



October 26, 2012

VIA EMAIL

To: All Board Chairs

Dear Board Chair:

RE: ASBA POLICIES BULLETIN 2012

Please find appended the *ASBA Policies Bulletin* for the 2012 Fall General Meeting. It contains the final versions of proposed policy positions that will be placed before the membership at the Fall General Meeting. Zones have submitted six proposed policies and two emergent proposals, and the ASBA Board of Directors has submitted one proposed policy. A motion referred to this meeting at the 2011 FGM also appears.

These proposed policies will be considered during the business session of the Association, which will convene on Monday, November 19, 2012 at 9:00 a.m. in the Westin Hotel, Edmonton. Please note that in response to feedback provided by trustees at previous general meetings, the business session will incorporate additional opportunities for discussion and networking. We are interested in your feedback, so please complete an evaluation form following the meeting.

ASBA Bylaw No. 8(4) requires that “at least twenty-one days notice of any General Meeting (exclusive of the day on which such notice is mailed and exclusive of the day for which the notice is given) specifying the place, the day, and the hour of the meeting, and the general nature of such business, shall be given to each district, school or regional division or education region.”

Please ensure that all trustees in your jurisdiction receive a copy of this document as soon as possible. Please note that this document is designed to print out double-sided. It will also be posted shortly on the ASBA website at: www.asba.ab.ca

If you have any questions regarding the *Policies Bulletin*, please feel free to contact either myself (email: csmith@asba.ab.ca; phone: 780.608.0435) or Heather Tkachuk, Policy and Research Analyst (email: htkachuk@asba.ab.ca; phone: 780.451.7125).

Sincerely,

A handwritten signature in black ink, appearing to read 'Cheryl Smith', with a stylized flourish at the end.

Cheryl Smith
Chair, Policy Development Advisory Committee

cc: Zone Chairs, Superintendents, Secretary-Treasurers

Encl.

ASBA Policies Bulletin

November 2012

Please bring this bulletin with you to the business session of the ASBA Fall General Meeting on November 19, 2012 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 2012 ASBA Policy Development Advisory Committee:



Cheryl Smith
ASBA Vice-President, Chair



Becky Kallal
Edmonton Catholic Schools



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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. Voting on all other questions shall be done

openly so that it is clear how each board has cast its ballot.

- 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 ASBA Governance Handbook, Board of Directors' Governance Policy 10 – Association Policy Development Process:

- 10(3) Extraordinary Policy Positions

A position shall be accepted for consideration as an Extraordinary Policy Position if:

- 3.1 The position arises out of the business of the General Meeting,

- 3.2 Consideration of the position is supported by a two-thirds majority of voting Full member Boards, and
- 3.3 The mover makes available the wording of the position to all delegates.

Meeting, rationale for and decisions reached regarding compliance of the proposed emergent resolution with the principles for Association policy.

10(4) Emergent Policy Positions

- 4.1 Emergent positions submitted by the membership for consideration at a General Meeting shall be submitted to a committee of the Board of Directors by 4:00 p.m. on the twenty-eighth (28) 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:

- 4.1.1 Reject positions that address issues which have arisen prior to the deadline for submission of positions; and
- 4.1.2 Cause to be announced, immediately after the emergent position has been placed on the floor of the General

- 4.2 Emergent positions arising after the deadline for submission of emergent issues will be addressed by the Policy Development Advisory Committee with a recommendation to the Executive Committee for disposition.

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

- 4.3.1 Consideration of the position is supported by a two-thirds majority of voting Full member Boards, and

- 4.3.2 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 Policies.

Draft minutes from SGM 2012

SPRING GENERAL MEETING

Monday, June 4, 2012
Sheraton Hotel, Red Deer

MINUTES

- ATTENDANCE:** As per registration list.
- PRESIDENT'S ADDRESS:** Following the invocation, the national anthem, a moment of silence, and introduction of special guests, President Jacquie Hansen provided her opening remarks to the assembly which included a presentation by Devon Kennedy on *Free the Children's* "We Day".
- CALL TO ORDER:** President Jacquie Hansen called the meeting to order at 9:00 a.m.
- MINISTER'S ADDRESS:** Honourable Jeff Johnson, Minister of Education addressed the assembly, followed by a Question and Answer period. He was then inducted as Honourary President of ASBA.
- CHAIR:** Vice-President Cheryl Smith assumed the Chair's position for the business meeting which started at 10:00 a.m.

PROCEDURAL MOTIONS

(Note: These require a simple majority)

Appointment of Parliamentarian

MOTION #1 Sharilyn Anderson (Peace Wapiti S. Div. #76)
Kelly Hall (Livingstone Range S. Div. #68)

That Kevin Feehan be appointed Parliamentarian.

CARRIED (93%)

Approval of Rules of Procedure

MOTION #2 Lynn Ferguson (Calgary Board of Education)
Dianne Macaulay (Red Deer Public Schools)

That the Rules of Procedure be adopted.

CARRIED (100%)

Appointment of Balloting Committee

MOTION #3 Dianne Macaulay (Red Deer Public Schools)
Kelly Hall (Livingstone Range S. Div. #68)

That, according to Bylaw No. 9, Section 12, the Balloting Committee be appointed; and be chaired by Heather Rogers.

CARRIED (100%)

Receipt of Emergent Issue

Cheryl Smith, Chair of the ASBA Policy Development Advisory Committee (PDAC), advised that no emergent resolutions had been received.

Adoption of Order Paper

MOTION #4 Dianne Macaulay (Red Deer Public Schools)
Sharilyn Anderson (Peace Wapiti S. Div. #76)

That the Order Paper be adopted.

CARRIED (100%)

Approval of Minutes (Fall General Meeting 2011)

MOTION #5 Lynn Ferguson (Calgary Board of Education)
Sharilyn Anderson (Peace Wapiti S. Div. #76)

That the minutes of the 2011 ASBA Fall General Meeting be approved as distributed.

