

EDMONTON PUBLIC SCHOOLS

November 24, 2009

TO: Board of Trustees

FROM: Trustee G. Rice, Conference Committee Chair

SUBJECT: Report #4 of the Conference Committee (From the Meeting Held November 17, 2009)

RECOMMENDATION

1. That Report #4 of the Conference Committee from the meeting held November 17, 2009 be received and considered.

2008-2009 Evaluation of the Superintendent of Schools

2. That the verbal report regarding the 2008-2009 Evaluation of the Superintendent of Schools be approved.

Policies Bulletin for the 2009 ASBA Fall General Meeting

3. That the Board's position with respect to each of the ASBA policy positions proposed for the 2009 ASBA Fall General Meeting, as outlined in APPENDIX II and Attachment #1, be confirmed.

* * * * *

Background - Recommendation 2

A verbal report from the Evaluation of the Superintendent of Schools Committee will be provided in accordance with Board Policy GGB.BP - Evaluation of Superintendent of Schools (APPENDIX I).

Background - Recommendation 3

Attached is the Policies Bulletin for the ASBA Fall General Meeting which contains the final versions of proposed policy positions that were placed before the membership at the Fall General Meeting at the Association's business session on Monday, November 23, 2009 at 9:00 a.m.

The Board's ASBA Issues and Resolutions Committee sought and reviewed recommendations and comments from the administration. The committee's recommendations are printed on the pages noted in APPENDIX II.

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.

Due to the timing of our Board meetings and the ASBA Fall General Meeting, these resolutions were discussed by the Conference Committee November 17, 2009 prior to the November 23, 2009 ASBA Fall General Meeting.

AS:mmf

APPENDIX I - Board Policy GGB.BP - Evaluation of Superintendent of Schools

APPENDIX II - Chart of ASBA Issues and Resolutions Committee Recommendations

Attachment #1 - ASBA Policies Bulletin November 2009

Edmonton Public Schools Board Policies and Regulations

CODE: GGB.BP	EFFECTIVE DATE: 24-03-2009
TOPIC: Evaluation of Superintendent of Schools	ISSUE DATE: 26-03-2009
	REVIEW DATE: 03-2014

1. The Board shall evaluate annually the performance of the Superintendent of Schools based on achievement of District Priorities and any other initiative that the Board has approved.
2. A three (3) member Trustee subcommittee elected at the Organizational Board meeting shall be responsible for:
 - a. recommending the evaluation process to be used to Conference Committee;
 - b. organizing and overseeing the evaluation process; and
 - c. reporting the evaluation results to the Conference Committee.
3. The Chair of the Trustee subcommittee shall report to Board at a public board meeting that the process has been completed.
4. The evaluation process shall provide the Superintendent of Schools with an opportunity to:
 - a. review all information used in the evaluation;
 - b. discuss the evaluation report with the Trustee subcommittee;
 - c. include a response to the evaluation in the report to Conference Committee; and
 - d. discuss the evaluation report with the Conference Committee.
5. Notwithstanding 2.c. and 4.a. above, if the evaluation process calls for individual Trustee evaluations of the Superintendent of Schools, the individual evaluations shall be compiled and summarized for reporting purposes by the administrator assigned to assist the committee and destroyed once the Superintendent of Schools has an opportunity to review them.
6. The Superintendent of Schools shall be provided copies of the evaluation report submitted to Conference Committee and the final evaluation report to Board.

7. The Conference Committee evaluation report and Board evaluation report shall be filed in the Board records. The records shall be accessible to the Superintendent of Schools, any Board Trustee for that evaluation period, or as directed by motion of the Conference Committee.

Reference(s):

[Trustees' Manual](#) - Board Role and Responsibilities

[School Act Alberta Regulation - Superintendent of Schools Regulation](#)

[School Act](#) Section 113

 EDMONTON PUBLIC SCHOOLS

ASBA Issues and Resolutions Committee Recommendations

Code	Title	Recommendation	Attachment #1 Page #
1P/FGM09	Accountability Pillar	Support	14a
2P/FGM09	Funding (Alberta SuperNet)	Support (EPSB)	15a
3P/FGM09	Funding (Technology)	Support (EPSB)	17a
4P/FGM09	Funding Model	Support	18a
5P/FGM09	Infrastructure Preservation Funding	Support	19a
6P/FGM09	Class Size Initiative	Support	21a
7P/FGM09	Supervision of School Extra-Curricular Activities	Support	23a
8P/FGM09	Educational Assistants	Support (EPSB)	24a
9P/FGM/09	Accommodations for Students Writing Provincial Exams	Support (EPSB)	25a

ASBA Policies Bulletin

November 2009

Please bring this bulletin with you to the business session of the ASBA Fall General Meeting on November 23, 2009 at the Westin Hotel, Edmonton, Alberta. Please review the Rules of Procedure before the meeting. This document is posted on the ASBA website at www.asba.ab.ca

This policies bulletin was prepared by the 2009 ASBA Policy Development Advisory Committee:



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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.

Minutes from SGM 2009

SPRING GENERAL MEETING

Monday, June 1, 2009
Capri Centre, Red Deer

MINUTES

- ATTENDANCE:** As per registration list.
- PRESIDENT'S ADDRESS:** ASBA President Heather Welwood provided her opening remarks to the assembly.
- CALL TO ORDER:** President Heather Welwood called the meeting to order at 9:00 a.m.
- KEYNOTE SPEAKER:** Mr. Jamie Vollmer provided a keynote address to the assembly.
- CHAIR:** Vice-President Jacquie Hansen assumed the Chair's position for the meeting.

