revenue	7,500	7,500	16,138
Total Revenue	\$ 5,010,415	\$ 4,748,695	\$ 5,049,655

Changes to Revenue

1. Proposed 4.0% increase in membership fees = \$110,133.
2. Approximately 6,784 hours at \$210/hr for legal, \$200/hr for educational services and \$176/hr for labour and communication services. In the 2009-2010 budget, fee for service hours continue to be lower due to the decrease in labour hours with the five-year teacher agreement in place. There is still a provision for some labour hours as services are required for other groups of school board employees. The total increase in fee for service in dollars is \$170,173.
3. Interest income is calculated at 2009 expected rates of return which are lower this year over last resulting in a decrease in interest revenue of \$27,635.
4. No changes to the ASEBP service fee.
5. There is a \$50/person increase in registration fees plus the grant for MELRA resulting in a total increase in registration revenues = \$9,050.
6. No change proposed for the 2009 grant amount.
7. Miscellaneous revenue – small contingency.

Alberta School Boards Association

Proposed Budget – 2009/2010

	2009/2010 Budget	2008/2009 Budget	2007/2008 Actual
Member Services			
Total Salaries	\$ 1,288,821	\$ 1,362,190	\$ 1,325,101
Benefits	222,384	252,966	186,760
Casual Labour	18,000	10,000	24,143
Insurance	32,000	32,000	27,898
Contracted Services	275,240	238,065	378,853
Travel	56,267	61,186	47,238
Meals & Accommodation	37,200	40,500	37,565
Conferences	20,000	18,000	9,138
Staff Development	1,500	3,000	(60)
Catering	3,450	1,750	2,534
Memberships	17,363	15,472	17,207
Library & Subscriptions	30,500	31,500	29,550
Insurance Partnerships	20,000	30,000	17,753
Legal Action Costs	2,500	1,000	2,243
Miscellaneous	1,500	1,500	1,014
Total Expenditures	\$ 2,026,726	\$ 2,099,129	\$ 2,106,937

Notes for Member Services

Services to individual boards include:

- ♦ Legal Services
- ♦ Labour relations and human resources
- ♦ Emergency planning and pandemic
- ♦ Policy development and reviews
- ♦ Executive searches
- ♦ Superintendent and board evaluations
- ♦ Strategic planning

Alberta School Boards Association

Proposed Budget – 2009/2010

Notes for Member Services continued:

Fee for service revenue generated in 2007-2008: \$1,376,232 (66% of department costs)

- ♦ Legal (FFS = \$845,914)
- ♦ Labour (FFS = \$171,181)
- ♦ Educational Services (FFS = \$353,815)

Member Services also provides services to the Association for the benefit of all boards including:

- ♦ Executing Association policy/directives for action and reporting outcomes
- ♦ The development and implementation of strategic initiatives (based on strategic priorities set by the ASBA Board of Directors)
- ♦ Strategic plan reporting (tracking completion of strategic initiatives)
- ♦ Research on and analysis of educational issues and challenges (e.g. impact of the five-year deal, Bargaining for a Better Future Report, emergency preparedness and pandemic, drug awareness, early literacy/numeracy, high school completion, impact of funding framework, funding shortfalls in Alberta's public education system, Alberta's school building deficit, choice – alternatives to traditional education, anaphylaxis, school fees and fundraising)
- ♦ The "Board Learning Centre" – online learning modules specifically designed for school trustees
- ♦ Policy process
- ♦ Presenting issue forums and seminars
- ♦ Exploring new member services
- ♦ Trustee development
- ♦ Insurance, pension and benefit programs (ASBIE, SiPP, ASEBP, PICA)
 - ASBIE – an insurance program tailored to meet the needs of school boards.
 - Registered SiPP – a supplemental pension plan option for senior jurisdictional employees.
 - ASEBP – an employee benefit program specifically designed to meet the health benefit needs of Alberta's education sector.
 - PICA – a consortium advancing the interest of our members with regard to energy utility matters.

Alberta School Boards Association

Proposed Budget – 2009/2010

Notes for Member Services continued:

Overall, the 2009-2010 budget for Member Services is \$72,403 lower than 2008-2009.

- ♦ Salaries and benefits have decreased by \$95,952 (-5.90%) this year over last year's budget.

Positions included in 2009-2010 budget (13.3 fte):

- ♦ Five lawyers
- ♦ One director – Educational and Member Services
- ♦ Three negotiators/special initiative (i.e.: advocacy priorities, emergency planning and pandemic)/human resource specialists
- ♦ One policy and research analyst
- ♦ Two legal secretaries
- ♦ One administrative assistant
- ♦ ~.3 fte labour analyst (moved to a part-time, casual position)

Contracted services are used by the Association to meet the demand for educational services and are contracted on an as needed basis.

Contracted Services:

- ♦ 2006-2007 actual = \$296,964
- ♦ 2007-2008 actual = \$378,853
- ♦ 2008-2009 budget = \$238,065
- ♦ 2009-2010 budget = \$275,240

The costs for providing educational services through contracted services are covered through fee for service revenue.

Factors contributing to changes in the Member Services budget include:

- ♦ 3.5% projected market increase in salaries (no merit increases are budgeted)
- ♦ decrease in salary and benefit costs - a vacant legal assistant position was removed, another junior negotiator position was reclassified to a labour analyst position and was moved to part-time, casual and an administrative position was moved to Executive, Corporate and Communication Services
- ♦ contracted service costs increased to reflect actual costs incurred
- ♦ casual labour costs reduced by \$8,000 as all administrative positions were filled in 2008-2009 reducing the need for additional casual labour

Alberta School Boards Association

Proposed Budget – 2009/2010

Notes for Member Services continued:

Employer contribution rates for LAPP are currently 8.46% of salary up to \$46,300 and 11.66% over \$46,300 to a maximum of \$136,112. LAPP rates are projected to increase for 2010.

Increases in benefit costs are due to paying higher employer pension contributions and benefit premiums on higher salaries plus increased contribution rates.

The Edmonton law firm of Reynolds Mirth Richards & Farmer LLP continue to be engaged to complement the services offered by our excellent legal team improving turn around on school board requests for legal services.

Library and subscription costs have been reduced. Projections are based on prior year actuals. Subscription and library expenses include legal publications such as Quicklaw, Province of Alberta, Buttersworth, Canadian Law Book, Carswell, CAPSLE, the Arnet Report and various other educational resources.

Insurance partnerships are costs incurred by ASBA to participate in the administration and governance of the insurance and pension programs including SiPP, ASBIE, ASEBP and PICA. These costs are forecasted to be \$20,000 in the 2009-2010 budget, a \$10,000 reduction from last year as actual costs are tracking lower (2007-2008 = \$17,753 and 2006-2007 = \$17,140). These are now established programs and costs should remain around this level.

Insurance costs are from the employed lawyer's liability policy. There is no increase projected in the 2009-2010 budget. The policy covers 5 lawyers.

Travel, meals and accommodation are costs related to the provision of labour and educational services across the province. These costs are projected to be lower as the Association makes use of the video conference capabilities to reduce travel costs.

The mileage rate is \$0.49/km (average of recommended rate published by the Canada Revenue Agency in January 2009).

Memberships include the Law Society of Alberta (5 lawyers), the Canadian Bar Association, North American Association of Educational Negotiators, Canadian Education Association, AAMD&C, Alberta Chamber of Commerce, American Association of School Administrators and Education Law Association.

Alberta School Boards Association

Proposed Budget – 2009/2010

	2009/2010 Budget	2008/2009 Budget	2007/2008 Actual
Executive, Corporate and Communication Services			
Total Salaries	\$ 813,271	\$ 649,679	\$ 670,475
Benefits	180,169	150,679	142,563
Casual Labour	3,000	22,000	23,990
Contracted Services	354,600	327,600	292,625
Graphic Design	1,500	1,500	-
Writers	1,000	1,000	-
Publications Production	7,262	7,000	2,200
Travel	60,307	45,500	62,005
Meals & Accommodation	36,825	44,900	38,139
Conferences	16,800	11,500	15,372
Memberships	7,057	9,500	6,566
Promotional Materials	2,500	2,500	7,263
Bank & Interest Charges	3,600	3,600	3,408
Miscellaneous	8,817	17,750	8,581
Printing	1,923	1,000	1,876
Postage	11,570	10,500	11,288
Courier & Delivery	5,600	7,500	4,789
Telephone	48,000	48,000	42,672
Staff Development	3,500	2,750	-
Equipment Costs	25,954	25,000	20,889
Stationery Supplies	37,516	36,000	36,601
Subscriptions	11,283	13,850	4,435
Meeting Supplies/Catering	6,571	5,250	6,567
Staff Planning/Functions	16,508	8,000	19,946
Insurance	6,866	6,850	6,791
Total Expenditures	\$ 1,672,000	\$ 1,459,408	\$ 1,429,041

Alberta School Boards Association

Proposed Budget – 2009/2010

Notes for Executive, Corporate and Communication Services

Executive, Corporate and Communication Services include:

- ♦ Executive Director responsibilities (See Strategic Plan, Executive Limitations)
- ♦ Support for the President, Vice President and Board of Directors
- ♦ Development and implementation of strategic initiatives (based on strategic priorities set by the Board of Directors)
- ♦ Executing policies/directives for action and reporting outcomes
- ♦ Government relations
- ♦ Advocacy (four priorities are high school completion, transportation and infrastructure and early intervention)
- ♦ Relationships and partnerships
- ♦ Identifying, developing and managing cooperative insurance and pension programs to benefit school boards
- ♦ The communications function
- ♦ The annual report
- ♦ ASBA website - see www.asba.ab.ca - has up-to-date research and information
- ♦ Trustee development (issue forums, workshops, seminars, leadership academy)
- ♦ General meeting preparation and administration
- ♦ Policy advisory
- ♦ Communications now
- ♦ Issue monitoring and action
- ♦ Key message development
- ♦ Media relations
- ♦ Public relations
- ♦ Communication services
- ♦ Member surveys
- ♦ Hot news
- ♦ Increasing trustee awareness
- ♦ Exploring new member services

Alberta School Boards Association

Proposed Budget – 2009/2010

Notes for Executive, Corporate and Communication Services continued:

- ♦ Development and communication of budget
- ♦ Human resources, accounting and internal computer services
- ♦ Administration relating to zone chair and board chair meetings
- ♦ Administration relating to the strategic planning session
- ♦ Administration relating to SiPP, ASBIE, PICA and ASEBP
- ♦ Matters relating to CSBA

The 2009-2010 budget for these services has increased by \$212,592 (15%):

Changes in the Executive, Corporate and Communication Services budget include:

- ♦ Salary and benefit costs have increased by \$193,082 (24%) this year over last year's budget. The projected salary increase for staff is 3.5% with the exception of the Executive Director whose salary projections are determined by contract and are included in the Executive Director compensation noted below. In 2008-2009, budget projections for the Executive Director's salary were lower than actual. A market survey was conducted in 2008-2009 and actual salary costs in 2008-2009 are \$23,000 higher than forecasted impacting the starting salary for the 2009-2010 budget.

In addition, one position projected to be 0.6fte has been revised to .8fte based on actual time requirements of this position.

Another position (policy coordinator and administrative assistant) was reclassified from Member Services. This is not a new position but a reclassification, increasing the salary costs in this department and decreasing the salary costs in Member Services.

- ♦ Employer contribution rates for LAPP are currently at 8.46% of salary up to \$46,300 and 11.66% over \$46,300 to a maximum of \$136,112. LAPP rates are projected to increase for 2009-2010.
- ♦ Executive Director participation in the Registered SiPP (\$7,000), Non Registered SiPP (\$2,950) Non Registered SiPP past service obligation (\$23,100).
- ♦ Projected increase in accounting, computer and consulting contracted service costs of \$27,000 (8.0%). Increases include an allocation for a pension audit required every three years and mandatory in 2010, cost of living increases for audit, accounting and computer services and additional dollars set aside for building community relations.

Alberta School Boards Association

Proposed Budget – 2009/2010

Notes for Executive, Corporate and Communication Services continued:

Positions included in the 2009-2010 budget (8.6 FTE):

Executive Director

- ♦ Executive Director - 2009-2010 Salary = \$201,505 (2.5% cost of living increase and a 3% increase based on performance – see below)

ASBA Compensation Policy

“The ASBA Board believes the ASBA should have the ability to attract and retain an Executive Director with the background and relevant experience necessary to perform the duties associated with the expectations of the membership.

Therefore the board believes the Executive Director should be fairly compensated according to the nonprofit sector. Fair compensation will be determined in the following manner:

- a) An independent consultant will be retained by the Board of Directors to provide comparators. This will be done at a minimum of every three years.
- b) There will be a minimum of ten comparators to be determined by the board and/or a committee of the board.
- c) At market survey time the Executive Director compensation shall fall within the 50th-60th percentile of the comparators total cash compensation depending on relevant experience and performance.
- d) Annual compensation increases between market surveys will be a combination of a 3% annual increase based on satisfactory performance and the economic indicator of the Alberta Average Weekly Earning Index.”

The Board recognizes that salary is determined through negotiations but will use this policy as the direction for the negotiations.

Executive Director Compensation

In 2008-2009, the Compensation Committee recommended the following based on the Executive Director Compensation Policy:

The Executive Director’s salary is placed at the following for the 2008-2009 year to bring him in line within the policy range of market comparators.

- ♦ *\$188,000 base with a \$3,000 benefit flex allowance to be used for the expenses associated with personal benefits of his choosing.*

Alberta School Boards Association

Proposed Budget – 2009/2010

Notes for Executive, Corporate and Communication Services continued:

Executive Director Compensation continued:

For the year 2009-2010 and 2010 – 2011 the following increments will be put in place to keep the Executive Director within policy range:

- ♦ *3% increase based on performance*
- ♦ *Cost of living tied with Alberta Average Weekly Index. to be calculated on base salary and flex allowance.*

Before May, 2011 a market survey will be done according to policy.

Other Positions:

- ♦ ~2.6 Directors (Corporate Services (.8 FTE), Finance and Administrative Services(.85 FTE), Communications)
- ♦ One Receptionist and Administrative Assistant
- ♦ One Executive Administrative Assistant
- ♦ Two Administrative Assistants
- ♦ One Policy Coordinator/Administrative Assistant (reclassified from Member Services)

Casual labour costs cover key positions (e.g. receptionist) for vacation/sick time and additional administrative help. Casual labour is projected to be \$19,000 lower in 2009-2010. All administrative positions have been filled and therefore casual labour costs should decrease.

Insurance costs cover the directors and officers liability policy and property and general liability insurance (ASBIE). These are not projected to change for 2009-2010.

Travel, meals and accommodations are costs incurred to travel to zone meetings, member board meetings, general meetings, CSBA and NSBA. The mileage rate is \$0.49/km (average of recommended rate published by the Canada Revenue Agency in January 2009). Costs have increased to reflect actual costs incurred for travel.

Equipment costs are annual costs for in-house photocopiers, fax machines, printers, network repairs. These have been projected using actual costs from previous years.

Alberta School Boards Association

Proposed Budget – 2009/2010

Notes for Executive, Corporate and Communication Services continued:

Staff function costs relate to the staff planning/staff meetings/other staff related office costs. These costs were increased by \$8,508 to reflect the actual costs incurred for these meetings.

Miscellaneous expense is a combined allocation from four departments (Communications, Finance, Executive Office and Corporate Services). These costs have been reduced by \$8,933 to reflect 2007-2008 actuals. Examples of costs included in miscellaneous expenses are: Capital Health – Staff Flu Shot Program, dish soap, carpet cleaning, replacement of glasses and dishes, small donations, etc.

Alberta School Boards Association

Proposed Budget – 2009/2010

	2009/2010 Budget	2008/2009 Budget	2007/2008 Actual
Governance			
CPP Costs	\$ 8,000	\$ 8,000	\$ 6,695
Per Diem	104,015	103,118	92,555
Honoraria	10,350	10,000	10,000
Contracted Services	26,250	26,250	22,900
Insurance	2,500	2,500	1,611
Scholarships to Zones	-	-	-
Travel	70,731	84,500	74,848
Meals & Accommodation	58,465	47,561	61,868
Conferences (Registration costs)	6,000	6,000	6,722
Conference of Choice (Registration costs)	6,000	6,000	6,175
Equipment Rental	250	250	678
CSBA Membership	64,000	64,305	61,950
Catering	19,800	22,000	20,179
Meeting Rooms	2,823	1,000	2,689
Promotional Material	250	250	(40)
Telecommunications	1,000	1,000	248
Miscellaneous	2,500	500	2,275
Total Expenditures	\$ 382,935	\$ 383,234	\$ 371,353
President			
Per Diem	\$ 25,161	\$ 22,250	\$ 23,625
Honoraria	20,700	20,000	20,000
Travel	25,536	24,000	27,022
Meals & Accommodation	21,372	15,500	22,616
Telecommunications	750	750	594
Memberships	3,000	3,000	2,208
Miscellaneous	250	750	69
Conferences	3,000	3,000	3,002
Total Expenditures	\$ 99,769	\$ 89,250	\$ 99,136
Total Expenditures - Governance	\$ 482,704	\$ 472,484	\$ 470,489

Alberta School Boards Association

Proposed Budget – 2009/2010

Notes for Governance

Governance includes Board of Director's meetings, executive and policy committee meetings, strategic planning, leadership retreat and the Executive Director's compensation and evaluation. Governance also includes compensation for representation on internal or external committees and attendance at zone and board chair meetings. These costs are included in per diems.

Governance activities include:

- ♦ Strategic planning – leadership in the development and promotion of strategic priorities
- ♦ Policy process
- ♦ Advocacy – four priorities are high school completion, transportation, infrastructure and early intervention
- ♦ Board roles (budget, policy, executive director compensation and evaluation, fiscal accountability, ASEBP, school board to school board relationships, trustee awareness, aboriginal initiatives, teacher qualifications salary board, infrastructure, school board-municipal government relationships, special needs, trends and innovations)
- ♦ Board chair/zone meetings
- ♦ Committee representation (e.g. Minister's Advisory Committee on Small School Programming, Funding Framework, High School Completion, Safe and Caring Schools/AISI planning committee, drug awareness, children and poverty, etc.)
- ♦ Communication (media/public/member) – President
- ♦ Organizational environment (e.g. governance review)
- ♦ Relationships
- ♦ Election and trustee awareness
- ♦ Member board satisfaction
- ♦ Budget
- ♦ CSBA

Alberta School Boards Association

Proposed Budget – 2009/2010

Notes for Governance continued:

The ASBA Board of Directors:

- ♦ The ASBA Board is made up of six Zone Directors (1, 2/3, 2/3, 4, 5, 6) and four Metro Directors (Edmonton Public, Edmonton Catholic, Calgary Public, Calgary Catholic) and a President and Vice President (elected every 18 months by member boards at a general meeting).

Costs in governance are \$10,220 higher (2%) in the 2009-2010 budget year.

Honorariums:

- ♦ President - \$20,700 (3.5% increase) – last increase was 2003-2004
- ♦ Vice President - \$10,350 (3.5% increase) – last increase was 2003-2004

Per Diems – There is a proposed increase in the per diem rate from \$155 to \$160 (~3.5%) (daily rate paid to attend ASBA board meetings, task force meetings, and some committee meetings). Per diems are also paid to trustees participating in committee or task force work for ASBA. This budget includes per diem costs for the ASBA Board of Directors when attending conferences. An informal market survey indicated per diem rates are beginning to lag behind other organizations so it is important to incorporate small increases each year.

Travel, meal and accommodation costs have been increased to accurately reflect actual costs incurred, however these costs have then been reduced by 10% to reflect the Board of Directors commitment to using video conferencing for 10% of smaller task force and committee meetings.

Established Rates:

- ♦ Travel - \$0.49/km (follows the average recommended rate published by the Canada Revenue Agency in January 2009)
- ♦ Meals - \$10/meal or by receipt (must be reasonable)
- ♦ Accommodation - by receipt

Insurance – Group Accident and Life Insurance (Board of Directors only)

Conferences and Conference of Choice – this line item includes the cost of registrations. Travel related costs for conferences are included in travel, meals and accommodation.

Alberta School Boards Association

Proposed Budget – 2009/2010

	2009/2010 Budget	2008/2009 Budget	2007/2008 Actual
Rental/Office Costs			
Office Rent	\$ 450,160	\$ 328,078	\$ 298,436
Rental Recovery	(59,780)	(33,250)	(29,108)
Total Expenditures	\$ 390,380	\$ 294,828	\$ 269,328
General Meeting and Function Costs			
Fall General Meeting	\$ 147,412	\$ 120,100	\$ 142,540
Spring General Meeting	111,483	95,721	100,487
Trustee Development	94,963	107,025	254,833
Total Expenditures	\$ 353,859	\$ 322,846	\$ 497,860

Notes for Rental/Office Costs

The building budget is \$95,552 higher than 2008-2009. This increase is due to an expected increase in our monthly lease rate. Actual operating costs at August 31, 2008 were \$12.51/sq. ft. Operating costs have been projected to increase by 3.0%. The rental recovery represents space leased to our educational partners at cost allowing us to recover a portion of our annual lease costs.

Lease Details:

- ♦ Square footage leased - 15,805
- ♦ Per square foot rental rate:
 - From September 1, 2009 to April 15, 2010 - \$7.40/sq. ft.
 - From April 16, 2010 to August 31, 2010 - \$23.00/sq. ft. (projected)
- ♦ Estimated operating costs/property taxes per square foot - \$12.89/sq. ft. (up 3%)
- ♦ Storage - \$156.25/month

Alberta School Boards Association

Proposed Budget – 2009/2010

Notes for Rental/Office Costs continued:

The largest individual increase in this year's budget relates to higher lease costs (32%). The Association saved a considerable amount of money each year by locking into a ten-year lease in 2000, which saw the Association paying lease rates well below market for a number of years. However, the current lease expires in April 2010 and in the past six years market rates have increased and vacant space has decreased and rates now range between \$20 and \$38/sq. ft.

Currently, a number of leasing or purchase options are being investigated but in all scenarios the Association is faced with current market rates, which are three times higher than what we have been paying.

Notes for General Meeting and Function Costs

Expenses have been adjusted to reflect actuals. This year's functions include FGM, SGM, two trustee development workshops and MELRA.

The budget for general meeting and function costs includes:

- ♦ Keynote speakers
- ♦ Contracted services (brochure development, facilitators, parliamentarian)
- ♦ Room rental
- ♦ Equipment rental
- ♦ Catering costs (meals, coffee breaks, refreshments)
- ♦ External program costs
- ♦ External printing costs
- ♦ Travel, meals and accommodations for speakers and facilitators
- ♦ Honorariums

There are a number of internal costs which are not allocated to self supporting functions in the budget but are contained elsewhere in the budget including internal staff resources. Association staff are responsible for event planning which involves arranging the venue, meals, speakers, facilitators, bands, special events, travel arrangements, materials, trustee packages, brochures, nametags, awards, registrations, surveys, invoicing and payment processing. The cost of photocopying and supplies are also included elsewhere in the budget. Lastly, regularly we rely on the immense skills and talents of our internal staff resources and ask them to prepare and present sessions at conferences and workshops (legal, educational services, communications).