CARRIED (98%)

It was noted that there was no business arising from the minutes of the 2011 Fall General Meeting.

Point of Order: John Stitzenberger (Grande Yellowhead Public S. Div. #77) rose to a point of order and requested that individual board voting results be provided for all motions, including procedural motions, as required in Bylaw 9.5. Individual board results were then posted on the two procedural motions that were not passed unanimously (Appointment of Parliamentarian and Approval of 2011 Fall General Meeting Minutes).

PROPOSED BUDGET

(Note: This requires a double majority of 60% of boards voting representing 60% of students. Amendments require a simple majority.)

Johnette Lemke and Cathie Williams gave a presentation on the proposed 2012-2013 ASBA budget that included a 3.5% membership fee increase and the transfer of \$71,068 from building reserves to balance the budget.

1B/SGM12 ASBA Budget 2012-2013
MOTION #6 Johnette Lemke (Black Gold RD #18)
Cathie Williams (Calgary Catholic)

That the Alberta School Boards Association adopt the budget as presented for the period September 1, 2012 to August 31, 2013.

CARRIED
(% of School Boards: 80
% of Students: 70.41)

NOMINATIONS FOR PRESIDENT AND VICE-PRESIDENT

At 11:00 a.m. David Anderson, Executive Director, assumed the position of Chair and outlined the nomination and voting procedures for the election of President and Vice-President prior to calling for nominations for the position of ASBA President.

Call for Nominations – ASBA President

1st Call:

Lisa Brower (Elk Island Public Schools) moved and Wendy Miller (Sturgeon S. Div. #24) seconded the nomination of Jacquie Hansen (Greater St. Albert CRD #29). Ms. Hansen accepted the nomination.

2nd Call:

No nominations were made.

3rd Call:

No nominations were made

MOTION #7 Barb Johnson (Wetaskiwin RD #11)
Debbie Engel (Edmonton Catholic)

That nominations for ASBA President cease.

CARRIED

Jacquie Hansen was acclaimed President of the Alberta School Boards Association for the term June 2012 to November 2013.

Call for Nominations – ASBA Vice-President

David Anderson sought permission from the assembly to change the Order Paper to allow all three calls for nominations for Vice-President to be made today. As there was an objection, a motion to suspend the rules of procedure would be required to accomplish this. It was noted that such a motion required a 2/3 majority vote.

MOTION #8 Terry Riley (Medicine Hat SD #76)
Deborah Forbes (Medicine Hat SD #76)

That the rules of procedure be suspended to allow third and final call for nominations for Vice-President to be made today.

CARRIED (85%)

David Anderson then called for nominations for the position of ASBA Vice-President.

1st Call:

Helen Clease (Rocky View S. Div. #41) moved and Keith Warren (Wild Rose S. Div. #66) seconded the nomination of Cheryl Smith (Battle River RD #31). Ms. Smith accepted the nomination.

2nd Call:

No nominations were made.

3rd Call:

No nominations were made

MOTION #7 Barb Johnson (Wetaskiwin RD #11)
Debbie Engel (Edmonton Catholic)

That nominations for ASBA Vice-President cease.

CARRIED

Cheryl Smith was acclaimed Vice-President of the Alberta School Boards Association for the term June 2012 to November 2013.

Jacque Hansen and Cheryl Smith then each addressed the assembly.

Point of Privilege: Barb Johnson (Wetaskiwin RD #11) stood on a point of privilege to thank and commend Jacque Hansen and Cheryl Smith for the work they were doing for public education in Alberta.

Cheryl Smith resumed as Chair.

PROPOSED BYLAW AMENDMENTS

(Note: These require a double majority of 60% of boards voting representing 60% of students. Amendments require a simple majority.)

2A/SGM12 Bylaw 9.11 – Representation and Voting at General Meetings

MOTION #8 Steven Shavers (Grande Prairie Public SD #2357)
Wendy Kelm (Peace Wapiti S. Div. #76)

That the Alberta School Boards Association Bylaw No. 9, Section 11 be amended to add the following:

(c) *Votes on motions to amend the agenda once adopted will follow the one vote/Full member board rule and shall be determined by a majority of the votes cast.*

DEFEATED

(% of School Boards 65
% of Students 43.12)

ADJOURNMENT

There being no further business, the Chair declared the meeting adjourned at 11:45 a.m.

President

Executive Director

SGM 2012 MINUTES

DRAFT

Unfinished business and general orders

1A/FGM12: Teacher bargaining (postponed from FGM 2011)

This proposed policy amendment was presented at the 2011 ASBA Fall General Meeting, where it was postponed, as presented, to the 2012 ASBA Fall General Meeting.

<p>Teacher bargaining</p>	<p>The provincial government should amend all required legislation to ensure that any bargaining certificate for all teachers employed by any single public school board should only be granted to an organization, union, or employee association that represents the teacher employees of the said public school board, and to no other organization, union, or employee organization which has membership from outside that employee group.</p> <p>Further, that current Association policy on teacher bargaining (ASBA Governance Handbook, p. 11-2, beginning at line 44 to p. 11-4, ending at line 43) be deleted.</p> <hr/> <p><i>Note: Governance Policy 10, Development Principle 1.2 states that “where the substance of a position would alter or contradict an Association position in effect, amendment to or deletion of the policy is to be an integral part of the Association policy position” (ASBA Governance Handbook p. 31-1). Amendments to the current teacher bargaining policy follow (ASBA Governance Handbook, p. 11-2, beginning at line 29 to p. 11-4, ending at line 43):</i></p> <p><u>Teacher Bargaining</u></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>A legislated, centralized, school board controlled teacher bargaining</p>
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	<p>model should be established:</p> <p>The ASBA shall use the following “Key Elements” and attached detailed model to implement the Employer Bargaining Association:</p> <ol style="list-style-type: none"> 1. The employer bargaining association will: <ol style="list-style-type: none"> (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: <ol style="list-style-type: none"> (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: <ol style="list-style-type: none"> (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: <ol style="list-style-type: none"> ♦ develop a bargaining mandate
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	<ul style="list-style-type: none"> ♦—oversee negotiations ♦—determine if, and when, a draft collective agreement shall be brought forward to the representative assembly for ratification. <p>The Government of Alberta should introduce legislation that will:</p> <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> (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.
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Background

Experience has demonstrated that both regional bargaining and provincial bargaining has not served the interests of students, employees or boards.

Instructional days have been lost to disputes that escalate when outside interests take over. The process of local trustees working with local teachers to solve local issues and to serve local students is in the interests of all.

The proposed bargaining model would NOT prevent the local teachers from employing the services of an Alberta Teachers' Association (ATA) staff officer from helping local teachers conduct negotiations any more than local boards would be prevented from using labour expertise from the ASBA. It would not prevent the ATA from providing financial assistance to teachers involved in a strike or lockout. It would not prevent the local teachers from designating an ATA staff officer as their representative of the

bargaining agent. The only difference would be that the staff officer would take direction from the local teachers and not from Barnett House. The primary purpose of this proposed model is to provide a balanced approach to the bargaining process. Boards in the province can seek the advice and assistance of the ASBA on bargaining issues, without that body dictating what that settlement must be. This proposal would set up a parallel process for teachers, where they could seek the advice and assistance from the ATA, without that body dictating what that settlement must be.

This proposal would prevent teachers from that local being denied the right to work with their local board to solve local problems in the best interests of local students. In short, it would put the authority to settle disputes back into the hands of the local teachers and locally elected school board members.

Submitted by Zone 6
Initial Sponsoring Board: Medicine Hat School
District No. 76

Policy proposed by ASBA Board of Directors

2P/FGM12: Optimal learning environments

Optimal learning environments	The Alberta School Boards Association believes optimal learning occurs in welcoming, caring, respectful, safe and healthy learning environments that respect diversity, foster a sense of belonging, and promote student wellbeing. Each student has the right to learn in inclusive environments where equality of opportunity, dignity, and respect are promoted.
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Background

Over the past three years, the legislation governing education in Alberta, the School Act, was rewritten and most recently introduced October 23, 2012 in the legislature as Bill 3 – The Education Act.

Section 45(8) of the current School Act (RSA 2000) requires that "... each student ... is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviours."

Bill 3 – The Education Act expands this requirement in section 33(1)(d) by requiring that "each student... is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging."

A message relayed by many of the experts who presented at ASBA's national conference: *Time for a Student Health Revolution* was that optimal learning occurs in healthy environments which address students' physical, mental and emotional health.

Consistent with Bylaw 7.2(g), which states that the Board of Directors "may adopt policy positions on matters which arise between General Meetings and shall submit these for ratification at the next General Meeting", the ASBA Board of Directors respectfully places this Association policy proposal before the membership for its consideration.

Submitted by ASBA Board of Directors

Proposed policy positions

3P/FGM12: Financial Literacy

Financial Literacy	Financial literacy should be integrated into the Alberta K-12 curriculum.
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Background

Recent cautions and warnings from the Bank of Canada are current reminders of the troubling state of personal financial affairs in Canada. Rising personal debt, declining savings levels, and delayed retirements show that Canadians are increasingly at the mercy of their financial woes. An abundance of research is available which demonstrates that many North Americans lack the basic financial knowledge and confidence needed to deal with complex financial issues and make wise financial decisions. There is also growing evidence that the level of financial literacy plays an integral part in an individual's financial scenario.

Embedding financial literacy in the K-12 curriculum could support and prepare students for lifelong financial well-being, including in the broader contexts of ethics, citizenship, and social responsibility.

The proposed policy position supports Alberta Education's overall direction, as they are in the process of curriculum redesign aimed at ensuring Alberta's curriculum (programs of study, assessment, and learning and teaching resources) remains responsive and relevant for students. The Alberta Education document Framework for Student Learning supports the development of competencies in the area

of financial literacy as it relates to students "becoming engaged thinkers and ethical citizens with an entrepreneurial spirit". This document highlights the need for students to understand the importance of education, safety, financial literacy and personal wellness.

Although Alberta Education does offer some high school programs of study that offer students limited opportunities to develop their financial literacy skills, this does not come until later in a student's educational journey. To reach successful lifelong outcomes, financial literacy must become a provincial educational priority, and clearly embedded in the curriculum earlier in a student's educational journey.

Alberta Education recently initiated a strategic review of Locally Developed Courses (LDCs). LDCs could be an option for creating formal financial literacy training in individual school districts. This individualized approach, however, may open the door for curricular inconsistencies and duplication in program development. A provincial approach to developing and mandating financial literacy curriculum at all levels would be a far more strategic use of resources aimed to help students learn to navigate the modern economy, and the develop skills for making sound financial decisions throughout their lives.

Proposing the policy position on financial literacy at a provincial level supports school boards' ongoing commitment to improving student achievement, and the interest in equipping the next generation with knowledge and skills to be successful in the 21st century.

Other Canadian Provinces

In September 2010, the Ontario government announced that financial literacy would be incorporated into student curriculum starting in the 2011 school year to proactively address growing issues surrounding personal financial mismanagement. Based on recommendations made by the Working Group on Financial Literacy, the Ontario government committed to making financial literacy a part of every student's learning from Grades 4 to 12 beginning in September 2011. Elementary and secondary students learn more about how to make informed financial decisions in the classroom, about saving, spending and investing money, and develop the critical skills that are needed in today's complex financial world.

British Columbia (BC) has also taken action with Planning 10, a compulsory careers course that has a financial education module. The Province has also launched The City, a learning program developed by the Financial Consumer Agency of Canada and the BC Security Commission. The materials can be downloaded for use in a classroom or use as an online, self-directed course.

In Manitoba, the Department of Education has partnered with the Canadian Foundation for Economic

Education to launch the Building Futures Project. While the project is still in the planning and development stage, the project team has made recommendations including curriculum revisions, the development of new courses and resources, and professional development for teachers to support implementation. To facilitate integration into the curriculum, a learning map has been developed which sets out a continuum of financial skills and knowledge across the grades.

Further Information:

[A Sound Investment – Financial Literacy Education In Ontario Schools Report of the Working Group on Financial Literacy, 2010\)](#)

[Ontario Curriculum: Financial Literacy – Scope and Sequence of Expectations Grades 4-8](#)

[Ontario Curriculum: Financial Literacy – Scope and Sequence of Expectations Grades 9-12](#)

[The Manitoba Department of Education, Citizenship and Youth Annual Report 20082009](#)

[The City \(British Columbia\)](#)

Canada Newswire article: [Bank of Canada's Debt Warning - The Ultimate Solution?](#)

Canadian Council on Learning article: [Money-wise: The growing importance of financial literacy in Canada](#)

Submitted by Zone 2/3

Initial Sponsoring Board: Edmonton Public Schools

4P/FGM12: Kindergarten programming

Kindergarten programming	Investment in early education is crucial to students reaching their full potential. The Alberta School Boards Association urges the province to mandate fully-funded half-time kindergarten programming and, for children at-risk, fully-funded full-time kindergarten programming to equalize their opportunity to reach their full potential.
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Background

There is an existing ASBA policy with respect to Education Finance which outlines ASBA support for early intervention with the provision of kindergarten for those children who by assessment have been identified at risk of not achieving their full potential. Section 6.1 in the *ASBA Governance Handbook* (lines 12-15) states:

Funding for up to full-time pre-kindergarten and 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.

Premier Redford has indicated that the Province will move to fund full-day kindergarten. However, neither the current half-time kindergarten nor proposed full-time kindergarten are a mandated part of the basic education program.

The proposed policy goes beyond the existing ASBA policy statement in that it

calls for mandated half-day kindergarten to give all children the benefit of a quality pre-school experience to help them reach their full potential. We know that research supports the provision of full-time kindergarten to assist children deprived due to economic factors, language barriers or other specific learning needs to initially equalize their learning opportunities. Dr. DaCosta's research suggests that there are groups of high needs children who better benefit from the full-time kindergarten experience than others. When dollars are limited, the priority for full-time kindergarten programming should be for those children who by assessment are identified as at risk of not achieving to the level of their potential.

Submitted by Zone 2/3

Initial Sponsoring Board: Edmonton Public Schools

5P/FGM12: Capital funding

Capital funding	Stable and predictable provincial capital funding should be provided to school boards to eradicate Alberta’s school infrastructure deficit for new facilities and modernizations, and to accommodate the predicted significant future growth of Alberta’s population in distinct communities.
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Background

As the sole funding authority and decision-maker of capital projects, Alberta Education should employ a transparent capital approval process that would see sustainable capital funds flow in alignment with Alberta Education’s existing capital planning priorities of:

1. Health and safety issues;
2. Student growth;
3. Programming needs;
4. Comprehensive modernization or additional non-instructional spaces;
5. Cost savings; and
6. Other school or community needs.

These priorities would be the main driver in the creation of a provincial educational

facility priority list that would be published in a ten-year Alberta school infrastructure plan. This plan would be updated annually to align with the school boards’ current capital plans and would allow for emergent issues to be addressed, while giving school boards a tool to use to develop student accommodation strategies.

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

6P/FGM12: Specialized needs of sexual minority students and employees

Specialized needs of sexual minority students and employees	Safe, inclusive, equitable, and welcoming learning and teaching environments for all members of the school community, including sexual orientation and gender minority students, employees and families should be established and maintained.
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Background

The Public Health Agency of Canada indicates “that experiences of discrimination, stigmatization, violence, and the associated negative mental health outcomes disproportionately impact the physical, emotional, and educational lives of sexual minority youth” (2010, p. 3).

The Suicide Prevention Resource Centre reports that sexual minority youth are 1.5 to 7 times more likely to attempt suicide than their heterosexual peers. Research at the University of Calgary found that gay male and bisexual youth in Alberta were 13.9 times more at risk for suicide attempts than their heterosexual peers. A 2007 study from the McCreary Centre in British Columbia also found that lesbian, gay, and bisexual youth, when compared to their heterosexual peers, were more likely to:

- have experienced physical and sexual abuse, harassment in school, and discrimination in the community;
- have run away from home once or more in the past year;
- be current smokers, tried alcohol, or used other drugs;
- report emotional stress, suicidal thoughts, and suicide attempts;
- participate less frequently in sports and physical activity, and report higher levels of computer usage/time; and

- feel less cared about by parents and less connected to their families (Wells, 2009).

A recent survey from the Canadian Centre for Justice Statistics revealed that gay, lesbian, and bisexual adults experienced higher rates of violent victimization including sexual assault, robbery, and physical assault and rates of discrimination three times higher than heterosexuals. Statistics Canada found that the majority of hate crimes involve young people (under the age of 25), both as the perpetrators and victims of hate crimes. Only one in ten hate crimes are ever reported to authorities.

Sexual minority youth often encounter multiple risk factors, have fewer protective factors (such as a sense of connectedness to school and family), and experience more bullying, harassment, alienation, suicide ideation, and substance abuse than do their heterosexual peers. Over a decade of research evidence identifies educational institutions’ legal, ethical, and professional responsibility to respond appropriately to the urgent health, safety, and educational needs of sexual minority youth (Wells, 2009).

In 2008, in an effort to address these risk factors, the Alberta government became

the first government in Canada to name homophobic bullying as an educational concern and to create print and web-based resources to assist students, parents, coaches, and teachers in creating safe, inclusive, and welcoming environments for students who are, or who are perceived to be, lesbian, gay, bisexual, trans-identified, or two-spirited (LGBTT).

In Alberta, all publicly funded school districts have a legally mandated responsibility to provide discrimination-free educational environments. This positive duty includes a proactive, rather than reactive strategy when responding to incidents of bullying, harassment, and discrimination against sexual minority students. Courts have indicated that school districts should work proactively to address a pervasive school-wide culture of homophobia, transphobia, and heterosexism. This “proactive duty” suggests that specific LGBTT-inclusive policies ought to be developed, supporting programs and services established, professional development and in-service opportunities provided, and appropriate financial and human resources assigned to ensure that these efforts are effective and meaningfully communicated to all members of the school community.

Contemporary research demonstrates that vulnerable minority groups have needs and concerns that are seldom effectively addressed by broad “catch all” policies. For example, many school boards now have specific Aboriginal and multiculturalism policies to reflect the changing needs and diverse realities of their communities. A specific LGBTT policy and accompanying regulations help

provide teachers and administrators with the necessary knowledge, strategies, and resources to create safe, caring, equitable, and inclusive learning environments for sexual minority students and employees. In addition, these policies support heterosexual students who may come from same-sex parented families. The development of specific policy and regulations creates recommended actions and outcomes from which progress can be measured and evaluated: important benchmarks from which to gauge a district’s progress in creating safe, equitable, and inclusive learning environments for all students and employees regardless of their actual or perceived differences.

Found in the *ASBA Governance Handbook*, relevant ASBA policy includes:

Section 4-2, lines 13-14

ASBA believes the K-12 curriculum should reflect a strong human rights emphasis.

Section 5-1, lines 21-22

The ASBA supports a vision for public education, which is founded on the commitment to “educate all children well”.

Section 17-1, lines 14-15

ASBA supports a comprehensive approach to health and learning in schools and school systems.

Existing Policy and Legislative Framework

Alberta School Act – Section 45(8)

“A Board shall ensure that each student enrolled in a school operated by the board is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviours.”

Canadian Charter of Rights and Freedoms

15. (1) Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

(The Supreme Court of Canada has considered sexual orientation to be analogous grounds of protection to the other characteristics listed in Section 15 of the Charter.)

Alberta Human Rights Act

WHEREAS it is recognized in Alberta as a fundamental principle and as a matter of public policy that all persons are equal in: dignity, rights and responsibilities without regard to race, religious beliefs, colour, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation.

Pending Bill 3: The Education Act

Section 33: Welcoming, caring, respectful, and safe environment.

- Boards will be required to develop policies respecting their obligation to create a welcoming, caring, respectful and safe learning environment – which addresses all forms of bullying.

Section 35: National Bullying Awareness Week

- The Act identifies the third week in November in each year as Bullying Awareness and Prevention Week to promote awareness and understanding of bullying and its consequences in the school community.

References

Public Health Agency of Canada. (2010). *Questions & Answers: Sexual orientation in schools*. Author: Ottawa, ON. ISBN: 978-1-100-15119-9

Wells, K. (2009). *Research exploring the health, wellness, and safety concerns of sexual minority youth*. Canadian Journal of Human Sexuality [SIECCAN Newsletter], 43(1-2), 221-229.

Submitted by Zone 2/3

Initial Sponsoring Board: Edmonton Public Schools

7A/FGM12: Student transportation system review

<p>Student transportation system review</p>	<p>That current ASBA policy found in section 18-1, lines 4-5, which states:</p> <p><i>Transportation Funding should be the subject of an independent review</i></p> <p>be amended to read:</p> <p><i>The provincial government should undertake a comprehensive review of the student transportation system to ensure that all boards are fairly and equitably funded for student transportation.</i></p>
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Background

Found in the *ASBA Governance Handbook*, current ASBA transportation policies state in part:

Section 18-1, lines 1-2

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

Section 18-1, lines 4-5

Transportation funding should be the subject of an independent review.

Section 18-1, lines 20-22

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

The resources available for student transportation funding continue to challenge all boards. The following are some observations regarding challenges of rural transportation:

- The current rural transportation funding model was instituted in the late 1990's and was based on the distance from the student's residence to their designated school. The calculation also includes a density of population factor. Prior to that, funding was based on the number

of bus routes required to serve each attendance area.

Over the years, as population shifted away from the rural areas, rural attendance areas became more sparsely populated. Although the province increased the density support, it is insufficient to address the sparse population. To address the situation, boards designed single-busing systems – systems whereby all students residing in an attendance area, regardless of grade, were transported to the school in the attendance area. From there, senior and/or junior high students are express-bussed into the town. The express bus must leave early enough from the rural school in order to reach the town schools, resulting in long days for the students in the rural school. To address the long day, affected rural schools take up to 23 additional days off per year.

The issues of moving from a double-busing (a system whereby buses transport students to their designated school independently – separate routes to the rural and town school) to a single-busing system include the following:

- Earlier pick-up and later drop-off times for students – in some instances, students are being picked up at 7:00 a.m. and dropped off at close to 5:00 p.m.
- Long instructional days for students at the rural schools with the alternate calendars – for example 8:15 a.m. – 4:00 p.m., resulting in fewer instructional days for students

The above issues result in a transportation system that has the potential to negatively impact the quality of instruction that a jurisdiction can offer its students, thereby disadvantaging them.

- Rural ECS special needs students are currently funded at either the ECS Special Transportation Rate or the Parent-provided ECS Transportation Rate. For 2011-2012, the Parent-provided ECS rate (for all children including those with a disability) is \$538. The ECS Special (per round trip/child with a disability/delay - max. of 185 trips) is \$15.44.

The maximum ECS Special Transportation funding is \$2,856.40 for 185 trips, however, the Special Transportation (per eligible funded student with a disability) is \$5,714. This means that a very severe ECS student could attend as often an older severely disabled student but receive only half as much funding even though the transportation expenses could be equivalent.

The difficulties with parent transportation can be seen through an

example. Assume a child lives 15 km from a school (although many children live much farther away) and attends 3 days a week. Even if the child is sick some days, they will probably attend at least 90 days (although for some children it could be up to 185) during the year. The parent must drive them to the school and then drive themselves home while the child is in school. This process is then repeated at the end of the day. This would mean 60 km a day. Most public institutions in Alberta now assume it costs at least 50 cents a km to operate a vehicle.

$60 \text{ km} \times \$0.50 \times 90 \text{ days} = \$2700 - \$538 \text{ (parent provided transportation)} = \$2162 \text{ unfunded expenses}$

These unfunded expenses would then either be the responsibility of the parent or the Board. It could be argued that ECS is by parent choice, however, research suggests that the most effective time to intervene is when children are younger. Parents of children with disabilities should be encouraged and enabled to obtain early intervention.

Research also suggests that it costs more to achieve the same results when children are older. Even from a strictly financial viewpoint, enabling early intervention means that the public costs are reduced.

In rural settings there are no public transportation options that would provide a more economical alternative for parents. Many marginalized families are unable to absorb additional transportation costs into their family

budgets. Ironically, these are families who are often most in need of support for their children and for whom early enrichment will have the most profound effects.

While Alberta Education acknowledges the research and importance of early intervention, transportation funding has not been revised to reflect this reality.

This causes difficulties, particularly in rural Alberta.

A comprehensive review will enable the province to ensure the funding model sufficiently funds student transportation effectively and equitably.

Submitted by Zone 2/3
Initial Sponsoring Board: Pembina Hills Regional
Division No. 7

8P/FGM12: Board access to local education tax for facilities

Board access to local education tax for facilities	The Government of Alberta should enable school boards to access an amount of the local education tax equivalent to 2% of the replacement value of its facilities.
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Background

The following excerpts are from section 7 (Facilities) of the *ASBA Governance Handbook*:

Funding Model (section 7-1, lines 1-6)

The provincial government should provide funding for capital projects based upon a funding model which gives school boards annual, sustained funding for capital projects required to meet the needs of a growing and/or changing population as well as aging education infrastructure.

Capacity and Resourcing (section 7-1, lines 8-14)

The provincial government should provide increased capital funding. 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.

Infrastructure Preservation Funding (section 7-3, lines 10-14)

The provincial government should provide preservation funding to school boards that is equivalent to the industry standard of two percent per year of school facility replacement costs and that this amount be above and beyond funding for major modernizations.

Approval Process for School Construction (section 7-5, lines 24-28)

The approval process for school construction, specifically the contractor prequalification process and the low bid requirement, should be reviewed to ensure the successful and timely completion of school construction contracts.

Currently there is inadequate funding in place to allow local school jurisdictions to meet their infrastructure needs, whether that is for new capital construction or the maintenance or modernization of existing school facilities.

In the *Schools for Tomorrow – A Comprehensive 5-Year Plan* published by Alberta Education in November of 2006, it was recommended: that 2% of school facility replacement value be made available for IMR funding in order to properly maintain school facilities. The 2% of an asset's replacement cost for preservation and maintenance annually is a common private sector benchmark.

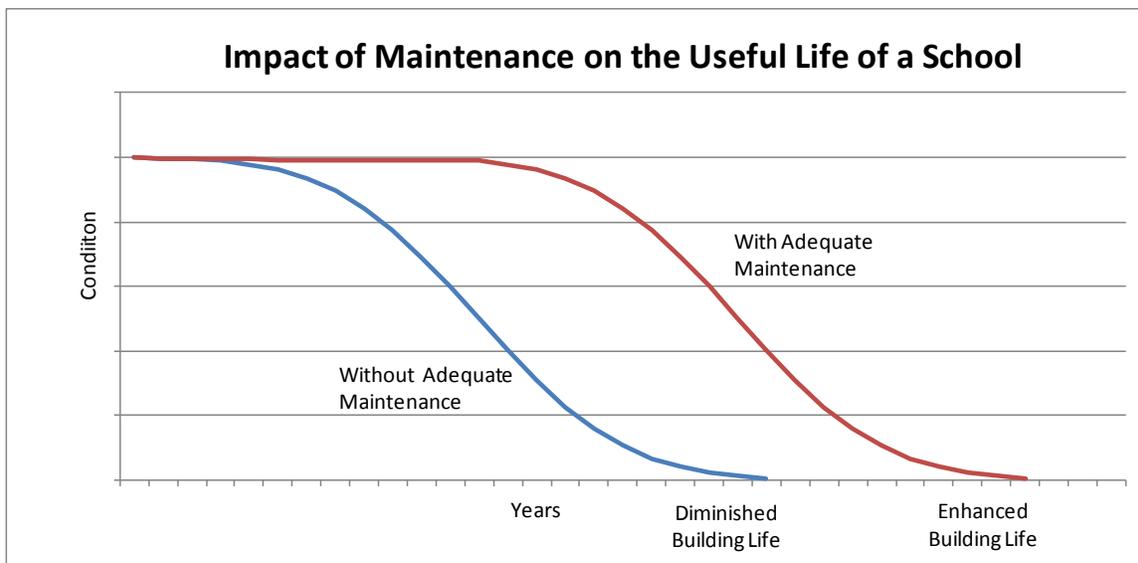
The need for increased funding for maintaining infrastructure is reiterated in Alberta's 20-Year Strategic Capital Plan. The report states "...it is also important to consider the current value of today's infrastructure and the investment that may be needed in the future to preserve that investment and maintain the quality of buildings, roads, highways and facilities." and "This means assessing the current condition of the infrastructure in each functional area and determining an appropriate investment in maintenance and renewal over time so that the infrastructure in place today can remain in good working condition." One of the objectives of that plan relating to school facilities was to "Expand our investment in capital maintenance and renewal to maintain the quality of Alberta's schools".

In addition, the Province’s 2012-15 Fiscal Plan – which is outlined in the 2012 Provincial Budget – speaks to the importance of infrastructure investments in schools and learning facilities in securing Alberta’s economic future. The concept of providing sustainable funding for school infrastructure also fits with the stated objective of the most recent Education Minister, who expressed a desire to seek an alternative to the current model for funding infrastructure which lacks transparency and is subject to the peaks and valleys of the provincial revenue stream.

It was reported in Alberta’s 20-Year Strategic Capital Plan that, as of 2006/07, the replacement value of schools was valued at \$16.5 billion. Taking into consideration construction cost increases and the construction of additional schools since then, it is estimated that the current replacement value of schools is in the order of \$20 billion. The funding required

to maintain school infrastructure utilizing 2% of an asset’s replacement cost would be \$400 million per year. This assumes that there is no backlog of deferred maintenance, which we know is not the case, as it was estimated to be in the order of \$1.4 billion in 2006, and has only increased since that time.

What happens if adequate funding is not available? Buildings require maintenance in order to achieve their full life-spans. For a school that has been well maintained, the building can be expected to last its full predicted service life. Although building conditions deteriorate over time as a result of a variety of factors, the speed at which this occurs can be controlled through the amount of maintenance undertaken. The following figure illustrates the potential impact of maintenance on the useful life of a school.



Inadequate funding for maintenance results in the diminished life of infrastructure and ultimately an increase in the life-cycle costs associated with school facilities. Providing the proper level of maintenance lowers the life-cycle cost and extends the life of the asset – both of which make good business sense.

Since 1995 the provincial government has established the Education Tax Rate, which is part of the overall property tax levy, without input from local school boards. During that period, the provincial government has continually decreased the educational tax mill rate to the extent that the portion of the educational tax is on average only 35% of what it would have

been had the 1995 education tax mill rate been maintained. In addition, since 1995, all monies collected as part of the education tax has gone directly to the provincial government. Local school boards have not had access to any of the education tax dollars generated in the municipality. The education tax for Alberta in 2012 was \$1.66 billion. The \$400 million required to fund two percent of the replacement cost of school facilities would account for 24% of the education tax for the province.

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

Proposed emergent issues

9EM/FGM12: Alberta Initiative for School Improvement (AISI)

Alberta Initiative for School Improvement (AISI)	The Alberta School Boards Association reaffirms its support of the Alberta Initiative for School Improvement (AISI).
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Background

According to Alberta Education, AISI is a bold approach to supporting the improvement of student learning and performance by encouraging teachers, parents, and the community to work collaboratively to introduce innovative and creative initiatives based upon local needs and circumstances. The goal of this initiative is to improve student learning through initiatives that enhance student engagement and performance and reflect the unique needs and circumstances of each school authority.

The Inspiring Education Transformation Agenda needs AISI.

Now more than ever AISI dollars are essential in providing support for Inspiring Education's Transformation Agenda. It provides the framework for change.

AISI provides essential support, based on research, for:

- Innovation
- Collaboration
- Capacity building
- Capacity building for leadership (Cycle 5 requires a researcher)

Factors which contribute to the emergent nature of this submission include a forecasted provincial deficit, coupled with previous cuts to AISI funding in 2011.

Relevant ASBA Policy regarding AISI is in the *ASBA Governance Handbook* under Education Finance, section 6-1, lines 18-23:

Funding

Targeted Funding

Targeted operational funding should be minimized.

Continued but increased targeted funding is supported for:

- ♦ *Alberta Initiative for School Improvement (AISI) funding.*

Sponsor: Livingstone Range School Division
No. 68

10EM/FGM12: Infrastructure plan

<p>Infrastructure plan</p>	<p>WHEREAS the Alberta government has not announced new capital projects since May 2011 for new schools and modernizations for school districts AND</p> <p>WHEREAS the Alberta government has undersupplied to the need identified by school district of students modular spaces for at least two years, AND</p> <p>WHEREAS the Alberta government has continued to not plan for or budgeted for appropriate classroom spaces effective for student learning,</p> <p>The Alberta government should immediately create, communicate, and implement a plan that will meet the very real school facility needs of school districts to the satisfaction of community-elected school board trustees, and further, to include this implementation in the government’s budget process. The Alberta government should ensure there are sufficient and appropriate classroom spaces in all school districts, a responsibility held by the Alberta government towards students, parents and communities.</p>
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Background

In recent years, we submit that the government has not upheld their mandate and responsibilities to ensure adequate and appropriate classroom spaces for students. School infrastructure projects such as modernizations and new schools are behind the needs of school districts and students. Further, it is a continuous concern that school spaces are not planned for in the fiscal budget of Alberta. This is causing significant issues for all school districts concerning the need to maintain infrastructure standards, and a particular challenge for growing school districts that must rely on the Alberta government’s unclear commitment for student spaces.

School districts are no longer able to enact taxation in an effective way to meet local community needs for facilities. As

such, the Alberta government has the right and mandate to collect taxes for school buildings, and must be held accountable when not fulfilling the promise of ensuring adequate and appropriate classroom spaces.

Recently, the government announced that, for the second year in a row, school districts will only be provided approximately 40 modular classrooms. Based on the significant modular needs that were identified last year by school districts that went unfilled and the expected further needs that will exist for 2013-2014, school districts are faced with barriers to meeting the needs for students. We feel the Alberta government’s actions of defining the number of classroom spaces to provide rather than the actual and real need of children impacts the ability for students to be successful.

Overcrowded classrooms are not the answer toward cost savings.

Of further concern is the continued delay of the Alberta government in announcing the full and future planning for new and modernized schools needed for students. The last capital announcement was May 2011. This lack of information and direction, including lack of transparency and lack of trust in the system, is not creating the best education opportunities possible.

We submit this as an emergent need on the basis of lack of communication to address these needs and the crisis some districts are facing to address lack of classroom spaces. The issue is timely and reflects the government lack of support

and lack of clarity on capital planning for modernizations, new school buildings, and new modular spaces. It has been recently confirmed by an announcement in October 2012 that only 40 more modular classroom spaces will be available next year. We need to address the issue of capital planning and commitments immediately.

Sponsor: Grande Prairie Public School District
No. 2357

Appendix A: Membership fees and student enrollments

September 1, 2012 to August 31, 2013

Zone	Jurisdiction	Total Students*	Membership Fees
23	Aspen View Regional Division #19	3,048	\$26,737
4	Battle River Regional Division #31	6,370	\$45,408
23	Black Gold Regional Division #18	8,957	\$56,807
23	Buffalo Trail PS Regional Division #28	4,353	\$35,279
5	Calgary RCSSD #1	46,884	\$145,159
5	Calgary Board of Education	103,576	\$230,851
5	Canadian Rockies R. D. #12	2,023	\$20,255
4	Chinook's Edge School Division #73	10,829	\$65,704
5	Christ the Redeemer Catholic S.R.D. #3	8,438	\$52,522
4	Clearview School Division #71	2,456	\$23,837
23	East Central Alberta CSSRD #16	2,562	\$24,867
23	E. Central Francophone Ed. Region #3	690	\$11,525
23	Edmonton Catholic Separate School District #7	34,339	\$118,889
23	Edmonton School District #7	81,307	\$198,562
23	Elk Island Catholic Separate RD #41	5,485	\$40,442
23	Elk Island Public Schools R. D. #14	16,204	\$81,199
23	Evergreen CSRD #2	3,634	\$30,638
5	Foothills School Division #38	7,430	\$49,164
23	Fort McMurray RCSSD #32	4,801	\$35,250
23	Fort McMurray Public School District #2833	5,409	\$38,839
1	Fort Vermilion School Division #52	3,297	\$28,811
5	Golden Hills School Division #75	6,281	\$44,857
1	Grande Prairie RCSSD #28	3,756	\$31,726
1	Grande Prairie Public School District #2357	7,079	\$46,308
23	Grande Yellowhead Public School Division #77	4,828	\$37,237
6	Grasslands Regional Division #6	3,512	\$29,471
23	Greater N. Central Francophone Ed. Region #2	2,638	\$23,453
23	Greater St. Albert RCSSD #734	6,288	\$44,799
5	Gr. Southern Francophone Public Ed. Region No. 4	1,409	\$15,477
5	Gr. Southern Franc. Separate Catholic Ed. Region No. 4	905	\$12,627
1	High Prairie School Division #48	3,274	\$28,100
1	Holy Family Catholic Regional Division #37	2,236	\$21,741
6	Holy Spirit RCSR #4	4,495	\$35,888
6	Horizon School Division #67	3,584	\$30,341

Appendix A: membership fees and student enrollments

September 1, 2012 to August 31, 2013

Zone	Jurisdiction	Total Students*	Membership Fees
23	Lakeland RCSSD #150	1,940	\$20,274
6	Lethbridge School District #51	8,605	\$56,905
23	Living Waters CRD #42	1,684	\$18,563
6	Livingstone Range School Div. #68	3,728	\$32,244
23	Lloydminster Public S. D. #99	2,349	\$23,012
23	Lloydminster RCSSD #89	1,581	\$17,871
6	Medicine Hat CSRD #20	2,667	\$25,139
6	Medicine Hat School District #76	6,706	\$47,487
23	Northern Gateway Regional Division #10	5,123	\$39,638
23	Northern Lights School Division #69	5,695	\$42,473
1	Northland School Division #61	2,823	\$26,188
1	Northwest Francophone Ed. Region #1	420	\$9,852
6	Palliser Regional Division #26	6,624	\$47,077
23	Parkland School Division #70	9,450	\$61,093
1	Peace River School Division #10	3,238	\$28,963
1	Peace Wapiti School Division #76	5,517	\$41,587
23	Pembina Hills Regional Division #7	6,418	\$46,058
5	Prairie Land Regional Division #25	1,483	\$17,217
6	Prairie Rose School Division #8	3,557	\$31,098
4	Red Deer Catholic Regional Division #39	7,080	\$49,339
4	Red Deer Public Schools	9,875	\$63,198
5	Rocky View School Division #41	17,943	\$87,003
23	St. Albert Public School District No. 5565	6,619	\$47,055
23	St. Paul Education Regional Division #1	4,000	\$34,066
23	St. Thomas Aquinas RCSR D #38	2,999	\$27,364
23	Sturgeon School Division #24	4,381	\$35,956
6	Westwind School Division #74	4,306	\$35,584
4	Wetaskiwin Regional Division #11	3,850	\$33,062
4	Wild Rose School Division #66	5,057	\$39,311
4	Wolf Creek School Division #72	7,184	\$49,852
23	Yellowknife Education District #1	1,868	\$19,791
23	Yellowknife Catholic Schools	1,314	\$16,086
	Totals	568,461	\$2,933,178

*Note: Student totals were compiled from a report on Student Population for the 2011/2012 school year published by Alberta Education. Student registration information is as of Jan 28, 2012. These will be updated with the most current available information as per bylaw #10..

Appendix B: Disposition of motions



2012 FALL GENERAL MEETING

Motion No.	Motion Title	Page	Carried (✓)	Defeated (✓)	Other: Amended, Postponed Referred, Withdrawn, etc.
UNFINISHED BUSINESS AND GENERAL ORDERS					
1A/FGM12	Teacher bargaining (postponed from FGM 2011)	13			
POLICY PROPOSED BY ASBA BOARD OF DIRECTORS					
2P/FGM12	Optimal learning environments	17			
PROPOSED POLICY POSITIONS					
3P/FGM12	Financial literacy	18			
4P/FGM12	Kindergarten programming	20			
5P/FGM12	Capital funding	21			
6P/FGM12	Specialized needs of sexual minority students and employees	22			
7A/FGM12	Student transportation system review	25			
8P/FGM12	Board access to local education tax for facilities	28			
PROPOSED EMERGENT ISSUES					
9EM/FGM12	<i>Alberta Initiative for Student Improvement (AIS)</i>	31			
10EM/FGM12	Infrastructure plan	32			

APPENDIX C: ASBA POLICY PROCESS TIMELINE