PROCEDURAL MOTIONS:

(Note: These require a simple majority)

Appointment of Parliamentarian:

MOTION #1 D. Gardner (Foothills S. Div. #38)
S. Scarpino (Calgary Catholic)

That Kevin Feehan be appointed Parliamentarian.

CARRIED (86%)

Approval of Rules of Procedure:

MOTION #2 J. Swainson (Chinook's Edge S. Div. #73)
D. Lavoie (Holy Family CRD #37)

That the Rules of Procedure be adopted.

CARRIED (100%)

Approval of Minutes (Fall General Meeting 2008):

MOTION #3 B. Esslinger (Edmonton Public)
M. Bergstra (Edmonton Catholic)

That the minutes of the 2008 ASBA Fall General Meeting be approved as distributed.

CARRIED (100%)

Appointment of Balloting Committee:

MOTION #4 C. Jespersen (Pembina Hills RD #7)
B. Esslinger (Edmonton Public)

That, according to Bylaw No. 9, Section 10, the Balloting Committee shall be chaired by Heather Rogers, Ballot Committee Chair.

CARRIED (100%)

Receipt of Emergent Issues:

B. Riddell, Chair of Elk Island Public Schools, withdrew Emergent Issue 4EM/SGM09 (Investigation into the Feasibility of Constructing Underground Transmission Lines).

Adoption of Order Paper:

MOTION #5 L. Akers (Grande Yellowhead RD #35)
C. Jespersen (Pembina Hills RD #7)

That the Order Paper, excluding Emergent Issue 4EM/SGM09, be adopted.

CARRIED (100%)

PROPOSED BUDGET

(Note: This requires a double majority of 60%)

1B/SGM09 ASBA Budget 2009-2010

MOTION #6 L. Akers (Grande Yellowhead RD #35)
M. Bergstra (Edmonton Catholic)

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

CARRIED

(% of School Boards: 88

% of Students: 81.46)

Jackie Swainson assumed the Chair.

PROPOSED REVISIONS TO ASBA POLICY AND DIRECTIVES FOR ACTION STATEMENTS:

(Note: This requires a double majority of 60%)

1P/SGM09 Proposed Policy Position Statements

MOTION #7 L. Akers (Grande Yellowhead RD #35)
J. Swainson (Chinook's Edge S. Div. #73)

That the ASBA proposed policy position statements, as circulated to all Board Chairs on April 28, 2009, replace the policy and directive for action statements currently contained in the *ASBA Governance Handbook* (December 2008).

AMENDMENT TO MOTION #7:

(Note: Requires a simple majority)

K. Checkel (Clearview S. Div. #71)
R. Van Ee (Buffalo Trail Public Schools RD #28)

That, under “Funding for Differential Factors” (page 2 of “*ASBA Proposed Policy Position Statements*” document), the first bullet be amended to read:

Enhanced funding for Small Schools by Necessity should be provided so these schools can operate enough fully supported classrooms to provide students with at least a minimum acceptable program. For example this should enable graduates of small high schools to attend any post-secondary institution in Alberta.

DEFEATED (14%)

AMENDMENT TO MOTION #7

(Note: Requires a simple majority)

P. Dittrick (Clearview S. Div. #71)
K. Checkel (Clearview S. Div. #71)

That, under “Transportation Safety” (page 18 of “*ASBA Proposed Policy Position Statements*” document), the second and third paragraphs be moved under “Pedestrian Student Safety” (page 45).

CARRIED (52%)

Note: The paragraphs read:

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.

AMENDMENT TO AMENDED MOTION #7

(Note: Requires a simple majority)

T. Riley (Medicine Hat SD #76)
J. Trettler (St. Albert PSSD #6)

That the amended proposed policy position statements include a numbering system in the *ASBA Governance Handbook*.

CARRIED (90%)

VOTE ON AMENDED MOTION #7

(Note: This requires a double majority of 60%)

That the ASBA proposed policy position statements, as circulated to all Board Chairs on April 28, 2009 and as amended, replace the policy and directive for action statements currently contained in the *ASBA Governance Handbook* (December 2008).

CARRIED

(% of School Boards 97

% of Students 97.7)

PROPOSED BYLAW AMENDMENTS:

(Note: This requires a double majority of 60%)

2A/SGM09 Bylaw 7(1): Board of Directors – Powers and Duties

MOTION #8 D. Lavoie (Holy Family CRD #37)
M. Bergstra (Edmonton Catholic)

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

CARRIED

(% of School Boards 98

% of Students 98.88)

The proposed Bylaw reads:

The business and affairs of the Association shall be under the direction and control of the Board of Directors, which may exercise all the powers of the Association which are not required by the Alberta School Boards Association Act, or by these Bylaws, to be exercised by the Association in a General Meeting.

POLICY ADOPTED BY ASBA BOARD OF DIRECTORS:

(Note: These require a double majority of 60%)

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

MOTION #9 Clayton Jespersen (Pembina Hills RD #7)
Bev Esslinger (Edmonton Public)

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

AMENDMENT TO MOTION #9

(Note: This requires a simple majority)

E. Grach (Northland S. Div. #61)
G. Hashizume (Medicine Hat SD #76)

That the ASBA reaffirm its support of full-time kindergarten funding.
DEFEATED (50%)

T. Riley (Medicine Hat SD #76) requested a division of the house (standing vote). The result was:

DEFEATED (45%)

VOTE ON MOTION #9

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

CARRIED

(% of School Boards 83
% of Students 91.74)

Lynda Akers assumed the Chair.

4D/SGM09 School Act Amendment to Provide for Board Meeting Attendance via Video-conference

MOTION #10 D. Gardner (Foothills S. Div. #38)
S. Scarpino (Calgary Catholic)

That 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.