Alberta School Boards Association Proposed Membership Fees

September 1, 2009 to August 31, 2010

Zone	Jurisdiction	Total Students*	Membership Fees
2/3	Aspen View Regional Division No. 19	3,243	\$28,024
4	Battle River Regional Division No. 31	6,702	\$45,847
2/3	Black Gold Regional Division No. 18	3,686	\$35,355
2/3	Buffalo Trail Regional Division No. 28	4,537	\$35,478
5	Calgary RCSSD No. 1	44,248	\$140,931
5	Calgary Board of Education	101,203	\$226,715
5	Cardston-Rockies R. D. No. 12	2,147	\$20,924
4	Chinook's Edge School Division No. 73	10,923	\$66,066
5	Christ the Redeemer Catholic SRD No. 3	7,325	\$48,829
4	Clearview School Division No. 71	2,600	\$23,852
2/3	East Central Alberta CSSRD No. 16	2,802	\$23,160
2/3	East Central Francophone Ed. Region No. 3	612	\$10,897
2/3	Edmonton Catholic Separate School District No. 7	32,733	\$115,918
2/3	Edmonton Public Schools	79,952	\$196,177
2/3	Elk Island Catholic Separate SRD No. 41	5,710	\$41,097
2/3	Elk Island Public Schools RD No. 14	16,195	\$80,264
2/3	Evergreen CSSRD No. 2	3,527	\$29,325
5	Foothills School Division No. 38	6,964	\$47,104
2/3	Fort McMurray RCSSD No. 32	4,179	\$38,761
2/3	Fort McMurray School District No. 2833	4,903	\$37,231
1	Hon. Vermilion School Division No. 52	3,420	\$29,153
5	Golden Hills Regional Division No. 15	6,514	\$44,948
1	Grande Prairie RCSSD No. 28	3,342	\$31,706
1	Grande Prairie School District No. 2357	6,342	\$44,122
2/3	Grande Yellowhead Regional Division No. 35	5,005	\$37,720
6	Grasslands Regional Division No. 6	3,529	\$29,859
2/3	Greater N. Central Francophone Ed. Region No. 2	2,583	\$23,745
2/3	Greater St. Albert Catholic R. D. No. 29	6,582	\$45,272
5	Gr. Southern Francophone Public Ed. Region No. 4	1,195	\$14,736
5	Gr. Southern Franc. Separate Catholic Ed. Region No. 4	883	\$12,751
1	High Prairie School Division No. 43	3,400	\$29,026
1	Holy Family Catholic Regional Division No. 37	2,209	\$21,323
6	Holy Spirit RCSSD No. 4	4,542	\$35,500
6	Horizon School Division No. 67	3,467	\$29,457
2/3	Lakeland RCSSD No. 130	2,024	\$20,109
6	Lethbridge School District No. 51	8,107	\$52,579
2/3	Living Waters CRD No. 42	1,704	\$18,064

Alberta School Boards Association Proposed Membership Fees

September 1, 2009 to August 31, 2010

Zone	Jurisdiction	Total Students*	Membership Fees
6	Lloydminster Public School Division No. 63	3,216	\$32,619
2/3	Lloydminster Public School Division	2,342	\$22,185
2/3	Lloydminster RCSSD No. 39	1,167	\$14,383
6	Medicine Hat CSRD No. 20	2,731	\$24,700
6	Medicine Hat School Division No. 46	6,625	\$45,480
2/3	Northern Gateway Regional Division No. 10	5,411	\$39,667
2/3	Northern Lights School Division No. 69	5,399	\$42,002
1	Northland School Division No. 61	2,885	\$25,699
1	Northwest Francophone Ed. Region No. 1	328	\$8,857
6	Palliser Regional Division No. 26	6,200	\$43,447
2/3	Parkland School Division No. 40	9,339	\$68,478
1	Peace River School Division No. 10	3,291	\$28,322
1	Peace-Wapiti School Division No. 46	5,692	\$41,018
2/3	Pembina Hills Regional Division No. 7	6,317	\$44,007
6	Prairie Land Regional Division No. 25	4,592	\$17,350
6	Prairie Rose Regional Division No. 8	3,524	\$29,831
4	Red Deer Catholic Regional Division No. 39	6,538	\$45,063
4	Red Deer Public School District No. 104	9,764	\$60,512
6	Roadway View School Division No. 45	16,120	\$80,106
2/3	St. Albert PSSD No. 6	6,622	\$45,466
2/3	St. Paul Education Regional Division No. 1	3,983	\$32,793
2/3	St. Thomas Aquinas RCSR No. 38	2,509	\$23,263
2/3	Stratton School Division No. 24	4,459	\$35,405
6	Westwind School Division No. 74	4,118	\$33,474
4	Wetaskiwin Regional Division No. 14	4,159	\$33,663
4	Wild Rose School Division No. 66	5,327	\$39,265
4	Wolf Creek School Division No. 42	7,289	\$48,656
2/3	Yellowknife Education District No. 1	2,275	\$21,747
2/3	Yellowknife Catholic Schools	1,460	\$16,480
Totals		556,537	\$2,863,446

*Note: Student totals were compiled from a report on Student Population for the 2008/2009 school year published by Alberta Education. Student registration information is as of Jan. 31, 2009.

Alberta School Boards Association Proposed Increase in Membership Fees (by Board)

School Board	% Increase			
	2008/2009 Fees	Proposed 2009/2010 Fees	Increase to Board	Increase to Board
Aspen View Regional Division #19	\$27,067	\$28,041	\$975	3.60%
Beaver River Regional Division #24	\$24,067	\$25,827	\$1,760	7.04%
Black Gold Regional Division #18	\$53,143	\$55,353	\$2,210	4.16%
Buffalo Head Regional Division #28	\$38,467	\$40,446	\$1,979	5.14%
Calgary RCSSD #1	\$134,869	\$140,951	\$6,082	4.51%
Calgary School District #19	\$216,732	\$226,715	\$9,983	4.60%
Canadian Rockies R. D. #12	\$20,268	\$20,921	\$652	3.22%
Chinook Hills School Division #73	\$63,374	\$66,066	\$2,692	4.25%
Christ the Redeemer Catholic S.R.D. #3	\$46,914	\$48,829	\$1,915	4.08%
Cleary School Division #71	\$23,067	\$23,852	\$785	3.40%
East Central Alberta CSSRD #16	\$24,316	\$25,160	\$844	3.47%
E. Central Francophone Ed. Region #3	\$10,698	\$10,897	\$199	1.86%
Edmonton Catholic Separate School District #7	\$110,968	\$115,918	\$4,950	4.46%
Edmonton School District #7	\$308,496	\$326,177	\$17,681	5.73%
Elk Island Catholic Separate RD #41	\$39,532	\$41,097	\$1,565	3.96%
Elk Island Public Schools R.D. #44	\$76,927	\$80,264	\$3,337	4.34%
Evergreen CSRD #2	\$28,789	\$29,845	\$1,056	3.67%
Foothills School Division #38	\$43,267	\$44,804	\$1,537	3.55%
Fort McMurray RCSSD #32	\$32,528	\$33,761	\$1,233	3.79%
Fort McMurray School District #2833	\$61,821	\$64,231	\$2,410	3.89%
Fort Vermilion School Division #52	\$28,130	\$29,155	\$1,025	3.64%
Golden Hills Regional Division #15	\$23,209	\$24,243	\$1,034	4.45%
Grande Prairie RCSSD #28	\$30,566	\$31,706	\$1,140	3.73%
Grande Prairie School District #2357	\$22,230	\$23,122	\$892	4.01%
Grande Yellowhead Regional Division #35	\$36,308	\$37,720	\$1,412	3.89%
Grasslands Regional Division #16	\$28,804	\$29,839	\$1,035	3.59%
Greater N. Central Francophone Ed. Region #2	\$22,965	\$23,745	\$780	3.40%
Greater St. Albert Catholic R.D. #29	\$43,518	\$45,273	\$1,755	4.03%
Gr. Southern Francophone Public Ed. Region No. 4	\$14,382	\$14,756	\$373	2.60%
Gr. Southern Franc. Separate Catholic Ed. Region No. 4	\$12,468	\$12,751	\$283	2.27%
High Prairie School Division #48	\$28,007	\$29,026	\$1,019	3.64%
Holy Family Catholic Regional Division #37	\$20,653	\$21,333	\$679	3.29%
Holy Spirit RCSRD #4	\$34,188	\$35,500	\$1,312	3.84%
Horizon School Division #67	\$28,418	\$29,457	\$1,039	3.65%

Alberta School Boards Association Proposed Increase in Membership Fees (by Board)

School Board	2008/2009 Fees	Proposed 2009/2010 Fees	Increase to 2009/2010 Fees	Increase to 2009/2010 Fees
Lakeland RCSSD #150	\$19,493	\$20,109	\$616	3.16%
Lambton Kent School Division #51	\$30,495	\$32,379	\$1,885	6.18%
Living Waters CRD #42	\$17,538	\$18,061	\$523	2.98%
Livingstone Regional School Div. #68	\$31,437	\$32,619	\$1,182	3.76%
Lloydminster Public S. D. #1753	\$21,476	\$22,185	\$710	3.30%
Lloydminster RCSSD #89	\$11,213	\$11,585	\$366	3.27%
Medicine Hat CSRD #20	\$23,877	\$24,700	\$823	3.45%
Medicine Hat School Division #46	\$31,717	\$32,489	\$769	2.43%
Northern Gateway Regional Division #10	\$38,167	\$39,667	\$1,500	3.93%
Northern Lights School Division #69	\$10,396	\$10,602	\$1,606	3.93%
Northland School Division #61	\$24,831	\$25,699	\$869	3.50%
Northwest Montfort Regional Region #4	\$13,710	\$13,837	\$107	0.78%
Palliser Regional Division #26	\$41,775	\$43,447	\$1,671	4.00%
Parkland School Division #70	\$10,127	\$10,278	\$1,351	1.34%
Peace River School Division #10	\$27,335	\$28,322	\$987	3.61%
Peace-Wapiti School Board #33	\$39,457	\$40,018	\$1,562	3.96%
Pembina Hills Regional Division #7	\$42,310	\$44,007	\$1,697	4.01%
Prairie Land Regional Division #25	\$16,319	\$17,310	\$991	6.07%
Prairie Rose Regional Division #8	\$28,775	\$29,831	\$1,055	3.67%
Red Deer Catholic Regional Division #39	\$35,119	\$36,068	\$1,745	4.97%
Red Deer Public School District #104	\$58,068	\$60,512	\$2,443	4.21%
Rocky View School Division #44	\$76,776	\$80,006	\$3,330	4.34%
St. Albert PSSD #6	\$43,703	\$45,466	\$1,763	4.03%
St. Paul Education Regional Division #3	\$1,608	\$1,798	\$1,190	7.46%
St. Thomas Aquinas RCSRD #38	\$22,505	\$23,263	\$758	3.37%
Strathcona School Division #24	\$21,811	\$22,101	\$1,294	5.93%
Westwind School Division #74	\$32,253	\$33,474	\$1,220	3.78%
Woodsview Regional Division #11	\$2,259	\$2,668	\$1,239	5.49%
Wild Rose School Division #66	\$37,783	\$39,265	\$1,482	3.92%
Wolf Creek School Division #72	\$46,749	\$48,666	\$1,907	4.08%
Yellowknife Education District #1	\$21,057	\$21,747	\$690	3.28%
Yellowknife Separate Education District #92	\$16,029	\$16,430	\$452	2.82%
	\$2,753,313	\$2,863,446	\$110,133	

ASBA Budget: Frequently Asked Questions

Question: What factors are considered when setting the budget?

Answer: There are a number of factors taken into consideration when preparing the budget for the Association:

- ♦ strategic priorities identified in the strategic plan. What can we accomplish with the resources (dollars, people) we have? Is there anything critically important that we need to fund that will add additional dollars to the budget?
- ♦ work on association policy
- ♦ the budget is balanced
- ♦ budget assumptions approved by Board
- ♦ reasonable increases in membership and other fees
- ♦ sustaining a level of service previously approved by the membership
- ♦ sustaining an active involvement in committee and task force work (i.e.: Special Needs, High School Completion, Transportation, Infrastructure, Early Intervention, Safe and Caring Schools, Drug Awareness, Healthy Kids, Funding Framework, Anaphylaxis, School Fees and Fundraising)
- ♦ trustee development for the year
- ♦ current expense levels for items like our lease, insurance, memberships, telecommunications, etc.
- ♦ appropriate compensation levels and working conditions for staff
- ♦ appropriate compensation levels for trustees serving on the ASBA Board of Directors, committees and task forces
- ♦ appropriate expense reimbursement for trustees and staff working on association business (i.e.: setting of mileage rate)

How is ASBA governed?
Who sets ASBA policy?

School boards and the public elect members to the Board of the Association and the ASBA Board of Directors that has the authority to make decisions about association policy in the full General Meeting. Policy may also be directed at the Board General Meeting. The Association is governed functionally by the ASBA website at www.asba.ca/for/parents/BoardMeeting/index.html

Parents, general meeting members only twice a year, school boards have authorized the ASBA Board of Directors to direct the activities and affairs of the Association with the exception of the following decisions, which are exclusively with school boards through regional meetings:

- ◊ Approving the annual financial statement
- ◊ Setting the association's annual budget
- ◊ Approving membership fees
- ◊ Approving bylaws and requesting that other associations be incorporated
- ◊ Setting policies and objectives for action

Parents, general meeting, the ASBA Board of Directors may adopt association policy proposals, however there are subject to ratification by school boards at the next general meeting.

ASBA Budget: Frequently Asked Questions

Question: What is the status of the Association's reserves?

Answer: The association reserves are reported annually in the audited financial statements which are posted on the ASBA website. Interest income earned on association reserves is used to balance the annual budget and reduces fees to members. Last year, association reserves earned \$145,542 in interest.

Reserves at August 31, 2008 totaled \$3,277,081.

This is comprised of two reserve funds set up by the Board of Directors:

- ♦ the Building Reserve Fund (\$600,000). Until this fund is used, the interest earned on this reserve is used against current association expenses each year. This fund will ultimately be used to either assist in building or purchasing a new building or to help subsidize rental costs when our current lease expires in 2010.
- ♦ Capital Asset Replacement Reserve Fund (\$431,720). This reserve is replenished each year by the amortization expense (the annual expense from depreciating assets) in an effort to always have the available funds to replace those assets when they are fully amortized (used up). The fund is used to purchase capital assets like computer equipment, computer software, network equipment, projectors, video conferencing equipment, printers, photocopiers, furniture or leasehold improvements.

and the capital fund (\$324,121) and operating fund (\$1,921,240). The capital fund is not a cash reserve but the net book value of our capital assets.

The operating fund currently has approximately 4.5 months of operating expenses. The operating fund is used to sustain cash flow until we receive membership fees in late October, early November; for fee for service costs until we collect receivables; and as a contingency fund in case there is an event which requires a cash outflow like the arbitrated settlement.

What is the status of the ASBA?

A 12 member Board of Directors governs the Association, made up of:

1) President - elected by the entire membership (one vote per full member, based on affiliation)

2) Vice President - elected by the entire membership (one vote per full member, based on affiliation)

3) Six Zone Directors - elected by the Zone

4) Past service board representatives - elected by each member board (Catholic, Catholic, Catholic, Catholic, Catholic, Catholic)

5) The President, the Vice President, the Zone Directors and the Past service board representatives - elected for a term of approximately 18 months and are eligible for re-election for one successive term of approximately 18 months

ASBA Budget: Frequently Asked Questions

Question: Do we make a profit on events?

Answer: Association policy is that all events must make a profit. Association events are expected to produce revenue that is in turn used for other association initiatives. However, when we account for the allocation of internal resources (i.e.: staff time) we break even on association events. In the budget, direct expenses are allocated to functions like the cost of catering and contracted services (facilitator and speaker costs). There are a number of internal costs which are not allocated to self supporting functions in the budget but are contained elsewhere in the budget including internal staff resources. Association staff are responsible for event planning which involves arranging a venue, meals, speakers, facilitators, bands, special events, travel arrangements, materials, trustee packages, brochures, nametags, awards, registrations, surveys, invoicing and payment processing. The cost of photocopying and supplies are also included elsewhere in the budget. Lastly, regularly we rely on the immense skills and talents of our internal staff resources and ask them to prepare and present sessions at our conferences and workshops (legal, educational services, communications).

Question: When does our current lease expire, what is the current lease rate and what are current market rates?

Answer: Our lease expires in April 2010. Our current lease rate is excellent and was negotiated as a part of a ten-year deal. The rate is \$7.40/sq ft from Sept. to Apr. 2010. Based on current market rates the lease rate is projected to be \$23.00/sq ft (based on current market rates in Edmonton). Operating and property costs are an additional \$12.51/sq. ft.

When available through the ASBA

When available through the ASBA website

1. Information for remote branch ASBA lawyers, historical, additional and communication contributions for help with examples for all branches

2. Information for remote branch

3. Communications \$148/yr

4. Information Services \$179/yr

5. Training Services \$149/yr

6. Legal Services \$179/yr

7. Information for remote branch and partner offices are required for response to the multiple needs of the educational system

8. The Allstate School

9. Employee Benefit Plan

10. The Allstate School Board Insurance Exchange

11. The Support Center

12. Information for remote branch

13. Remote branch offices are required for response to the multiple needs of the educational system

14. Remote branch offices are required for response to the multiple needs of the educational system

15. Remote branch offices are required for response to the multiple needs of the educational system

ASBA Budget: Frequently Asked Questions

Question: Who approves the draft budget that is presented to the membership at the Spring General Meeting?

Answer: The ASBA Board of Directors approves budget assumptions in February. From these, the ASBA administration prepares a draft budget with various options. This is presented to the Board of Directors for their consideration in March. The Board of Directors reviews the draft budget, discusses and approves various scenarios, and lastly approves a draft budget they believe would be acceptable to the membership.

Question: When is the budget distributed to the members?

Answer: The draft budget is sent out 60 days prior to the Spring General Meeting in the *Issues, Budget and Bylaw Bulletin*. Also, budget presentations are made to each of the zones prior to the Spring General Meeting.

The ASBA Budget Process

The ASBA Board of Directors approves the budget assumptions in February. From these, the ASBA administration prepares a draft budget with various options. This is presented to the Board of Directors for their consideration in March. The Board of Directors reviews the draft budget, discusses and approves various scenarios, and lastly approves a draft budget they believe would be acceptable to the membership.

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For more information, please contact the ASBA administration at 403-243-1111 or visit our website at www.asba.ab.ca.

Motion 2A/SGM09: Proposed Bylaw Amendment

Bylaw No. 7(1) – Board of Directors – Powers and Duties

BE IT RESOLVED that the Alberta School Boards Association amend Bylaw No. 7, Section 1 as indicated in the proposed bylaw appended hereto.

Background

Bylaw No. 7 sets out the powers and duties of the Board of Directors.

The current wording of Bylaw No. 7, Section 1 is unclear, and should be amended for clarity.

Motion 2A/SGM09: Proposed Bylaw Amendment

Bylaw No. 7(1) – Board of Directors – Powers and Duties

CURRENT	PROPOSED
<p>Bylaw No. 7 – Board of Directors — Powers and Duties</p> <p>1. The business and affairs of the Association shall be under the direction and control of the Board of Directors which may exercise all powers of the Association as are, not by the <i>Act of Incorporation of the Association</i>, or by these Bylaws, required to be exercised by the Association in General Meeting.</p>	<p>Bylaw No. 7 – Board of Directors — Powers and Duties</p> <p>1. The business and affairs of the Association shall be under the direction and control of the Board of Directors, which may exercise all <u>the powers of the Association which are not required</u> by the <i>Alberta School Boards Association Act</i>, or by these Bylaws, to be exercised by the Association in a General Meeting.</p>

Sponsor: ASBA Board of Directors

Policy Adopted by ASBA Board of Directors

Bylaw No. 7: Board of Directors – Powers and Duties

2. Without limiting the generality of the foregoing, the Board of Directors may:
- (g) Adopt policy positions on matters which arise between General Meetings and shall submit these for ratification at the next General Meeting.

3P/SGM09: Full-Time Kindergarten for Children at Risk

The ASBA reaffirms its support of full-time kindergarten funding for children at risk in response to the Alberta Commission on Learning's recommendation #3 – Establish full-day kindergarten programs.

Background

At the 2008 ASBA Fall General Meeting, the membership adopted the following directive for action:

- 4.D.33 That the Alberta School Boards Association advocate to the Government of Alberta and its appropriate ministries to fund up to full-time pre-kindergarten for those children who by assessment are identified as at risk of not achieving to the level of their potential.

Currently, there is no policy or directive for action in the *ASBA Governance Handbook* that clearly states the association's position on full-time kindergarten funding for children at risk. The ASBA Board of Directors adopted the above-noted interim policy position at its December 2008 meeting.

