

# Issues, Budget and Bylaws Bulletin 2010

## Addendum

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Please bring this addendum, along with the *Bulletin* to the business session of the Spring General Meeting on June 7, 2010 at the Capri Center, Red Deer, Alberta.

# Association Memberships

## 7P/SGM10: Canadian School Boards Association (CSBA)

That the Association policy on the Canadian School Boards Association (CSBA) on page 2-1 of the *ASBA Governance Handbook* be deleted.

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### **Background:**

Currently, the ASBA policy on membership in the Canadian School Boards Association (CSBA), found on page 2-1 of the *ASBA Governance Handbook*, states:

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

Attendance at CSBA events, and ensuring relevant communication about CSBA activity to ASBA school boards are specified in the following Board of Directors Governance Policies:

#### Board of Directors Governance Policy 3 – Role of the Director

6. Attend CSBA Congress as follows:
  - 6.1 In even-numbered years Directors from Edmonton Public, Calgary Catholic, Zone 2/3 (2), Zone 4 and Zone 6 will attend.
  - 6.2 In odd-numbered years Directors from Edmonton Catholic, Calgary Public, Zone 1, Zone 2/3 (1) and Zone 5 will attend.

12. Provide a written Zone or Metro Board report for each Board of Directors meeting.

#### Board of Directors Governance Policy 5 – Role of the President

12. Serve as Alberta's representative to the Canadian School Boards Association (CSBA) Board of Directors.
  - 12.1 Attend annually the general meeting of the CSBA.
  - 12.2 Act as a communication link between the CSBA Board of Directors and the ASBA Board of Directors.

#### Board of Directors Governance Policy 6 – Role of the Vice-President

7. Attend the Canadian School Boards Association (CSBA) Annual Meeting.

In addition, the Board of Directors considers membership in national education associations (e.g. CSBA, NSBA) in context of current provincial and national situations, the Association's annual budget, value of services provided, etc.

# Association Operations

## 8P/SGM10: Membership Fees

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That the Association policy on membership fees on page 3-1 of the *ASBA Governance Handbook* be deleted.

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### **Background:**

Currently, the ASBA policy on interest on unpaid membership fees, found on page 3-1 of the *ASBA Governance Handbook*, states:

Interest on unpaid membership fees shall be determined annually as part of the budget approval process.

Practice is that interest on unpaid membership fees is established as part of the annual budget process. Establishment of this rate is only one of the many factors considered in the budget process by administration, the Board of Directors and the membership. This statement does not reflect a belief but rather the articulation of a small part of a multi-step process that is the development and approval of the Association's budget.

In recent history, there has not been occasion to charge such interest as there have been no outstanding membership fee payments.

# Curriculum

## 9P/SGM10: Curriculum Content - Applied Math

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That the Association policy on curriculum content - applied math on page 5-2 of the *ASBA Governance Handbook* be amended as indicated in the proposed amendment appended hereto.

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### Background:

Over the next few years, the high school math curriculum will undergo metamorphosis, such that reference to pure and applied math will no longer be relevant. It would seem that the intent of this policy – to ensure knowledge content of prerequisite courses for post-secondary admission is actually required in first year courses – applies to all subject areas.

### CURRENT

<b>Curriculum Content - Applied Math</b>	Alberta Education should permanently fund school districts to offer Transitions 101 as a part of the school offerings.	
	Post-secondary institutions should modify entry requirements regarding Applied Math 30 by using Pure Math 30 as an entry requirement only when the knowledge content of Pure Math 30 is prerequisite to the knowledge content of their first year math courses.	30
	Alberta Education and Advanced Education should contract an independent review of the math content requirements of post-secondary entry-level math courses in relationship to the content of Pure Math 30 and Applied Math 30.	35 40

### PROPOSED

<b>Admission to Post-Secondary Institutions</b>	Alberta Education, Alberta Advanced Education and post-secondary institutions should collaborate to establish appropriate entrance requirements for students. Such entrance requirements should only require more advanced courses and course sequences when the knowledge content of such courses/course sequences is a prerequisite to the knowledge content of first year courses.
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# Electronic Meetings

## **10P/SGM10: School Act Amendment to Provide for Electronic Board Meeting Attendance**

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That the Association policy requesting a School Act amendment to provide for electronic board meeting attendance on pages 8-1 and 12-1 of the *ASBA Governance Handbook* be deleted.

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### **Background:**

Currently, the ASBA policy requesting a School Act amendment to provide for electronic board meeting attendance, found on pages 8-1 and 12-1 of the *ASBA Governance Handbook*, states:

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

The ability to conduct electronic meetings was granted to school boards with the passage of the Miscellaneous Statutes Amendment Act, 2009, chapter 48, which states, in part:

School Act  
Amends RSA 2000 cS-3

7(1) The School Act is amended in section 71 by adding the following after subsection (4):

(5) A trustee may participate in a meeting of the board by electronic means or other communication facilities if the electronic means or other communication facilities enable the trustees participating in the meeting and members of the public attending the meeting to hear each other.

(6) Trustees participating in a meeting of the board by electronic means or other communication facilities are deemed to be present at the meeting.

(2) This section applies to meetings of a board held on or after the day this section comes into force.

# Facilities

## 11P/SGM10: Small Schools by Necessity

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That the Association policy on small schools by necessity on page 9-3 of the *ASBA Governance Handbook* be amended as indicated in the proposed amendment appended hereto.

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### Background:

The second paragraph of this policy essentially defines small schools by necessity. The removal of reference to 'rural' is intended to reflect that small schools by necessity also may be located in urban or metro areas.

### CURRENT

#### Small Schools by Necessity

In some circumstances school closures are necessary, however where this is not feasible, special small schools by necessity funding should be provided.

Since such rural schools, strategically located in their communities, are an important component of the social infrastructure that is necessary to achieve economic diversification; spur growth in Alberta's agriculture industry; and improve the quality of life in rural Alberta. 40

The provincial government should exclude small schools by necessity operated by boards from calculations used to determine school system utilization. 45

### PROPOSED

#### Small Schools by Necessity

In some circumstances school closures are necessary, however where this is not feasible, special small schools by necessity funding should be provided.

~~Small schools by necessity~~ ~~Since such rural schools, strategically located in their communities,~~ are an important component of the social infrastructure that is necessary to achieve economic diversification; spur growth in Alberta's agriculture industry; and improve the quality of life in ~~rural~~ Alberta.

The provincial government should exclude small schools by necessity operated by boards from calculations used to determine school system utilization.



# Programs

## 13P/SGM10: Program Enhancement

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That the Association policy on program enhancement on page 14-1 of the *ASBA Governance Handbook* be amended as indicated in the proposed amendment appended hereto.

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### Background:

Elimination of the reference to the Minister's Advisory Committee on Small School Programming is proposed as this committee is no longer in place.

### CURRENT

<b>Program Enhancement</b>	The Alberta School Boards Association shall use its membership positions on the Minister's Advisory Committee on Small School Programming and related committees to collaborate with education stakeholders and Alberta Education on ways to improve methodologies for delivering programs to students in rural schools.	15 20
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### PROPOSED

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

## **14P/SGM10: Prohibition of Tobacco Products**

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That the Association policy on the prohibition of tobacco products on page 19-1 of the *ASBA Governance Handbook* be deleted.

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### **Background:**

Currently, the ASBA policy position on the prohibition of tobacco products, found on page 19-1 of the *ASBA Governance Handbook*, states:

Persons under the age of 18 should be prohibited from using and possessing tobacco products in a public place.

This prohibition is now contained in provincial legislation. The Prevention of Youth Tobacco Use Act RSA 2000, Chapter P-22 states, in part, that no person under the age of 18 years may possess, or smoke or otherwise consume tobacco products in a public place (1999 cP-14.7 s2).

# Students

## **15P/SGM10: Pedestrian Student Safety**

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That the Association policy on pedestrian student safety on page 19-1 of the *ASBA Governance Handbook* be deleted.

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### **Background:**

Currently, the ASBA policy position on pedestrian student safety, found on page 19-1 of the *ASBA Governance Handbook*, states:

A collaborative approach among all levels of government should be employed to deal with the reality of increased traffic flow on highways in Alberta as it impacts the safety of pedestrian students crossing major highways.

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.

Alberta Transportation is working on standardizing across the province the start and end times for school and playground zones. As part of this work, Alberta Transportation held stakeholder consultations in November and December with parent school councils, school boards, municipalities, and police forces.

The consultations presented stakeholders with the following proposed changes:

- ◆ School zones on school days would be 7:30 a.m. to 4:00 p.m. in the Use of Highway and Rules of the Road Regulation. Currently school zones have three start and end times on school days (8:00 a.m. to 9:30 a.m.; 11:30 a.m. to 1:30 p.m.; and 3:00 p.m. to 4:30 p.m.).
- ◆ Playground zones on all days would be 7:30 a.m. to 9:00 p.m. in the Use of Highway and Rules of the Road Regulation. Playground zones are currently in effect daily from 8:30 a.m. to one hour after sunset.
- ◆ Road authorities, including Alberta Transportation and municipalities, would adopt the national standards for signage of school and playground zones and areas in Alberta.
- ◆ There are no proposed changes to the speed limit in school and playground zones. The speed limit will remain at 30 kilometers per hour.

It is anticipated that these changes could be implemented as soon as Fall 2010.

# Personnel and Employee Relations

## 16P/SGM10: Education Profession

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That the last bullet in the Association policy on the education profession on pages 13-1 and 13-2 of the *ASBA Governance Handbook* be reaffirmed.

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### **Background:**

The last bullet of the ASBA policy position on the education profession, found on pages 13-1 and 13-2 of the *ASBA Governance Handbook*, states:

The Education Profession should:

- ♦ Totally separate its bargaining function from its professional function.

This policy position was last revised in 2001. In 2003, the Learning Commission provided the following recommendation and associated rationale with respect to separating the ATA's professional and bargaining functions:

81 ...Maintain a single Alberta Teachers' Association with responsibilities for both professional development and collective bargaining.

The Learning Commission's rationale:

Among professions that bargain collectively with employers, the combined model of the ATA is quite unique. Doctors, nurses, and pharmacists all have separate organizations to handle professional responsibilities and matters related to collective bargaining and working conditions. Across the country, provinces such as British Columbia and Ontario have separate organizations for professional and union-related responsibilities of teachers. Following the labour dispute in 2002, there has been renewed discussion about splitting the ATA into two organizations - one for professional responsibilities and one for collective bargaining. On the one hand, this is consistent with the model used for other professions. It addresses concerns that a single organization cannot adequately address both aspects and, as a result, professional development activities take a back seat to union-related matters. On the other hand, arguments have been made that maintaining both functions in a single organization provides a good balance between professional and union-related functions.

The Commission's view is that, while a case can be made for splitting the association based on successful models for other professions, on balance, there are not sufficient reasons for recommending that the organization be split.

The ASBA membership adopted the following position with respect to the Learning Commission Report in 2003:

The Learning Commission Report, when taken as a whole, is good for Alberta students.

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

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

Reconsideration of the Association policy position that the ATA separate its bargaining function from its professional function is therefore proposed.

Currently, the ASBA policy position on the education profession on pages 13-1 and 13-2 of the *ASBA Governance Handbook* states:

<b>Education Profession</b>	Membership in the Education Profession should include all those whose employment requires them to hold a valid teaching certificate and those who qualify for and choose to maintain membership.	10
	The Education Profession should include the activities of all educators who practice in the field of education.	15
	The public and student interest, rather than the interest of the Education Profession, should be served first and foremost in the determination of educational matters. This interest would be served by:	20
	♦ setting of standards and requirements for academic preparation programs leading to entry into the profession;	
	♦ discriminating selection of those admitted to academic preparation programs with such selection intended to supply the qualified practitioners required;	25
	♦ setting of certification requirements for beginning practitioners;	30
	♦ registration of all persons eligible to practice;	
	♦ requiring continuous professional development of practitioners in service;	35
	♦ implementing periodic review of practice to maintain continuing certification; and	40
	♦ ensuring discipline and decertification procedures for practitioners.	
	The employers of those in the Education Profession should have the authority to establish policy governing employee performance. School boards should have all the same corrective disciplinary measures available to them to use with teachers as they have available to use with other employees that are covered by the Alberta Labour Relations Code.	45
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The Education Profession should:	1
♦ Provide for a clear means of protecting the public from those persons not qualified to engage in the field of educational practice.	5
♦ Establish a Code of Ethics that will address the public and student interests, protect the interests of the client, and be approved by the Lieutenant Governor in Council.	10
♦ Ensure that both practitioners and non-practitioners have the same rights in regard to laying complaints against practitioners.	15
♦ Provide for a full appeal procedure in all discipline and de-certification matters.	20
♦ Totally separate its bargaining function from its professional function.	20