CARRIED

(% of School Boards 95
% of Students 95.98)

ADJOURNMENT:

There being no further business, the Chair declared the meeting adjourned at 3:30 p.m.

Proposed Policy Positions

Accountability

1P/FGM09: Accountability Pillar

It is proposed that the following be added to the Accountability section (pg 1-1):

Accountability Pillar	Accountability Pillar results reporting should provide an accurate representation of that which is being assessed. Where measures and statistical methods suited for large-scale jurisdictional and provincial measurement are applied to individual schools, results reported should be statistically valid and present an undistorted picture of that being measured. Alberta Education, in consultation with the Alberta School Boards Association and other stakeholder groups, should review the Accountability Pillar with the intent to address issues created when methods best suited for large-scale jurisdictional and provincial measurement are applied to individual schools.
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Background

School boards recognize the need for transparency and accountability in education and the role that the Accountability Pillar reports play in this process. At times, measures and statistical methods best suited to large-scale jurisdictional and provincial measurement and reporting are being applied to individual schools. Results created by application of these methods to individual schools often provide distorted pictures of such schools. It may be beyond the capacity of the school, regardless of improvements made, to reach the next higher reporting threshold due to contextual/external factors beyond the school's control.

An excellent example would be a K-8 school with less than five teachers. For this school, in the Safe and Caring Schools category: both parent and teacher results

were suppressed because there were fewer than six responses. (The teacher results will always be suppressed because there are less than five teachers on staff.) The end result is that this school's Achievement in this category was identified as LOW and overall was rated as having an ISSUE even though their student result of 80% was higher than the provincial rate of 79.1%. The province, with the inclusion of parent and teacher data, rated HIGH in Achievement and GOOD overall. This seems incongruous and unfair.

A further example would be the Drop Out Rate category where a K-8 school with over 400 students had a 6.9% Drop Out Rate and was identified as being LOW in Achievement and as Overall having an ISSUE because one student moved out of province. These distorted results undermine the confidence of the

teachers and parents in the Accountability Pillar reports and make it more difficult to achieve the “buy in” necessary to respond to real concerns identified by the Accountability process.

Two possible solutions have been identified:

1. The creation of a Small School Accountability Pillar Committee. The Committee involving two principals from small schools, representatives from Administration and Alberta Education could meet with Steve

Mitchell, Project Manager
Performance Measurement and Reporting to identify the issues and make recommendations.

2. A partial less costly fix may be possible by using jurisdiction averages in the calculation of individual school results where data is suppressed as a result of low numbers of responses.

Submitted by Zone 1
Initial Sponsoring Board: Peace Wapiti Public School Division No. 76

1P/FGM09: Accountability Pillar

RECOMMENDATION: Support

Rationale:

While there are some inaccuracies in the background provided, advice for individual school reporting from the province or a working group assisted by the ASBA may be helpful to other member Boards.

Individual schools do not have to share the “report card” part of the pillar and doing so can lead to false perceptions. Our principals do report the percentages from such things as the safe and caring survey but they do not have to indicate it was identified as an issue. The data reported through our results review process is sufficient to meet Alberta Education requirements and this is how the district recommends the schools report their data to the public.

Education Finance

2P/FGM09: Funding (Alberta SuperNet)

It is proposed that the following underlined section be added to the Education Finance section (pg 7-1):

Funding	<u>Base Funding</u> ...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. <u>In addition, funding for high-speed connectivity of the Alberta SuperNet should be increased to cover service costs for 100/20 Mbps connection speeds at all educational sites.</u>
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Background

The Alberta SuperNet was announced by the provincial government in November 2000. Alberta Education committed funding of \$503/month per site, to cover the base service costs of SuperNet access at a connection speed of 10/6 Mbps.

When the SuperNet project was announced in 2000, an expected 10/6 Mbps connection speed was reasonably advanced. Since the SuperNet has been implemented, the requirements for telecommunications speeds have increased substantially. Based on the growth in use of Internet resources, videoconferencing and other technologies like voice over IP or shared technology services, a connection speed of 100/20 Mbps is needed to enable school district sites to access and properly utilize these resources over SuperNet. Alberta Education would need to increase the amount of SuperNet funding per site from \$503.50 per month (existing 10/6 Mbps connection) to \$697

per month (a more practical 100/20 Mbps connection).

Previous policy 4.P.03 stated:

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.

This policy was identified as outdated and therefore was deleted in the recent Association policy review.

Submitted by Zone 2/3

Initial Sponsoring Board: Edmonton Public Schools

2P/FGM09: Funding (Alberta SuperNet)

RECOMMENDATION: Support

Rationale:

This proposal was originally put forward by the Board. There will need to be a mover and seconder identified when this item is dealt with on the floor of the General Meeting.

3P/FGM09: Funding (Technology)

It is proposed that the following underlined section be added to the Education Finance section (pg 7-1):

Funding	<u>Base Funding</u> ...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. <u>Funding should be based on a current Total Cost of Ownership study of the costs to provide: an instructional computer, data projector and/or interactive white board in every K-12 classroom; a student computer for every five students; and the appropriate networking infrastructure and technical support for these learning technologies, on a five-year lifecycle replacement schedule.</u>
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Background

The provincial government has acknowledged the need for additional funding for technology in school jurisdictions.

In January 2008, Alberta Education provided one-time funding for technology through the 21st Century Classrooms grant. Funds were provided in two allocations; \$49.50 per student for technology infrastructure, and \$20 per student for technology in classrooms.