Appendix A: Current Membership Fees and Student Enrollment

September 1, 2008 to August 31, 2009

Zone	Jurisdiction	Total Students*	Membership Fees
2/3	Aspen View Regional Division No. 49	3,248	\$27,067
4	Battle River Regional Division No. 31	6,702	\$44,067
2/3	Black Gold Regional Division No. 18	8,686	\$53,143
2/3	Buffalo Trail Regional Division No. 28	4,537	\$34,167
5	Calgary RCSSD No. 1	44,348	\$134,869
5	Calgary Board of Education	101,203	\$216,752
5	Canadian Rockies R. D. No. 12	2,147	\$20,268
4	Chinook's Edge School Division No. 73	10,923	\$63,371
5	Chubasco Redemptor Catholic SRD No. 3	7,325	\$46,914
4	Clearview School Division No. 71	2,600	\$23,067
2/3	East Central Alberta CSSRD No. 16	2,802	\$24,316
2/3	East Central Francophone Ed. Region No. 3	612	\$10,698
2/3	Edmonton Catholic Separate School District No. 7	327,733	\$110,968
2/3	Edmonton Public Schools	79,952	\$187,596
2/3	Elk Island Catholic Separate RD No. 41	5,710	\$39,532
2/3	Elk Island Public Schools RD No. 14	16,195	\$76,927
2/3	Evergreen CSSRD No. 2	1,527	\$26,739
5	Foothills School Division No. 38	6,964	\$45,267
2/3	Fort McMurray RCSSD No. 32	4,179	\$32,128
2/3	Fort McMurray School District No. 2833	4,903	\$35,841
1	Fort Vermilion School Division No. 52	3,420	\$28,130
5	Golden Hills Regional Division No. 15	6,514	\$43,209
1	Grande Prairie RCSSD No. 28	3,814	\$30,566
1	Grande Prairie School District No. 2357	6,342	\$42,420
2/3	Grande Yellowhead Regional Division No. 35	5,005	\$36,308
6	Grasslands Regional Division No. 6	3,529	\$28,803
2/3	Greater N. Central Francophone Ed. Region No. 2	2,183	\$22,065
2/3	Greater St. Albert Catholic R. D. No. 29	6,582	\$43,518
5	Gr. Southern Francophone Public Ed. Region No. 4	1,193	\$12,382
5	Gr. Southern Franc. Separate Catholic Ed. Region No. 4	883	\$12,468
1	High Prairie School Division No. 48	3,400	\$28,007
1	Holy Family Catholic Regional Division No. 37	2,209	\$20,653
6	Holy Spirit RCSSD No. 4	4,542	\$34,188
6	Horizon School Division No. 67	3,467	\$28,418
2/3	Lakeland RCSSD No. 150	2,021	\$19,493
6	Lethbridge School District No. 51	8,107	\$50,495
2/3	Living Waters CRD No. 42	1,704	\$17,538

Appendix A: Current Membership Fees and Student Enrollment

September 1, 2008 to August 31, 2009

Zone	Jurisdiction	Total Students*	Membership Fees
6	Livingstone Range School Division No. 68	3,956	\$31,437
2/3	Lloydminster Public School Division	2,342	\$21,476
2/3	Lloydminster RCSRD No. 89	1,167	\$14,208
6	Medicine Hat CSRD No. 20	2,731	\$23,877
6	Medicine Hat School Division No. 76	6,625	\$43,717
2/3	Northern Gateway Regional Division No. 10	5,411	\$38,167
2/3	Northern Lights School Division No. 69	5,399	\$40,396
1	Northland School Division No. 61	2,885	\$24,831
1	Northwest Francophone Ed. Region No. 11	323	\$3,750
6	Palliser Regional Division No. 26	6,200	\$41,775
2/3	Parkland School Division No. 70	9,339	\$56,127
1	Peace River School Division No. 10	3,291	\$27,335
1	Peace Wapiti School Division No. 76	5,694	\$39,457
2/3	Pembina Hills Regional Division No. 7	6,317	\$42,310
6	Prairie Land Regional Division No. 25	11,594	\$16,859
6	Prairie Rose Regional Division No. 8	3,524	\$28,775
4	Red Deer Catholic Regional Division No. 39	6,533	\$43,319
4	Red Deer Public School District No. 104	9,764	\$58,068
6	Rocky View School Division No. 231	16,120	\$76,776
2/3	St. Albert PSSD No. 6	6,622	\$43,703
2/3	St. Paul Education Regional Division No. 1	3,933	\$11,608
2/3	St. Thomas Aquinas RCSRD No. 38	2,509	\$22,505
2/3	Stratton School Division No. 24	4,439	\$33,811
6	Westwind School Division No. 74	4,118	\$32,253
4	Wetaskiwin Regional Division No. 10	4,139	\$32,439
4	Wild Rose School Division No. 66	5,327	\$37,783
4	Wolf Creek School Division No. 72	7,289	\$46,749
2/3	Yellowknife Education District No. 1	2,275	\$21,057
2/3	Yellowknife Catholic Schools	1,460	\$16,029
Totals		556,537	\$2,753,313

*Note: Student totals were compiled from a report on Student Population for the 2008/2009 school year published by Alberta Education. Student registration information is as of January 31, 2009.

Appendix B: Membership Fee Formula

Each member board shall pay a basic fee (BF) in the amount of \$6,500 plus a fee on a per student basis (PSF) to the Association. The fee shall be calculated as follows:

$$\text{Member Board Fee} = \text{Fee on a Per Student Basis} + \text{Basic Fee}$$

The fee on a per student basis (PSF) is calculated by using the aggregate total of weighted enrollments (WE) of all member boards as the denominator in the formula. Once the PSF has been calculated, it is applied to the weighted enrollment figures on a board by board basis to arrive at the per student component of the annual membership fee. The basic fee is added in to arrive at the total Member Board Fee (MBF).

The calculations are made as follows:

1. Calculate weighted enrollment (WE) for each member board.

$$\text{WE} = [(C1 \times S1) + (C2 \times S2) + (C3 \times S3) + (C4 \times S4) + (C5 \times S5)]$$

2. Add together the WEs of each member board to arrive at the aggregate weighted enrollment (AGWE).

$$\text{AGWE} = \text{WE1} + \text{WE2} + \text{WE3} \dots \text{WE}_n$$

3. Use the AGWE as the denominator in the following formula to arrive at the Per Student Fee (PSF).

$$\text{PSF} = \frac{\text{MAF} - (\text{MB} \times \text{BF})}{\text{AGWE}}$$

4. The PSF is then applied to the following formula to determine the Member Board Fee on an individual basis.

$$\text{MBF} = (\text{PSF} \times \text{WE}) + \text{BF}$$

(continued)

Appendix B: Membership Fee Formula Abbreviations

BF	Basic Fee (\$6,500)
PSF	Per Student Fee
MB	Number of Member Boards
MAF	Total Membership Annual Fees (Budget line item)
MBF	Individual Member Board Fee
WE	Weighted Enrolment
AGWE	Aggregate Total of Weighted Enrolments (all member boards)
C1	Per student weight (1.0000) for the first 750 students
C2	Per student weight (.9000) for 751 to 4,000 students
C3	Per student weight (.6666) for 4,001 to 12,000 students
C4	Per student weight (.3000) for 12,001 to 50,000 students
C5	Per student weight (.2000) for any students in excess of 50,000
S1	Number of students in first category (to 750)
S2	Number of students in second category (751 - 4,000)
S3	Number of students in third category (4,001 - 12,000)
S4	Number of students in fourth category (12,001 - 50,000)
S5	Number of students in fifth category (in excess of 50,000)

Appendix C: Audited Financial Statements

Financial Statements of

ALBERTA SCHOOL BOARDS ASSOCIATION

Year ended August 31, 2008



KPMG LLP
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AUDITORS' REPORT TO THE MEMBERS OF ALBERTA SCHOOL BOARDS ASSOCIATION

We have audited the balance sheet of Alberta School Boards Association as at August 31, 2008 and the statements of revenues, expenditures and fund balances and cash flows for the year then ended. These financial statements are the responsibility of the Association's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of the Association as at August 31, 2008 and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

Chartered Accountants

Edmonton, Canada
November 18, 2008

ALBERTA SCHOOL BOARDS ASSOCIATION

Financial Statements

Year ended August 31, 2008

Financial Statements

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ALBERTA SCHOOL BOARDS ASSOCIATION

Balance Sheet

August 31, 2008, with comparative figures for 2007

	Operating Fund	Capital Fund	Reserve Fund	2008 Total	2007 Total
Assets					
Current assets:					
Cash (note 2):					
Unrestricted	\$ 1,584,730	\$ -	\$ 431,720	\$ 2,016,450	\$ 1,714,387
Restricted	165,129	-	-	165,129	84,202
	1,749,859	-	431,720	2,181,579	1,798,589
Accounts receivable	479,137	-	-	479,137	493,649
Prepaid expenses	83,379	-	-	83,379	88,239
Deferred charges (note 4)	-	-	-	-	44,040
	2,312,375	-	431,720	2,744,095	2,424,517
Investments (note 2)	320,028	-	600,000	920,028	872,972
Investment in ALARIE Attorney in Fact Ltd., at cost	-	-	-	-	1
Advances to PICA Electrical Aggregation Program (note 5)	170,907	-	-	170,907	170,907
Membership	250	-	-	250	250
Capital assets (note 6)	-	359,560	-	359,560	369,280
	\$ 2,803,560	\$ 359,560	\$ 1,031,720	\$ 4,194,840	\$ 3,837,927

Liabilities and Fund Balances

Current liabilities:					
Accounts payable and accrued liabilities	\$ 621,791	\$ -	\$ -	\$ 621,791	\$ 531,548
Due to Board Learning Centre (note 2)	45,129	-	-	45,129	44,202
Due to AADAC Steering Committee (note 2)	20,000	-	-	20,000	40,000
Due to Legal Trust Account (note 2)	100,000	-	-	100,000	-
	786,920	-	-	786,920	615,750
Deferred tenant allowance	-	35,439	-	35,439	59,064
Pension obligation (note 7)	95,400	-	-	95,400	69,500
Fund balances	1,921,240	324,121	1,031,720	3,277,081	3,093,613
Commitments (note 8)	-	-	-	-	-
	\$ 2,803,560	\$ 359,560	\$ 1,031,720	\$ 4,194,840	\$ 3,837,927

See accompanying notes to financial statements.

On behalf of the Board:

Director

Director

ALBERTA SCHOOL BOARDS ASSOCIATION

Statement of Revenues, Expenditures and Fund Balances

Year ended August 31, 2008, with comparative figures for 2007

	Operating Fund	Capital Fund	Reserve Fund	2008 Total	2007 Total
Operating revenue (Schedule A)	\$ 4,247,077	\$ -	\$ -	\$ 4,247,077	\$ 4,137,292
Expenditures:					
Operating (Schedule B)	3,710,725	-	-	3,710,725	3,559,761
Governance and task force	470,488	-	-	470,488	572,510
	4,181,213	-	-	4,181,213	4,132,271
	65,864	-	-	65,864	5,021
Self-supporting functions:					
General meetings and seminars:					
Revenue	686,143	-	-	686,143	507,829
Direct expense	(497,860)	-	-	(497,860)	(378,212)
Salary & benefit allocation (note 10)	(123,689)	-	-	(123,689)	(133,931)
	64,594	-	-	64,594	(4,314)
Other revenue (expense):					
Investment income (note 2)	145,542	-	-	145,542	128,070
Amortization of capital assets	-	(116,157)	-	(116,157)	(113,167)
Amortization of deferred tenant allowance	-	23,625	-	23,625	23,625
	145,542	(92,532)	-	53,010	38,528
Excess of revenues over expenditures (expenditures over revenues)	276,000	(92,532)	-	183,468	39,235
Fund balances, beginning of year	1,779,862	310,216	1,003,535	3,093,613	3,054,378
Fund transfers to (from):					
Operating Fund	(18,465)	-	18,465	-	-
Capital Fund	-	106,437	(106,437)	-	-
Reserve Fund	(116,157)	-	116,157	-	-
	(134,622)	106,437	28,185	-	-
Fund balances, end of year	\$ 1,921,240	\$ 324,121	\$ 1,031,720	\$ 3,277,081	\$ 3,093,613

See accompanying notes to financial statements.

ALBERTA SCHOOL BOARDS ASSOCIATION

Statement of Cash Flows

Year ended August 31, 2008, with comparative figures for 2007

	2008	2007
Cash provided by (used in):		
Operations:		
Excess of revenues over expenditures	\$ 183,468	\$ 39,235
Items not involving cash:		
Amortization of capital assets	116,157	113,167
Amortization of deferred tenant allowance	(23,625)	(23,625)
Increase in fair market value of investments	16,304	-
Change in non-cash operating working capital:		
Increase in restricted cash	(80,927)	(40,202)
Decrease (increase) in accounts receivable	14,512	(124,486)
Decrease in prepaid expenses	4,860	5,005
Decrease (increase) in deferred charges	44,040	(18,350)
Increase in accounts payable and accrued liabilities	90,243	139,586
Decrease in deferred contributions	-	(12,500)
Increase in pension obligation	25,900	22,700
Increase in due to Board Learning Centre	927	202
Increase (decrease) in due to AADAC Steering Committee	(20,000)	40,000
Increase in due to legal trust account	100,000	-
	471,859	140,732
Investments:		
Increase in investments	(63,359)	(31,457)
Purchase of capital assets	(106,437)	(54,640)
Increase in unrestricted cash	302,063	54,635
Unrestricted cash, beginning of year	1,714,387	1,659,752
Unrestricted cash, end of year	\$ 2,016,450	\$ 1,714,387

See accompanying notes to financial statements.

ALBERTA SCHOOL BOARDS ASSOCIATION

Notes to Financial Statements

Year ended August 31, 2008

Alberta School Boards Association (the "Association") is incorporated under the Alberta School Boards Association Act. Its principal activity is to further the interest of public education within the Province of Alberta. The Association is a non-taxable organization.

1. Significant accounting policies:

(a) Basis of accounting:

The Alberta School Boards Association follows the restricted fund method of accounting for contributions and maintains an Operating Fund, a Capital Fund and a Reserve Fund.

The Operating Fund is used to finance the daily operations of the Association. This fund reports unrestricted resources and restricted operating revenue.

The Capital Fund reports the assets, liabilities, revenues and expenses related to the Association's capital assets.

The Reserve Fund is used to maintain reserves for contingencies, repair, maintenance and replacement of equipment and rental expenses as designated by the Board of Directors and consists of the capital asset reserve and the rental offset reserve.

The Alberta School Employee Benefit Plan (the "Plan") is sponsored through a Deed of Trust jointly by the Alberta School Boards Association and the Alberta Teachers' Association. Separate financial statements are prepared for the Plan.

(b) Financial assets and financial liabilities:

On September 1, 2007, the Association adopted the Canadian Institute of Chartered Accountants (CICA) Handbook Section 3855 "Financial Instruments - Recognition and Measurement" and Section 3861 "Financial Instruments - Disclosure and Presentation" recommendations. Under these standards, all financial instruments are required to be measured at fair value on initial recognition. Measurement in subsequent periods is dependent upon the classification of the financial instrument as held-for-trading, held-to-maturity, available-for-sale, loans and receivables, or other financial liabilities. The held-for-trading classification is applied when an entity is "trading" in an instrument or alternatively the standard permits that any financial instrument be irrevocably designated as held-for-trading. The held-to-maturity classification is applied only if the asset has specified characteristics and the entity has the ability and intent to hold the asset until maturity. An asset can be classified as available-for-sale when it has not been classified as held-for-trading or held-to-maturity. Transaction costs are expensed as incurred for financial instruments classified or designated as held-for-trading. For other financial instruments, transaction costs are capitalized on initial recognition.

ALBERTA SCHOOL BOARDS ASSOCIATION

Notes to Financial Statements (continued)

Year ended August 31, 2008

1. Significant accounting policies (continued):

(b) Financial assets and financial liabilities (continued)

Financial assets and financial liabilities classified as held-for-trading are measured at fair value with changes in those fair values recognized in the Statement of Revenues, Expenditures and Fund Balances. Financial assets classified as held-to-maturity, loans and receivables, or other financial liabilities are measured at amortized cost using the effective interest method of amortization.

Upon implementation of the new standards, the Association has classified its significant financial assets and financial liabilities as follows:

- Cash, consolidated cash investment trust fund, bonds and guaranteed investment certificates are classified as held-for-trading.
- Accounts receivable are classified as loans and receivables; and
- Accounts payable and accrued liabilities and due to other organizations are classified as other financial liabilities.

In accordance with the transitional provisions of the standards, prior periods have not been restated for the adoption of these new accounting standards.

The transition adjustments attributable to the re-measurement of financial assets was not significant, with fair value of these investments approximating their carrying value. Therefore there was no adjustment recognized in the Fund Balances of the Association as at September 1, 2007.

The Association has a comprehensive risk management framework to monitor, evaluate and manage the principal risks assumed with financial instruments. The risks that arise from transacting financial instruments include credit risk, liquidity risk and price risk. Price risk arises from changes in interest rates, foreign currency exchange rates and market prices. The Association does not use derivative financial instruments to alter the effects of these risks. The Association invests surplus funds in guaranteed investments certificates and other similar investments.

The Association's accounts receivable are substantially comprised of amounts due from members of the Association. Funds on deposit are maintained with Schedule 1 institutions. Accordingly, the Association is not exposed to significant credit risk. The Association has no long-term debt which eliminates liquidity and price risk.

ALBERTA SCHOOL BOARDS ASSOCIATION

Notes to Financial Statements (continued)

Year ended August 31, 2008

1. Significant accounting policies (continued):

(c) Capital assets:

Capital assets are recorded at cost. Capital assets are amortized on the straight-line basis over their estimated useful lives as follows:

Asset	Rate
Furniture	10 years
Office equipment	5 years
Leasehold improvements	Over lease term

(d) Deferred tenant allowance:

Deferred tenant allowance is recorded when received and amortized to revenue over the term of the lease.

(e) Revenue recognition:

Restricted contributions related to general operations are recognized as revenue of the Operating Fund in the year in which the related expenses are incurred. All other restricted contributions are recognized as revenue of the appropriate restricted fund.

Unrestricted contributions are recognized as revenue of the Operating Fund in the year received or receivable if the amount to be received can be reasonably estimated and collection is reasonably assured.

Investment income is recognized as revenue of the Operating Fund when earned.

ALBERTA SCHOOL BOARDS ASSOCIATION

Notes to Financial Statements (continued)

Year ended August 31, 2008

1. Significant accounting policies (continued):

(f) Employee future benefits:

The Association participates in three pension plans. The Association participates in the Local Authorities Pension Plan ("LAPP") and a registered Supplemental Integrated Pension Plan ("SiPP"). These plans are multi-employer defined benefit pension plans that provide pensions for the Association's participating employees, based on years of service, final average earnings and age.

LAPP and registered SiPP contributions are accounted for using defined contribution accounting, wherein contributions for current and past service pension benefits are recorded as expenditures in the year in which they become due.

LAPP and registered SiPP costs included in these financial statements comprise the amount of employer contributions required for its employees during the year, based on rates which are expected to provide for benefits payable under the pension plan. The Association's portion of the pension plans' deficit or surplus is not recorded by the Association.

The Association also has a non-registered Supplementary Executive Retirement Plan ("SERP"), which is a defined benefit pension plan, effective September 1, 2004. It is designed to provide designated employees with benefits that supplement the Local Authorities Pension Plan.

The actual determination of the accrued benefit obligation for pension benefits uses the projected accrued benefit cost method with proration on service and incorporates management's best estimate of salary escalation, retirement ages of employees and other actuarial factors.

For the purposes of calculating the expected return on plan assets, those assets are valued at fair value. There are currently no plan assets.

Actuarial gains (losses) arise from the difference between actual long-term rate of return on plan assets for a period and the expected long-term rate of return on plan assets for that period or from changes in actuarial assumptions used to determine the accrued benefit obligation. The average remaining service period of the active employees covered by the pension plan is 2 years.

Past service costs arising from plan initiation are deferred and amortized on a straight-line basis over the remaining service period of employees active at the date of initiation.

ALBERTA SCHOOL BOARDS ASSOCIATION

Notes to Financial Statements (continued)

Year ended August 31, 2008

1. Significant accounting policies (continued):

(g) Use of estimates:

The preparation of financial statements in conformity with Canadian generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the year. Actual results could differ from those estimates.

2. Cash and investments:

	2008	2007
Unrestricted cash:		
Consolidated Cash Investment Trust Fund	\$ 2,016,450	\$ 1,714,387

The Consolidated Cash Investment Trust Fund of the Province of Alberta is a demand account managed by Alberta Treasury with the objective of providing competitive interest income to depositors while maintaining security and liquidity of depositors' capital. The portfolio is comprised of high quality short-term fixed income securities with a maximum term to maturity of five years. Interest is earned on the daily cash balance and the average rate of earnings of the Fund varies depending on prevailing market interest rates.

Cash includes restricted amounts designated for use in projects of the following organizations and accordingly, are not available for operating purposes.

	2008	2007
Restricted cash:		
Board Learning Centre	\$ 45,129	\$ 44,202
AADAC Steering Committee	20,000	40,000
Funds held in trust	100,000	-
	\$ 165,129	\$ 84,202

ALBERTA SCHOOL BOARDS ASSOCIATION

Notes to Financial Statements (continued)

Year ended August 31, 2008

2. Cash and investments (continued):

	2008	2007
Investments:		
Guaranteed investment certificates, bearing interest at 3.50%, maturing September 2008	\$ 95,780	\$ 92,757
Bonds:		
Provincial government and provincial government backed bonds, bearing yield rates of 3.70% to 4.75%, due September 2008 to June 2013	770,692	762,549
Cash	53,556	17,666
	<u>\$ 920,028</u>	<u>\$ 872,972</u>

Investment income is comprised of the following:

	2008	2007
Increase of fair market value of investments	\$ 16,304	\$ -
Interest	129,238	128,070
	<u>\$ 145,542</u>	<u>\$ 128,070</u>

The Association does not use derivative instruments to alter the effects of interest or market risks.

3. Available credit facilities:

The Association has a demand operating loan available for use, up to a maximum of \$150,000, bearing interest at prime rate and is unsecured. As at August 31, 2008 nil (2007 - nil) was drawn against the available operating loan.

ALBERTA SCHOOL BOARDS ASSOCIATION

Notes to Financial Statements (continued)

Year ended August 31, 2008

4. Deferred charges and contributions:

Deferred charges represent operating fund expenditures in the current year related to a subsequent period. Deferred contributions represent operating funding received in the current year that is related to a subsequent period. Deferred contributions will be recognized as revenue in the year the related expenditures are incurred.

	Balance beginning of year	Expenses incurred during the year	Amounts recovered during the year	Balance end of year
Deferred charges				
Supplemental Integrated Pension Plan	\$ 44,040	\$ 73,727	\$ 117,767	-

5. Advances to PICA Electrical Aggregation Program:

The Association has entered into a consortium (the Public Institutional Consumers Association - "PICA") with the Provincial Healthcare Association and the Public Colleges and Technical Institutes of Alberta to advance the interest of their members with regard to energy utility matters. PICA makes representations at hearings of the Energy Utilities Board ("EUB"). Typically, these representations incur costs and the EUB has the discretion to order the applicant to reimburse the consortium for these costs if the intervention is in the public interest. Since its inception, PICA has had all costs of its interventions reimbursed.

As this item is a fund from which PICA interventions are "front-ended", management does not believe the amount will be repaid in the next fiscal year and accordingly, the amount has been recorded as a long-term receivable.

ALBERTA SCHOOL BOARDS ASSOCIATION

Notes to Financial Statements (continued)

Year ended August 31, 2008

6. Capital assets:

				2008	2007
	Cost	Accumulated amortization		Net book value	Net book value
Furniture	\$ 278,856	\$ 169,981	\$	108,875	\$ 106,657
Office equipment	444,198	273,371		170,827	147,800
Leasehold improvements	365,138	285,280		79,858	114,823
	\$ 1,088,192	\$ 728,632	\$	359,560	\$ 369,280

7. Employee future benefits:

- (i) The Association participates in the Local Authorities Pension Plan ("LAPP") which is a multi-employer defined benefit plan. The pension expense recorded in these financial statements is equal to the annual contributions of \$149,681 for the year ended August 31, 2008 (2007 - \$149,021). At December 31, 2007, LAPP reported a deficit of \$1,183,334,000 (2006 - \$746,651,000).

The Association participates in a registered Supplementary Integrated Pension Plan ("SIPP") which is also a multi-employer defined benefit plan. The pension expense recorded in these financial statements is equal to the annual contributions of \$5,741 for the year ended August 31, 2008 (2007 - \$5,463).

- (ii) The Association also has a non-registered Supplementary Executive Retirement Plan ("SERP"), which is a defined benefit plan for designated employees. The benefits are based on years of service and the employee's final average earnings. The cost of this program is not currently being funded.

The Association accrues its obligations under employee defined benefit plans as the employees render the services necessary to earn the pension.

The Association measures its accrued benefit obligations and fair value of plan assets, if any, for accounting purposes as at August 31 each year. The actuarial valuation of the plan was done at December 31, 2007.