In May 2008, Alberta Education announced another one-time funding initiative, called Innovative Classrooms Technology Funding. With this funding, Alberta Education stated a vision to ensure all grade 1-12 classrooms in Alberta are equipped with an instructional computer and data projection device (digital projector and/or electronic whiteboard). Funds were committed for a three-year period, at approximately \$36 per student per year.

Based on recommended ACOL class sizes, the total three-year funding would range from \$1,836 (division 1) to \$2,916 (division 4) for each classroom. The acquisition costs of an instructional computer, digital projector and electronic whiteboard is roughly \$3,200 - 4,500 (depending on entry level to larger, unified all-in-one projector/ whiteboards). There are further costs for installation, required infrastructure and technical support.

Alberta Education indicated that once jurisdictions have equipped every classroom with a computer and data projection device, the remaining funds could be used for other classroom technologies such as student laptops, sound amplification systems, assistive technologies and classroom software.

While these additional funds have enabled districts to increase the amount of technology in classrooms, these funds were announced as one-time grants, and

need to be sustainable on an ongoing basis. Sustainable and sufficient funding on a per student basis for technology would enable all jurisdictions to provide

equitable access to technology for all students in the province.

Submitted by Zone 2/3

Initial Sponsoring Board: Edmonton Public Schools

3P/FGM09: Funding (Technology)

RECOMMENDATION: Support

Rationale:

This proposal was originally put forward by the Board. There will need to be a mover and seconder identified when this item is dealt with on the floor of the General Meeting.

Facilities

4P/FGM09: Funding Model

It is proposed that the following section under Facilities be reaffirmed and amended as follows (pg 9-1):

Funding Model	The provincial government should provide funding for capital projects based upon a funding model which gives school boards annual, sustained funding <u>for capital projects required to meet the needs of a growing population as well as aging education infrastructure.</u>
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Background

Society has an obligation to ensure that our children have access to the best education possible so that they are prepared for the challenges of tomorrow. Learning is the foundation of the future.

School buildings are an asset of the province.

Lack of funding causes deteriorating facilities which depreciates the asset's value and creates an infrastructure deficit.

School authorities are facing a transition to a knowledge-based economy and fifty-year-old facilities cannot prepare students for this economy.

Adequate funding is required to maintain and update facilities.

Growing populations require access to the same infrastructure enjoyed by existing populations, lack of facilities creates inequities within the educational system,

Public spending on infrastructure at a time of economic downturn provides significant value for the investment:

- by creating employment for the local market
- by constructing infrastructure at a time when construction costs are favourable
- public spending should be counter-cyclical to market cycles

Submitted by Zone 5

Initial Sponsoring Board: Rocky View Schools

4P/FGM09: Funding Model

RECOMMENDATION: Support

Rationale:

In general, there is support for the resolution. The only reservation noted by the administration is in the third bullet provided in the background to the resolution: “public spending should be counter cyclical to market cycles”. While this works well if there are accurate forecasts of population growth otherwise, the province could find itself building schools in areas where the population does not develop as expected.

5P/FGM09: Infrastructure Preservation Funding

It is proposed that the following section under Facilities be reaffirmed (pg 9-3):

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.
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Background

ASBA Zone 2/3 Advocacy Committee presentation to the MLAs in February 2009 focused on the need for predictable, sustainable infrastructure preservation funding.

As the previous iteration of this statement, former Directive for Action

6.3.D.01, was referenced supporting the Zone's advocacy efforts, it is believed that this reaffirmation is appropriate to keep the issue at the forefront.

Submitted by Zone 2/3

Initial Sponsoring Board: Lakeland Catholic Schools

5P/FGM09: Infrastructure Preservation Funding

RECOMMENDATION: Support

Rationale:

In general, there is support for the resolution as outlined in the background. The Board has been one of the initial proponents for this concept.

Implementation of Provincial Initiatives

6P/FGM09: Class Size Initiative

It is proposed that the title of this section be amended to 'Provincial Initiatives' and that the following section be added (pg 10-1):

Class Size Initiative	Methods used to calculate the class size ratio should include all on-site teachers who work directly with children, including teachers of students with special needs.
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Background

Alberta's Commission on Learning recommendation #14 states:

"Establish and implement province-wide guidelines for average class sizes across school jurisdictions.

- *Rather than set legislated limits or hard and fast rules, there should be flexibility in the size of classes.*
- *School jurisdictions should be expected to meet the guidelines for average class sizes across their school jurisdiction. That means the guidelines would not necessarily be met in each and every classroom but should be met on average across the school jurisdiction.*
- *The suggested provincial guidelines should be:*
 - *Junior kindergarten to grade 3 - 17 students*
 - *Grades 4 to 6 - 23 students*
 - *Grades 7 to 9 - 25 students*
 - *Grades 10 to 12 - 27 students.*
- *Class composition should be considered by schools in setting class size. Generally, classes with special needs students, students whose first language is not English, and vulnerable and at-risk students should be smaller than the suggested guideline. Classes should also be smaller in cases where there are safety considerations such as vocational classes.*

- *School jurisdictions and the province should be required to report annually on average class sizes and should be accountable for explaining whether or not the guidelines have been met.*
- *The province should provide adequate funding to enable school jurisdictions to meet the class size guidelines. Information on average class sizes should be included in school jurisdiction profiles and used to determine provincial funding levels."*

The Alberta Government accepted this recommendation and provided additional funding to help authorities to meet this need.

The most recent provincial averages for class size indicate that authorities are meeting these guidelines in all divisions except for K-3:

Grade Level	2004/2005	2008/2009	ACOL Targets
K-3	19.7	18.7	17.1
4-6	22.8	21.7	23.1
7-9	22.7	22.6	25.1
10-12	26.0	22.7	27.1

Alberta Education chooses to calculate

this ratio based upon those teachers working directly with children. However, in the case of teachers of students with special needs, these teachers are counted only if they work with students by way of a segregated program in a separate class. Alberta Education encourages the integration of students with special needs into regular classrooms and, with this as a common practice in schools, these teachers are not counted when determining small class size ratios.

With school divisions providing more teachers of students with special needs at the elementary level, the impact on class

size ratios of not counting these teachers, who work directly with children, increases the class size ratio at the K-3 level.

We request that ASBA advocate to Alberta Education for a change in the methodology of Small Class Size calculation to include those teachers who work directly with children with special needs.

Submitted by Zone 4
Initial Sponsoring Board: Chinook's Edge School
Division No. 73

6P/FGM09: Class Size Initiative

RECOMMENDATION: Support (with reservations)

Rationale:

We need to better understand what the desired outcome is that we are trying to achieve by this resolution.

On the one hand, the method used to calculate class size averages does not factor in the demands on the regular classroom teacher when special needs students are integrated into the class. Schools deal with this by having educational assistants, teacher librarians, counselors and principals and assistant principals with part time teaching assignments assist during portions of the school day. This resolution speaks only to “teachers who work directly with children” and would not address educational assistants. By counting all teachers who work directly with students, class size averages would decrease and presumably so would the funding without actually improving the conditions in the regular classrooms.

On the other hand, inclusion of congregated classes or sites for special needs students inadvertently lowers and misrepresents class size averages in schools. Not including these classes in the calculation may give a better indication of class size averages and provide the funding to reduce class sizes and improve the conditions in the regular classrooms.

Personnel and Employee Relations

7P/FGM09: Supervision of School Extra-Curricular Activities

It is proposed that the following section be added under Personnel and Employee Relations (pg 12-1):

Supervision of School Extra-Curricular Activities	The School Act should be clarified to indicate that all appropriately qualified staff, regardless of whether they hold a teaching certificate, be allowed to supervise extra-curricular activities.
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Background

Section 18(1)(f) of the School Act states:

A teacher while providing instruction or supervision must maintain, under the direction of the principal, order and discipline among the students while they are in the school or on the school grounds and while they are attending or participating in activities sponsored or approved by the board.

Section IV of the by-laws of the Alberta Schools' Athletic Association (AASA) states:

A. Supervision of Athletes and Teams

1. Every school team must be coached or supervised by a teacher of that school jurisdiction. Definition of teacher: "A teacher of that school jurisdiction" may include certified teachers currently registered with that school board.
2. At the zone and provincial championships, every school team must be accompanied by a teacher-coach or a teacher-supervisor. During all other competitions, individuals and/or teams shall be under the supervision of an agent of the school board they represent.

3. Participants traveling to zone and/or provincial championships who require overnight accommodation must be supervised by a chaperone of the same sex approved by the school jurisdiction.
4. Composite zone teams in individual and dual sports (badminton, cross country running, golf, track and field, wrestling) shall appoint team supervisors that are certified teachers from a school jurisdiction within the zone.
5. Chaperones of both sexes must accompany co-educational teams that are staying overnight.
6. Insurance and liability issues involving interschool or cross-jurisdictional supervision (individual or group sports) and approved non-teacher chaperones are the responsibility of the member schools involved and their local school jurisdictions.

The existing wording in both the School Act and the by-laws of the ASAA limits jurisdictions' ability to utilize coaching services from other non-certificated staff members and/or community coaches

because of the restriction that these must be supervised by a certificated teacher. For example, in small schools there may be a limited number of teachers to supervise the vast array of extra-curricular activities, regardless of the availability of qualified instructors and/or coaches. Allowing all appropriately qualified staff members, regardless of whether or not they hold a teaching certificate, to supervise extra-curricular activities would

provide more opportunities for students. It is recognized that if these provisions were amended, Boards must have in place appropriate guidelines and approval processes.

Submitted by Zone 2/3

Initial Sponsoring Board: Pembina Hills Regional
Division No. 7

7P/FGM09: Supervision of School Extra-Curricular Activities

RECOMMENDATION: Support

Rationale:

This is a practice that Edmonton Public Schools already supports as a choice for supervision of students for extra curricular activities including athletics. We have many examples of non-teacher EPS staff that coach/supervise students for the variety of teams that we offer. Many of our schools, especially junior and senior high schools, rely on volunteer/out of school coaches to provide the variety of athletic opportunities available within the district. To assist schools with this opportunity, EPS Personnel Recruitment and Staffing Department provides support resources for Volunteers including administering the *Requirements For Registration and Records Checks– June 2007*.

The schools that choose to allow out of school coaches usually have a certified teacher – Athletics Department Head; Administrative staff; teacher assigned to the team. During in-school practices or games the contact teacher may be present however for away games during regular league play; the out of school coach and teacher contact would have access to cell phones to contact each other as necessary. For in the city tournaments on the weekends, this same strategy would be followed. However for out of city tournaments, the teacher contact would usually be with the team.

All of our high school teams that proceed to ASAA provincials do follow the ASAA policy.

8P/FGM09: Educational Assistants

It is proposed that the following section be added under Personnel and Employee Relations (pg 12-1):

Educational Assistants	The appropriate government ministries should make the training of educational assistants a high government priority.
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Background

The Minister of Alberta Education has initiated Setting the Direction for Special Education in Alberta. The outcomes from this review will set the stage for special education in Alberta over the next decade. Educational Assistants play a key role in assisting teachers and healthcare professionals to provide the supports, programs and services students need to be successful.