ALBERTA SCHOOL BOARDS ASSOCIATION

Notes to Financial Statements (continued)

Year ended August 31, 2008

7. Employee future benefits (continued):

Defined benefit plan obligations are as follows:

	2008	2007
Accrued benefit obligation:		
Balance, beginning of the year	\$ 69,500	\$ 46,800
Current service cost	2,800	1,200
Interest cost	5,700	4,600
Amortization of past service cost obligation	16,900	16,900
Net actuarial loss on accrued benefit obligation	500	-
	\$ 95,400	\$ 69,500

There are no defined benefit plan assets.

Reconciliation of the funded status of the benefit plans to the amounts recorded in the financial statements:

	2008	2007
Pension obligation	\$ 121,600	\$ 96,500
Plan deficit	(121,600)	(96,500)
Unamortized past service cost obligation	-	16,900
Experience losses	26,200	10,100
Accrued benefit obligation	\$ 95,400	\$ 69,500

The significant actuarial assumptions adopted in measuring the Association's accrued benefit obligations are as follows:

	2008	2007
Accrued benefit obligation as of August 31:		
Discount rate	6.25%	5.75%
Rate of compensation increase	4.00%	4.00%

ALBERTA SCHOOL BOARDS ASSOCIATION

Notes to Financial Statements (continued)

Year ended August 31, 2008

8. Commitments:

The Association leases its office premises under a long-term operating lease. The minimum annual lease commitments are as follows:

2009	\$	114,487
2010		73,098
	\$	187,585

Under the terms of the premises lease that expires April 2010, the Association is also responsible for its proportionate share of operating costs.

9. Alberta School Boards Insurance Exchange:

The Association exercises control over Alberta School Boards Insurance Exchange ("ASBIE") by virtue of its ability to appoint the members of ASBIE's Board of Directors. ASBIE was formed under the Reciprocal Insurance Exchange Agreement for Municipalities in the Province of Alberta by way of various municipalities subscribing to the agreement. ASBIE commenced operations on January 1, 2003.

There were no related party transactions between the Association and ASBIE during the year.

The net assets and results from operations of ASBIE are not included in the statements of the Association. A financial summary of ASBIE for the periods ended August 31 is as follows:

	2008 (Unaudited)	2007 (Unaudited)
Assets	\$ 4,075,290	\$ 3,242,002
Liabilities	(2,981,536)	(2,285,642)
Net assets	\$ 1,093,754	\$ 956,360
Revenue	1,808,220	1,133,342
Expenditures	(1,605,866)	(887,544)
Net income	\$ 202,354	\$ 245,798

ALBERTA SCHOOL BOARDS ASSOCIATION

Notes to Financial Statements (continued)

Year ended August 31, 2008

10. Salary and benefit internal allocation:

Direct salary and benefit costs have been allocated from the various departments to self-supporting functions expense based on an estimate of time incurred by the department's areas, at the following proportion of the total salary and benefits costs of each department:

Department	%
Corporate Services	59.0
Finance	5.6
Communications	3.2
Executive Office	8.6
Association Affairs	8.8
Member Services	14.8

11. Supplementary Integrated Pension Plan:

The Association exercises control over the Registered Supplementary Integrated Pension Plan ("SiPP") by virtue of its ability to appoint the members of SiPP's Governance Board. SiPP is a registered pension plan subject to pension legislation and is registered with Alberta Finance and the Canada Revenue Agency. SiPP commenced operations on January 1, 2004. The fiscal year for SiPP is January 1 to December 31.

The Association pays expenses on behalf of SiPP and invoices the plan to recover these expenses.

The net assets and results from operations of SiPP are not included in the statements of the Association. A financial summary of SiPP for the periods ended August 31 is as follows.

	2008 (Unaudited)	2007 (Unaudited)
Assets	\$ 1,767,882	\$ 1,531,000
Liabilities	(1,685,900)	(1,542,000)
Net assets	\$ 81,982	\$ (11,000)
Revenue	\$ 73,727	\$ 75,205
Expenditures	(73,727)	(75,205)
Net income	\$ -	\$ -

ALBERTA SCHOOL BOARDS ASSOCIATION

Schedule A - Operating Fund Revenue

Year ended August 31, 2008, with comparative figures for 2007

	2008	2007
Memberships	\$ 2,712,624	\$ 2,685,773
Fee for service	1,376,232	1,270,893
Trustee development grant	75,000	75,000
Alberta School Employee Benefit Plan service fee	37,975	37,824
Rental income	29,108	14,252
Miscellaneous	16,138	3,550
Anaphylaxis Grant	-	25,000
School Fees and Fundraising grant	-	25,000
	\$ 4,247,077	\$ 4,137,292

Schedule B - Operating Fund Expenditures

Year ended August 31, 2008, with comparative figures for 2007

	2008	2007
Member services	\$ 1,897,458	\$ 1,755,738
Association affairs	478,751	427,336
Executive Director	475,613	501,410
Finance and administration	431,840	449,687
Communications	267,746	255,891
Corporate services	159,317	169,699
	\$ 3,710,725	\$ 3,559,761

Appendix D: Disposition of Motions



ALBERTA SCHOOL BOARDS ASSOCIATION 2009 SPRING GENERAL MEETING

DISPOSITION OF MOTIONS

Motion (#)	MOTION TITLE	Page	Carried (✓)	Defeated (✓)	Other Amended, Postponed, Referred, Withdrawn, etc.
PROPOSED BUDGET AND BYLAW AMENDMENTS					
1B/SGM09	ASBA Budget 2009-2010	7			
2A/SGM09	Bylaw 7 – Board of Directors – Powers and Duties	45			
POLICY ADOPTED BY ASBA BOARD OF DIRECTORS					
3P/SGM09	Full-Time Kindergarten for Children at Risk	47			
2009 PROPOSED EMERGENT ISSUES					
4EM/SGM09					
5EM/SGM09					
6EM/SGM09					

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:

Issues, Budget and Bylaws Bulletin 2009

Addendum 1

Please bring this addendum, along with the bulletin to the business session of the Spring General Meeting on June 1, 2009 at the Capri Center, Red Deer, Alberta.

Motion 4D/SGM09: Issue Brought Forward from FGM 08

School Act Amendment to Provide for Board Meeting Attendance via Videoconference

BE IT RESOLVED ... The Minister of Education should work with the Alberta School Boards Association to establish a legislative framework providing school boards the ability to conduct electronic meetings, considering the many complexities surrounding the issue and providing local autonomy in establishing procedures around such meetings within the framework provided by the legislation.

Background

At the 2008 Fall General Meeting, Directive for Action 4DA/FGM08 urged 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. The assembly, after considering the Directive for Action, concluded that in the light of discussions surrounding the proposal and legal information provided at the time, further study of the issue was warranted. It was moved:

“That 4DA/FGM08 School Act Amendment to provide for Board Meeting Attendance via Videoconference be referred to the ASBA Board of Directors to examine the legal ramifications and bring a proposal to the membership at the 2009 Spring General Meeting.”

At the May 7-8, 2009 meeting of the Board of Directors, Debra Tumbach, Senior Lawyer with the Alberta School Boards Association presented research conducted, relevant legislation reviewed and recommendations with regard to moving the matter forward. The Board of Directors endorsed presentation of the above motion to the membership for consideration at the 2009 Spring General Meeting.

What follows is the opinion prepared by Debra Tumbach.

BACKGROUND INFORMATION

At the Spring General Meeting, I was asked to speak to the assembly as to those cautions we had noted with respect to a proposed directive for action. The background statement to the directive for action correctly noted that there is no express ability under the *School Act* to hold a meeting of the board via video-conference procedures, and highlighted several sections of the *School Act* which require that trustees be present at various forms of meetings (i.e. see sections 67, 69, 70, 71 and 73). The amendment, as proposed through the Fall Directive for Action, urged Alberta Education to consider a broader definition of the phrase “present at the meeting” as used throughout the *School Act*

generally, to include presence via video-conference, but only in circumstances where physical presence was not possible. The amendment did not go on to address the broader areas which are commonly addressed in other legislation for school or municipal boards respecting the overall ability for a board to call meetings through electronic means, and the rules under which participation of trustees through those means is permitted. The concerns were thus two-fold: first, whether an amendment was needed; and secondly, whether the proposed amendment would effectively facilitate the use of electronic means for holding meetings in appropriate circumstances while incorporating necessary safeguards to ensure that any recommendations by the ASBA, compliment the current statutory scheme (under which boards conduct their business) while facilitating the use of modern day technology in appropriate circumstances.

At the time of the Fall General Meeting, we were also advised that the Minister of Education had recently provided his opinion to one school board regarding a school board's ability to use video-conferencing technologies, in which he noted that nothing in the *School Act* stipulates that trustees must be physically present at meetings, nor prohibits the use of video or telephone-conferencing, and also notes that section 68 of the *School Act* provides a rule making power to school boards respecting its internal procedures and meetings.

We fully agree with these general observations but with respect, note that the unresolved legal issue has always been whether the term "presence" means "present in person" or "physical presence".

There is long standing case law which interprets the term "presence" to require physical presence and also noted that if a second and wider meaning is desired, this must be provided for expressly. The existence of a rule-making power does not, in our view, cure that problem.

With respect to the observation that Alberta school boards already have the ability to set procedures for board meetings, we also note that in Ontario and Saskatchewan, the *Education Acts* both provide for boards to set their own procedures regarding board meetings, and additionally, both include legislation, and in the case of Ontario, additional regulations governing the use of electronic means to hold board meetings.

There are also many cases involving challenges to decisions by municipal councils and corporations who have failed to follow their own procedures or to properly interpret those powers, which decisions have had adverse implications on the decisions made at improperly held meetings.

Roberts Rules of Order, in addressing the use of video-conferencing for non-elected bodies, provides that where committees or boards are authorized to meet by video-conference or telephone-conference, such a meeting must be conducted by technology that allows all persons participating to hear each other at the same time, and if by video-conference, to see each other as well. The opportunity for simultaneous communication

is central to the deliberative character of the meeting and is what distinguishes it from attempts to do business by postal or electronic mail or fax. It is advisable to adopt special rules of order and standing rules, as appropriate, to specify precisely how recognition is to be sought and the floor obtained during video-conferences and telephone-conferences.

For elected officials, and the corporations they form, it is surely all the more important that any rules implemented which will facilitate participation through electronic means, uphold the statutory requirements to hold open meetings, to meet the quorum requirements, to ensure that confidentiality is not breached for any closed sessions of the board, to ensure, amongst other things, that the conflict of interest rules are adhered to and that the eligibility requirements for trusteeship (residency and not missing more than three regular meetings of the board without proper authorization) are adhered to.

Having further researched the matter, including the legislative schemes as set out below, we are of the view that a legislative fix to permit video-conferencing is required. This fix raises numerous related issues for consideration by the Board which are set out below.

Amending the *School Act* to authorize agreed upon practices to set the rules under which such practices can occur, should help avoid potential mischief which could occur in the absence of statutory requirements, if rules set by the board itself were abused, and also provide helpful guidance to those boards who wish to customize the practices in accordance with local needs, without compromising the integrity of those decisions made at board meetings held through electronic means.

OTHER LEGISLATIVE MODELS

Each of British Columbia, Saskatchewan, Manitoba and Ontario have, through statute and/or regulation, authorized school boards to utilize electronic meetings. These statutory provisions enable the holding of electronic meetings in various forms and under different circumstances. Some provinces specifically authorize trustees who are unable to attend a meeting in person, to attend through electronic communications, provided that the parties are able to communicate with each other and/or see each other, while other legislation facilitates the calling of electronic meetings for special board meetings. In such cases, further considerations arise. All the legislation makes it clear that an individual who participates in a board committee meeting, through electronic means, is deemed to be present at that meeting.

The various legislative schemes differ with respect to the amount of detail, and whether the parent legislation is further supported by regulatory requirements.

The challenge in devising a system which will recognize the ability for trustees to hold electronic meetings and/or permit participation of individual trustees through electronic means at the trustees request, is to ensure that the practices do not violate the open meeting requirements of the *School Act*, nor result in mischief if the provisions are not

complimentary to the overall statutory scheme governing such matters as board meetings, conflict of interest rules, and trustee eligibility requirements.

1. **Ontario**

Ministry of Education and Training

Education Act R.S.O. 1990 c-E-2

Part I Ministry of Education and Training, Section 8

Under section 8-3.6, the Minister may establish policies and guidelines for the development and implementation of board policies dealing with the use of electronic means for the holding of meetings of a board and meetings of a committee of a board, including a committee of the whole board, and require boards to comply with the policies and guidelines.

Ontario Regulation 463/97, Electronic Meetings, sets out the requirements to be met by a board who wishes to enable itself to use electronic means for the holding of meetings of a board, committee of a board, or a committee of a whole. In short, this regulation provides that:

- a member of the board who participates through electronic means is deemed to be present at the meeting;
- the board must develop and implement local policy regarding the holding of meetings through electronic means;
- the policy must allow for requests by board members to attend board, committee, or committee of the whole meetings through electronic means;
- implementation through such means must allow for recognition of conflict of interest issues;
- the board must determine whether electronic means should be provided at one or more locations within the area of the jurisdiction of the board to permit participation by members of the public, and if the decision is yes, provide for the extent and manner of participation by members of the public, and ensure that members of the public who are participating through electronic means, do not participate in closed sessions;
- specifies that the chair, one additional member of the board, and the director of education, and/or their respective designates must be present at each meeting;
- similarly, the chair of the committee and/or his/her designate, and the director of education and/or his/her designate must be physically present at every electronic meeting of a committee of the board;
- additionally, the policy must include provisions permitting the board to refuse to provide a member with electronic means of participation in meetings where to do so would otherwise violate a need to meet in-camera.

The regulatory scheme nicely sets out the key issues which should be considered by boards in developing their own local procedures once clear authorization to implement electronic participation schemes have been established. Many boards throughout Ontario have adopted their own policies which specify the way in which electronic means for participation in board meetings will be used within their jurisdiction.

It is interesting to note that the original Directive for Action sought only to enable trustees to participate in meetings of the board, and not meetings of a committee of the board, through video-conferencing alone, as opposed to other electronic means, and did not discuss, nor suggest, that boards should be permitted to hold meetings generally through electronic means. The two issues are separate but could be dealt with under one form of legislation if the necessary enabling statutory framework is established to permit boards to call meetings through electronic means, and/or to allow trustees to participate in regular or committee board meetings when they are unable to attend.

2. **British Columbia**

The BC *School Act* also provides that a board may allow trustees to participate in or attend a meeting of the board by telephone or other means of communication if all trustees and other persons participating in or attending the meeting are able to communicate with each other. A trustee participating through electronic or other means is to be counted for the purposes of establishing a quorum, and the board is to establish procedures regarding the conduct of such meetings.

Regional Districts in BC, under the *Local Government Act*, Electronic Meetings Regulation, B.C. Reg. 271/2005, are also authorized to hold special board meetings by means of electronic or other communications if the municipality has passed a procedural bylaw which requires the meeting to be held in accordance with the bylaw itself; facilitates meeting participants to hear, or watch and hear each other, and if the meeting is held for a special board meeting, enables the board to meet the notice of meeting requirements set out under the Act. This Regulation similarly authorizes a member of the board who is unable to attend at a meeting of the board to participate in the meeting by means of electronic or other communications facilities.

3. Manitoba

In Manitoba, the Electronics Meeting Regulation, Man. Reg. 201/2004, issued under the *Public Schools Act*, similarly authorizes school boards to develop and implement policies providing for the use of electronic means for the holding of meetings of school boards. Under this Regulation, a school board must implement policy which addresses the following matters:

- requests by trustees to participate in board meetings by electronic means must be met,
- the electronic means must permit the trustee to hear and be heard by all participants, and ensure that rules governing the conduct of members as set out within the parent act, the *Public Schools Act* of Manitoba are met,
- the school board is authorized to provide electronic means at more than one location,
- the policy must:
 - address the ability to close meetings in accordance with the Act,
 - provide for the extent and manner of participation by members of the public through electronic means and ensure that members of the public who participate through electronic means do not participate in any proceedings that are closed to the public,
 - require, at every meeting of the school board, that the following persons be physically present in the meeting room of the board:
 - chair of the board or designate
 - at least one additional member of the board
 - superintendent of the division or designate
 - secretary treasurer or designate,
- lastly, the Regulation provides that anyone who attends a meeting through electronic means, in accordance with the Act and Regulation, shall be deemed to be present at the meeting for the purposes of the Act.

The *Public Schools Act* itself provides that the Minister may make regulations respecting the holding of a school board meeting by electronic means, including providing that a trustee who participates in a **regular** meeting of a school board through electronic means is deemed to be present at the meeting for the purposes of this Act.

The Act goes on to provide that “despite a regulation passed under subsection (1), every trustee must be physically present at a regular meeting at least once every three months”.

This is an important provision to consider with respect to the Alberta legislation, as a trustee who, without excuse, misses three regular board meetings of the board can be disqualified from office.

4. Saskatchewan

The *Saskatchewan Education Act* also authorizes the holding of meetings through electronic means. The procedure to be followed is set out under the Electronic Meeting Procedures Regulation (RRS 2000, c.E-0.2, Reg. 6), which contains requirements similar to those discussed above.

5. Yukon

Under the *Municipal Act*, meetings of a municipal council may similarly be held through electronic means. Section 215 of the *Municipal Act* contains a provision similar to section 199 of the Alberta *Municipal Government Act*.

6. Alberta

The *Municipal Government Act* of Alberta contains a general provision which authorizes council to hold council meetings or council committee meetings by electronic or other communication facilities if:

- notice is given to the public of the meeting, including the way in which it is to be conducted,
- the facility enables 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,
- the facility enables all the meeting's participants to hear, watch or hear each other, and

Councillors participating in a meeting held by means of a communication facility are deemed to be present at the meeting.

It is interesting to note that the municipal legislation, for the most part, authorizes meetings of council or meetings of council committees to be conducted by electronic means or other communication facilities only if notice of the meeting is given to the public and the way in which it is to be conducted. There are no corollary provisions which clearly entitle a municipal councillor to request that they participate in council or committee meetings through electronic means, in circumstances apart from where the council itself determines that it will hold a council meeting through electronic means.

SUMMARY OF LEGISLATIVE PROVISIONS

The above are examples of legislation used in other provinces which clearly authorize elected officials, and their respective entities, to either attend at board or council meetings through electronic means, or for the board or council itself to hold meetings through electronic means. Most jurisdictions regulate the use of electronic meetings, incorporating basic safeguards to help ensure that the procedures adopted by the respective institutions meet the parent Act requirements, particularly those governing open meeting legislation, while respecting the need to move in-camera where permitted to do so at law, and noting board responsibility to continue to recognize and address conflict of interest issues. What is also common to all pieces of legislation reviewed is a deeming provision which clearly provides that an elected official's presence at a meeting through participation in electronic meeting would be deemed to meet the presence requirements stipulated throughout the Act. Presumably these provisions would not be necessary if merely requiring presence at a meeting meant presence through any means, including electronic means, where a board has a general legislative power to set procedures for meetings. Such does not appear to be the case in other jurisdictions. For example, in Ontario and Saskatchewan, each of these boards have a general power to set procedures regarding the conduct of meetings, and additional provisions authorizing the board to hold meetings through electronic means, and detailed regulations in Ontario's case, governing the holding of electronic meetings.

At this stage, as ASBA has only received very limited input from some boards as to the reason for wanting electronic meetings, with the primary reason being to facilitate attendance of those trustees who are unable to travel, it is important, as discussed earlier, that the trustees carefully consider how the holding of electronic meetings will affect the conduct of their business. In that regard, what follows is a list of considerations which should be made by an entity considering the implementation of electronic meetings. These have been adapted from a list provided by the Ministry of Community Development for the Government of British Columbia.

Boards in Alberta should first determine the following basic issues:

1. Should Alberta school boards be authorized to hold electronic meetings for all forms of meetings or just regular meetings of the board, committee meetings, and/or committee of the whole meetings?
2. Should Alberta school boards be required to allow any trustee who requests to attend a board meeting or a committee of the board meeting electronically to do so?
3. Should there be any limits placed upon such an ability, where, for example in-camera items are on the agenda, or requiring a trustee to physically attend a minimum number of regular meetings during the school year so as to avoid violation of section 82(1)(h) of the *School Act* under which a trustee who, without excuse, misses three regular meetings of the board is disqualified from trusteeship, or an agreement that

the trustee who lives, for example, out of the jurisdiction for the winter and attends electronically, violates the trustee eligibility provisions?

4. Should legislation merely address situations where individuals are unable to attend a regularly scheduled board or committee meeting in person, and if so under what conditions?

What follows are various matters recommended for consideration by a board which has been authorized to provide electronic meetings. It is important to consider these matters at this time so boards can determine the degree of “regulation” they require in this area, and/or the matters they wished left to the discretion of the local board.

- In what situations will electronic special board meetings be permitted/not permitted?

Commentary

As indicated in the Fall General Meeting, we recommend against permitting electronic participation in meetings in which the trustees are called upon to make final and binding decisions, which attract the principles of natural justice. For example, when hearing a teacher transfer appeal, or making a decision regarding a recommendation for termination of a teacher’s contract of employment, or the expulsion of a student, (and whether by a board or committee of the board who is empowered to make an expulsion decision) we recommend that physical presence be mandatory.

In holding meetings which attract the principles of natural justice, the teacher and/or teacher representative often attend the meeting and provide further documentation at the meeting. If an electronic meeting were held, the individual participating through electronic means would not be privy to such information which could give grounds for a challenge to the proceeding on the basis that it was unfair.

While all such decisions may not be made at special meetings, but also made at regular meetings, boards must clearly understand the need for a physical presence in specified situations. The issue is whether or not the matter is regulated, and whether or not participation through electronic means is ever permitted for special meetings of the board.

If consideration is to be given to allowing special meetings of the board to be held through electronic means, we highly recommend that the matter be regulated requiring a board who permits electronic or other communication means to be used with respect to the holding of special board meetings, to also ensure that the statutory requirements of section 57 of the *School Act* regarding the issuance of notice also be met. (See Appendix “B” re Regional Districts Electronic Meetings Regulation) By way of information, I have not noted any such provision for any other educational authorities, pursuant to the statutory schemes above described.

- Should boards be required to implement policy which will address when special meetings of the board can be conducted electronically?
- Should there be defined circumstances where the public can expect board members to be physically present?
- Should boards be left to decide who needs to be present physically or should either of the *School Act* or a Regulation require that a minimum number of persons or specified persons such as the board chair and superintendent be present at all such meetings?
- Should the decision to designate a special board meeting as an electronic meeting be left to the discretion of the superintendent, board chair, vice chair, or those generally responsible for the calling of a meetings?
- Who should be permitted to participate in an electronic meeting (i.e. consultants to the board, staff, etc)? Should such individuals be required to be present in person at a specified venue?

ELECTRONIC PARTICIPATION BY BOARD OR COMMITTEE MEMBERS

- What types of meetings (regular, special, committee or committee of the whole) should school boards consider allowing board members to participate electronically?
- What constitutes a valid reason for being unable to attend a meeting and making a request to attend electronically?
- Should there be any limit on the number of meetings that an individual is allowed to attend through electronic means or the inclusion of a mandatory attendance requirement, under which a trustee is required to be present physically for at least one out of every three meetings, such as set out in the *Manitoba Public Schools Act*?
- Should the chair of the meeting be allowed to participate electronically as chair or should the chair or vice chair be required to be physically present at the meeting venue?
- How many members of the school board should be allowed to participate electronically in the same meeting (should the board require a quorum of members to be physically present)? If there is a limit, how are participants chosen?
- How many times should an individual member be permitted to participate electronically?
- Should a board member who is participating electronically be allowed to join a meeting that is underway, i.e. arrives late?
- Should a board member who is participating electronically be entitled to receive an agenda package electronically or by courier?

- Should there be provisions to amend agendas with controversial items to defer the issues when members are participating by electronic means? What would those circumstances be (i.e. certain number of board members participating electronically or certain type of issues to be dealt with by the board)?

Commentary

Board policy must ensure that its electronic participation rules allow it to meet all statutory requirements. For example, the procedure must ensure that the chair and each trustee present at a meeting vote for or against the question unless otherwise excused under the Act. Consideration should also be given to those meetings where a trustee is unable to attend physically but wishes to participate electronically, but there will be further documentation which needs to be shared and cannot appropriately be shared with the trustee prior to the meeting. If that trustee needs that information to make an informed decision, failure to provide that information to the trustee could leave the board's ultimate decision open to challenge if it involves a decision such as a teacher transfer or termination.

- Should presenters to the board be required to tailor their presentations to accommodate board members who are participating electronically?
- Should the board have a policy about providing information received at the board meeting or committee meeting to members participating electronically before voting on the matter?
- With respect to committees of the board, should the same rules apply to board members and non-board committee members?

LOGISTICS

- What type of electronic means should be permitted? Audio? Visual? Both?
- Should cell phone and satellite connections be permitted in addition to land-line connections?
- Does the board have a conference phone system and an audio system that allows for clear projection of voices throughout the board room (or the designated meeting place), and for continuous two-way communication?
- Are there facilities available at other nearby locations that are acceptable to the board (i.e. university/college)?
- Are the video links in place capable of providing an uninterrupted video stream, similar to a conventional television broadcast?
- Are video monitors in place to project images to all members of the board and to the public?

- What happens if a communications link is lost during a meeting? Should the meeting temporarily adjourn until the link is re-established? What if the lost link is with the chair of the meeting?
- Does the specific meeting place provide adequate facilities for board staff and the public?

COSTS

- Should the board be responsible, in every case, for the cost to a member of participating electronically in a meeting?
- Are cost limits necessary?
- If the board pays per diem costs for attendance at meetings should electronic meetings be reimbursed at the same rate?
- Do the benefits of electronic meetings justify the capital expenditures on new telephone and video equipment?

RECOMMENDATIONS

As you can see there are many considerations which need to be made before final recommendations regarding proposed amendments to the *School Act* and/or necessary regulations can be made.

Given the potential mischief which could result from an abuse of electronic meeting procedures, particularly in light of the comments made following the presentation of the Fall General Meeting, which clearly indicated that trustees who reside, at least on a part-time basis, out of the jurisdiction are using electronic meeting provisions to participate and fulfill their role as a trustee, it would appear to be important that the legislation require boards to implement procedural guidelines through policy which will regulate the circumstances in which electronic meetings are used, and ensure that all remaining provisions of the *School Act* are upheld.

Manitoba Regulation 201/2004 could easily be updated to address the above described issues, and put forward as a model which considers those issues.

I also believe it important to amend the *School Act* to authorize boards to meet through electronic communication systems and to facilitate the participation by individual trustees through such means, while authorizing the Minister to regulate the area and empowering boards to implement local procedure which meets their needs, as different boards may choose to use electronic meetings for different types of meetings and in different circumstances, given the issues and costs raised by the implementation of these new procedures.

Having reviewed the matter and the above described legislation, including the issues discussed above, I recommend that such steps as are necessary be taken to urge the

Minister to amend the *School Act* and implement appropriate regulations to achieve a scheme which will:

- permit the holding of board meetings and meetings of committees of the board through electronic means;
- include a deeming provision under which a trustee who participates in a board or committee meeting is deemed to be present at the meeting for the purpose of the *School Act* and every other Act;
- authorizes the Minister to establish regulations, policies and guidelines for the development and implementation of board policies dealing with the use of electronic means for the holding of board meetings and meetings of a committee of the board, and requires boards to comply with regulations and to implement local policies and guidelines which are consistent with any ministerial requirements.

The Minister should further be urged to address, through regulation, the following matters:

- the ability for individual trustees to request participation at board meetings through electronic means, and any limitations placed on such right;
- to set or require the setting of minimum attendance rules by the board through policy, to help ensure that the principles behind the concept of local representation continue to be met;
- specify who must be physically present at the board or committee meeting held through electronic means (i.e. board chair/superintendent);
- require adherence to the open meeting, conflict of interest, and general board meeting rules under the *School Act*;
- specify that meetings held through electronic means must include the right of the public to hear, or watch and hear the proceedings as is appropriate, except for those portions of board meetings which are closed;
- require that notice be given to the public of any board meeting to be called through electronic means, including the way in which it is to be conducted;
- require that the facilities used in such cases enable the public to hear, or watch and hear the meeting at a place specified in the notice, and require that a designated official(s) be present at that place;
- require that any electronic communications used enable all meeting participants to hear, or watch and hear each other where the meeting is an open meeting;
- require the board to determine whether electronic means should be provided at one or more locations within the area of the jurisdiction of the board to permit participation by members of the public, and if the decision is yes, provide for the extent and manner of participation by members of the public, and ensure that

members of the public who are participating through electronic means do not participate in closed sessions;

- require that every trustee be required to be physically present at a regular board meeting at least once every three months, unless otherwise excused under section 82(1)(h) of the *School Act*;
- require boards to comply with the notice provisions of section 67 of the *School Act*, if they intend to hold a special meeting through electronic means.

These matters could be addressed through general amendments to the *School Act* which empower boards to utilize electronic meeting procedures in defined circumstances and enable trustees to make a request to participate in a board/board committee meeting through electronic means and authorize the Minister to establish regulations which could address the bulk of the above described matters. It is in my view however, important that the above main points be addressed through a combination of legislation and regulation, leaving the further detail regarding the implementation of such practices to be left to the discretion of boards, through complimentary board policy.

It is also noted that the education related legislation reviewed to date largely provides, through legislation, that a trustee has the right to request participation through electronic means at a regular or committee meetings of the board, in addition to permitting or requiring a school board to develop and implement policies respecting electronic meetings. None of the education related legislation reviewed to date, specifically addresses the issues raised if electronic communications are to be used for special meetings or meetings which attract the principles of natural justice. This, in my view, should be separately addressed given the above noted concerns regarding the sharing of necessary relevant documentation and the principles of natural justice which can be attracted to proceedings commonly dealt with at a special board meeting, or for that fact, at a regular board meeting, which are used to make a decision which attracts the principles of natural justice.

Consideration should also be given to any required amendments to the *Northland School Division Act*, including whether or not local school board committees established under the *Northland School Division Act*, should similarly be given the right of electronic participation in local school board committee meetings.

RECOMMENDATION FOR SPRING GENERAL MEETING

Following consideration of the within issues, the ASBA Board of Directors passed the following motion at the ASBA Board of Directors meeting held May 7, 2009:

- The Minister of Education should work with the Alberta School Boards Association to establish a legislative framework providing school boards the ability to conduct electronic meetings, considering the many complexities surrounding the issue and providing local autonomy in establishing procedures around such meetings within the framework provided by the legislation.

ASBA

Proposed Policy Position Statements

(with previous policy
references included)

Please bring this document with you to the business session of the Spring General Meeting on June 1, 2009 at the Capri Center, Red Deer, Alberta.



For more information contact:

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Education Finance

Adequacy

Adequate funding should be provided to meet the needs of students in ECS to grade 12.

Alberta Education, in consultation with the Alberta School Boards Association, should determine the adequacy of the base instruction grant for grades K – 12 and establish a basic level of education programming and adequate funding to support such programming for all students served by the public education system.

Funding for up to full-time pre-kindergarten for those children who by assessment are identified as at risk of not achieving to the level of their potential should be included in the base instructional grant.

Funding

Targeted Funding

Targeted operational funding should be minimized.

Continued but increased targeted funding is supported for:

- ♦ Alberta Initiative for School Improvement (AISI) funding.
- ♦ The Class-Size Initiative (CSI) funding including upward adjustment to address annual enrollment increases for growing school divisions.

Base Funding

There are a number of areas where financial support for programs is deemed by Alberta Education to be covered under base funding which includes the per-pupil allocation at the elementary level and the CEUs earned at the high school level. Some of the areas which are deemed by Alberta Education to be supported by base funding include technology, mild and moderate special education funding, enhanced counselling services, programs designed to reduce substance abuse by students including the Drug Abuse Resistance Education (DARE) program, school library funding, early intervention initiatives, second language education and school liaison officers.

In regard to technology funding, the ASBA position is that technology funding which reflects the actual costs of technology should be determined in consultation with school districts, and should be announced in a timely manner.

Funding for Differential Factors

In addition to base funding, the department provides, through the funding allocation formula, funds additional to the base funding. Some of these allocations are targeted and therefore must be spent on the identified area. Other of these allocations are not targeted, which means Alberta Education provides the funding for identified programs or initiatives such as small schools by necessity, CTS, and leaves the Board flexibility as to how the total funds are expended.

Funds which are not considered part of base and are not targeted are referred to as additional funding for differential factors by Alberta Education. ASBA positions in regard to funding which is not targeted nor part of the base are as follows:

- ♦ Enhanced funding for small schools by necessity should be provided so small high schools can provide students with access to at least a minimum acceptable program and which allows graduates to attend any post-secondary institution in Alberta.
- ♦ Outreach funding should recognize operating costs and market rates should be increased.
- ♦ Grades 1-12 severe special needs category to allow for funding decision of student programs that are consistent with program unit funds that are available to ECS students.

Special Education Funding

Funding provided to boards for supporting students with special needs should be studied to determine if it is sufficient to provide the programming level required by the Standards document June 2004.

The Government of Alberta should eliminate full funding of designated special education private schools and should fund such schools at a level no greater than that currently provided to other private schools (i.e. 70% of instructional funding).

Integrated Services Funding

All medical and social services required to support students in the school setting should be totally funded by the appropriate government agencies and not from funds allocated to school boards for educational purposes.

The provincial government departments of Alberta Health and Wellness, Alberta Children's Services, and

Alberta Education should determine and clarify in policy, for all health authorities and school divisions, which ministry is responsible for funding rehabilitation services for all children and students.

The province should, in consultation with the Alberta School Boards Association, provide the mechanisms and sufficient funding as well as interdepartmental commitments to ensure integrated service delivery for children to support their educational needs. These mechanisms must ensure clear authority and accountability and effective, responsive service to children's needs.

Funding for children's services should be adequate to provide essential programs which are based on the coordination of services to children at the school level. Such funding should be secure and long-term and support prevention and early intervention programs.

Federal Education Funding

Funding for First Nations severe disabilities students who are attending provincial schools should not be less than the funding levels provided for other non-First Nations students.

A federal / provincial agreement should be concluded to better accommodate the education of First Nations students, living "on reserve", who choose to attend provincial schools and to ensure the timely transfer of payment for the provision of such educational services to provincially funded school boards.

Appropriate Federal Government funding for French Language programs should be provided.

Timely Funding Announcements

Alberta Education should release by March 1 its Funding Manual for the next school year to ensure school boards can effectively plan and deploy resources to schools and central service departments.

Property Taxation

School boards should have access to some measure of taxing authority.

Goods and Services Tax (GST)

"Goods and Services Tax" (GST) should be eliminated on all purchases made by school boards.

Education Finance Previous Policy/Directive for Action Reference

Adequacy

4.P.01 Funding

The Alberta School Boards Association believes that the current level for funding of education does not meet the needs of students in Early Childhood Services to grade 12.

4.P.04 Access (Core Education)

The Alberta School Boards Association believes that Alberta Education should establish a basic, core level of education and adequate funding to support the public education system so that all students in Alberta, regardless of geographic location, have access to quality public education.

4.D.05 Base Instruction Grades K – 12 Funding Rate Review for Adequacy

The Alberta School Boards Association requests Alberta Education to determine, in consultation with school boards, the adequacy of the base instruction grant for grades K – 12.

4.D.06 Advocacy Plan to Increase Funding

That the Alberta School Boards Association continue its coordinated provincial advocacy plan to immediately increase government funding to education.

4.D.22 Appropriate Funding for Quality High School Programming

That the Alberta School Boards Association request that:

- (a) Alberta Education immediately cease all Credit Enrolment Units audits and revoke the current practice of negatively adjusting funding of high school programs; and
- (b) Alberta Education work with all stakeholders to review the current CEU funding model to ensure that it reflects an adequate funding model for comprehensive quality high school programs; and, further
- (c) Alberta Education immediately restore all funding withdrawn through the audit/claw back process.

Funding

4.D.09 Funding (Targeted)

The Alberta School Boards Association believes targeted funding should be minimized and additional funding for school boards should acknowledge initiatives that boards already have in place.

4.D.10 Alberta Initiative for School Improvement (AISI)

The Alberta School Boards Association endorses the action taken by the Board of Directors with respect to the Alberta Initiative for School Improvement and believes AISI funding should:

- 1. continue on an ongoing basis, rather than as a three-year project,
- 2. remain targeted funding, and
- 3. be increased to reflect increases in staffing costs.

4.D.28 Funding for the Class Size Initiative

That the Alberta School Boards Association urge the Alberta government to establish adequate sustainable, equitable and predictable funding to support the Class Size Initiative.

5DA/FGM08 Safe Communities and Safe Schools

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

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

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

4.P.08 Funding (Severe Special Needs)

The Alberta School Boards Association believes there should be additional funds allocated to the grade 1 – 12 Severe Special Needs category to allow for funding decisions for student programs that are consistent with Program Unit Funds that are available for students enrolled in ECS programs.

4.D.02 Funding (Special Needs Programs)

That the Alberta School Boards Association urge the Government of Alberta to enhance its commitment to provide necessary funding to meet the increasing needs of mild, moderate and severe disabled students.

8.D.03 High School Program Alignment & Incentives

That ASBA encourage the provincial government and the Alberta education sector to better align programs and incentives available to high school students, adjusting curriculum requirements where needed to broaden post-secondary choices.

10DA(ii)/FGM08 Pre-Kindergarten Funding for At-Risk Children

That the Alberta School Boards Association advocate to the Government of Alberta and its appropriate ministries to fund up to full-time pre-kindergarten for those children who by assessment are identified as at risk of not achieving to the level of their potential.

4.P.05 Technology (Funding)

The Alberta School Boards Association believes that provincial financial support for technology should reflect the actual costs of technology; that such support should be determined in consultation with school districts, be an ongoing component of educational funding and be announced in a timely manner.

4.P.10 Counselling (Funding for)

The Alberta School Boards Association believes in the need for enhanced counseling services in Alberta schools.

4.D.01 Substance Abuse Reduction

The Alberta School Boards Association believes the Government of Alberta should provide funding for programs designed to reduce substance abuse by students, including the Drug Abuse Resistance Education (DARE) program.

1.P.03 Access (Declining Enrolment)

The Alberta School Boards Association believes that Alberta Education should examine ways of ensuring access to learning programs in communities which are sparsely populated and/or experiencing declining enrolment.

4.D.18 Small High Schools – Programs and Funding

The Alberta School Boards Association believes that the Small Schools by Necessity funding formula should be enhanced so that more small high schools can provide their students with a basic program which allows graduates to attend any post-secondary institution in Alberta.

4.D.19 Small Schools – Programs and Funding

The Alberta School Boards Association believes that the Small Schools by Necessity funding formula should be enhanced so that these schools can provide their students with at least a Minimum Acceptable Program.

4.D.25 Funding for School CTS Equipment

That the ASBA request the Alberta government provide immediate and sufficient funding for school CTS equipment to address the need to meet the demands of training students required to work in the Alberta labour market.

4.D.26 Funding Support for Distance Learning Capital Equipment

That the Alberta School Boards Association advocate for provincial funding support for evergreening of distance learning equipment, which has become essential for the provision of educational programs.

4.D.27 Renewed Funding Framework to Reflect Unique Needs of Rural and Small Town Schools

That the Alberta School Boards Association advocate for increased provincial funding to maintain the viability of rural and small town schools.

4.D.29 Outreach Base Funding

That the Alberta School Boards Association request that Alberta Education increase the Outreach base funding amount of \$54,101 recognizing the significant cost increase in operating Outreach programs and market rates.

4.D.31 Standards for School Library Programs

That the Alberta School Boards Association urge Alberta Education to adopt the standards for school library programs that are outlined in *Achieving Information Literacy: Standards for School Library Programs in Canada*, edited by Asselin, M., Branch, J., and Oberg, D., and fund school jurisdictions appropriately with the goal of reaching the exemplary standard in all Alberta schools by 2015.

8.P.01 Early Intervention Initiatives

The Alberta School Boards Association believes that the role of school boards is to allocate the funding provided for early intervention initiatives and to determine the delivery strategies that best respond to local conditions and reflect the results of educational research.

The Alberta School Boards Association believes that the role of the Government of Alberta is to provide adequate funding and support for the implementation of early intervention initiatives.

8.P.03 Second Language Education

The Alberta School Boards Association believes in the importance of second language education.

The Alberta School Boards Association believes the instructional grant should be appropriate to enable school boards to support second language education.

8.P.04 Access (Educational Opportunities)

The Alberta School Boards Association believes in the equality of access to educational opportunities for all students.

The Alberta School Boards Association believes that high school programs of study should ensure continuous scope and sequence of the courses.

Special Education Funding

4.D.03 Review of Funding for Special Needs Students

The Alberta School Boards Association believes that the funding provided to boards for supporting students with special needs should be studied to determine if it is sufficient to provide the programming level required by the Standards document June 2004.

4.D.11 Funding (Designated Special Education Private Schools)

The Alberta School Boards Association believes that the Government of Alberta should eliminate full funding of designated special education private schools and should fund such schools at a level no greater than that currently provided to other private schools (i.e. 60% of instructional funding).

Integrated Services Funding

4.P.09 Funding (Special Needs)

The Alberta School Boards Association believes that the appropriate Alberta government ministries are responsible for providing the resources required to allow inclusive or other appropriate educational programming for all students with special needs so that school boards in Alberta are able to meet the legislated requirements for students as proclaimed in the School Act and in the programs of studies for the province of Alberta.

4.P.02 Medical Services

The Alberta School Boards Association believes that all medical and social services required to support students in the school setting should be totally funded by the appropriate government agencies and not from funds allocated to school boards for educational purposes.

4.D.15 Integrated Service Delivery Model

The Alberta School Boards Association believes the province should, in consultation with the Alberta School Boards Association, provide the mechanisms and sufficient funding as well as interdepartmental commitments to ensure integrated service delivery for children to support their educational needs. These mechanisms must ensure clear authority and accountability and effective, responsive service to children's needs.

3.P.01 Children's Services (Funding)

The Alberta School Boards Association is committed to the coordination of services for children at all levels of governance.

The Alberta School Boards Association believes that school boards should collaborate with their Regional Children and Family Service Authorities in the implementation of the coordination of services to children at the school level.

The Alberta School Boards Association believes that the Government of Alberta should assume leadership for this process:

1. Establish exemplary working relationships among government departments.
2. Provide adequate funding for all the children's services necessary. The Alberta School Boards Association believes that inadequate funding for children's services threatens the viability of essential programs which are based on the coordination of services to children at the school level. Funding from the Alberta government to Regional Child and Family Service Authorities must be increased and secure. As well, funding for prevention and early intervention programs must also be long term and secure.
3. Work in cooperation with school boards to assist all children in achieving their potential.

3.D.02 Rehabilitation Services

That ASBA request that the provincial government departments of Alberta Health and Wellness, Alberta Children's Services, and Alberta Education determine and clarify in policy, for all health authorities and school divisions, which ministry is responsible for funding rehabilitation services for all children and students.

Federal Education Funding

4.D.20 Indian and Northern Affairs Funding for First Nations Severe Disabilities Students

That the Alberta School Boards Association advocate for adequate funding for First Nations severe disabilities students who are attending provincial schools.

8.P.02 French Language Program

The Alberta School Boards believes in the French Language program.

The Alberta School Boards Association believes that the Government of Alberta should work with the federal government to ensure appropriate funding for the French Language program.

1.D.02 Federal/Provincial First Nations Education Agreement

That the Alberta School Boards Association work in collaboration with the provincial government, other provincial school board associations, the Canadian School Boards Association, and the federal government to explore the development of a federal / provincial agreement to accommodate the education of First Nations students, living “on reserve”, who choose to attend provincial schools.

Timely Funding Announcements

4.D.30 Alberta Education Budgeting Process

That the Alberta School Boards Association requests Alberta Education to release by March 1 its Funding Manual for the next school year to ensure school boards can effectively plan and deploy resources to schools and central service departments.

Property Taxation

4.D.04 Property Tax

That ASBA believes school boards should have access to some measure of taxing authority.

GST

4.D.17 Elimination of GST for School Boards

The Alberta School Boards Association should endeavour to collaborate to eliminate the “Goods and Services Tax” (GST) on all purchases made by school boards. This should be done in concert with other provincial school board associations, Alberta Education, Alberta Finance, and the federal government.

Personnel and Employee Relations

Superintendent of Schools/ CEO Selection

Superintendents of Schools should continue to be hired by their local boards.

The requirement that the Minister of Education approve the appointment or renewal of contract of the Superintendent should be discontinued.

Education Profession

Membership in the Education Profession should include all those whose employment requires them to hold a valid teaching certificate and those who qualify for and choose to maintain membership.

The Education Profession should include the activities of all educators who practice in the field of education.

The public and student interest, rather than the interest of the Education Profession, should be served first and foremost in the determination of educational matters.

This interest would be served by:

- ♦ setting of standards and requirements for academic preparation programs leading to entry into the profession;
- ♦ discriminating selection of those admitted to academic preparation programs with such selection intended to supply the qualified practitioners required;
- ♦ setting of certification requirements for beginning practitioners;
- ♦ registration of all persons eligible to practice;
- ♦ requiring continuous professional development of practitioners in service;
- ♦ implementing periodic review of practice to maintain continuing certification; and
- ♦ ensuring discipline and decertification procedures for practitioners.

The employers of those in the Education Profession should have the authority to establish policy governing employee performance. School boards should have all the same corrective disciplinary measures available to them to use with teachers as they have available to use with other employees that are covered by the Alberta Labour Relations Code.

The Education Profession should:

- ♦ Provide for a clear means of protecting the public from those persons not qualified to engage in the field of educational practice.
- ♦ Establish a Code of Ethics that will address the public and student interests, protect the interests of the client, and be approved by the Lieutenant Governor in Council.
- ♦ Ensure that both practitioners and non-practitioners have the same rights in regard to laying complaints against practitioners.
- ♦ Provide for a full appeal procedure in all discipline and de-certification matters.
- ♦ Totally separate its bargaining function from its professional function.

Teacher Preparation

Faculties of Education should include in the educational administration course for teachers a required unit relating to the role and responsibility of trustees and how they fulfill this role.

Career Counselling Certification Requirements

School boards should continue to have flexibility in staffing the career counselling component of guidance and counselling services with qualified individuals who may not have teacher certification credentials.

Teacher Bargaining

The Alberta School Boards Association believes that collective bargaining is the most practical means of determining the remuneration of employees, but that collective agreements should be restricted to matters of salaries, special allowances, sick leave, and other benefits specifically required by law.

Administrative procedures pertaining to role specifications of supervisory personnel, provision of stenographic and clerical services, classroom load, the provision of classroom facilities, etc., should be divorced from collective agreements and established through board policies arrived at through the co-operation of board, administration, and teaching staff.

School boards should be able to engage in regional bargaining with the Alberta Teachers' Association where groups of individual boards determine it is in the public interest to do so.

A legislated, centralized, school board controlled teacher

bargaining model should be established.

The ASBA shall use the following “Key Elements” and attached detailed model to implement the Employer Bargaining Association:

1. The employer bargaining association will:
 - (a) have its own governance structure, as outlined in 2 and 3 below
 - (b) focus exclusively on teacher bargaining and collective agreement administration
 - (c) utilize existing and contracted ASBA resources
 - (d) levy fees separate from the ASBA.
2. The bargaining association will be governed by a representative assembly comprised of one trustee representative appointed by each school board. The representative assembly will:
 - (a) establish the bargaining association’s initial constitution and bylaws using the double majority voting principles outlined in 2(d) below
 - (b) elect from among its members, on the basis of one board/one vote, a chair who shall also serve as chair of the council
 - (c) provide direction to the employer bargaining council regarding a bargaining mandate
 - (d) ratify any collective agreement using a system of one board/one vote and requiring a double majority such that 2/3 of the boards must be in support and the boards supporting the proposed agreement must collectively educate 2/3 of the students in Alberta.
3. An employer bargaining council (“the council”) shall be established from among the members of the representative assembly on the following basis:
 - (a) the representative assembly members from each ASBA zone, excepting the metro boards, will elect one representative to the council on the basis of one board /one vote
 - (b) each of the metro board’s appointees to the representative assembly will automatically serve on the council
 - (c) the council will:

- ♦ develop a bargaining mandate
- ♦ oversee negotiations
- ♦ determine if, and when, a draft collective agreement shall be brought forward to the representative assembly for ratification.

The Government of Alberta should introduce legislation that will:

1. As recommended by the Alberta Commission on Learning, establish a centralized and school board controlled employer bargaining association for the purpose of collective bargaining with teachers. This association will hold the bargaining certificate for all school boards. Membership in this association will be mandatory for all publicly elected school boards.
2. As recommended by the Alberta Commission on Learning, expressly exclude from teacher collective agreements and that implementation of this policy be subject to this legislation:
 - (a) pupil/teacher ratios
 - (b) hours of instruction
 - (c) class size.
3. Provide that all existing collective agreements will continue to be in effect until their duly negotiated expiration date. The single collective agreement provisions between the Employer Bargaining Association and the Alberta Teachers' Association would come into effect upon the expiration of these collective agreements. Legislation would further provide that the conclusion of new collective agreements be embargoed. If the parties are unable to reach a single collective agreement, binding arbitration will be used to conclude an agreement.

Mediation

Where the parties to a labour dispute jointly request a particular mediator, such mediator should be appointed, and mediators appointed under the Labour Relations Code should make recommendations for settlement only after due deliberation and after taking the wishes of the parties into account.

Previous Policy/Directive for Action Reference

Superintendent of Schools/CEO Selection

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.

7.P.12 Superintendent Appointments

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.

Education Profession

7.P.07 Professional Status

The Alberta School Boards Association believes that education is a field of professional practice worthy of full professional status.

The goal envisioned — full professional status — includes the following:

- ♦ a concept of education as a profession, with teaching being but one field of practice within the profession;
- ♦ setting of standards and requirements for academic preparation programs leading to entry into the profession;
- ♦ discriminating selection of those admitted to academic preparation programs with such selection intended to supply the qualified practitioners required;
- ♦ setting of certification requirements for beginning practitioners;
- ♦ registration of all persons eligible to practice;
- ♦ continuous professional development of practitioners in service;
- ♦ periodic review of practice to maintain continuing certification; and
- ♦ discipline and decertification procedures for practitioners.

7.P.08 Disciplinary Measures (Teacher)

The Alberta School Boards Association believes that school boards should have all the same corrective disciplinary measures available to them to use with teachers as they have available to use with other employees that are covered by the Alberta Labour Relations Code.

7.P.10 Education Profession

The Alberta School Boards Association, in regard to the Education Profession, believes that:

- ♦ Membership in the Education Profession should include all those whose employment requires them to hold a valid teaching certificate and those who qualify for and choose to maintain membership.
- ♦ The Education Profession should include the activities of all educators who practice in the field of education.
- ♦ The public and student interest, rather than the interest of the Education Profession, should be served first and foremost in the determination of educational matters.
- ♦ The employers of those in the Education Profession should have the authority to establish policy governing employee performance.
- ♦ The Education Profession should provide for a clear means of protecting the public from those persons not qualified to engage in the field of educational practice.
- ♦ The Education Profession should establish a Code of Ethics that will address the public and student interests, protect the interests of the client, and be approved by the Lieutenant Governor in Council.
- ♦ The Education Profession should ensure that both practitioners and non-practitioners have the same rights in regard to laying complaints against practitioners.
- ♦ The Education Profession should provide for a full appeal procedure in all discipline and de-certification matters.
- ♦ The Education Profession should totally separate its bargaining function from its professional function.

Teacher Preparation

7.D.01 Teacher Preparation

The Alberta School Boards Association believes that the Faculties of Education should include in the educational administration course for teachers a required unit relating to the role and responsibility of trustees and how they fulfill this role.

Career Counselling Certification Requirements

7.P.11 Career Counselling (Staffing Flexibility)

The ASBA believes that boards must have flexibility in staffing the career counselling component of guidance and counselling services with qualified individuals who may not have teacher certification credentials.

Teacher Bargaining

7.P.02 Bargaining (Collective)

The Alberta School Boards Association believes that collective bargaining is the most practical means of determining the remuneration of employees, but that collective agreements should be restricted to matters of salaries, special allowances, sick leave, and other benefits specifically required by law.

Administrative procedures pertaining to role specifications of supervisory personnel, provision of stenographic and clerical services, classroom load, the provision of classroom facilities, etc., should be divorced from collective agreements and

established through board policies arrived at through the co-operation of board, administration, and teaching staff.

7.P.03 Bargaining (Regional)

The Alberta School Boards Association believes in the principle of regional bargaining with the Alberta Teachers' Association where groups of individual boards determine it is in the public interest to do so.

7.P.04 Teacher Bargaining Model

That the ASBA supports the establishment of a legislated, centralized, school board controlled teacher bargaining model.

7.D.02 Employer Bargaining Association (Key Elements)

That the ASBA use the following "Key Elements" and attached detailed model to implement the Employer Bargaining Association:

1. The employer bargaining association will:
 - (a) have its own governance structure, as outlined in #2 and #3 below
 - (b) focus exclusively on teacher bargaining and collective agreement administration
 - (c) utilize existing and contracted ASBA resources
 - (d) levy fees separate from the ASBA.
2. The bargaining association will be governed by a representative assembly comprised of one trustee representative appointed by each school board. The representative assembly will:
 - (a) establish the bargaining association's initial constitution and bylaws using the double majority voting principles outlined in #2(d) below
 - (b) elect from among its members, on the basis of one board/one vote, a chair who shall also serve as chair of the council
 - (c) provide direction to the employer bargaining council regarding a bargaining mandate
 - (d) ratify any collective agreement using a system of one board/one vote and requiring a double majority such that 2/3 of the boards must be in support and the boards supporting the proposed agreement must collectively educate 2/3 of the students in Alberta.
3. An employer bargaining council ("the council") shall be established from among the members of the representative assembly on the following basis:
 - (a) the representative assembly members from each ASBA zone, excepting the metro boards, will elect one representative to the council on the basis of one board /one vote
 - (b) each of the metro board's appointees to the representative assembly will automatically serve on the council
 - (c) the council will:
 - ♦ develop a bargaining mandate
 - ♦ oversee negotiations
 - ♦ determine if, and when, a draft collective agreement shall be brought forward to the representative assembly for ratification.

7.D.03 Employer Bargaining Association (Legislation to Implement)

That the ASBA request that the Government of Alberta introduce legislation that will:

1. As recommended by the Alberta Commission on Learning, establish a centralized and school board controlled employer bargaining association for the purpose of collective bargaining with teachers. This association will hold the bargaining certificate for all school boards. Membership in this association will be mandatory for all publicly elected school boards.
2. As recommended by the Alberta Commission on Learning, expressly exclude from teacher collective agreements and that implementation of 7.D.03 be subject to this legislation:
 - (a) pupil/teacher ratios
 - (b) hours of instruction
 - (c) class size.
3. Provide that all existing collective agreements will continue to be in effect until their duly negotiated expiration date. The single collective agreement provisions between the Employer Bargaining Association and the Alberta Teachers' Association would come into effect upon the expiration of these collective agreements. Legislation would further provide that the conclusion of new collective agreements be embargoed. If the parties are unable to reach a single collective agreement, binding arbitration will be used to conclude an agreement.

Mediation

7.P.05 Mediator (Use of Specific)

The Alberta School Boards Association believes that:

1. where the parties to a labour dispute jointly request a particular mediator, such mediator should be appointed, and
2. mediators appointed under the Labour Relations Code should make recommendations for settlement only after due deliberation and after taking the wishes of the parties into account.

Transportation

Transportation Funding

All school boards should be fairly and equitably funded for student transportation.

Transportation funding should be the subject of an independent review.

Transportation grants should be indexed to the price of fuel.

Transportation funding for all students in grades 4-6 should be provided at the same rate as for grades 7-12 students in order to provide for acceptable levels of safety.

Rural Transportation Funding

Students in small rural schools should be able to access specialized programs in neighbouring schools without being restricted to courses requiring special facilities or equipment.

Funding should not be reduced for jurisdictions with declining numbers of students transported but who have fixed transportation costs.

Walk Limit (K-6)

The minimum distance limit for transportation funding for K-6 students should be reduced to 1.6 km (1 mile) from the designated school.

Transportation Safety

The provincial government should return to the use of front license plates on vehicles to assist in the identification and prosecution of offenders who pass school busses while loading or unloading.

The Minister of Infrastructure and Transportation to change School Speed Zone hours on all provincial highways to 7:30 a.m. to 4:30 p.m. on school days.

The Alberta urban Municipalities Association (AUMA) and Alberta Association of Municipal Districts and Counties (AAMDC) should urge their members to implement these school speed zone hours on all roads within their jurisdiction.

Previous Policy/Directive for Action Reference

5.P.01 Transportation Funding

The Alberta School Boards Association believes that transportation funding for all students in grades 4-6 should be provided at the same rate as for grades 7-12 students in order to provide for acceptable levels of safety.

5.P.02 Rural Schools (Improving Transportation Equity)

The Alberta School Boards Association shall collaborate with education stakeholders and Alberta Education to expand equity provisions of the rural student transportation formula to:

- ♦ enable students in small rural schools to access specialized programs in neighbouring schools without being restricted to courses requiring special facilities or equipment; and
- ♦ ensure that funding is not reduced for jurisdictions with declining bus populations but fixed transportation costs.

5.D.01 Transportation Funding (Rural)

The Alberta School Boards Association believes the minimum distance limit for transportation funding for K-6 students should be reduced to 1.6 km (1 mile) from the designated school.

5.D.02 Transportation Grant Indexed to Fuel Cost Adjustments

Be it resolved that the ASBA urge Alberta Education to index transportation grants to the price of fuel.

5.D.03 Student Transportation Funding

The Alberta School Boards Association believes it is essential that all school boards be fairly and equitably funded for student transportation and that funding be the subject of an independent review.

5.D.04 License Plates on Front of Vehicles

The Alberta School Boards Association believes that the issue of vehicles passing school buses while they are loading or unloading poses an extreme risk to students across the province and urges the provincial government to return to the use of front license plates on vehicles to assist in the identification and prosecution of offenders.

5.D.05 School Speed Zone Hours

That the Alberta School Boards Association urge the Minister of Infrastructure and Transportation to change School Speed Zone hours on all provincial highways to 7:30 a.m. to 4:30 p.m. on school days.

Furthermore, that the ASBA urge the Alberta urban Municipalities Association (AUMA) and Alberta Association of Municipal Districts and Counties (AAMDC) to urge their members to implement these school speed zone hours on all roads within their jurisdiction.

Facilities

Funding Model	The provincial government should provide funding for capital projects based upon a funding model which gives school boards annual, sustained funding.
Capacity and Resourcing	<p>The provincial government should provide increased capital funding.</p> <p>Adequate funding for new and replacement schools, modernization and other capital projects should be provided in order to eliminate the infrastructure deficit affecting all school boards.</p> <p>In Edmonton and Calgary, there are large subdivisions which do not have a school. The provincial government should provide sufficient funding to metro boards and other rapidly growing jurisdictions for the infrastructure needs of new communities and the educational, social, economic, recreational, and cultural value of having new schools in the developing areas should be recognized and financially supported.</p> <p>The provincial government should increase funding rates for new school construction that address inflation and reflect current market conditions.</p>
ICT Infrastructure Funding	The provincial government should provide the required financial support to provide the necessary infrastructure to support Information and Communications Technology. In particular, funding support is required to meet the code requirements of the new Occupational Health and Safety Act Regulations and Code legislation.
Facility Costs of Implementing Provincial Initiatives	The provincial government should recognize the facility costs associated with implementing provincial initiatives such as Small Class Size in determining school capacity, utilization of school space, and the capital needs of boards.
Funding for Outreach School Lease Costs	The provincial government should reimburse school boards for the lease costs of securing a stand-alone facility for the offering of outreach programs, or provide capital funds for such facilities.
Reviews/Studies	<p><u>Review of Ontario Program to Support Community Use of Schools</u></p> <p>The provincial government should undertake a review of an Ontario program which provides dedicated</p>

funding to school boards for the purpose of increasing and enhancing after hours community use of schools. The review should also include an assessment of the feasibility of implementing this program in Alberta.

Public-Public and Private-Public Partnerships

The provincial government should establish a task force to study the potential for partnerships involving public-public and private-public and the merits and disadvantages of such arrangements.

Area, Capacity & Utilization Guidelines Review

The provincial government should review the current Area, Capacity and Utilization Guidelines and revise the Area, Capacity and Utilization formula incorporating the following.

1. The utilization formula should be changed so that the rated capacity of the school reflects its actual capacity to deliver necessary programming to students in classrooms which meet acceptable standards for the curriculum delivery.
2. Classroom spaces should only be included in the formula when determining a school's capacity.
3. Space donated by community partners should be specifically excluded from capacity unless the space can be demonstrated to be used for effective program delivery in the same manner and extent as the other classrooms in the school.
4. Donated space should be fully eligible for Operations and Maintenance funding once the overall design of the school is approved.
5. Donated space previously approved should be fully eligible for Operations and Maintenance funding and that there be no retroactive exclusions.
6. Provincial class size guidelines should be used in determining maximum school capacity.

Funding for Plant Operations and Maintenance

Plant operations and maintenance funding should be sufficient to ensure that the real costs of utilities, telecommunications, maintenance, custodial services, insurance, and facility planning and administration are met.

Scheduled Replacement of Portables

Portable and relocatable classrooms should be replaced on a scheduled basis based upon life expectancy.

Infrastructure Preservation Funding	The provincial government should provide preservation funding to school boards that is equivalent to the industry standard of two percent of school facility replacement costs.
Block Funding for School Modernization	The provincial government should reinstate Block Modernization Program funding.
Non-Instructional Facilities	<p>Current capital block funding should be expanded to cover the costs of current debt, both principal and interest, owing on non-instructional facilities and;</p> <p>The provincial government should fund the construction of non-instructional facilities – be it new construction, additions or modernization –following agreed-upon criteria similar to that established for instructional space.</p>
School Playgrounds Funding Support	Provincial funding should be provided for the inclusion of school community playgrounds, firstly by a one-time infusion of funds to address current playground conditions followed by inclusion in capital and Infrastructure Maintenance Renewal (IMR) projects for the future.
Small Schools by Necessity	<p>In some circumstances school closures are necessary, however where this is not feasible, special small schools by necessity funding should be provided.</p> <p>Since such rural schools, strategically located in their communities, are an important component of the social infrastructure that is necessary to achieve economic diversification; spur growth in Alberta's agriculture industry; and improve the quality of life in rural Alberta.</p> <p>The provincial government should exclude small schools by necessity operated by boards from calculations used to determine school system utilization.</p>
School Consolidation Processes	<p>The Alberta School Boards Association shall endeavour to facilitate the school consolidation process by collaborating with the provincial government and other education stakeholder groups to encourage the provincial government to:</p> <ul style="list-style-type: none"> ♦ Respect school closure procedures initiated by school boards based on school viability studies conducted in school jurisdictions; ♦ Develop, in conjunction with the definition of Small Schools by Necessity, guidelines for

supporting small schools as viable entities, and

- ♦ Encourage MLAs to provide political support for school board decisions to consolidate schools.

Funding for Right-Sizing

The provincial government should provide capital funding to school boards for the purpose of right-sizing school facilities where student enrolments and building conditions warrant and building design permits.

Site Preparation and Servicing Costs

School boards should be protected by legislation from the downloading of site servicing costs by municipalities. Site servicing costs for schools such as roadways, school parking sites, drop off facilities and playgrounds should be determined and submitted in addition to capital funding for school buildings. Any further negotiation with respect to these costs should be exclusively between the municipality and the provincial government and should not delay school capital projects (could be done on a cost recovery basis). School boards could then support municipalities in their recovery of site servicing costs.

The provincial government should address increased operating costs incurred by school boards resulting from municipalities shifting the funding of municipal and corporate services from the property tax base to user-based utility charges and service fees. The province needs to provide additional Plant Operation and Maintenance funding to offset the new operating costs being incurred by school boards for all municipal and corporate utility charges and service fees.

Previous Policy/Directive for Action Reference

6.1. Capacity

6.1.P.01 Rural Schools (Advocating)

The Alberta School Boards Association believes that rural schools, strategically located in their communities, are an important component of the social infrastructure that is necessary to:

- ♦ achieve economic diversification;
- ♦ spur growth in Alberta's agriculture industry; and
- ♦ improve the quality of life in rural Alberta.

6.1.P.02 Funding Model for School Board Capital Projects

The Alberta School Boards Association believes that the provincial government should provide funding for capital projects based upon a funding model which gives school boards annual, sustained funding.

- 6.1.P.03 **Funding of Alberta Schools Infrastructure Deficit**
The Alberta School Boards Association believes that adequate funding for new and replacement schools, modernization and other capital projects must be provided in order to eliminate the infrastructure deficit affecting all school boards.
- 6.1.D.01 **Facility Needs in New Communities in Metro Areas**
The Alberta School Boards Association shall request the provincial government to provide sufficient funding to the metro boards for the infrastructure needs of new communities and that the educational, social, economic, recreational, and cultural value of having new schools in the developing areas be recognized and financially supported.
- 6.1.D.02 **Funding Rates for New School Construction**
The Alberta School Boards Association shall request the provincial government to increase funding rates for new school construction that address inflation and reflect current market conditions.
- 6.1.D.03 **ICT Infrastructure Funding**
The Alberta School Boards Association shall request the provincial government to provide the required financial support to provide the necessary infrastructure to support Information and Communications Technology. In particular, funding support is required to meet the code requirements of the new Occupational Health and Safety Act Regulations and Code legislation.
- 6.1.D.04 **Facility Costs of Implementing Provincial Initiatives**
The Alberta School Boards Association shall request the provincial government to recognize the facility costs associated with implementing provincial initiatives such as Small Class Size, junior kindergarten or full day kindergarten in determining school capacity, utilization of school space, and the capital needs of boards.
- 6.1.D.05 **Funding for Outreach School Lease Costs**
The Alberta School Boards Association shall request that the provincial government reimburse school boards for the lease costs of securing a stand-alone facility for the offering of outreach programs, or provide capital funds for such facilities.
- 6.1.D.06 **Review of Ontario Program to Support Community Use of Schools**
The Alberta School Boards Association shall request the provincial government to undertake a review of an Ontario program which provides dedicated funding to school boards for the purpose of increasing and enhancing after hours community use of schools. The review shall also include an assessment of the feasibility of implementing this program in Alberta.

6.1.D.07 Public-Public and Private-Public Partnerships

The Alberta School Boards Association shall request that the provincial government establish a small task force consisting of representatives from government departments, ASBA, municipalities and private sector interests to study the potential for partnerships involving public-public and private-public and the merits and disadvantages of such arrangements.

6.1.D.08 Area, Capacity & Utilization Guidelines Review

The Alberta School Boards Association shall advocate for a review of the current Area, Capacity and Utilization Guidelines

The Alberta School Boards Association shall advocate that the utilization formula change so that the rated capacity of the school reflects its actual capacity to deliver necessary programming to students in classrooms which meet acceptable standards for the curriculum delivery. These standards must also conform to the guidelines specified by the Learning Commission, which are supported by the Government of Alberta.

That the Alberta School Boards Association advocate

1. That classroom spaces only be included in the formula when determining a school's capacity;
2. That space donated by community partners be specifically excluded from capacity unless the space can be demonstrated to be used for effective program delivery in the same manner and extent as the other classrooms in the school;
3. That donated space be fully eligible for Operations and Maintenance funding by Alberta Infrastructure once the overall design of the school is approved;
4. That donated space previously approved be fully eligible for Operations and Maintenance funding and that there be no retroactive exclusions;
5. That the class size guidelines proposed by the Learning Commission be used in determining maximum school capacity.
6. That the ASBA advocate that these principles be built into the Area, Capacity and Utilization formula.

6.2. Plant Operations and Maintenance

6.2.P.01 Funding for Plant Operations and Maintenance

The Alberta School Boards Association believes that plant operations and maintenance funding should be sufficient to ensure that the real costs of utilities, telecommunications, maintenance, custodial services, insurance, and facility planning and administration are met.

6.3. Preservation

6.3.P.01 Scheduled Replacement of Portables

The Alberta School Boards Association supports the replacement, by the provincial government, of portable and relocatable classrooms on a scheduled basis based upon life expectancy.

6.3.D.01 Infrastructure Preservation Funding
The Alberta School Boards Association shall request the provincial government to provide preservation funding to school boards that is equivalent to the industry standard of two percent of school facility replacement costs.

6.3.D.02 Block Funding for School Modernization
The Alberta School Boards Association shall continue to advocate for the reinstatement of the Block Modernization Program funding.