There has been a significant increase in the number of educational assistant positions over the past five years. Some jurisdictions have seen a 40% increase in full-time equivalent (FTE) positions during this period. The demand for qualified graduates of post-secondary programs has also been impacted by the changing demographics of current educational assistants. Up to 35% of these staff are eligible to retire within the next four years.

The role of educational assistants has also evolved over the past fifteen years. In the past, educational assistant responsibilities revolved around ordering supplies,

photocopying and laminating materials, taking groups of students to the library to exchange books, setting up displays and bulletin boards, etc. This is no longer the case.

Today's educational assistants work with a diverse group of students (e.g., medically fragile, autistic, English Language Learners) and require pre-employment coursework and/or continuing education in a variety of knowledge and skill areas, including: non-violent crisis intervention; positive behavior management; aboriginal awareness and culture; speech and language development assistance; occupational therapy and physical therapy assistance; medication management; physical care; learning disabilities; general curriculum knowledge; data collection and recordkeeping; and, individual program plans.

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

8P/FGM09: Educational Assistants

RECOMMENDATION: Support

Rationale:

This proposal was originally put forward by the Board. There will need to be a mover and seconder identified when this item is dealt with on the floor of the General Meeting.

Student Assessment

9P/FGM09: Accommodations for Students Writing Provincial Exams

It is proposed that the following underlined section be added to the Student Assessment section (pg 17-3):

Accommodations for Assistive Technology Students Writing Provincial Exams	The Alberta School Boards Association supports the use of authorized assistive technology, including approved text to speech software programs and assistance of a reader and/or CD version and/or scribe, as an accommodations for students when they write achievement tests and diploma exams.
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Background

Current policy of Alberta Education does not allow for accommodations on Provincial Achievement Tests for English as a Second Language students, with the exception of allowing ESL students double the amount of time to write the tests.

From the Achievement General Information Bulletin:

“English as a Second Language (ESL) and francisation students may have up to twice the allotted time to write any of the achievement tests.”

In October 2006, the Alberta Education Draft Comprehensive Strategy Plan for K-12 English as a Second Language (ESL) included recommendation #3:

“Review accommodations for ESL students for Diploma

Examinations and Provincial Achievement Tests.”

In addition, Edmonton Public Schools identified several additional considerations for the Draft Comprehensive Strategy including recommendation #3:

“Increased flexibility in the types of accommodation allowed.”

Edmonton Public Schools, through the English Language Support Services Centre (ELSSC) assesses ESL students in the various strands of English language proficiency. For students who have an adequate level of aural comprehension, but limited reading and writing skills, accommodations on the PATs such as a Reader and/or Scribe could be beneficial.

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

9P/FGM09: Accommodations for Students Writing Provincial Exams

RECOMMENDATION: Support

This proposal was originally put forward by the Board. There will need to be a mover and seconder identified when this item is dealt with on the floor of the General Meeting.

Appendix A: Membership Fees and Student Enrollments

September 1, 2009 to August 31, 2010

Zone	Jurisdiction	Total Students*	Membership Fees
2/3	Aspen View Regional Division No. 19	2,718	\$28,024
4	Battle River Regional Division No. 31	6,702	\$45,847
2/3	Black Gold Regional Division No. 18	8,086	\$55,357
2/3	Buffalo Trail Regional Division No. 28	4,537	\$35,478
5	Calgary RCSSD No. 1	44,343	\$140,951
5	Calgary Board of Education	101,203	\$226,715
5	Canadian Rockies R.D. No. 12	2,117	\$20,924
4	Chinook's Edge School Division No. 73	10,923	\$66,066
5	Chinook Redemptorist Catholic SRD No. 3	7,321	\$48,829
4	Clearview School Division No. 71	2,600	\$23,852
2/3	East Central Alberta RCSSRD No. 16	9,802	\$25,160
2/3	East Central Francophone Ed. Region No. 3	612	\$10,897
2/3	Edmonton Catholic Separate School District No. 7	2,733	\$15,913
2/3	Edmonton Public Schools	79,952	\$196,177
2/3	Elk Island Catholic Separate RD No. 44	3,710	\$11,097
2/3	Elk Island Public Schools RD No. 14	16,195	\$80,264
2/3	Edmonton CSRD No. 2	8,527	\$29,843
5	Foothills School Division No. 38	6,964	\$47,104
2/3	Fort McMurray RCSSD No. 32	4,179	\$37,751
2/3	Fort McMurray School District No. 2833	4,903	\$37,231
4	Fort Vermilion School Division No. 52	3,420	\$29,153
5	Golden Hills Regional Division No. 15	6,514	\$44,948
4	Grande Prairie RCSSD No. 28	7,814	\$11,706
1	Grande Prairie School District No. 2357	6,342	\$44,122
2/3	Grande Yellowhead Regional Division No. 35	5,001	\$37,720
6	Grasslands Regional Division No. 6	3,529	\$29,859
2/3	Greater N. Central Francophone Ed. Region No. 2	2,583	\$28,745
2/3	Greater St. Albert Catholic R. D. No. 29	6,582	\$45,272
5	Gr. Southern Francophone Public Ed. Region No. 4	1,103	\$27,756
5	Gr. Southern Franc. Separate Catholic Ed. Region No. 4	883	\$12,751
1	High Prairie School Division No. 48	3,400	\$20,026
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	Inland RCSSD No. 160	2,021	\$20,109
6	Lethbridge School District No. 51	8,107	\$52,579
2/3	Living Waters CRD No. 42	1,704	\$13,061

Appendix A: Membership Fees and Student Enrollments

September 1, 2009 to August 31, 2010

Zone	Jurisdiction	Total Students*	Membership Fees
6	Livingstone Range School Division No. 68	3,956	\$32,619
2/3	Lloydminster Public School Division	2,342	\$22,185
2/3	Lloydminster R.C.S.D. No. 39	1,167	\$14,388
6	Medicine Hat CSRD No. 20	2,731	\$24,700
6	Medicine Hat School District No. 76	6,625	\$4,480
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 Telephone Bd. Region No. 11	726	\$8,857
6	Palliser Regional Division No. 26	6,200	\$43,447
2/3	Palliser School Division No. 70	9,369	\$8,478
1	Peace River School Division No. 10	3,291	\$28,322
1	Peace Wapiti School Division No. 76	3,694	\$43,018
2/3	Pembina Hills Regional Division No. 7	6,317	\$44,007
6	Prairie Land Regional Division No. 25	1,594	\$17,360
6	Prairie Rose Regional Division No. 8	3,524	\$29,831
4	Red Deer Catholic Regional Division No. 39	6,538	\$4,063
4	Red Deer Public School District No. 104	9,764	\$60,512
6	Rocky View School Division No. 44	16,120	\$80,106
2/3	St. Albert PSSD No. 6	6,622	\$45,466
2/3	St. Paul Education Regional Division No. 11	3,983	\$32,798
2/3	St. Thomas Aquinas RCSR No. 38	2,509	\$23,263
2/3	Surgeon School Division No. 24	4,459	\$6,105
6	Westwind School Division No. 74	4,118	\$33,474
4	Windsor Regional Division No. 11	4,459	\$3,663
4	Wild Rose School Division No. 66	5,327	\$39,265
4	Wolf Creek School Division No. 72	7,389	\$8,616
2/3	Yellowknife Education District No. 1	2,275	\$21,747
2/3	Yellowknife Catholic Schools	1,160	\$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.

Appendix B: Advocacy Highlights

November 2008 to October 2009

The ASBA advances its advocacy efforts in many ways including:

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

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

A significant change to the format of the association's policy positions was approved by the membership with overwhelming support at the 2009 Spring General Meeting. The review and revisions of the *ASBA Governance Handbook* was in response to the 2007 Governance Review, which saw school boards call for a simpler, streamlined process for developing association policy. With a view to enhance advocacy efforts, in reworking the *Handbook*, the committee:

- ♦ honoured historical policy positions
- ♦ eliminated redundant, outdated and conflicting positions
- ♦ developed fewer, more comprehensive policies
- ♦ clarified language
- ♦ distinguished between directives to the ASBA through use of words "shall" and "will" in the policy statement and efforts to influence external bodies through use of the word "should".

The following advocacy summary reviews major advocacy initiatives of the Alberta School Boards Association undertaken since the 2008 Fall General Meeting.

This summary replaces the *ASBA Directives for Action Progress Report* which, in previous years, detailed advocacy efforts relative to each directive for action contained in the *ASBA Governance Handbook*.

ASBA Advocacy Priorities

In an effort to focus the advocacy work of the association, the ASBA Board of Directors identified three advocacy priorities in the 2007-2010 ASBA Strategic Plan. These priorities were subsequently extended in the 2008-2011 Plan. The priorities are: high school completion, infrastructure, and transportation.

High School Completion

An ASBA High School Completion Task Force was formed in February 2008 and is chaired by Zone 4 Director Jackie Swainson. Directors Carol Bazinet, Marilyn Bergstra, Clayton Jespersen, and Kerry Milder served on this task force, along with Zone representatives Bryan Imray, Bernie Huedepohl, Ken Checkel, Rosemarie Goerlitz, and Karen Bartsch, and representatives from Alberta Education. Its mandate is to identify the unique contributions school boards can make to improving high school completion rates and to identify and develop resources to assist school boards in their efforts to improve high school completion rates.

In September 2008, the ASBA Board of Directors accepted recommendations from the High School Completion Task Force which were offered as potential actions for continued engagement of school boards. Also in accordance with the recommendations, the Task Force circulated a survey to Alberta school boards in March 2009, asking trustees to consider how students at risk are being identified in their jurisdiction and to describe any current efforts focused on improving high school completion rates. The task force reviewed feedback gathered through the survey and will report back to school boards in the fall of 2009.

The high school completion advocacy plan was approved by the Board of Directors in May 2009.

Infrastructure

The infrastructure task force, chaired by Serafino Scarpino, and whose members included Directors Bev Esslinger and Doug Gardner, circulated a survey to school boards in February 2009 to verify the infrastructure issues facing Alberta school jurisdictions, seek board input and identify potential solutions.

The ASBA also commissioned a review of the infrastructure issues facing Alberta school jurisdictions. The ASBA infrastructure *Building Together – It's Time to Act* report was distributed to school boards at ASBA's 2009 Spring General Meeting.

The infrastructure advocacy plan was approved by the Board of Directors in May 2009. The task force will seek feedback from school boards about advancing the advocacy plan.

Transportation

ASBA Directors serving on the Transportation Task Force include Bev Esslinger, Chair, Lynda Akers, Serafino Scarpino and Jackie Swainson.

The task force engaged Debbie Hunter (Manager of Transportation Services for Edmonton Catholic Schools) and Leigh McDonald (Director of Transportation Services for Grande Yellowhead RD) for their professional guidance and input into this initiative. Using the *At the Breaking Point* report, published May 2008, as a starting point, Zone representatives to the transportation task force: Sharilyn Anderson, Judy Muir, Colleen Butler, Karen Harries, and Norma Peters, presented a discussion guide to Zones in spring 2009, asking school boards to have local discussions about the report's findings, including identification of best practices or potential solutions. The feedback gathered was considered in the creation of the transportation advocacy plan which will guide ASBA advocacy efforts. This advocacy plan was approved by the Board of Directors in May 2009. The feedback gathered will also be considered as the advocacy plan is implemented. The task force will report back to school boards in the fall of 2009.