6.4. Non-Instructional Space

6.4.P.01 Support for Non-Instructional Facilities
The Alberta School Boards Association believes that the current capital block funding must be expanded to cover the costs of current debt, both principal and interest, owing on non-instructional facilities and;
That future consideration for funding the construction on non-instructional facilities – be it new construction, additions or modernization – be funded by the provincial government following agreed-upon criteria similar to that established for instructional space.

6.4.D.01 Funding Support for School Playgrounds
The Alberta School Boards Association shall advocate for provincial funding support for the inclusion of school community playgrounds, firstly by a one time infusion of funds to address current playground conditions followed by inclusion in capital and IMP projects for the future.

6.5. Space Reduction and Consolidation

6.5.P.01 School Consolidation Processes
The Alberta School Boards Association shall endeavour to facilitate the school consolidation process by collaborating with the provincial government and other education stakeholder groups to encourage the provincial government to:

- ♦ Respect school closure procedures initiated by school boards based on school viability studies conducted in school jurisdictions, and
- ♦ Develop, in conjunction with the definition of Small Schools by Necessity, guidelines for supporting small schools as viable entities, and
- ♦ Encourage MLAs to provide political support for school board decisions to consolidate schools.

6.5.D.01 Funding for Right-Sizing
The Alberta School Boards Association shall request the provincial government to provide capital funding to school boards for the purpose of right-sizing school facilities where student enrolments and building conditions warrant and building design permits.

6.5.D.02 Exemption of Small Schools by Necessity

The Alberta School Boards shall request the provincial government to exclude the small schools by necessity operated by boards from calculations used to determine school system utilization.

6.6. Site Preparation and Servicing Costs

6.6.P.01 External Infrastructure Costs

The Alberta School Boards Association believes that school boards should be protected by legislation from the downloading of site servicing costs by municipalities. Site servicing costs for schools such as roadways, school parking sites, drop off facilities and playgrounds should be determined and submitted in addition to capital funding for school buildings. Any further negotiation with respect to these costs should be exclusively between the municipality and the provincial government and should not delay school capital projects (could be done on a cost recovery basis). School boards could then support municipalities in their recovery of site servicing costs.

6.6.D.01 Funding of Municipal Service Costs

That the Alberta School Boards Association shall urge the provincial government to address increased operating costs incurred by school boards resulting from municipalities shifting the funding of municipal and corporate services from the property tax base to user-based utility charges and service fees. The province needs to provide additional Plant Operation and Maintenance funding to offset the new operating costs being incurred by school boards for all municipal and corporate utility charges and service fees.

Integrated Services

Integrated Service Delivery Model

The provincial government should, in consultation with the Alberta School Boards Association, provide the mechanisms and interdepartmental commitments to ensure integrated service delivery for children to support their educational needs. These mechanisms must ensure clear authority and accountability and effective, responsive service to children's needs.

Coordination of Services

The Alberta School Boards Association is committed to the coordination of services for children at all levels of governance.

School boards should collaborate with their Regional Children and Family Service Authorities in the implementation of the coordination of services to children at the school level.

The Government of Alberta should assume leadership for this process by:

- ♦ Establishing exemplary working relationships among government departments.
- ♦ Providing adequate funding for all the children's services necessary.
- ♦ Work in cooperation with school boards to assist all children in achieving their potential.

Information Sharing Protocols

The Ministry of Education should maintain joint protocols with other ministries to ensure appropriate information sharing occurs in an expeditious manner when formal risk and threat assessment processes are initiated to address student safety.

School Support Therapists

Speech language pathologists, occupational therapists, mental health therapists, and physiotherapists should be available and accessible to our school systems to support learning so that Alberta's children can receive the best possible education and advocates that the appropriate Ministers make training and accreditation of such specialties a high government priority.

Universal Assessment by Age 30 Months

The Government of Alberta and its appropriate ministries should 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.

Previous Policy/Directive for Action Reference

4.D.15 Integrated Service Delivery Model

The Alberta School Boards Association believes the province should, in consultation with the Alberta School Boards Association, provide the mechanisms and sufficient funding as well as interdepartmental commitments to ensure integrated service delivery for children to support their educational needs. These mechanisms must ensure clear authority and accountability and effective, responsive service to children's needs.

9.P.04 Therapists

The Alberta School Boards Association believes that speech language pathologists, occupational therapists, mental health therapists, and physiotherapists should be available and accessible to our school systems to support learning so that Alberta's children can receive the best possible education.

9DA/FGM08 School Support Therapists

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

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

That the Alberta School Boards Association 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.

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

That the Alberta School Boards Association 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.

3.P.01 Children's Services (Funding)

The Alberta School Boards Association is committed to the coordination of services for children at all levels of governance.

The Alberta School Boards Association believes that school boards should collaborate with their Regional Children and Family Service Authorities in the implementation of the coordination of services to children at the school level.

The Alberta School Boards Association believes that the Government of Alberta should assume leadership for this process:

1. Establish exemplary working relationships among government departments.
2. Provide adequate funding for all the children's services necessary. The Alberta School Boards Association believes that inadequate funding for children's services threatens the viability of essential programs which are based on the

coordination of services to children at the school level. Funding from the Alberta government to Regional Child and Family Service Authorities must be increased and secure. As well, funding for prevention and early intervention programs must also be long term and secure.

3. Work in cooperation with school boards to assist all children in achieving their potential.

3.D.02 Rehabilitation Services

That ASBA request that the provincial government departments of Alberta Health and Wellness, Alberta Children's Services, and Alberta Education determine and clarify in policy, for all health authorities and school divisions, which ministry is responsible for funding rehabilitation services for all children and students.

Accountability

Accountability Framework

An effective accountability framework for school authorities will have the following characteristics:

1. acknowledge the school authority's accountability to the electorate and to the Minister
2. be nested in provincial legislation which supports the school authority's will to govern and its authority to achieve results
3. clearly outline the purposes for the accountability
4. be comprehensive and multi-faceted, both in scope and context
5. have clearly defined output measures
6. promote a balanced approach amongst diverse measures
7. include a provincial support system
8. be progressive in its application
9. allow for school authority involvement in the determination of the framework

Previous Policy/Directive for Action Reference

1.P.06 Accountability

The ASBA believes that an effective accountability framework for school authorities will have the following characteristics:

1. acknowledge the school authority's accountability to the electorate and to the Minister
2. be nested in provincial legislation which supports the school authority's will to govern and its authority to achieve results
3. clearly outline the purposes for the accountability
4. be comprehensive and multi-faceted, both in scope and context
5. have clearly defined output measures
6. promote a balanced approach amongst diverse measures
7. include a provincial support system
8. be progressive in its application
9. allow for school authority involvement in the determination of the framework

Curriculum

Curriculum Development Roles

The ASBA will seek and accept opportunities to consult and advise on curriculum issues with both school boards and the provincial government.

The appropriate role relationship between the province and school boards includes:

- ♦ the province should determine curriculum outcomes and standards and should leave methods of curriculum delivery to local discretion under the general direction of school boards.
- ♦ statements of philosophy and rationale in provincial programs of study should provide context for the outcomes that follow and should avoid being prescriptive regarding methodology.
- ♦ instructional resources authorized by the Minister should be adequately varied in their underlying methodological approaches to support local choices.
- ♦ it is an appropriate role for the province to develop and/or identify teaching resources which provide ideas regarding the implementation and delivery of curriculum, but that the province should clearly communicate that such resources are suggestive only, and are not prescriptive.
- ♦ local Boards should retain the right to set locally developed curriculum.

Curriculum Development Process

The curriculum development process should consist of all of the following stages:

- ♦ planning - which focuses on issues such as why the change is needed, what results are anticipated from the change, and what the major structural changes in courses and course sequences will be,
- ♦ development - which focuses on the specific changes required to effect the plan, and specifically includes provision for classroom piloting as a phase of the development process,
- ♦ implementation - which focuses on tasks required of all involved, resource requirements,

including in-servicing, and timelines which include provision for one year of optional implementation,

- ♦ evaluation or impact assessment - which focuses on determining both intended and unintended outcomes of the change.

The ASBA should be provided opportunity, within appropriate timelines, for input to all the stages of any curriculum development or revision, particularly at the planning stage.

**Basic Education Program –
Early Childhood Services**

Early Childhood Services programming should be incorporated into the basic education program.

**Curriculum Content –
Second Languages**

ASBA recognizes the importance of second language programming and supports the French Language program.

**Curriculum Content –
Human Rights**

The K-12 curriculum should reflect a strong human rights emphasis.

**Curriculum Content –
Canadian History**

Complete and accurate knowledge of the history of Canada is vital to the development of future citizens of our democratic country and, therefore, the history of Canada should receive more significant emphasis and attention in the Alberta Education Program of Studies in the Social Studies curriculum. All students should be fully informed concerning Canada's past and the role played by all peoples who have been part of the growth of our democratic nation.

**Curriculum Content –
Applied Math**

Alberta Education should permanently fund school districts to offer Transitions 101 as a part of the school offerings.

Post-secondary institutions should modify entry requirements regarding Applied Math 30 by using Pure Math 30 as an entry requirement only when the knowledge content of Pure Math 30 is prerequisite to the knowledge content of their first year math courses.

Alberta Education and Advanced Education should contract an independent review of the math content requirements of post-secondary entry-level math courses in relationship to the content of Pure Math 30 and Applied Math 30.

Curriculum Implementation

Courses should be implemented at the school level once Alberta Education has met the following criteria:

- ♦ Collaboration and consultation with educational partners.
- ♦ A pilot has been conducted to identify needed resource materials, staff in-service requirements, new course impact on existing program offerings, impact on existing courses (e.g. math impacting chemistry and physics), new course impact on prior grade levels, impact for high school diploma requirements, and implications to prerequisite standings for post-secondary entrance.
- ♦ Teachers have been in-serviced to ensure high levels of student performance and quality teaching.
- ♦ Textbooks and resource materials are available at least one semester prior to mandated course implementation dates.

Senior High Course Sequences

Alternative course sequences that meet the learning needs of students with different learning levels should be available in all core subjects at the senior high school level.

Alberta Education should empower boards to set local policy regarding marks and other conditions required for entry to various senior high school core course sequences.

Previous Policy/Directive for Action Reference

Curriculum Development

8.P.07 Roles – Province and School Boards

With regard to the appropriate role relationship between the province and school boards, the ASBA believes:

- ♦ that the province should determine curriculum outcomes and standards and should leave methods of curriculum delivery to local discretion under the general direction of school boards.
- ♦ that statements of philosophy and rationale in provincial programs of study should provide context for the outcomes that follow and should avoid being prescriptive regarding methodology.
- ♦ that instructional resources authorized by the Minister should be adequately varied in their underlying methodological approaches to support local choices.
- ♦ that it is an appropriate role for the province to develop and/or identify teaching resources which provide ideas regarding the implementation and delivery of

curriculum, but that the province should clearly communicate that such resources are suggestive only, and are not prescriptive.

- ♦ that local Boards should retain the right to set locally developed curriculum.

8.P.08 Curriculum Development Process

The Alberta School Boards Association believes:

1. that the curriculum development process should consist of all of the following stages:
 - ♦ planning - which focuses on issues such as why the change is needed, what results are anticipated from the change, and what the major structural changes in courses and course sequences will be,
 - ♦ development - which focuses on the specific changes required to effect the plan, and specifically includes provision for classroom piloting as a phase of the development process,
 - ♦ implementation - which focuses on tasks required of all involved, resource requirements, including in-servicing, and timelines which include provision for one year of optional implementation,
 - ♦ evaluation or impact assessment - which focuses on determining both intended and unintended outcomes of the change.
2. that the ASBA should be provided opportunity, within appropriate timelines, for input to all the stages of any curriculum development or revision, particularly at the planning stage.

8.P.11 Curriculum Leadership

ASBA believes that the association has a significant role in consulting and advising on curriculum issues with both school boards and the provincial government.

Curriculum Content

8.P.02 French Language Program

The Alberta School Boards believes in the French Language program.

The Alberta School Boards Association believes that the Government of Alberta should work with the federal government to ensure appropriate funding for the French Language program.

8.P.03 Second Language Education

The Alberta School Boards Association believes in the importance of second language education.

The Alberta School Boards Association believes the instructional grant should be appropriate to enable school boards to support second language education.

8.P.06 Curriculum (Human Rights)

The Alberta School Boards Association believes the K-12 curriculum should reflect a strong human rights emphasis.

8.P.12 Early Childhood Services Programming

The Alberta School Boards Association believes that Early Childhood Services programming should be incorporated into the basic education program

8.P.19 Curriculum (Canadian History Content)

The Alberta School Boards Association believes that complete and accurate knowledge of the history of Canada is vital to the development of future citizens of our democratic country and, therefore, the history of Canada should receive more significant emphasis and attention in the Alberta Education Program of Studies in the Social Studies curriculum. All students should be fully informed concerning Canada's past and the role played by all peoples who have been part of the growth of our democratic nation.

8.D.01 Applied Math

The Alberta School Boards Association shall:

1. Advocate that Alberta Education permanently fund school districts to offer Transitions 101 as a part of the school offerings.
2. Advocate to Alberta Education and directly to appropriate post-secondary institutions to modify entry requirements regarding Applied Math 30 by requesting that post-secondary institutions use Pure Math 30 as an entry requirement only when the knowledge content of Pure Math 30 is prerequisite to the knowledge content of their first year math courses.
3. Request that Alberta Education and Advanced Education contract an independent review of the math content requirements of post-secondary entry-level math courses in relationship to the content of Pure Math 30 and Applied Math 30.

Curriculum Implementation

8.P.05 Curriculum (Implementation)

The Alberta School Boards Association believes that courses should be implemented at the school level once Alberta Education has met the following criteria:

1. Collaboration and consultation with educational partners.
2. A pilot has been conducted to identify needed resource materials, staff in-service requirements, new course impact on existing program offerings, impact on existing courses (e.g. math impacting chemistry and physics), new course impact on prior grade levels, impact for high school diploma requirements, and implications to prerequisite standings for post-secondary entrance.
3. Teachers have been in-serviced to ensure high levels of student performance and quality teaching.
4. Textbooks and resource materials are available at least one semester prior to mandated course implementation dates.

Senior High Course Sequences

8.P.09 Senior High Core Course Sequences

The ASBA believes that:

alternative course sequences that meet the learning needs of students with different learning levels should be available in all core subjects at the senior high school level, and

Alberta Education should empower boards to set local policy regarding marks and other conditions required for entry to various senior high school core course sequences.

Programs

Alternative Programs

The Alberta School Boards Association encourages member boards to take steps, where feasible, to accommodate the diversity of needs and interests of students and parents through alternative programs within public education.

The Alberta School Boards Association encourages member boards to communicate their offerings of alternative programs, emphasizing the accountability provided when choice programs are offered within the governance structure of locally elected boards.

Program Enhancement

The Alberta School Boards Association shall use its membership positions on the Minister's Advisory Committee on Small School Programming and related committees to collaborate with education stakeholders and Alberta Education on ways to improve methodologies for delivering programs to students in rural schools.

Career and Technology Studies (CTS)

A replacement process should be approved by the Minister of Education to replace Career and Technology Studies (CTS) Credit Enrolment Units (CEU) audits and the resultant negative adjustment to CTS program funding.

To this end, Alberta School Boards Association supports a multi-partner task force which would review monitoring processes and bring a recommendation to the Minister that aligns with the principles of the Accountability Pillars Framework.

Previous Policy/Directive for Action Reference

Alternative Programs

1.P.04 Alternative Programs

The Alberta School Boards Association encourages member boards to take steps, where feasible, to accommodate the diversity of needs and interests of students and parents through alternative programs within public education.

And further, the Alberta School Boards Association encourages member boards to communicate their offerings of alternative programs, emphasizing the accountability provided when choice programs are offered within the governance structure of locally elected boards.

Program Enhancement

8.P.13 Rural Schools (Enhancing Educational Programming)

The Alberta School Boards Association shall use its membership positions on the Minister's Advisory Committee on Small School Programming and related committees to collaborate with education stakeholders and Alberta Education on ways to:

- ♦ improve methodologies for delivering programs to students in rural schools; and,
- ♦ make Provincial Achievement Tests administrations compatible with courses cycled in schools.

CTS

4.D.23 Career and Technology Studies – Credit Enrolment Unit Adjustments

That the Alberta School Boards Association request that Alberta Education cease all CTS CEU audits and revoke the current practice of negatively adjusting funding of CTS programs as a result of monitoring archived CTS data until a suitable replacement process is identified and approved by the Minister of Education.

That the Alberta School Boards Association request that Alberta Education form a multi-partner task force to review the monitoring processes and bring a recommendation to the Minister that aligns with the principles of the Accountability Pillars Framework.

Student Assessment

Student Assessment Practices

The principles outlined in the document “Principles for Fair Student Assessment Practices for Education in Canada (1993)” are valid and provide a good basis for making judgments about student assessment practices at the classroom, school, school authority and provincial levels.

Learner Assessment

Provincial learner assessment programs should directly assess the learner outcomes in curriculum that learners have had opportunity to learn within reasonable time proximity to the administration of the assessment.

Schools should be given the opportunity to have students write the Provincial Achievement Tests in the year they take the curriculum tested.

Students taking programs that have learner outcomes different from those in the regular curriculum, e.g., the Integrated Occupational Program, should be assessed on outcomes in whatever special program they are taking.

Provincial Achievement Tests (PATs)

Provincial Achievement Tests (PATs) should be designed and administered in core subject areas at a few key points in the continuum of K-12 programs for the purpose of enabling schools, school authorities, and the province to determine overall success of students in achieving the outcomes of the provincial curriculum.

Classroom teachers should be extensively involved in the design, administration and marking of PATs.

PATs should be administered to all students taking regular programs, including students taking home schooling and/or virtual education programs and students enrolled in private schools and charter schools.

Ranking of teachers, schools, or school systems on the basis of PAT scores is not acceptable.

There should be recognition that PATs cannot assess all important learner outcomes of the curriculum.

To the degree possible, the standards on PATs should be consistent from year to year.

Provincial Achievement Tests administrations should be compatible with cycled courses.

Provincial Diploma Exams

A significant portion of students' grades in subjects required for high school leaving credentials (diplomas), for scholarships, or for entry to post-secondary institutions should be comprised of common provincial examinations.

Provincial diploma exams serve a useful accountability function, but that ranking of teachers, schools or school systems on the basis of exam scores is not acceptable.

There should be recognition that such exams cannot assess all important outcomes of the curriculum, and that at the individual student level, school-based marks and diploma exam marks may legitimately vary.

Decisions regarding diplomas, scholarships and post-secondary entry should take into account school awarded marks as well as marks on the provincial exams.

To the degree possible, the standards on provincial exams should be consistent from administration to administration and from year to year.

To the degree possible, examination administration timetables should support maximum flexibility in school and student timetables, especially as students increasingly engage in independent learning through technological and other means.

Given the high stakes nature of diploma exams for entry to post-secondary programs, Alberta Education should undertake periodic research to determine the degree to which exam scores are good predictors of subsequent success in post-secondary programs.

The design of provincial diploma examinations should provide for a balance of multiple choice and open-ended questions in all subject areas tested. Examinations of the same subject should be written on the same day.

Diploma exams should not unduly erode instructional time.

Alberta Education should provide increased flexibility in scheduling of the writing of diploma exams to allow, at minimum, exams to be written in December and May, in addition to the current schedules.

Accommodations for Assistive Technology

The Alberta School Boards Association supports 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.
National and International Testing	<p>Alberta should participate in programs of national and international testing to ascertain how well Alberta students are demonstrating attainment of common outcomes in relationship to students in other jurisdictions.</p> <p>Such testing should be limited to a few core areas and a few age levels, and should restrict sample numbers to those necessary to draw comparisons at provincial or national levels.</p> <p>Such testing must respect, to a substantial degree, the students' opportunity to learn the outcomes being tested.</p> <p>Reporting of the results of such tests must take into account the sampling practices of other participating jurisdictions.</p>

Previous Policy/Directive for Action Reference

8.P.14 Curriculum (Principles for Fair Student Assessment Practices)

The ASBA believes that the principles outlined in the document "Principles for Fair Student Assessment Practices for Education in Canada (1993)" are valid and provide a good basis for making judgments about student assessment practices at the classroom, school, school authority and provincial levels.

3DA/FGM08 Accommodations for Assistive Technology

That the Alberta School Boards Association 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.

8.P.15 Curriculum (Provincial Diploma Examinations)

The ASBA believes that a significant portion of students' grades in subjects required for high school leaving credentials (diplomas), for scholarships, or for entry to post-secondary institutions should be comprised of common provincial examinations.

The ASBA further believes that:

- ♦ Provincial diploma exams serve a useful accountability function, but that ranking of teachers, schools or school systems on the basis of exam scores is not acceptable.
- ♦ There should be recognition that such exams cannot assess all important outcomes of the curriculum, and that at the individual student level, school-based marks and diploma exam marks may legitimately vary.
- ♦ Decisions regarding diplomas, scholarships and post-secondary entry should take into account school awarded marks as well as marks on the provincial exams.

- ♦ To the degree possible, the standards on provincial exams should be consistent from administration to administration and from year to year.
- ♦ To the degree possible, examination administration timetables should support maximum flexibility in school and student timetables, especially as students increasingly engage in independent learning through technological and other means.
- ♦ Given the high stakes nature of diploma exams for entry to post-secondary programs, Alberta Education should undertake periodic research to determine the degree to which exam scores are good predictors of subsequent success in post-secondary programs.

8.P.16 Curriculum (Learner Assessment)

The ASBA believes that provincial learner assessment programs should directly assess the learner outcomes in curriculum that learners have had opportunity to learn within reasonable time proximity to the administration of the assessment.

The ASBA further believes that:

- ♦ Schools should be given the opportunity to have students write the Provincial Achievement Tests in the year they take the curriculum tested.
- ♦ Students taking programs that have learner outcomes different from those in the regular curriculum, e.g., the Integrated Occupational Program, should be assessed on outcomes in whatever special program they are taking.

8.P.17 Curriculum (Provincial Achievement Tests)

The ASBA believes that Provincial Achievement Tests (PATs) should be designed and administered in core subject areas at a few key points in the continuum of K-12 programs for the purpose of enabling schools, school authorities, and the province to determine overall success of students in achieving the outcomes of the provincial curriculum.

The ASBA further believes that:

- ♦ Classroom teachers should be extensively involved in the design, administration and marking of PATs.
- ♦ PATs should be administered to all students taking regular programs, including students taking home schooling and/or virtual education programs and students enrolled in private schools and charter schools.
- ♦ Ranking of teachers, schools, or school systems on the basis of PAT scores is not acceptable.
- ♦ There should be recognition that PATs cannot assess all important learner outcomes of the curriculum.
- ♦ To the degree possible, the standards on PATs should be consistent from year to year.

8.P.18 Curriculum (National and International Testing)

The ASBA believes that Alberta should participate in programs of national and international testing to ascertain how well Alberta students are demonstrating attainment of common outcomes in relationship to students in other jurisdictions.

The ASBA further believes that:

- ♦ Such testing should be limited to a few core areas and a few age levels, and should restrict sample numbers to those necessary to draw comparisons at provincial or national levels.
- ♦ Such testing must respect, to a substantial degree, the students' opportunity to learn the outcomes being tested.
- ♦ Reporting of the results of such tests must take into account the sampling practices of other participating jurisdictions.

8.P.20 Diploma Examinations

The Alberta School Boards Association believes that the design of provincial diploma examinations should provide for a balance of multiple choice and open-ended questions in all subject areas tested. Examinations of the same subject should be written on the same day.

8.P.21 Diploma Provincial Exam Writing Schedule

The Alberta School Boards Association believes diploma exams should not unduly erode instructional time.

8.D.05 Flexibility in Scheduling of Diploma Exams

That the Alberta School Boards Association advocate that Alberta Education provide increased flexibility in scheduling of the writing of diploma exams to allow, at minimum, exams to be written in December and May, in addition to the current schedules.

8.P.13 Rural Schools (Enhancing Educational Programming)

The Alberta School Boards Association shall use its membership positions on the Minister's Advisory Committee on Small School Programming and related committees to collaborate with education stakeholders and Alberta Education on ways to:

- ♦ improve methodologies for delivering programs to students in rural schools; and,
- ♦ make Provincial Achievement Tests administrations compatible with courses cycled in schools.

Students

Transition to Post Secondary Education	Post-secondary institutions should determine entry requirements for specific programs based on the learning outcomes needed for the courses in those specific programs.
Student Conduct	The Province of Alberta should increase resources for law enforcement, specific to illicit drugs and related activities.
Health and Learning in Schools	The Government of Alberta should establish a high profile task force on health and learning in schools, with broad participation from groups involved in health and learning and with a mandate to develop a model policy for a comprehensive approach to health and learning in schools and school systems.
Oil and Gas Development: Buffer Zones Around Schools	The Alberta School Boards Association supports the enactment of legislation to require buffer zones around any school where oil and gas activity presents a danger to students and employees.
Prohibition of Tobacco Products	Persons under the age of 18 should be prohibited from using and possessing tobacco products in a public place.
Employment Standards Code Provisions – Students Age 12-14 Years	The Alberta School Boards Association does not support those provisions in the Alberta Employment Standards Code that permit adolescent students, aged 12 to 14 inclusive, to work in adult environments, thereby negatively impacting their moral, social, emotional, and educational development.
Pedestrian Student Safety	A collaborative approach among all levels of government should be employed to deal with the reality of increased traffic flow on highways in Alberta as it impacts the safety of pedestrian students crossing major highways.

Previous Policy/Directive for Action Reference

Transition to Post Secondary Education

8.P.10 Post-Secondary Entry Requirements

The ASBA believes that post-secondary institutions should determine entry requirements for specific programs based on the learning outcomes needed for the courses in those specific programs.

Student Conduct

9.P.01 Classroom Discipline

The Alberta School Boards Association believes that reasonable and appropriate discipline (order) in all classrooms and class areas from grades 1 through 12 is not only desirable but necessary if the product of our schools is to become law-abiding citizenry.

9.P.06 Student Conduct and Discipline

The Alberta School Boards Association believes that school board autonomy in judiciously guiding and applying student conduct and discipline policies that include expulsion is essential for the development and enforcement of fair and equitable discipline procedures at the school and system level.

9.D.01 Increased Law Enforcement for Illicit Drug Activities

That ASBA encourage the Province of Alberta to increase resources for law enforcement, specific to illicit drugs and related activities.

Prohibition of Tobacco Products

9.P.03 Smoking

The Alberta School Boards Association believes that persons under the age of 18 should be prohibited from using and possessing tobacco products in a public place.

Employment Standards Code Provisions – Students Age 12-14 Years

9.D.02 Employment Standards Code

That the Alberta School Boards Association, (ASBA) lobby Alberta Education to take a strong position against those provisions in the Alberta Employment Standards Code that permit adolescent students, aged 12 to 14 inclusive, to work in adult environments, thereby negatively impacting their moral, social, emotional, and educational development.

Health and Learning in Schools

9.D.04 Health and Learning in Schools Task Force

That the Alberta School Boards Association urge the Government of Alberta to establish a high profile task force on health and learning in schools, with broad participation from groups involved in health and learning and with a mandate to develop a model policy for a comprehensive approach to health and learning in schools and school systems.

Oil and Gas Development: Buffer Zones Around Schools

13EM/FGM08

Oil and Gas Development: Buffer Zones Around Schools

That the Alberta School Boards Association and its member Boards support Parkland School Division No. 70 and other affected Boards in their efforts to urge

the provincial government to enact legislation to require buffer zones around any school where oil and gas activity presents a danger to students and employees.

Pedestrian Student Safety

9.P.02 Safety (Pedestrian Students)

The Alberta School Boards Association believes in the need for a collaborative approach among all levels of government to deal with the reality of increased traffic flow on highways in Alberta as it impacts the safety of pedestrian students crossing major highways.

School Councils

School Councils

School councils are a valuable resource and should serve in an advisory capacity to the principal and to the school board and forge complementary and productive relationships with school boards to meet the needs of all students.

Previous Policy/Directive for Action Reference

10.P.02 School Councils

The Alberta School Boards Association believes that school councils are a valuable resource. School councils should:

- ♦ serve in an advisory capacity to the principal and to the school board
- ♦ forge complementary and productive relationships with school boards to meet the needs of all students

Schools Outside Electoral Jurisdiction

Schools Outside Electoral Jurisdiction

The Minister of Education should clarify the legislature's intention to either permit or prohibit the operation of schools, including virtual schools and non-resident home education school programs, outside of the district's electoral jurisdiction.

Previous Policy/Directive for Action Reference

- 3.D.03 Ministry Clarification re the Operation of Schools Outside the Electoral Jurisdiction
That the ASBA request that the Minister of Education clarify the legislature's intention to either permit or prohibit the operation of schools, including virtual schools and non-resident home education school programs, outside of the district's electoral jurisdiction.

Provincial Committee Representation

Provincial Committees

The Alberta School Boards Association should have equitable representation on all provincial committees which have under discussion matters affecting the administration and operation of Alberta schools.

Previous Policy/Directive for Action Reference

2.P.01 Provincial Committees

The Alberta School Boards Association believes that it should have equitable representation on all provincial committees which have under discussion matters affecting the administration and operation of Alberta schools.

Implementation of Provincial Initiatives

Provincial Initiatives

Given the huge financial and human investment involved in managing change and implementing new initiatives, Alberta Education should establish a vetting process that assesses, monitors and controls the workload and cost to school boards.

Previous Policy/Directive for Action Reference

3.D.01 Implementation of Provincial Initiatives

Given the huge financial and human investment involved in managing change and implementing new initiatives, the ASBA requests that Alberta Education establish a vetting process that assesses, monitors and controls the workload and cost to school boards.

Association Operations

Public Relations	In order to maintain a high level of public confidence and support of education, the Association shall adopt a positive and constructive public relations posture on educational issues.
Association Events Location	Alberta School Boards Association seminars/events shall be provided with due consideration for central locations which offer adequate facilities at a reasonable cost.
Association Business Session	The Association's business session will begin at 9:00 a.m. on the first full day of all ASBA general meetings.
Fee For Service Rates	Appropriate fee for service rates will be established as part of the annual budget development and approval process.
Membership Fees	Interest on unpaid membership fees shall be determined annually as part of the budget approval process.

Previous Policy/Directive for Action Reference

10.P.01 Public Relations

The Alberta School Boards Association believes that, in order to maintain a high level of public confidence and support of education, it is incumbent upon the Association to adopt a positive and constructive public relations posture on educational issues.

2.P.02 Conference Location

Those responsible for planning Alberta School Boards Association seminars/events shall display a concern for the fiscal realities facing school boards by selecting sites which are centrally located and which offer adequate facilities at a reasonable cost.

2.P.04 Fee for Service

The ASBA believes in establishing appropriate fee for service rates as part of the annual budget development and approval process.

2.P.05 Fees (Interest)

The Alberta School Boards Association shall charge member boards interest on fees that are not paid by the due date. The interest rate charged shall be determined annually as part of the budget approval process.

2.D.01 Start Time and Day of ASBA Association Business Meetings

That, in the future, ASBA business will begin at 9:00 a.m. on the first full day of all ASBA general meetings.

Association Partnerships

Alberta School Employee Benefit Plan (ASEBP)

The Alberta School Boards Association (ASBA) takes the following positions with regard to the Alberta School Employee Benefit Plan (ASEBP) Deed of Trust:

1. membership in ASBA shall be a requirement for boards to be eligible for continued participation in group benefits through ASEBP;
2. ASEBP administration shall operate independently of the ASBA and the Alberta Teachers' Association (ATA) by reporting directly to the ASEBP Insurance Board;
3. the ASEBP Trust shall be solely responsible for any liabilities of the ASEBP plans or operation;
4. the ATA and the ASBA shall refrain from appointing their collective bargaining negotiators to the ASEBP board of directors; and
5.
 - a. appointment of representatives from ASBA to the ASEBP board of directors shall be for a maximum of two successive three-year terms; and
 - b. representatives from ASBA to the ASEBP board of directors may serve for more than two, three-year terms provided they are not successive.

Previous Policy/Directive for Action Reference

2.P.03 Alberta School Employee Benefit Plan

The Alberta School Boards Association (ASBA) shall take the following positions with regard to the Alberta School Employee Benefit Plan (ASEBP) Deed of Trust:

1. membership in ASBA shall be a requirement for boards to be eligible for continued participation in group benefits through ASEBP;
2. ASEBP administration shall operate independently of the ASBA and the Alberta Teachers' Association (ATA) by reporting directly to the ASEBP Insurance Board;
3. the ASEBP Trust shall be solely responsible for any liabilities of the ASEBP plans or operation;
4. the ATA and the ASBA shall refrain from appointing their collective bargaining negotiators to the ASEBP board of directors; and
5.
 - a. appointment of representatives from ASBA to the ASEBP board of directors shall be for a maximum of two successive three-year terms; and

- b. representatives from ASBA to the ASEBP board of directors may serve for more than two, three-year terms provided they are not successive.

Association Memberships

Canadian School Boards Association (CSBA)

ASBA shall be a member of the Canadian School Boards Association (CSBA). In order to ensure the ASBA membership is kept informed after every CSBA meeting, the ASBA President or designate will send a report to all Board Chairs.

Previous Policy/Directive for Action Reference

2.P.06 School Board Input on CSBA Issues

ASBA shall be a member of the Canadian School Boards Association.

In order to ensure the ASBA membership is kept informed and has opportunities to provide direction, the following actions will be taken:

- ♦ After every CSBA meeting, the ASBA President or designate will send a report to all Board Chairs.
- ♦ At each ASBA General Meeting, the President or designate will provide a summary report on CSBA activities to the membership.
- ♦ At the ASBA General Meeting immediately prior to Congress, a session will be scheduled to facilitate Board input to provide direction to the ASBA representative relative to CSBA issues, and to provide information to trustees regarding CSBA matters.

Disposition of Reports

The ASBA has taken the noted positions in regard to the following reports:

Learning Commission Report	<p>The Learning Commission report, when taken as a whole, is good for Alberta students.</p> <p>The ASBA president and designates shall participate fully in any discussion and development of implementation plans for all of the areas addressed in the report, reflecting the views of the membership.</p> <p>Any final implementation plans be subject to ratification by the ASBA membership.</p>
Metro School Boards Study	The recommendations contained in the Metro School Boards Study Report should be implemented.
Small Urban Boards Study	The recommendations contained in the Small Urban Boards Study Report be implemented.
Program Standards for Nutritional Programs	The ASBA endorses the Best Practices Program Standards as a model for child nutrition programs in schools.
A Vision for Public Education	The ASBA supports A Vision for Public Education as approved by the membership at the 2001 SGM.

1.D.01 Learning Commission Report

After debate and discussion, and although some school boards do not support each and every recommendation, the ASBA believes that the Learning Commission report, when taken as a whole, is good for Alberta students.

That the ASBA president and designates participate fully in any discussion and development of implementation plans for all of the areas addressed in the report, reflecting the views of the membership.

That any final implementation plans be subject to ratification by the ASBA membership.

1.D.03 Metro School Boards Study

That the ASBA supports the Metro School Boards Study Report and the recommendations contained therein.

1.D.04 Small Urban Boards Study

The ASBA supports the Small Urban Boards Study report and the recommendations contained therein.

9.P.05 Program Standards for Nutritional Programs

That the ASBA endorse the Best Practices Program Standards as a model for child nutrition programs in schools.

A Vision for Public Education

Recommended Deletions

4.P.03 Alberta Supernet (Funding)

The Alberta School Boards Association believes that funding for the accessibility to high-speed connectivity should commence in September 2001. This would enable school jurisdictions to cover costs associated with their connectivity to the Internet and remove the concern about the interim gap between the “haves” and the “have-nots” during the implementation stage of the Alberta Supernet.

Rationale: Current relevance?

4.P.06 Energy Costs

(This policy was deleted at SGM 2007, as 4.D.13 addressed the same issue more thoroughly. 4.D.13 was amalgamated with p. 22 of the Small Urban Boards Study and re-numbered to 6.2.P.01.)

Rationale: Placeholder.

4.D.07 Electricity Costs

(This directive for action was deleted at SGM 2007 as 4.D.13 addressed the same issue more comprehensively. 4.D.13 was amalgamated with p. 22 of the Small Urban Boards Study and re-numbered to 6.2.P.01.)

Rationale: Placeholder.

4.D.08 Natural Gas Costs

(This directive for action was deleted at SGM 2007 as 4.D.13 addressed the same issue more comprehensively. 4.D.13 was amalgamated with a recommendation from p. 22 of the Small Urban Boards Study and re-numbered to 6.2.P.01.)

Rationale: Placeholder.

4.D.12 Funding (Capital Block)

(This directive for action was amalgamated with recommendations from p. 22 of the Small Urban Board Study and p. 95 of the Metro School Boards Study and re-numbered to 6.4.P.01 at SGM 2007.)

Rationale: Placeholder.

4.D.13 Operations and Maintenance

(This directive for action was amalgamated with a recommendation from p. 22 of the Small Urban Board Study and re-numbered to 6.2.P.01 at SGM 2007.)

Rationale: Placeholder.

4.D.14 Transfer Responsibility for ICT Infrastructure to Alberta Infrastructure

(This directive for action was amalgamated with 6.D.12 and re-numbered to 6.1.D.03 at SGM 2007.)

Rationale: Placeholder.

4.D.16 E.S.L. Funding

The Alberta School Boards Association urges Alberta Education to undertake a comprehensive revision of funding related to English as a Second Language students

in view of the recent dramatic increase in the number of ESL students registering with boards and as a result of the increasingly complex learning profile demonstrated for a portion of the ESL student population who enter Canada as a result of refugee status and that the revision of funding include the consideration of provincial funding for ESL kindergarten services as well as funding for assessment and placement of students requiring ESL services.

Rationale: Completed.

4.D.21 Funding of Alberta Schools Infrastructure Deficit

(This directive for action was amalgamated with parts of 6.D.01 and re-numbered to 6.1.P.03 at SGM 2007.)

Rationale: Placeholder.

8.D.02 Funding (Outreach School Lease Costs)

(This directive for action was amended and re-numbered to 6.1.D.05 at SGM 2007.)

Rationale: Placeholder.

1.D.05 Eligibility to Run for Public School Board Trustee

Currently, when a separate school district is formed, an individual who is resident in the formed area, and is of the minority faith, is ineligible to serve as a trustee in the Public board serving the same area.

The ASBA Board of Directors is directed to carry out the necessary legal research and consultation to find a solution to this issue and report back to the membership at the 2007 Spring General Meeting.

Rationale: Withdrawn at FGM 2008.

1.P.05 Rural Schools (Advocating)

(This policy was amended and re-numbered to 6.1.P.01 at SGM 2007.)

Rationale: Placeholder.

4.P.09 Funding (Special Needs)

The Alberta School Boards Association believes that the appropriate Alberta government ministries are responsible for providing the resources required to allow inclusive or other appropriate educational programming for all students with special needs so that school boards in Alberta are able to meet the legislated requirements for students as proclaimed in the School Act and in the programs of studies for the province of Alberta.

Rationale: Under integrated services 4.p.02 covers this.

1.P.02 Kindergarten

The Alberta School Boards Association believes that the kindergarten program is a recognized and widely accepted program and should not be subject to reductions in hours of operation or funding by the provincial government.

Rationale: Still an issue?

4.P.07 Funding (Review of Grade 10 CEU Cap)

The ASBA believes the Minister of Education should immediately reinstate the funding for the grade 10s to CEUs earned.

The ASBA is directed to conduct a review of the educational impact on student learning with particular emphasis on CTS from the proposed funding changes at the grade 10 level.

Rationale: This has been achieved.

8.D.06 Grade Level of Achievement Reporting Moratorium

That the Alberta School Boards Association urge the Minister and Deputy Minister to cancel the June 2007 Grade Level of Achievement Reporting and that the implementation of the Grade Level of Achievement Reporting be postponed until such time as the educational partners have had the opportunity to come together to identify an alternative.

Rationale: This has been achieved.

9.P.06 Student Conduct and Discipline

The Alberta School Boards Association believes that school board autonomy in judiciously guiding and applying student conduct and discipline policies that include expulsion is essential for the development and enforcement of fair and equitable discipline procedures at the school and system level.

Rationale: It is unclear what is being sought that isn't already available.

9.P.01 Classroom Discipline

The Alberta School Boards Association believes that reasonable and appropriate discipline (order) in all classrooms and class areas from grades 1 through 12 is not only desirable but necessary if the product of our schools is to become law-abiding citizenry.

Rationale: It is unclear what value this statement adds.

7.P.06 Principal's Role

The Alberta School Boards Association believes the following with respect to the Role of the Principal. The Role of the Principal is central to providing and maintaining an effective instructional program at the school level.

The essential and critical act of schooling is teaching: the process through which a teacher induces student learning of skills, knowledge, and values. When effectively carried out, these enable the student to combine and integrate facts, beliefs, and ideas in a manner that is in keeping with their maturation process.

Improvement of the art and science of teaching is the most likely solution to the problem of providing students with a high quality of schooling.

As the school is the focal educational unit and quality teaching is critical to the total function, improvement of teaching, and provision and maintenance of an effective instructional program, are the primary responsibilities of the principal teacher. It is at the school level that immediate results occur in the form of effective teaching, improved learning, increased achievement, and progressively more positive student attitudes and behaviors.

Development and implementation of effective teaching processes and successful supervision approaches to improve the instructional program requires of each school (and its staff) a clear and well-formulated plan to promote professional growth and development in the "ways" of teaching.

Such a plan must begin with the school's principal and teachers working together. Studies of effective schools and other research point to the importance of leadership from a principal whose primary role is that of principal teacher complemented by that of administrator and manager.

This type of principal is central to an instructional program of high standard and also key to creating a school environment which supports shared purposes in promoting effective teacher-pupil-subject interaction leading to improved life chances for students.

Rationale: there is much scope within current legislation for individual boards to determine role expectations for principals. In addition, the role expectations for a 2000 student high school is markedly different from a 30 student multi-grade school or an eight-grade Hutterite school. The role of the principal should be determined by individual boards. The document referenced in 7P06 was created by Alberta Ed some years ago when the roles of many in education were being articulated and circulated for discussion. Numerous boards have since developed principal academies, as has CASS. Department no longer using this document.

1.P.01 Public Education

The Alberta School Boards Association's position on Public Education in the Twenty-First Century is Public Education is the Right of Every Child in Alberta. Therefore, we believe that public education in Alberta should:

- be accessible to all children;
- aim for the optimal development of children;
- provide all children with equitable learning opportunities;
- require all participants to be publicly accountable;
- strive to meet the highest standards possible;
- be a responsibility shared by students, parents, teachers, and the community;
- be governed by locally-elected boards of education who are responsive to the community;
- be directed by professionally prepared educators who are committed to the beliefs of public education and responsible for the quality of education; and
- support and advance a democratic society.

Public funding shall be directed only to those school jurisdictions that reflect these beliefs.

Rationale: A copy of this document cannot be located.

6.D.10 Facilities

In order to facilitate successful advocacy initiatives and to streamline ASBA policies, the Alberta School Boards Association requests that internal work be done by ASBA staff and the Board of Directors to review and propose, for consideration at the upcoming SGM 2007, a consolidation of existing ASBA Facilities/Infrastructure policy beliefs and directives for action, Metro Board Study recommendations, Small Urban Board Study recommendations and Rural School Study recommendations and any forthcoming Infrastructure-related recommendations;

And further, To consider consolidating these policies under the following categories: expansion, preservation, plant operations and maintenance, and space reduction initiatives.

Rationale: Completed

9.D.03 Transition from High School to Post Secondary Education

That the Alberta School Boards Association advocate with Alberta Education to replace the four-year transition rate from high school to post secondary education with the six-year rate, as a measure included within the Accountability Pillar Overall Summary.

Rationale: Completed.

8.D.04 Consultation Process for Grade Level of Achievement

The Alberta School Boards Association shall:

1. Advocate that Alberta Education stop the current implementation of Grade Level of Achievement Reporting and further;
2. Encourage Alberta Education to engage in a full consultation process with stakeholders (ASBA, CASS, ATA, AHSCA) to define the model, expectation and guidelines for Grade Level of Achievement.

Rationale: Completed.



**2009 SPRING GENERAL MEETING
ELECTION PROCESS FOR PRESIDENT**

MONDAY, June 1, 2009 - 11:00 a.m.	
PRESIDENT	NOMINATIONS
	<ul style="list-style-type: none"> • First, second and third calls • Nominators remarks for 3 minutes
	CANDIDATES SPEECHES
	<ul style="list-style-type: none"> • Candidates remarks for 5 minutes
MONDAY, June 1, 2009 - 5:00 p.m. - 5:45 p.m.	
	CANDIDATE FORUM Questions for the candidates may be written on cards and deposited in the box labelled "Questions for Candidates" available at the registration desk until 2:00 p.m. Monday.
TUESDAY, June 2 - 8:35 a.m.	
	BALLOTING FOR PRESIDENT

ELECTION PROCESS FOR VICE PRESIDENT

MONDAY, June 1, 2009 - 11:00 a.m.	
VICE PRESIDENT	NOMINATIONS
	<ul style="list-style-type: none"> • First and second calls • Nominators remarks for 3 minutes
	CANDIDATES SPEECHES
	<ul style="list-style-type: none"> • Candidates remarks for 3 minutes
MONDAY, June 1, 2009 - 5:00 p.m. - 5:45 p.m.	
	CANDIDATE FORUM Questions for the candidates may be written on cards and deposited in the box labelled "Questions for Candidates" available at the registration desk until 2:00 p.m. Monday.
TUESDAY, June 2, 2009 - immediately following Presidential results	
	NOMINATIONS
	<ul style="list-style-type: none"> • Third call • Nominators remarks for additional candidates for 3 minutes • Additional candidates speeches for 3 minutes
	BALLOTING FOR VICE-PRESIDENT