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

Alberta Average Weekly Earnings Index

The ATA has agreed to join with the Government of Alberta and jointly refer their disagreement over the correct amount of the teacher salary increase to independent arbitration. This method of resolution, which was the ASBA position on the desired action from the outset, leaves school boards out of the firing line for resolution of this dispute. School boards will not be responsible for any of the costs involved in this arbitration process.

Education is an Investment – *Stop the Cuts* Campaign

ASBA and the Alberta School Councils' Association have been invited by the Alberta Teachers' Association to participate in a public relations campaign that will emphasize that education is an investment – not a financial drain on our resources. We have agreed to participate, on the condition that only advertising that has been approved by the ASBA will bear our logo. The ATA is providing the extensive funding for this campaign and has only asked for our support.

School Act Review

Responding to very tight timelines set by the Minister, ASBA prepared a discussion paper, held sessions for trustees throughout the province to facilitate discussion and feedback on changes to the School Act and submitted the outcomes of these discussions by the October 30 deadline. ASBA is represented on Alberta Education's School Act review committee.

Putting the Public Back in Public Education

ASBA's summit on *Putting the Public Back in Public Education – Public Involvement in Public Schools* took place on March 13 and 14, 2009. Its purpose was to reach consensus on more effective ways of engaging, listening to and involving the 70% of parents and taxpayers who do not have children in school. Participants included members of the public, representatives from each school board, ASBA Board of Directors and ASBA Zone Chairs and observers including members of the media; the Minister of Education and his office; and representatives from ASCA, CASS, ATA, ASBOA and Alberta Education. Notes from the Summit were circulated to all boards and participants. An action plan was received as information by the Board of Directors in June 2009. Significant work on this initiative will continue in 2009-2010.

Inspiring Education: A Dialogue with Albertans

Discussions with the College of Alberta School Superintendents, Alberta School Councils' Association and the Association of School Business Officials of Alberta were initiated by ASBA regarding *Inspiring Education: A Dialogue with Albertans*, a broad-based discussion that Minister Hancock launched in late 2008 on the fundamental importance of education to Alberta's future. ASBA hosted a session of the *Inspiring Education* consultations for trustees and senior administrators in June 2009. ASBA is represented on the working committee for this initiative.

Setting the Direction

President Welwood and consultant Steve Cymbol serve on the stakeholder working committee for the provincial government's *Setting the Direction for Special Education in Alberta* initiative. On February 5, 2009 ASBA hosted a workshop on *Setting the Direction on Special Education* to discuss the process for Phase II of the government's consultation on special education in Alberta.

In spring 2009, a number of consultations regarding *Setting the Direction* were held by the government around the province. Many trustees attended the sessions held in their area. June 8 and 9, 2009, Phase III of *Setting the Direction* saw over 1000 participants gather for the *Setting the Direction for Special Education Minister's Forum*. The stakeholder working committee is now working towards implementation of the proposed *Setting the Direction* framework.

Bill 44 – Human Rights, Citizenship and Multiculturalism Amendment Act

At ASBA's invitation, a coordinated effort with respect to advance notice provisions when controversial issues are addressed in the classroom contained in Bill 44 was launched in late spring 2009 with the Alberta School Councils' Association, Alberta Teachers' Association and College of Alberta School Superintendents. This included issuing two media releases on the matter and meetings with elected officials.

Bill 202 – Municipal Government (Municipal Auditor General) Amendment Act

President Heather Welwood and David Anderson made a presentation on October 28, 2009 to the Standing Committee on Community Affairs requesting that provisions contained in this private member's bill not be extended to school boards. The amendments seek to create an Office of the Municipal Auditor General.

Bill 206 – School (Enhanced Protection of Students and Teachers) Amendment Act

President Heather Welwood has met with the Minister of Education to communicate that, while the intent of this legislation (reducing bullying in our schools) is laudable, when this bill was presented earlier, school boards felt that the bill did not recognize the great work already being done in this area. Also, its "zero-tolerance" approach may well cause more problems than it solves, while creating an administrative nightmare for staff. Key messages were developed and shared with boards to assist in communicating the work already being done to monitor bullying in schools with their local MLA.

Appendix C: Disposition of Motions



2009 FALL GENERAL MEETING

Motion No.	Motion Title	Page	Carried (✓)	Defeated (✓)	Other Amended, Postponed Referred, Withdrawn, etc.
PROPOSED POLICY POSITIONS					
1P/FGM09	Accountability Pillar	13			
2P/FGM09	Funding (Alberta SuperNet)	15			
3P/FGM09	Funding (Technology)	16			
4P/FGM09	Funding Model	18			
5P/FGM09	Infrastructure Preservation Funding	19			
6P/FGM09	Class Size Initiative	20			
7P/FGM09	Supervision of School Extra-curricular Activities	22			
8P/FGM09	Educational Assistants	24			
9P/FGM09	Accommodations for Students Writing Provincial Exams	25			
2009 PROPOSED EMERGENT ISSUES					

Amendment Form

Amendment to Issue No. _____

Moved by:

School Jurisdiction:

Seconded by:

School Jurisdiction:

Amendment Form

Amendment to Issue No. _____

Moved by:

School Jurisdiction:

Seconded by:

School Jurisdiction:
