

ASBA Governance Handbook

December 2011

This Governance Handbook contains the following source documents: the ASBA Act, the Association's bylaws, foundation statements (vision, mission, mandate, and guiding principles), Association policies that have been adopted by the membership, and ASBA Board of Directors' governance policies adopted by the Board of Directors. These documents provide the authority for decision-making within the ASBA.



Addendums to the Alberta School Boards Association *Governance Handbook* are published twice each calendar year following action taken by member boards at the Alberta School Boards Association's General Meetings, or as required.

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This *Governance Handbook* is also available on the ASBA website at www.asba.ab.ca

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Overview of ASBA Governance Authority

ASBA ACT

The ASBA exists by authority of an act of the legislature known as the *ASBA Act*.

Part of the authority vested in the Government of Alberta has been delegated through this act to an association known as the Alberta School Boards Association.

The *ASBA Act* empowers the association to set bylaws in a general meeting respecting the following:

- a. the election of the executive and officers of the association;
- b. the formation, regulation, management and dissolution of zones and other sections or divisions of the association, and providing for the delegation to them of any powers it thinks fit, including the power to pass bylaws and rules for the management and regulation of their own business;
- c. the management of property and affairs of the association;
- d. the internal organization and administration of the association;
- e. the maintenance of the association;
- f. the fixing of annual and other fees payable by the members of the association;
- g. the time, place and conduct of the annual and other meetings of the association;
- h. any other matters that it considers necessary or convenient for:
 - (i) the management of the association
 - (ii) the promotion of its welfare and the conduct of its business;
- i. the date of commencement of the financial year of the association.

ASBA BYLAWS: GENERAL MEMBERSHIP DECISION-MAKING AUTHORITY

The ASBA bylaws, set by the membership, currently stipulate that some decisions can only be made at a general meeting. These include:

- a. Elect the president and the vice-president
- b. Set the association's annual budget
- c. Assess membership fees
- d. Amend bylaws and request amendments to the constitution
- e. Establish association policy positions

BOARD OF DIRECTORS' DECISION-MAKING AUTHORITY

Since general meetings occur only twice per year, the ASBA membership empowers the board of directors, through bylaws, to make decisions in specific areas.

Bylaw 7 provides that the business and affairs of the association are under the direction and control of the board of directors. This bylaw further contains a broad delegation of authority, which allows the board of directors to exercise all powers of the association save those which are required to be exercised by the association at a general meeting, as noted previously.

The bylaw further notes that, without limiting the generality of this broad delegation provision, the board of directors:

- a. Shall appoint an executive director as chief executive officer of the association, establish his term of employment and salary, prescribe his duties, and monitor and evaluate his performance;
- b. May delegate any or all of its powers to the executive director, executive committee of the association, or a committee appointed by it;
- c. May appoint either from its own members or others such special committees as it may from time to time deem advisable and prescribe their duties and functions;
- d. Shall pay the reasonable out-of-pocket expenses of its members and others;
- e. Shall pay a per diem allowance, as determined at the general meeting, to its members and others;
- f. Shall make provision for the payment of honoraria, as determined by the general meeting, to board of directors members;
- g. May adopt policy positions on matters which arise between general meetings and shall submit these for ratification at the next general meeting;
- h. Shall designate a newly created board to belong to an association geographic zone, on an interim basis. With final designation to which geographic zone such board shall belong, to take place at the general meeting, next following the date of creation of such board;
- i. Shall set long-range and short-range objectives for the association;
- j. Shall review and approve long-range plans to guide the association's business and affairs;
- k. Shall evaluate the association's effectiveness in achieving the established objectives;
- l. Shall communicate and support the association's position on issues, policies, and practices to appropriate internal and external publics.

The board of directors shall have the authority to grant honorary life memberships in the Association in accordance with certain provisions.

The board of directors shall delegate to the executive director responsibility for the establishment of fair salaries and reasonable working conditions for staff.

The board of directors is empowered, through bylaw 7, to select, direct, and evaluate the executive director. Direction is provided through the strategic plan, the board of directors' policies, and the executive director's evaluation.

This *Governance Handbook* is organized in accordance with the levels of governance authority. Therefore, the highest level of authority, the *ASBA Act*, is placed first, followed by the bylaws, the foundation statements approved by the membership (vision, mission, mandate, guiding

principles, and vision for public education), the association policies approved by the membership, and finally, the board of directors' governance policies approved by the board of directors. The association foundation statements and policies provide direction relative to the advocacy initiatives to be undertaken on behalf of the association. The board of directors' governance policies provide direction relative to the manner in which the board of directors carries out its roles and responsibilities. In addition, these policies define the role expectations held by the board of directors for the executive director, who is selected, directed and evaluated by the board.

Association members influence ASBA direction in the following ways:

1. Decisions at general meetings
As noted above, some decisions can only be made by the membership at general meetings of the ASBA.
2. Policy decisions
Each year, each zone may submit three policy proposals to the membership to be considered at the fall general meeting (Zone 2/3: six proposals). Such decisions direct the entire association.
3. Directives for action
Boards may submit directives for action through their respective zone or metro director to the ASBA Board of Directors for consideration.
4. Zone meetings
Boards may advance policy positions and their interests by garnering support at zone meetings. In addition, zones select a director to represent them on the board of directors and to keep them informed regarding decisions made by the board.
5. Board chairs meetings
Boards provide input to the board of directors relative to specific topics.
6. Accessing services
As boards access services or express a need for services, they influence the structure and priorities of the association.

To govern is to decide. Decisions regarding ASBA are made by different governing bodies, which make a variety of decisions using different governance tools. The following chart illustrates this reality.

| Governing Body | Uses | Tools of Governance |
|-------------------------|-------------|---|
| Alberta Government | ————→ | ◆ <i>ASBA Act</i> |
| ASBA Membership | ————→ | <ul style="list-style-type: none"> ◆ ASBA bylaws ◆ ASBA policies ◆ ASBA budget ◆ Select president and vice-president |
| ASBA Board of Directors | ————→ | <ul style="list-style-type: none"> ◆ Board of directors' policies ◆ Select, direct, and evaluate the executive director ◆ ASBA strategic plan ◆ Board of directors' self-evaluation |

ASBA Act

CHAPTER A-37

HER MAJESTY, by and with the advice and consent of the Legislative Assembly of Alberta, enacts as follows:

Definition

1. In this Act, “association” means the Alberta School Boards Association constituted under this Act.
RSA 1980 cA-37 s1;1991 c21 s2

Incorporation

- 2.(1) The Alberta School Trustees' Association as previously constituted is continued as a corporation with the same name.
- (2) Notwithstanding subsection (1), the name of the Association is changed to the “Alberta School Boards Association” on July 1, 1991.
RSA 1980 cA-37 s2;1991 c21 s2

Powers

3. The association has the following objects, powers and purposes:
 - (a) to consider and deal with matters relating to education and school administration in Alberta with a view to the betterment of education for the benefit of the public;
 - (b) to provide a medium for expression of the views and suggestions of the school boards of Alberta on matters pertaining to education;
 - (c) to render advice and assistance to its members on matters affecting them;
 - (d) to enter into arrangements for the provision of group benefits to its members and employees and the

members and employees of other educational associations;

- (e) to co-operate with educational associations in Canada in matters of national educational interest;
- (f) to promote the interests of school districts and school divisions throughout Alberta;
- (g) to bring about, for the advancement and betterment of education in Alberta,
 - (i) the economical and efficient administration of the affairs of school districts and school divisions, and
 - (ii) the economical and efficient performance of all duties undertaken by or imposed on school districts or school divisions;
- (h) to co-operate for the promotion, guidance and improvement of legislation on educational and school questions;
- (i) generally, to do all acts and things that appear to the association conducive to the good and welfare
 - (i) of education in Alberta, or
 - (ii) of any one or more school districts or school divisions;
- (j) to do and perform all acts and things incidental to and necessary for the purpose of effecting any of the objects set out in this section.
RSA 1980 cA-37 s3;1987 c6 s2;1991 c21 s2

Borrowing

- 4(1) For any of the purposes set out in section 3 the association:

- (a) may borrow money in the amounts, at the rates and on the terms that it considers advisable;
 - (b) may, under the signature of its officers designated by the by-laws of the association, draw, make, accept, and endorse bills of exchange, cheques and promissory notes as are considered necessary; and
 - (c) may acquire by gift, purchase or otherwise, and may sell, exchange, mortgage, lease, or otherwise dispose of, real and personal property.
- (2) No part of the income of the association is payable to or is otherwise available for the personal benefit of a member.
- (3) The Minister of Finance may, with the approval of the Lieutenant Governor in Council and on the terms and conditions the Lieutenant Governor in Council prescribes, guarantee on behalf of the Government the repayment as to principal or interest, or both, of any or all of the capital indebtedness of the association.
- RSA 2000 cA-32 s4;2006 c23 s12

Membership

5. The period of membership shall coincide with the financial year of the association.
- RSA 1980 cA-37 s5

Members

- 6.(1) Subject to section 7, the board of trustees of a non-divisional school district or of a school division is a member of the association if the district or division is in Alberta and the board owns or operates a school building.

- (2) A board of trustees of a publicly supported school system in the City of Yellowknife in the Northwest Territories is eligible to be a member of the association.
- (3) The Minister of Education and the Minister's Deputy are members of the association by virtue of their offices, but no fees are payable by them to the association.
- (4) If the association considers it advisable and passes a bylaw to that effect, an educational authority that is not referred to in subsections (1) to (3) is eligible to be a member of the association.

RSA 1980 cA-37 s6;1993 c3 s2

Exclusion of board from membership

7. A board described in section 6(1) may exclude itself from membership in the association for the next following year by giving a notice in writing to the executive director of the association not less than seven months before the beginning of the next following financial year.

RSA 1980 cA-37 s7; 1994 c23 s5

Bylaws

- 8.(1) The association in general meeting may pass bylaws respecting
- (a) the election of the executive and officers of the association;
 - (b) the formation, regulation, management and dissolution of zones and other sections or divisions of the association, and providing for the delegation to them of any powers it thinks fit, including the power to pass bylaws and rules for the management and regulation of their own business;

- (c) the management of property and affairs of the association;
- (d) the internal organization and administration of the association;
- (e) the maintenance of the association;
- (f) the fixing of annual and other fees payable by the members of the association;
- (g) the time, place and conduct of the annual and other meetings of the association;
- (h) any other matters that it considers necessary or convenient for:
 - (i) the management of the association
 - (ii) the promotion of its welfare and the conduct of its business;
- (i) the date of commencement of the financial year of the association.

- (2) The *Regulations Act* does not apply to bylaws of the association made under subsection (1).

RSA 1980 cA-37 s8

Regulations

- 9. The Lieutenant Governor in Council may make regulations:

- (a) for the better carrying out of the purposes of this *Act*; and
- (b) for the collection of fees from the members of the association.

RSA 1980 cA-37 s9

PLEASE NOTE:

In this simplified consolidation of the *Act*, amendments have been embodied for convenient reference. Consult the original *Act* when interpreting or applying this law.

ASBA Bylaws

Bylaw No. 1 - Interpretation

1. In these Bylaws, unless the context otherwise requires:
 - (a) "Association" or "The Association" shall mean the Alberta School Boards Association.
 - (b) "Board" shall mean the board of trustees of a district or school or regional division or education region, or the board of a regional authority.
 - (c) "Full member" shall mean a board of trustees of the school district or a school division or a school or a regional division or education region that has publicly elected members according to the *Local Authorities Election Act* and that is an operating board as defined in the *Alberta School Boards Association Act*; and any board of trustees of a publicly supported school system of the City of Yellowknife, Northwest Territories and the board for a regional authority.
 - (d) "Associate member" shall mean:
 - (i) elected First Nations boards of education under the auspices of band councils; and
 - (ii) Metis boards of education that operate school buildings.
 - (e) "Constitution" as used in these Bylaws shall mean the *Act of Incorporation of the Association*, which is defined as the *Alberta School Boards Association Act* being Chapter A-32 of the Revised Statutes of Alberta, 2000 as amended from time to time.
 - (f) "District" shall mean any Alberta school district established under or governed by the *School Act* but shall not include a school or regional division or education region
 - (g) "Division" shall mean a school division or school or regional division or education region established under or governed by the *School Act*.
 - (h) "General Election" shall mean an election held for all of the Boards in accordance with the *Local Authorities Election Act*.
 - (i) "Honorary Life Membership" shall mean a membership of recognition to an individual by way of having met certain established criteria approved by the Board of Directors and which excludes certain rights and privileges afforded regular members.
 - (j) "President" shall mean President and Chairman of the Board of Directors.
 - (k) "Minister" shall mean the Minister of Education for the Province of Alberta.
 - (l) "School Act" shall mean the *School Act* being Chapter S-3.1 of the Revised Statutes of Alberta, 2000 as amended from time to time or any legislation hereinafter enacted in substitution therefore.
 - (m) "School trustee" or "trustee" shall mean a member of a board, or Francophone Regional Authority, having full member status, or an official trustee.
 - (n) "Zones" shall mean branches of the Alberta School Boards Association established on a geographical or other basis pursuant to the provisions of the Bylaws of the Association.
 - (o) "Student" shall mean any person enrolled in a school or schools operated by a member board for

- which a grant is paid under the Alberta School Foundation Fund:
- a student enrolled in a school of a member board that receives payment from the Government of Canada in respect of him;
 - a person enrolled in a school or a school district established to educate children of employees of the Government of Canada; or
 - a child enrolled in an Early Childhood Services program of a member board for which a grant of monies is paid.
- (p) “Vice-President” shall mean Vice-President and Vice-Chairman of the Board of Directors.

2. In these Bylaws the singular shall include the plural and the plural shall include the singular; and the masculine shall include the feminine.

Bylaw No. 2 - Powers of Full and Associate Members

1. Full member boards of the Alberta School Boards Association shall be entitled to:
- (a) Association communications materials except those designated as confidential to specific audiences;
 - (b) Direct services from Association staff officers at fees established annually by the Association;
 - (c) Access to Association conferences and workshops at a conference rate established by the Association; and
 - (d) Unrestricted participation in the business affairs of the Association.
2. Associate member boards of the Alberta School Boards Association shall be entitled to:
- (a) Association communication materials except those designated

as confidential to specific audiences;

- (b) Direct services from Association staff officers on a cost-recovery basis at fees established annually by the Association plus expenses for staff officers' travel, meals, and accommodation;
- (c) Access to Association conferences and workshops at 125 percent of the conference rate established for full members by the Association; and
- (d) Attendance as guests at the General Meeting at 125 percent of the General Meeting rate established for full members.

Bylaw No. 3 - Board of Directors and Executive Committees

1. The Board of Directors shall consist of the:
- (a) President;
 - (b) Vice-President;
 - (c) One director for each Zone, excepting where any Zone is made up of more than 20 school boards, then that Zone shall be represented by two directors; and
 - (d) Four Metro Directors.
2. The Executive Committee of the Board shall consist of the:
- (a) President;
 - (b) Vice President; and
 - (c) Executive Director (non-voting).
3. Three non-voting observers at Board of Directors Meetings may include:
- (a) One from the Alberta Catholic School Trustees' Association (Zone 7);
 - (b) One from the Public School Boards Association of Alberta (Zone 8); and,
 - (c) One from the Fédération des conseils scolaires francophones

de l'Alberta (Federation of Francophone School Authorities)(Zone 9).

4. The Minister of Education shall be the Honorary President of the Association.

Bylaw No. 4 - Election of the Board of Directors

1. Election of the President and the Vice-President shall take place at a General Meeting of the Association. Nominations shall be made openly from the floor for the positions of President and Vice-President and 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. The President and Vice-President shall take office at the conclusion of the General Meeting at which they are elected.
2. Election of the Zone and Metro Directors shall be completed and confirmed in writing to the Executive Director of the Association before the opening of the General Meeting specified in Bylaw No. 4(5). Members so elected shall take office at the conclusion of the General Meeting.
3. (a) Every candidate for office shall be a trustee.
(b) Any Director ceasing to be a trustee shall vacate his office, which shall be filled in accordance with provisions hereinafter set out in the Bylaws.
4. (a) Election of the President and Vice-President shall occur during the month of November immediately following a Local Authorities Election and approximately 18 months thereafter in the month of June.
(b) The President, the Vice-President, the Zone Directors and the Metro Directors shall be elected for terms of approximately 18 months and shall be eligible for re-election for one successive term of approximately 18 months. The President, Vice-President, Zone Directors, and the Metro Directors may be elected to a previously held position for more than two terms provided such re-election occurs approximately 18 months following conclusion of the first two terms.
(c) Any trustee who fills a vacancy in the office of President, Vice-President, Zone Director, or Metro Director shall be deemed to have completed a term if they served in that capacity for more than nine months.
5. Election of the other Directors shall be for approximately 18-month terms.
 - (a) Elections shall be held approximately every 18 months following the pattern of November 2011, June 2013, November 2014, June 2016 for:
 - (i) one from the Edmonton School District No. 7 plus an alternate Director;
 - (ii) one from the Calgary RCSSD No. 1 plus an alternate Director;
 - (iii) one from Zone No. 4 plus an alternate Director;
 - (iv) one from Zone No. 6 plus an alternate Director; and
 - (v) one from Zone No. 2/3 plus an alternate Director.
 - (b) Elections shall be held approximately every 18 months following the pattern of June 2012, November 2013, June 2015, and November 2016 for:

- (i) one from the Edmonton RCSSD No. 7 plus an alternate Director;
 - (ii) one from the Calgary School District No. 19 plus an alternate Director;
 - (iii) one from Zone No. 1 plus an alternate Director;
 - (iv) one from Zone No. 2/3 plus an alternate Director; and
 - (v) one from Zone No. 5 plus an alternate Director.
- (c) Metro school boards shall elect their Director and alternate Director to the Board of Directors at the relevant meeting of the board preceding a General Meeting.
- (d) Zones shall elect their Director(s) and alternate Director to the Board of Directors at the relevant Zone Meeting preceding a General Meeting.
- (e) An individual occupying any of the following positions shall not be eligible to concurrently hold the position of President, Vice-President, Zone or Metro Director, or alternate:
- (i) Zone Chair/Vice-Chair
 - (ii) Appointed representatives of the Alberta Catholic School Trustees' Association (Zone 7), the Public School Boards Association of Alberta (Zone 8), and the Fédération des conseils scolaires francophones de l'Alberta (Federation of Francophone School Authorities – Zone 9) who attend Board of Directors meetings as observers
 - (iii) The President or Vice-President of the Alberta Catholic School Trustees' Association (Zone 7), the Public School Boards Association of Alberta (Zone 8), and the Fédération des conseils scolaires francophones de l'Alberta (Federation of Francophone School Authorities – Zone 9).
6. A Director and alternate Director of the Board of Directors shall be a trustee of a member board.
7. (a) If a vacancy occurs in the office of President, it shall be filled automatically by the Vice-President.
- (b) Notwithstanding any provisions in these Bylaws governing the election of a Vice-President, the Board of Directors may, in the event of a vacancy in that office, fill the vacancy from among its members.
- (c) In the year of a general election, if the President does not run for the office of trustee or is defeated in the general election, the President may complete his/her term of office through to the election of the new President at the AGM.
8. If a member of the Board of Directors, elected by a metro board or zone, is subsequently elected President or Vice-President, then his/her office as a member of the Board of Directors from a metro board or zone shall be filled by the alternate, until such time as a by-election has been held.
9. When a vacancy occurs on the Board of Directors (except in the case of the President or the Vice-President), the metro board or zone shall arrange for a by-election to fill the vacancy.
10. If a metro board or zone fails to appoint a Director and/or an alternate Director to the Board of Directors in accordance with the requirements of these Bylaws then the Board of

Directors shall have the power to arrange for a by-election to fill the vacancy.

11. An alternate Director shall be entitled to attend Board of Directors meetings in the absence of the Director they are replacing. The alternate Director, while so acting, shall have the full rights and privileges of the Director, including voting powers. An alternate Director shall only be entitled to fill a vacancy of the Director for the metro board or Zone they represent, until such time as a by-election to fill the vacancy has been held.
12. In the event a Director fails to attend three consecutive meetings without giving due and timely notice as to the cause of non-attendance, the Board of Directors may declare the seat vacant and arrange for a by-election to fill the vacancy.

Bylaw No. 5 - Representation and Voting at Board of Directors Meetings and at Executive Committee Meetings

1. (a) The President, the Vice-President, and the other Directors shall each carry one vote at Board of Directors meetings.
- (b) At Executive Committee meetings, where consensus is not possible, the President shall determine the course of action to be taken.
- (c) An alternate Director who attends a Board of Directors meeting, in the place of the Director, shall carry one vote at Board of Directors meetings.
- (d) In the event that both the Director and the Director's alternate are unable to attend a meeting of the Board of Directors, the chair of the Zone or metro board that the Director or alternate Director represents may

attend that meeting of the Board of Directors and shall be entitled to vote.

2. One representative from the Alberta Catholic School Trustees' Association (Zone 7), one representative from the Public School Boards Association of Alberta (Zone 8), and one representative from the Fédération des conseils scolaires francophones de l'Alberta (Federation of Francophone School Authorities – Zone 9) may attend Association Board of Directors meetings in a non-voting capacity, and at the expense of their respective Associations.

Bylaw No. 6 - President's Duties

1. The President shall provide leadership to the Association, Board of Directors, and Executive Committee.
2. The President shall be accountable to the Board of Directors and to the membership.
3. The President shall preside at all meetings of the Board of Directors and the Executive Committee and shall open all conferences or General Meetings of the Association and preside until such meeting elects or appoints a chair. In the President's absence or inability to preside, the President's place shall be taken by the Vice-President.
4. The President shall act as the primary spokesman for the Association.
5. The President shall submit or cause to be submitted to each General Meeting of the Association the report of the Board of Directors as to financial standing and general business of the Association.

6. The President is (ex officio) a member of all committees.

Bylaw No. 7 - Board of Directors — Powers and Duties

1. 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.
2. Without limiting the generality of the foregoing the Board of Directors:
 - (a) Shall appoint an Executive Director as Chief Executive Officer of the Association, establish his term of employment and salary, prescribe his duties, and monitor and evaluate his performance;
 - (b) May delegate any or all of its powers to the Executive Director, Executive Committee of the Association, or a committee appointed by it;
 - (c) May appoint either from its own members or others such special committees as it may from time to time deem advisable and prescribe their duties and functions;
 - (d) Shall pay the reasonable out-of-pocket expenses of its members and others;
 - (e) Shall pay a per diem allowance, as determined at the General Meeting, to its members and others;
 - (f) Shall make provision for the payment of honoraria, as determined by the General Meeting, to Board of Directors members;
 - (g) May adopt policy positions on matters which arise between General Meetings and shall submit these for ratification at the next General Meeting;
- (h) Shall designate a newly created board to belong to an Association geographic zone, on an interim basis. With final designation to which geographic zone such board shall belong, to take place at the General Meeting, next following the date of creation of such board;
- (i) Shall set long-range and short-range objectives for the Association;
- (j) Shall review and approve long-range plans to guide the Association's business and affairs;
- (k) Shall evaluate the Association's effectiveness in achieving the established objectives;
- (l) Shall communicate and support the Association's position on issues, policies, and practices to appropriate internal and external publics.
3. The Board of Directors shall delegate to the Executive Director responsibility for the establishment of fair salaries and reasonable working conditions for staff.
4.
 - (a) Regular meetings of the Board of Directors shall be held at such time and place as may be set by resolution of the Board of Directors.
 - (b) Special meetings may be called by request in writing to the Executive Director:
 - (i) by the Executive Committee; or
 - (ii) by any seven voting members of the Board of Directors.
 Such requests shall state the business in respect of which it is desired to hold a meeting.
 - (c) Upon request for a special meeting the Executive Director shall call such meeting:
 - (i) by giving eight days' notice in writing (exclusive of the day on which the notice is mailed

and exclusive of the day for which notice is given), postage prepaid and addressed to the member at his address as recorded in the records of the Association; or

- (ii) by oral or shorter notice following receipt of written consent or waiver from the members of the Board of Directors.

A message delivered by any electronic means shall be regarded as a written notice.

- (d) Every notice of a special meeting of the Board of Directors shall state the hour, date and place of meeting and the business to be transacted.
- (e) Any seven voting members of the Board of Directors shall constitute a quorum for a meeting of that body and a majority vote of the members present, including the chairman, shall decide all questions except on a resolution to call a special General Meeting in which case the affirmative vote of seven voting members of the Board of Directors shall be required. In the event of a tie vote the question is lost.

- 5. (a) Meetings of the Board of Directors shall at all times be open to the membership of the Association unless a majority of the Board of Directors votes to hold part of the meeting in private.
- (b) Votes of each Director at Board of Directors meetings shall be recorded whenever a recorded vote is requested by any Director.

Bylaw No. 8 - General Meetings

- 1. Two General Meetings shall be held each year.
- 2. Unless otherwise directed by the Board of Directors:

- (a) the Spring General Meeting shall be held during the first full week of June;
- (b) the Fall General Meeting shall be held during the third full week in November; and
- (c) the place of the meeting shall be determined by the Board of Directors.

- 3. Special General Meetings of the Association may be held following an affirmative vote of seven voting members of the Board of Directors at a meeting of the Board of Directors.
- 4. 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 hour of the meeting, and the general nature of such business, shall be given to each district, school division, school or regional division or education region.
- 5. Notwithstanding provisions herein, a Special General Meeting may be called by the Board of Directors, giving seven days written notice to the Chair of each Board, if deemed necessary to deal with high priority or emergent issues that require urgent direction/action and which have significant implications for all boards. Such notice shall
 - (a) specify the purpose, date, time and place of the meeting;
 - (b) provide background detail to enable Boards to discuss the matter and be prepared to vote the Board position at the Special General Meeting.
 - (c) In the case of a proposed amendment to the Bylaws, ensure that 60 days prior written notice of

the proposed amendments are provided to Full member boards.

Bylaw No. 9 - Representation and Voting at General Meetings

1. All school trustees shall be entitled to attend any General Meeting of the Association.
2. It shall be the duty of all delegates including the Board of Directors to register before taking part in any General Meeting of the Association.
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.
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.
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.
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.
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.
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. 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).
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).

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.

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.

Bylaw No. 10 – Fees

1. Budget

- (a) The financial year of the Association shall be September to August.

- (b) The budget of the Association shall be adopted at the Spring General Meeting in June of the year prior to the year for which it is established.
 - (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.
- (c) The budget and analysis shall be presented in writing to member boards not later than 60 days prior to the day the Spring General Meeting is to commence.

2. Fees

- (a) The fees assessed to member boards shall be presented in writing by the Board of Directors no later than 60 days prior to the day the Spring General Meeting is to commence.
- (b) This assessment will include:
 - (i) the formula for determining the annual fees including the basic fee and the weight rate per student enrolment;
 - (ii) the total annual fees payable by full member boards;
 - (iii) the number of students used in the calculation of fees payable by a board which shall be the total student enrollment reported to Alberta Education in the

- most recent reporting period;
 - (iv) the annual fees payable for any full member board which shall not exceed ten percent of the total annual full member membership fees; and
 - (v) the annual fees payable for each associate member board which shall be \$500.00 less than the basic membership fee for full member boards.
- 3. Each Full member board shall be required to report to the Executive Director the number of students enrolled in the jurisdiction, on an annual basis, using the number of students reported to Alberta Education for the most recent reporting period.
- (a) By 60 days notice in writing to all member boards exclusive of the day on which such notice is mailed and exclusive of the day on which the Spring General Meeting is to commence; or
 - (b) By publication on the Association website not later than 60 days prior to the day the Spring General Meeting is to commence.
- 4. Any Bylaw amendment of a housekeeping nature shall be forwarded, along with a ballot to each Full member board at least 60 days prior to the ballot return date specified within the notice of motion. Voting will follow the double majority voting method as outlined in Bylaw No. 9, Section 10. Completed ballots must be returned to the Association by the date specified within the notice of motion.

Bylaw No. 11 - Amendments to the Bylaws

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.
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.
3. Notice of motion of any Bylaw amendment shall be given in either of two ways:

Bylaw No. 12 - Honorary Life Memberships

1. The Board of Directors shall have the authority to grant honorary life memberships in the Association in accordance with the following provisions:
 - (a) The Board of Directors shall establish a list of criteria upon which the granting of honorary life membership will be based.
 - (b) The Board of Directors shall establish the procedures for nominations for honorary life memberships and shall have the power to accept or reject nominations.
 - (c) The Board of Directors may select and arrange for the preparation of a suitable plaque, certificate, or award signifying an honorary life membership.

- (d) The granting of an honorary life membership shall not entail the payment of any fees by the recipient.

Bylaw No. 13 - Zones of the Association

1. All member boards shall belong to a Zone of the Association.
2. Subject to the provision of Bylaw 7(2)(h), for the purpose of the formation of geographic zones of the Association, the Province shall be divided as follows and each geographic zone shall consist of the designated divisions, and districts excepting Zone No. 7, 8, and 9, which shall be as defined under Bylaw 3(3).

(a) Zone No. 1

School Districts

Grande Prairie RCSSD No. 28
Grande Prairie Public School
District No. 2357

School Divisions

Fort Vermilion School Division No. 52
High Prairie School Division No. 48
Northland School Division No. 61
Peace River School Division No. 10
Peace Wapiti School Division No. 33
No. 76

Regional Divisions

Holy Family Catholic Regional Division
No. 37

Education Regions

Northwest Francophone Education
Region No. 1

(b) Zone No. 2/3

Education Regions

East Central Francophone Education
Region No. 3
Greater North Central Francophone
Education Region No. 2

School Districts

Edmonton Catholic Separate School
District No. 7
Edmonton School District No. 7
Fort McMurray RCSSD No. 32
Fort McMurray Public School District
No. 2833
Lakeland RCSSD No. 150
Lloydminster RCSSD No. 89
Lloydminster Public School District
No. 1753
St. Albert PSSD No. 6
Yellowknife Education District No. 1
Yellowknife Separate Education
District No. 2

School Divisions

Grande Yellowhead Public School
Division No. 77
Northern Lights School Division No.
69
Parkland School Division No. 70
Sturgeon School Division No. 24

Regional Divisions

Aspen View Regional Division No. 19
Black Gold Regional Division No. 18
Buffalo Trail Public Schools Regional
Division No. 28
East Central Alberta CSS Regional
Division No. 16
Elk Island Public Schools Regional
Division No. 14
Elk Island Catholic Separate Regional
Division No. 41
Evergreen CS Regional Division No.
2
Greater St. Albert Catholic Regional
Division No. 29
Living Waters Catholic Regional
Division No. 42
Northern Gateway Regional Division
No. 10
Pembina Hills Regional Division No.
7
St. Paul Education Regional Division
No. 1
St. Thomas Aquinas RCS Regional
Division No. 38

(c) Zone No. 4**School Districts**

Red Deer Public School District No.
104

School Divisions

Clearview School Division No. 71
Chinook's Edge School Division No.
73
Wild Rose School Division No. 66
Wolf Creek School Division No. 72

Regional Divisions

Battle River Regional Division No. 31
Red Deer Catholic Regional Division
No. 39
Wetaskiwin Regional Division No. 11

(d) Zone No. 5**Education Regions**

Greater Southern SC Francophone
Education Region No. 4
Greater Southern Francophone
Regional Authority No. 4 (P)

School Districts

Calgary RCSSD No. 1
Calgary School District No. 19

School Divisions

Foothills School Division No. 38
Golden Hills School Division No. 75
Rocky View School Division No. 41

Regional Divisions

Canadian Rockies Regional Division
No. 12
Christ the Redeemer CS Regional
Division No. 3
Prairie Land Regional Division No.
25

(e) Zone No. 6**School Districts**

Lethbridge School District No. 51
Medicine Hat School District No. 76

School Divisions

Horizon School Division No. 67

Livingstone Range School Division
No. 68

Prairie Rose School Division No. 8
Westwind School Division No. 74

Regional Divisions

Grasslands Regional Division No. 6
Holy Spirit RCS Regional Division
No. 4
Medicine Hat CS Regional Division
No. 20
Palliser Regional Division No. 26

3. Each geographic Zone numbered 1, 2/3, 4, 5, or 6 shall be governed by Bylaws No. 1 to No. 11 inclusive and Schedule A of the Alberta School Boards Association Bylaws, together with such other Bylaws established by the zone which are not inconsistent with the Bylaws of the Association.
4. The objects of the geographic Zones shall be to work in cooperation for the mutual benefit of all members of the Alberta School Boards Association, to consider matters relating to education and school administration which are of particular interest to their areas, to encourage better understanding between trustees and the public, to work for continued improvement in the educational system, and to make recommendations to the Alberta School Boards Association.
5. **Zone 7**
 - (a) Zone 7 of the Alberta School Boards Association shall be open to all Roman Catholic boards in the Province of Alberta and the Northwest Territories of Canada.
 - (d) Zone 7 shall be known as the Alberta Catholic School Trustees' Association.
6. **Zone 8**
 - (a) Zone 8 of the Alberta School Boards Association shall be open

- to all public boards, other than Roman Catholics, in the Province of Alberta and the Northwest Territories of Canada.
- (b) Zone 8 shall be known as the Public School Boards' Association of Alberta.
7. **Zone 9**
- (a) Zone 9 of the Alberta School Boards Association shall be open to all Francophone authorities in the Province of Alberta and the Northwest Territories of Canada.
- (b) Zone 9 shall be known as the Fédération des conseils scolaires francophones de l'Alberta (Federation of Francophone School Authorities).

SCHEDULE A: FORMING BYLAWS FOR ZONES 1, 2/3, 4, 5 AND 6

(As referred to in Bylaw No. 13, Section 3)

Bylaw No. 1 - Membership

Membership in Zones shall be determined by Bylaw No. 13 of the Alberta School Boards Association.

Bylaw No. 2 - Finance

Each Zone may set membership fees and vary same from time to time; the same to be in such sum as is necessary to cover operating expenses and such projects as may be undertaken by the Zone.

Bylaw No. 3 - Meetings

1. Each Zone shall hold an annual meeting:
 - (a) during a 30-day period preceding the Fall General Meeting of the Alberta School Boards Association, such period ending eight clear days prior to the opening date of the Fall General Meeting;
 - (b) in case of exceptional circumstances, the Executive Committee of the Board of Directors may arrange with a zone to hold its annual meeting on a date falling outside the 30-day period.
2. Zones shall hold a meeting during the 30-day period immediately preceding the relevant General Meeting to elect the Zone Director(s) to the Board of Directors in accordance with Bylaw No. 4(5).
3. Other meetings of the Zones may be held in accordance with provisions hereinafter set out in Bylaw No. 7.
4. Any trustee of a member board of the Zone may attend the annual or other meeting of the zone and take part in the business of the meeting.

Bylaw No. 4 - Voting

1. (a) Voting for the election of the Zone Director(s) and alternate(s) to the Board of Directors of the Alberta School Boards Association shall be by secret ballot on the basis of one vote per member board.
- (b) The boards of the cities of Edmonton and Calgary shall be excluded from voting for Zone Directors and the Zone Director's alternate to the Board of Directors of the Alberta School Boards Association.
2. (a) Voting on ordinary business or motions at annual Zone meetings shall be based upon one vote per Full member board in attendance, unless otherwise provided for in the Zone Bylaws.
- (b) Voting for Zone Chairman or Vice-Chairman shall be by secret ballot on the basis of one vote per member board. The election for Chairman shall take place before the election for Vice-Chairman.

Bylaw No. 5 - Alberta School Boards Association Board of Directors

1. Each Zone shall elect its Director(s) and alternate Director(s) to the Board of Directors of the Alberta School Boards Association at such time and for such terms as the Bylaws of the Association may provide. The alternate shall attend, participate and vote only when the regular member is absent.
2. A trustee elected to the Board of Directors of the Alberta School Boards Association shall be a trustee of a member board of the Zone other than the boards of the cities of Calgary and Edmonton.

Bylaw No. 6 - Zone Executive

1. A member of the Zone Executive shall be a trustee of a member board of the zone.
2. The Zone Executive shall consist of:
 - (a) a Chairman and Vice-Chairman to be elected at large at the annual meeting;
 - (b) one board representative to Zone to be elected annually by each board in the Zone; and
 - (c) the Zone Director(s) or alternate(s) representing the Zone;
3. The position of Zone Chair or Vice-Chair shall not be held by:
 - (i) the ASBA President, Vice-President, Zone or Metro Director, or alternate
 - (ii) the President or Vice-President of the Alberta Catholic School Trustees' Association (Zone 7), the Public School Boards Association of Alberta (Zone 8), and the Fédération des conseils scolaires francophones de l'Alberta (Federation of Francophone School Authorities – Zone 9).
4. A majority of the members of the Zone Executive shall constitute a quorum.
5. Any Zone Director ceasing to be a trustee shall vacate his office, which shall be filled in accordance with provisions hereinafter set out in these Bylaws.
6. If the office of Chairman becomes vacant, it shall be automatically filled by the Vice-Chairman.
7. If a vacancy occurs among the directors the board or boards represented may elect a new director to fill the vacancy.

Bylaw No. 7 - Duties and Powers of the Zone Executive

1. The business and affairs of the Zone shall be managed by and be under the direction of the Zone Executive.
2. Without limiting the generality of the foregoing, the Zone Executive:
 - (a) shall appoint a Secretary-Treasurer who shall hold office until his successor is appointed;
 - (b) shall appoint such standing committees as it may deem necessary;
 - (c) shall appoint such delegates as may be required to represent the Zone;
 - (d) shall appoint, either from its own members or others, such special committees as it may from time to time deem advisable and prescribe their duties and functions;
 - (e) shall meet when necessary as determined by the Chairman or by a majority of the members;
 - (f) shall forward minutes of all meetings to member boards of the Zone and to the Alberta School Boards Association;
 - (g) shall arrange such other meetings of the Zone as are deemed necessary to fulfill its objectives; and
 - (h) shall arrange to fill by election from the Zone membership a vacancy occurring during the unexpired term of office of Vice-Chairman at a meeting of the Zone providing the membership of the Zone is given ten clear days' notice of the intent.

Bylaw No. 8 - Bylaws

The Zone may establish such other Bylaws for the conduct of its affairs not inconsistent with the Bylaws of the Alberta School Boards Association.

PROVINCIAL LEGISLATION

The School Act

The provincial legislation most relevant to school boards and their work is

- *The School Act*

Other Relevant Legislation

- *Labour Relations Code*
- *Employment Standards Code*
- *Government Organization Act*
- *Freedom of Information and Protection of Privacy Act*
- *Human Rights, Citizenship and Multiculturalism Act*

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Copies of Alberta's legislation (acts and regulations) are available from Publication Services in Calgary and Edmonton for a nominal fee. Contact:

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ASBA Foundation Statements

VISION STATEMENT

- ASBA is a respected and influential provincial association of locally elected school boards.
- ASBA supports publicly elected school boards in their efforts to ensure that students in Alberta have the opportunity to reach their highest potential.
- ASBA is the leading voice advocating for public education in Alberta.
- ASBA is energized by the enthusiastic participation of its members.

Adopted: SGM 2000

MISSION STATEMENT

Promoting excellence in public education.

Adopted: SGM 2000

MANDATE STATEMENT

The Alberta School Boards Association is a province-wide organization of locally elected school boards. Providing leadership focused on continuous improvement of the public education system, the Alberta School Boards Association:

- Advocates provincially and nationally on public education issues, with a strong voice, on behalf of locally elected school boards.
- Provides timely, well-researched information on public education issues to school boards.
- Encourages networking and interaction among school boards and stakeholders on education issues.
- Works with other provincial organizations, national education organizations and governments to improve public education.
- Provides services to school boards.

Adopted: SGM 2000

GUIDING PRINCIPLES

Guiding principles are high-level directional statements that define the Alberta School Boards Association's values and parameters.

- Public education - public, separate and francophone jurisdictions - must be governed by locally elected school boards.
- School boards must have the autonomy to make decisions in the best interests of the students and communities they serve.
- School boards must have access to equitable long-term stable funding to fulfill the mandate of educating their students. A portion of this funding must come from property taxes.
- Direct access to the local property tax base and the ability to tax are fundamental to school board autonomy, accountability and responsiveness to their communities.

Amended and Reaffirmed SGM 2007

Reaffirmed SGM 2007

- The Alberta School Boards Association will sponsor or provide input to any amendments to the School Act and regulations.
- School boards are responsible for communicating with their communities about the local public education system.
- School boards are responsible for providing quality public education to their students.

Adopted: FGM 2000

ASBA Policy Statements

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Accountability

| | | |
|---------------------------------|--|----|
| Accountability Framework | An effective accountability framework for school authorities will have the following characteristics: | 1 |
| | 1. acknowledge the school authority's accountability to the electorate and to the Minister | 5 |
| | 2. be nested in provincial legislation which supports the school authority's will to govern and its authority to achieve results | 10 |
| | 3. clearly outline the purposes for the accountability | 15 |
| | 4. be comprehensive and multi-faceted, both in scope and context | 20 |
| | 5. have clearly defined output measures | 25 |
| | 6. promote a balanced approach amongst diverse measures | 25 |
| | 7. include a provincial support system | 25 |
| | 8. be progressive in its application | 25 |
| | 9. allow for school authority involvement in the determination of the framework | 25 |
| Accountability Pillar | Accountability Pillar results reporting should provide an accurate representation of what is being assessed. | 30 |
| | 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. | |

Association Operations

| | | |
|-------------------------------------|--|----|
| Public Relations | In order to maintain a high level of public confidence and support of education, the Association shall adopt a positive and constructive public relations posture on educational issues. | 1 |
| Association Events Location | Alberta School Boards Association seminars/events shall be provided with due consideration for central locations which offer adequate facilities at a reasonable cost. | 5 |
| Association Business Session | The Association's business session will begin at 9:00 a.m. on the first full day of all ASBA general meetings. | 10 |
| Fee For Service Rates | Appropriate fee for service rates will be established as part of the annual budget development and approval process. | 15 |

Association Partnerships

| | | |
|---|---|----|
| Alberta School Employee Benefit Plan (ASEBP) | The Alberta School Boards Association (ASBA) takes the following positions with regard to the Alberta School Employee Benefit Plan (ASEBP) Deed of Trust: | 1 |
| | 1. Membership in ASBA shall be a requirement for boards to be eligible for continued participation in group benefits through ASEBP; | 5 |
| | 2. ASEBP administration shall operate independently of the ASBA and the Alberta Teachers' Association (ATA) by reporting directly to the ASEBP Insurance Board; | 10 |
| | 3. The ASEBP Trust shall be solely responsible for any liabilities of the ASEBP plans or operation; | 15 |
| | 4. The ATA and the ASBA shall refrain from appointing their collective bargaining negotiators to the ASEBP board of directors; and | 20 |
| | 5. a. Appointment of representatives from ASBA to the ASEBP board of directors shall be for a maximum of two successive three-year terms; and | 25 |
| | b. Representatives from ASBA to the ASEBP board of directors may serve for more than two, three-year terms provided they are not successive. | |

Curriculum

| | | |
|---------------------------------------|---|----|
| Curriculum Development Roles | The ASBA will seek and accept opportunities to consult and advise on curriculum issues with both school boards and the provincial government. | 1 |
| | The appropriate role relationship between the province and school boards includes: | 5 |
| | <ul style="list-style-type: none"> ♦ the province should determine curriculum outcomes and standards and should leave methods of curriculum delivery to local discretion under the general direction of school boards. | 10 |
| | <ul style="list-style-type: none"> ♦ statements of philosophy and rationale in provincial programs of study should provide context for the outcomes that follow and should avoid being prescriptive regarding methodology. | 15 |
| | <ul style="list-style-type: none"> ♦ instructional resources authorized by the Minister should be adequately varied in their underlying methodological approaches to support local choices. | 20 |
| | <ul style="list-style-type: none"> ♦ it is an appropriate role for the province to develop and/or identify teaching resources which provide ideas regarding the implementation and delivery of curriculum, but that the province should clearly communicate that such resources are suggestive only, and are not prescriptive. | 25 |
| | <ul style="list-style-type: none"> ♦ local boards should retain the right to set locally developed curriculum. | 30 |
| Curriculum Development Process | The curriculum development process should consist of all of the following stages: | 35 |
| | <ul style="list-style-type: none"> ♦ planning - which focuses on issues such as why the change is needed, what results are anticipated from the change, and what the major structural changes in courses and course sequences will be, | 40 |
| | <ul style="list-style-type: none"> ♦ development - which focuses on the specific changes required to effect the plan, and specifically includes provision for classroom piloting as a phase of the development process, | 45 |
| | <ul style="list-style-type: none"> ♦ implementation - which focuses on tasks required of all involved, resource requirements, including in-servicing, and timelines which include provision for one year of optional implementation, | |

| | | |
|---|---|----|
| | ♦ evaluation or impact assessment - which focuses on determining both intended and unintended outcomes of the change. | 1 |
| | The ASBA should be provided opportunity, within appropriate timelines, for input to all the stages of any curriculum development or revision, particularly at the planning stage. | 5 |
| Basic Education Program - Early Childhood Services | Early Childhood Services programming should be incorporated into the basic education program. | 10 |
| Curriculum Content - Human Rights | The K-12 curriculum should reflect a strong human rights emphasis. | 15 |
| Curriculum Content - Canadian History | Complete and accurate knowledge of the history of Canada is vital to the development of future citizens of our democratic country and, therefore, the history of Canada should receive more significant emphasis and attention in the Alberta Education Program of Studies in the Social Studies curriculum. All students should be fully informed concerning Canada's past and the role played by all peoples who have been part of the growth of our democratic nation. | 20 |
| Admission to Post-Secondary Institutions | 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. | 25 |
| | | 30 |

Curriculum Implementation

| | |
|---|----|
| Courses should be implemented at the school level once Alberta Education has met the following criteria: | 1 |
| ♦ Collaboration and consultation with educational partners. | 5 |
| ♦ A pilot has been conducted to identify needed resource materials, staff in-service requirements, new course impact on existing program offerings, impact on existing courses (e.g. math impacting chemistry and physics), new course impact on prior grade levels, impact for high school diploma requirements, and implications to prerequisite standings for post-secondary entrance. | 10 |
| ♦ Teachers have been in-serviced to ensure high levels of student performance and quality teaching. | 15 |
| ♦ Textbooks and resource materials are available at least one semester prior to mandated course implementation dates. | 20 |

Senior High Course Sequences

| | |
|--|----|
| Alternative course sequences that meet the learning needs of students with different learning levels should be available in all core subjects at the senior high school level. | 25 |
| Alberta Education should empower boards to set local policy regarding marks and other conditions required for entry to various senior high school core course sequences. | 30 |

Disposition of Reports

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

| | | |
|---|---|----|
| Learning Commission Report | The <i>Learning Commission Report</i> ¹ , when taken as a whole, is good for Alberta students. | 1 |
| | 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. | 5 |
| | Any final implementation plans be subject to ratification by the ASBA membership. | 10 |
| Metro School Boards Study | The recommendations contained in the <i>Metro School Boards Study Report</i> ² should be implemented. | |
| Small Urban Boards Study | The recommendations contained in the <i>Small Urban Boards Study Report</i> ² be implemented. | 15 |
| Program Standards for Nutritional Programs | The ASBA endorses the <i>Best Practices Program Standards</i> ¹ as a model for child nutrition programs in schools. | 20 |
| A Vision for Public Education | The ASBA supports <i>A Vision for Public Education</i> ³ as approved by the membership at the 2001 SGM. | |
| Student Assessment Practices | The principles outlined in the document, <i>Principles for Fair Student Assessment Practices for Education in Canada (1993)</i> ¹ are valid and provide a good basis for making judgments about student assessment practices at the classroom, school, school authority and provincial levels. (Also under “Student Assessment” on p. 16-1.) | 25 |

¹To obtain the links to these documents, contact Bobbie Garner at bgarner@asba.ab.ca or phone 780.451.7130.

²These documents can be found on the ASBA website: www.asba.ab.ca → Perspectives → Research papers.

³This document can be found on the ASBA website: www.asba.ab.ca → Perspectives → Position papers.

Education Finance

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| Adequacy, Stability and Predictability | Adequate, stable, predictable funding should be provided to meet the needs of public school students in ECS to grade 12. | 1 |
| | Alberta Education, in consultation with the Alberta School Boards Association, should determine the adequacy of the base instruction grant for grades K - 12 and establish a basic level of education programming and adequate funding to support such programming for all students served by the public education system. | 5 10 |
| | 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. | 15 |
| Funding | <u>Targeted Funding</u> | |
| | Targeted operational funding should be minimized. | |
| | Continued but increased targeted funding is supported for: | 20 |
| | <ul style="list-style-type: none"> ♦ Alberta Initiative for School Improvement (AIS) funding. | 25 |
| | <ul style="list-style-type: none"> ♦ The Class-Size Initiative (CSI) funding including upward adjustment to address annual enrollment increases for growing school divisions. | |
| | <u>Base Funding</u> | 30 |
| | There are a number of areas where financial support for programs is deemed by Alberta Education to be covered under base funding which includes the per-pupil allocation at the elementary level and the CEUs earned at the high school level. Some of the areas which are deemed by Alberta Education to be supported by base funding include technology, mild and moderate special education funding, enhanced counselling services, programs designed to reduce substance abuse by students including the Drug Abuse Resistance Education (DARE) program, school library funding, early intervention initiatives, second language education and school liaison officers. | 35 40 |
| | 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. | 45 |

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| 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. | 1 |
| Funding for learning technologies should be based on current total cost of ownership and the appropriate networking infrastructure and technical support should be provided on a five-year lifecycle replacement schedule. | 5 |
| <u>Funding for Differential Factors</u> | |
| In addition to base funding, the department provides, through the funding allocation formula, funds additional to the base funding. Some of these allocations are targeted and therefore must be spent on the identified area. Other of these allocations are not targeted, which means Alberta Education provides the funding for identified programs or initiatives such as small schools by necessity, CTS, and leaves the Board flexibility as to how the total funds are expended. | 15 |
| Funds which are not considered part of base and are not targeted are referred to as additional funding for differential factors by Alberta Education. ASBA positions in regard to funding which is not targeted nor part of the base are as follows: | 20 |
| ♦ Enhanced funding for small schools by necessity should be provided so small high schools can provide students with access to at least a minimum acceptable program and which allows graduates to attend any post-secondary institution in Alberta. | 25 |
| ♦ Outreach funding should recognize operating costs and market rates should be increased. | 30 |
| ♦ Grades 1-12 severe special needs category to allow for funding decision of student programs that are consistent with program unit funds that are available to ECS students. | 35 |
| Special Education Funding | |
| Funding provided to boards for supporting students with special needs should be studied to determine if it is sufficient to provide the programming level required by the Standards document June 2004. | 40 |
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| | | 6-3 |
| | The Government of Alberta should eliminate full funding of designated special education private schools and should fund such schools at a level no greater than that currently provided to other private schools (i.e. 70% of instructional funding). | 1 5 |
| Integrated Services Funding | All medical and social services required to support students in the school setting should be totally funded by the appropriate government agencies and not from funds allocated to school boards for educational purposes. | 10 |
| | The provincial government departments of Alberta Health and Wellness, Alberta Children's Services, and Alberta Education should determine and clarify in policy, for all health authorities and school divisions, which ministry is responsible for funding rehabilitation services for all children and students. | 15 |
| | The province should, in consultation with the Alberta School Boards Association, provide the mechanisms and sufficient funding as well as interdepartmental commitments to ensure integrated service delivery for children to support their educational needs. These mechanisms must ensure clear authority and accountability and effective, responsive service to children's needs. | 20 25 |
| | Funding for children's services should be adequate to provide essential programs which are based on the coordination of services to children at the school level. Such funding should be secure and long-term and support prevention and early intervention programs. | 30 |
| Federal Education Funding | Funding for First Nations severe disabilities students who are attending provincial schools should not be less than the funding levels provided for other non-First Nations students. | 35 |
| | A federal / provincial agreement should be concluded to better accommodate the education of First Nations students, living "on reserve", who choose to attend provincial schools and to ensure the timely transfer of payment for the provision of such educational services to provincially funded school boards. | 40 |
| | Appropriate federal government funding for French Language programs should be provided. | 45 |

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| Timely Funding Announcements | Alberta Education should release by March 1 its Funding Manual for the next school year to ensure school boards can effectively plan and deploy resources to schools and central service departments. | 1 |
| Property Taxation | School boards should have access to some measure of taxing authority. | 5 |
| Goods and Services Tax (GST) | “Goods and Services Tax” (GST) should be eliminated on all purchases made by school boards. | 10 |

Facilities

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| Funding Model | 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. | 1 5 |
| Capacity and Resourcing | The provincial government should provide increased capital funding. | 10 |
| | 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. | 15 |
| | In Edmonton and Calgary, there are large subdivisions which do not have a school. The provincial government should provide sufficient funding to metro boards and other rapidly growing jurisdictions for the infrastructure needs of new communities and the educational, social, economic, recreational, and cultural value of having new schools in the developing areas should be recognized and financially supported. | 20 |
| | The provincial government should increase funding rates for new school construction that address inflation and reflect current market conditions. | 25 |
| ICT Infrastructure Funding | The provincial government should provide the required financial support to provide the necessary infrastructure to support Information and Communications Technology. In particular, funding support is required to meet the code requirements of the new Occupational Health and Safety Act Regulations and Code legislation. | 30 35 |
| Facility Costs of Implementing Provincial Initiatives | The provincial government should recognize the facility costs associated with implementing provincial initiatives such as Small Class Size in determining school capacity, utilization of school space, and the capital needs of boards. | 40 |
| Funding for Outreach School Lease Costs | The provincial government should reimburse school boards for the lease costs of securing a stand-alone facility for the offering of outreach programs, or provide capital funds for such facilities. | 45 |

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| Reviews/Studies | <u>Review of Ontario Program to Support Community Use of Schools</u> | 1 |
| | The provincial government should undertake a review of an Ontario program which provides dedicated funding to school boards for the purpose of increasing and enhancing after hours community use of schools. The review should also include an assessment of the feasibility of implementing this program in Alberta. | 5 |
| | <u>Public-Public and Private-Public Partnerships</u> | 10 |
| | The provincial government should establish a task force to study the potential for partnerships involving public-public and private-public and the merits and disadvantages of such arrangements. | 15 |
| | <u>Area, Capacity & Utilization Guidelines Review</u> | 20 |
| | The provincial government should review the current Area, Capacity and Utilization Guidelines and revise the Area, Capacity and Utilization formula incorporating the following. | 20 |
| | 1. The utilization formula should be changed so that the rated capacity of the school reflects its actual capacity to deliver necessary programming to students in classrooms which meet acceptable standards for the curriculum delivery. | 25 |
| | 2. Classroom spaces should only be included in the formula when determining a school's capacity. | 30 |
| | 3. Space donated by community partners should be specifically excluded from capacity unless the space can be demonstrated to be used for effective program delivery in the same manner and extent as the other classrooms in the school. | 35 |
| | 4. Donated space should be fully eligible for Operations and Maintenance funding once the overall design of the school is approved. | 40 |
| | 5. Donated space previously approved should be fully eligible for Operations and Maintenance funding and that there be no retroactive exclusions. | 45 |
| | 6. Provincial class size guidelines should be used in determining maximum school capacity. | |

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| | | 7-3 |
| Funding for Plant Operations and Maintenance | Plant operations and maintenance funding should be sufficient to ensure that the real costs of utilities, telecommunications, maintenance, custodial services, insurance, and facility planning and administration are met. | 1 5 |
| Scheduled Replacement of Portables | Portable and relocatable classrooms should be replaced on a scheduled basis based upon life expectancy. | |
| Infrastructure Preservation Funding | The provincial government should provide preservation funding to school boards that is equivalent to the industry standard of two percent per year of school facility replacement costs and that this amount be above and beyond funding for major modernizations. | 10 15 |
| Block Funding for School Modernization | The provincial government should reinstate Block Modernization Program funding. | |
| Non-Instructional Facilities | Current capital block funding should be expanded to cover the costs of current debt, both principal and interest, owing on non-instructional facilities and; | 20 |
| | The provincial government should fund the construction of non-instructional facilities - be it new construction, additions or modernization -following agreed-upon criteria similar to that established for instructional space. | 25 |
| School Playgrounds Funding Support | Provincial funding should be provided for the inclusion of school community playgrounds as part of school facilities, firstly by a one-time infusion of funds to address current playground conditions. | 30 |
| | In the case of new school construction, additional provincial funding for a playground and playing fields should be included as part of the capital project costs of the new facility. | 35 |
| | In the case of modernizations, where the construction process results in playground equipment being removed, additional provincial funding to relocate or replace that equipment should be provided as part of the capital project costs. | 40 |
| | In the case of school reconfigurations, provincial funding should be provided for new playgrounds if none are in existence at the facility students are being moved to, or to add to or replace existing equipment so that the equipment is appropriate for the grade levels of students attending the reconfigured school. | 45 50 |

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| | Furthermore, provincial funding for the maintenance and replacement of playgrounds should be included through the Infrastructure Maintenance Renewal (IMR) program. | 1 |
| 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. | 5 |
| | 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. | 10 |
| | The provincial government should exclude small schools by necessity operated by boards from calculations used to determine school system utilization. | 15 |
| School Consolidation Processes | The Alberta School Boards Association shall endeavour to facilitate the school consolidation process by collaborating with the provincial government and other education stakeholder groups to encourage the provincial government to: | 20 |
| | <ul style="list-style-type: none"> ♦ Respect school closure procedures initiated by school boards based on school viability studies conducted in school jurisdictions; ♦ Develop, in conjunction with the definition of Small Schools by Necessity, guidelines for supporting small schools as viable entities, and ♦ Encourage MLAs to provide political support for school board decisions to consolidate schools. | 25 |
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| Funding for Right-Sizing | The provincial government should provide capital funding to school boards for the purpose of right-sizing school facilities where student enrolments and building conditions warrant and building design permits. | 40 |

Site Preparation and Servicing Costs

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

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

Approval Process for School Construction

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.

Implementation of Provincial Initiatives

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| Provincial Initiatives | Given the huge financial and human investment involved in managing change and implementing new initiatives, Alberta Education should establish a consultative process that assesses, monitors and minimizes the workload and cost to school boards. | 1 5 |
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Integrated Services

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| Integrated Service Delivery Model | The provincial government should, in consultation with the Alberta School Boards Association, provide the mechanisms and interdepartmental commitments to ensure integrated service delivery for children to support their educational needs. These mechanisms must ensure clear authority and accountability and effective, responsive service to children's needs. | 1 5 |
| Coordination of Services | The Alberta School Boards Association is committed to the coordination of services for children at all levels of governance. | 10 |
| | School boards should collaborate with their Regional Children and Family Service Authorities in the implementation of the coordination of services to children at the school level. | 15 |
| | The Government of Alberta should assume leadership for this process by: | 20 |
| | <ul style="list-style-type: none"> ♦ Establishing exemplary working relationships among government departments. ♦ Providing adequate funding for all the children's services necessary. ♦ Work in cooperation with school boards to assist all children in achieving their potential. | 25 |
| Information Sharing Protocols | The Ministry of Education should maintain joint protocols with other ministries to ensure appropriate information sharing occurs in an expeditious manner when formal risk and threat assessment processes are initiated to address student safety. | 30 35 |
| School Support Therapists | Speech language pathologists, occupational therapists, mental health therapists, and physiotherapists should be available and accessible to our school systems to support learning so that Alberta's children can receive the best possible education and advocates that the appropriate Ministers make training and accreditation of such specialties a high government priority. | 40 |
| Universal Assessment by Age 30 Months | The Government of Alberta and its appropriate ministries should conduct universal assessment of children, by age 30 months, to identify children who are at risk of not achieving to the level of their potential. | 45 |

Legislative Changes

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| Oil and Gas Development: Buffer Zones Around Schools | The Alberta School Boards Association supports the enactment of legislation to require buffer zones around any school where oil and gas activity presents a danger to students and employees. | 1 |
| Employment Standards Code Provisions – Students Aged 12-14 Years | The Alberta School Boards Association does not support those provisions in the Alberta Employment Standards Code that permit adolescent students, aged 12 to 14 inclusive, to work in adult environments, thereby negatively impacting their moral, social, emotional, and educational development. | 5 10 |
| Bill 206 | The Alberta School Boards Association does not support proposed amendments to the School Act as detailed in Bill 206 “School (Enhanced Protections of Students and Teachers) Amendment Act”. | 15 |

Personnel and Employee Relations

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| Superintendent of Schools /CEO Selection | Superintendents of Schools should continue to be hired by their local boards. | 1 |
| | The requirement that the Minister of Education approve the appointment or renewal of contract of the Superintendent should be discontinued. | 5 |
| Education Profession | Membership in the Education Profession should include all those whose employment requires them to hold a valid teaching certificate and those who qualify for and choose to maintain membership. | 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 |
| | <ul style="list-style-type: none"> ♦ setting of standards and requirements for academic preparation programs leading to entry into the profession; | 25 |
| | <ul style="list-style-type: none"> ♦ discriminating selection of those admitted to academic preparation programs with such selection intended to supply the qualified practitioners required; | 30 |
| | <ul style="list-style-type: none"> ♦ setting of certification requirements for beginning practitioners; | 35 |
| | <ul style="list-style-type: none"> ♦ registration of all persons eligible to practice; | 40 |
| | <ul style="list-style-type: none"> ♦ requiring continuous professional development of practitioners in service; | 45 |
| | <ul style="list-style-type: none"> ♦ implementing periodic review of practice to maintain continuing certification; and | 50 |
| | <ul style="list-style-type: none"> ♦ ensuring discipline and decertification procedures for practitioners. | 50 |
| | 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. | 50 |

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| | The Education Profession should: | 1 |
| | <ul style="list-style-type: none"> ♦ 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. | |
| Teacher Preparation | Faculties of Education should include in the educational administration course for teachers a required unit relating to the role and responsibility of trustees and how they fulfill this role. | 20 |
| Career Counselling Certification Requirements | School boards should continue to have flexibility in staffing the career counselling component of guidance and counselling services with qualified individuals who may not have teacher certification credentials. | 25 |
| Teacher Bargaining | The Alberta School Boards Association believes that collective bargaining is the most practical means of determining the remuneration of employees, but that collective agreements should be restricted to matters of salaries, special allowances, sick leave, and other benefits specifically required by law. | 30 |
| | 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. | 35 |
| | 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. | 40 |
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| A legislated, centralized, school board controlled teacher bargaining model should be established. | 1 |
| The ASBA shall use the following “Key Elements” and attached detailed model to implement the Employer Bargaining Association: | 5 |
| 1. The employer bargaining association will: | |
| (a) have its own governance structure, as outlined in 2 and 3 below | 10 |
| (b) focus exclusively on teacher bargaining and collective agreement administration | 15 |
| (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: | 20 |
| (a) establish the bargaining association’s initial constitution and bylaws using the double majority voting principles outlined in 2(d) below | 25 |
| (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 | 30 |
| (c) provide direction to the employer bargaining council regarding a bargaining mandate | 35 |
| (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. | 40 |
| 3. An employer bargaining council (“the council”) shall be established from among the members of the representative assembly on the following basis: | 45 |
| (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 | 50 |
| (b) each of the metro board’s appointees to the representative assembly will automatically serve on the council | 55 |

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| | (c) the council will: | 1 |
| | ♦ develop a bargaining mandate | |
| | ♦ oversee negotiations | 5 |
| | ♦ determine if, and when, a draft collective agreement shall be brought forward to the representative assembly for ratification. | 10 |
| | The Government of Alberta should introduce legislation that will: | |
| | 1. As recommended by the Alberta Commission on Learning, establish a centralized and school board controlled employer bargaining association for the purpose of collective bargaining with teachers. This association will hold the bargaining certificate for all school boards. Membership in this association will be mandatory for all publicly elected school boards. | 15 |
| | 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: | 25 |
| | (a) pupil/teacher ratios | |
| | (b) hours of instruction | |
| | (c) class size. | 30 |
| | 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. | 35 |
| Mediation | Where the parties to a labour dispute jointly request a particular mediator, such mediator should be appointed, and mediators appointed under the Labour Relations Code should make recommendations for settlement only after due deliberation and after taking the wishes of the parties into account. | 45 |
| 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. | 50 |

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| Educational Assistants | The appropriate government ministries should make the training of educational assistants a high government priority. | 1 |
| Standards of Competency for Bus Drivers | The Province of Alberta should establish province-wide tests and standards of competency for bus drivers. | 5 |

Programs

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| Alternative Programs | The Alberta School Boards Association encourages member boards to take steps, where feasible, to accommodate the diversity of needs and interests of students and parents through alternative programs within public education. | 1 |
| | The Alberta School Boards Association encourages member boards to communicate their offerings of alternative programs, emphasizing the accountability provided when choice programs are offered within the governance structure of locally elected boards. | 5 |
| Program Enhancement | The Alberta School Boards Association shall collaborate with education stakeholders and Alberta Education on ways to improve methodologies for delivering programs to students in rural schools. | 10 |
| | | 15 |
| Career and Technology Studies (CTS) | A replacement process should be approved by the Minister of Education to replace Career and Technology Studies (CTS) Credit Enrolment Units (CEU) audits and the resultant negative adjustment to CTS program funding. | 20 |
| | To this end, Alberta School Boards Association supports a multi-partner task force which would review monitoring processes and bring a recommendation to the Minister that aligns with the principles of the Accountability Pillars Framework. | 25 |
| Support for ELL Students | The provincial government should support English Language Learner (ELL) students adequately, ensuring that the extensive needs of ELL students, including foreign born students, are supported. Additionally, the provincial government, in consultation with the Alberta School Boards Association, should work towards maximizing services and supports including engaging relevant public sector stakeholders in order to optimize supports to ELL populations. | 30 |
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Provincial Committee Representation

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| Provincial Committees | The Alberta School Boards Association should have equitable representation on all provincial committees which have under discussion matters affecting the administration and operation of Alberta schools. | 1 |
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School Councils

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| School Councils | School councils are a valuable resource and should serve in an advisory capacity to the principal and to the school board and forge complementary and productive relationships with school boards to meet the needs of all students. | 1 5 |
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Schools Outside Electoral Jurisdiction

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| Schools Outside Electoral Jurisdiction | The Minister of Education should clarify the legislature's intention to either permit or prohibit the operation of schools, including virtual schools and non-resident home education school programs, outside of the district's electoral jurisdiction. | 1 5 |
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Student Assessment

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| Student Assessment Practices | The principles outlined in the document, <i>Principles for Fair Student Assessment Practices for Education in Canada (1993)</i> ¹ are valid and provide a good basis for making judgments about student assessment practices at the classroom, school, school authority and provincial levels. (Also under “Disposition of Reports” on p. 5-1.) | 1 5 |
| Learner Assessment | Provincial learner assessment programs should directly assess the learner outcomes in curriculum that learners have had opportunity to learn within reasonable time proximity to the administration of the assessment. | 10 |
| | Schools should be given the opportunity to have students write the Provincial Achievement Tests in the year they take the curriculum tested. | 15 |
| | Students taking programs that have learner outcomes different from those in the regular curriculum, e.g., the Integrated Occupational Program, should be assessed on outcomes in whatever special program they are taking. | 20 |
| Provincial Achievement Tests (PATs) | Provincial Achievement Tests (PATs) should be designed and administered in core subject areas at a few key points in the continuum of K-12 programs for the purpose of enabling schools, school authorities, and the province to determine overall success of students in achieving the outcomes of the provincial curriculum. | 25 |
| | Classroom teachers should be extensively involved in the design, administration and marking of PATs. | 30 |
| | PATs should be administered to all students taking regular programs, including students taking home schooling and/or virtual education programs and students enrolled in private schools and charter schools. | 35 |
| | Ranking of teachers, schools, or school systems on the basis of PAT scores is not acceptable. | 40 |
| | There should be recognition that PATs cannot assess all important learner outcomes of the curriculum. | |
| | To the degree possible, the standards on PATs should be consistent from year to year. | 45 |
| | Provincial Achievement Tests administrations should be compatible with cycled courses. | |

¹To obtain the link to this document, contact Bobbie Garner at bgarner@asba.ab.ca or phone 780.451.7130.

Provincial Diploma Exams

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| A significant portion of students' grades in subjects required for high school leaving credentials (diplomas), for scholarships, or for entry to post-secondary institutions should be comprised of common provincial examinations. | 1 5 |
| Provincial diploma exams serve a useful accountability function, but that ranking of teachers, schools or school systems on the basis of exam scores is not acceptable. | 10 |
| There should be recognition that such exams cannot assess all important outcomes of the curriculum, and that at the individual student level, school-based marks and diploma exam marks may legitimately vary. | 15 |
| Decisions regarding diplomas, scholarships and post-secondary entry should take into account school awarded marks as well as marks on the provincial exams. | 20 |
| To the degree possible, the standards on provincial exams should be consistent from administration to administration and from year to year. | 25 |
| To the degree possible, examination administration timetables should support maximum flexibility in school and student timetables, especially as students increasingly engage in independent learning through technological and other means. | 30 |
| Given the high stakes nature of diploma exams for entry to post-secondary programs, Alberta Education should undertake periodic research to determine the degree to which exam scores are good predictors of subsequent success in post-secondary programs. | 35 |
| The design of provincial diploma examinations should provide for a balance of multiple choice and open-ended questions in all subject areas tested. Examinations of the same subject should be written on the same day. | 40 |
| Diploma exams should not unduly erode instructional time. | 45 |
| Alberta Education should provide increased flexibility in scheduling of the writing of diploma exams to allow, at minimum, exams to be written in December and May, in addition to the current schedules. | |

Students

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| Transition to Post Secondary Education | Post-secondary institutions should determine entry requirements for specific programs based on the learning outcomes needed for the courses in those specific programs. | 1 |
| Student Conduct | The Province of Alberta should increase resources for law enforcement, specific to illicit drugs and related activities. | 5 |
| Health and Learning in Schools | The Government of Alberta should establish a high profile task force on health and learning in schools, with broad participation from groups involved in health and learning and with a mandate to develop a model policy for a comprehensive approach to health and learning in schools and school systems. | 10 |
| Oil and Gas Development: Buffer Zones Around Schools | The Alberta School Boards Association supports the enactment of legislation to require buffer zones around any school where oil and gas activity presents a danger to students and employees. | 15 |
| Employment Standards Code Provisions – Students Aged 12-14 Years | The Alberta School Boards Association does not support those provisions in the Alberta Employment Standards Code that permit adolescent students, aged 12 to 14 inclusive, to work in adult environments, thereby negatively impacting their moral, social, emotional, and educational development. | 20 |
| Pedestrian Student Safety | A collaborative approach among all levels of government should be employed to deal with the reality of increased traffic flow on highways in Alberta as it impacts the safety of pedestrian students crossing major highways. | 25 |
| | 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. | 30 |
| | 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. | 35 |
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Transportation

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| Transportation Funding | All school boards should be fairly and equitably funded for student transportation. | 1 |
| | Transportation funding should be the subject of an independent review. | 5 |
| | Transportation grants should be indexed to the price of fuel. | |
| | Transportation funding for all students in grades 4-6 should be provided at the same rate as for grades 7-12 students in order to provide for acceptable levels of safety. | 10 |
| Rural Transportation Funding | Students in small rural schools should be able to access specialized programs in neighbouring schools without being restricted to courses requiring special facilities or equipment. | 15 |
| | Funding should not be reduced for jurisdictions with declining numbers of students transported but who have fixed transportation costs. | 20 |
| Walk Limit (K-6) | The minimum distance limit for transportation funding for K-6 students should be reduced to 1.6 km (1 mile) from the designated school. | 25 |
| Transportation Safety | The provincial government should return to the use of front license plates on vehicles to assist in the identification and prosecution of offenders who pass school buses while loading or unloading. | 30 |

Trusteeship

The following two policy statements will be re-inserted into the *ASBA Governance Handbook* when an appropriate category has been determined.

| | | |
|---|---|---|
| Length of Term for School Board Trustees | School board trustees in Alberta should be elected for four-year terms. | 1 |
| Timing of School Board Trustee Elections | The timing of school board trustee elections should coincide with municipal elections. Further, in determining when elections are to be held, consideration should be given to timing needs of school boards relative to the school year. | 5 |

ASBA Board of Directors' Governance Policies

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ASBA Board of Directors' Governance Policies

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Preface

These Board of Directors' Governance Policies have been developed to highlight and support the very important governance function of the Board of Directors. In addition to clearly defining the role of the Board, the role of the Executive Director and the delegation of authority from the Board to the Executive Director, the Board of Directors has chosen to include the following as policies:

1. Additional commentary on the foundational statements which provide guidance and direction for all activities within the organization;
2. Directions for how the Board itself is to function and how individual Directors are to conduct themselves; how Board committees and representatives are to function;
3. Non-delegable matters such as policy-making; and
4. Specific matters which the Board of Directors has chosen not to delegate to the Executive Director.

These Board Governance Policies are intended to be supplemented by administrative procedures; the primary written mechanism by which the Executive Director directs staff. Administrative procedures must be entirely consistent with governance policies.

The development of two separate and distinct documents is meant to reinforce the distinction in this organization between the Board's responsibility to govern and the Executive Director's executive or administrative duties.

It is to be noted that the electronic version of these Board Governance Policies is always the most current document available.

Governance Policy 1

FOUNDATIONAL STATEMENTS

Mission (approved at Spring General Meeting 2000)

The mission of the ASBA is to promote excellence in education.

Vision (approved at Spring General Meeting 2000)

In order to achieve this mission, the ASBA will:

- ◆ Be a respected and influential provincial association of locally elected school boards.
- ◆ Support publicly elected school boards in their efforts to ensure that students in Alberta have the opportunity to reach their highest potential.
- ◆ Be the leading voice advocating for public education in Alberta.
- ◆ Be energized by the enthusiastic participation of its members.

Based on the **Mission** and **Vision** approved by the membership, the Board of Directors has determined the following:

The statement, “be a respected and influential provincial association of locally elected school boards” is further interpreted to include:

- ◆ Locally elected school boards will look to the ASBA for relevant, well researched information on current and emerging public education issues.
- ◆ Within the approved budget, the key results contained in the strategic plan will be achieved.
- ◆ External organizations and government will seek ASBA advice.

The statement, “support publicly elected school boards in their efforts to ensure that students in Alberta have the opportunity to reach their highest potential” is further interpreted to include:

- ◆ School boards and stakeholders will be involved in networking and interaction on education issues.
- ◆ Locally elected school boards will seek and obtain a wide range of services from the ASBA.

The statement, “be the leading voice advocating for public education in Alberta” is further interpreted to include:

- ◆ Improvements in public education will occur as a result of ASBA's work with government, other provincial organizations and national education organizations.

Legacy

The Board of Directors' legacy shall be a cohesive and productive team built on:

- ◆ Respectful relationships.
- ◆ Effective leadership that is enabled by clearly defined roles and responsibilities.
- ◆ Confidence and trust – solidarity (but not necessarily unanimity).
- ◆ Responsiveness to member expectations.

Governance Policy 2

ROLE OF THE BOARD OF DIRECTORS

As the body elected in accordance with Bylaw No. 4 of the Alberta School Boards Association, the Board shall, subject to the Alberta School Boards Association Act, the Bylaws or directions given it by a 60% double-majority vote at any meeting of the membership of the Association properly called and constituted, have the latitude to manage the business and affairs of the Association in accordance with Bylaw No. 7 of the Association.

The Board, as steward of the Alberta School Boards Association organization, is required to make certain contributions that ensure that the Association's performance conforms to its mission and mandate. The Board is accountable to its membership for these contributions.

Specific Areas of Responsibility

1. Stewardship

1.1 Strategic Planning

- 1.1.1 Meet annually to review and revise the rolling three-year strategic plan.
 - 1.1.1.1 Seek input from the membership.
 - 1.1.1.2 Determine the strategic priorities for the defined three-year period.
 - 1.1.1.3 Determine the key results to be accomplished during this three-year period of time.
- 1.1.2 Provide overall direction for the Association by approving the strategic plan annually.
- 1.1.3 Review strategic plan monitoring reports regarding progress towards achieving the key results prescribed in the strategic plan.
- 1.1.4 Annually evaluate the effectiveness of the organization in achieving desired results.
- 1.1.5 Approve the Annual Report.

1.2 Advocacy

- 1.2.1 Develop an annual plan to advocate to the government and other decision makers and education stakeholders, on behalf of membership.
- 1.2.2 Undertake direct advocacy activities.
- 1.2.3 Monitor progress of advocacy initiatives.

- 1.2.4 Promote the building of relationships with key contacts outside the organization.

2. Guardianship

2.1 Board/Executive Director Relations

- 2.1.1 Provide the Executive Director with clear corporate direction.
- 2.1.2 Delegate, in writing, administrative authority and identify responsibility.
- 2.1.3 Respect the authority of the Executive Director to carry out executive action and support the Executive Director's actions which are exercised within the delegated discretionary powers of the position.
- 2.1.4 Annually evaluate the Executive Director, and review compensation.

2.2 Fiscal Accountability

- 2.2.1 Approve budget assumptions at the outset of the budget process.
- 2.2.2 Approve the annual budget to be recommended to the membership.
- 2.2.3 Review quarterly financial statements.
- 2.2.4 Annually appoint the Association auditor.
- 2.2.5 Review the external Audit Report and ensure quality indicators are met.

3. Leadership

3.1 Policy

- 3.1.1 Establish a well-defined process for the determination of Association policies and the handling of directives for action.
- 3.1.2 Adopt interim Association policy between General Meetings, as and when required.
- 3.1.3 Identify how the Board is to function through the adoption of Board governance policies.
- 3.1.4 Define in Board governance policies the role of individual Board members, including executive offices of President and Vice-President.
- 3.1.5 Establish Board governance policy which will clearly outline actions, behaviours or methods to be used in order to achieve the goals that the Board expects.
- 3.1.6 Monitor Association and Board governance policy effectiveness.
- 3.1.7 Appoint committees and provide terms of reference.
- 3.1.8 Appoint representatives to category A and B external committees as per Policy 8 and provide direction to those representatives.

- 3.2 Accountability to Membership
 - 3.2.1 Establish processes and provide opportunities for membership input.
 - 3.2.2 Act in good faith in accordance with the Bylaws and any directions given, on behalf of the membership.
 - 3.2.3 Make informed decisions that consider the needs, concerns and opinions of Association members and represent the interests of the entire organization.
 - 3.2.4 Arrange for provision of relevant, well-researched information on current and emerging public education issues to school boards and key stakeholders.
 - 3.2.5 Arrange for services to members.
 - 3.2.6 Model a culture of respect and integrity.
 - 3.2.7 Approve materials to be presented at General Meetings in accordance with Association Bylaws and membership direction.
 - 3.2.8 Bring recommendations for Bylaw amendments to the membership.
- 3.3 Accountability to the Provincial Government
 - 3.3.1 Act in accordance with the Alberta School Boards Association Act and other relevant statutory requirements.
 - 3.3.2 Perform Board functions required by governing legislation, Association Bylaws and Board policies.
- 3.4 Board Development
 - 3.4.1 Develop an annual plan for Board/Director development.
 - 3.4.2 Annually evaluate Board effectiveness through a well-defined Board self-evaluation process.

Governance Policy 2 Appendix A

BOARD OF DIRECTORS' CHARTER

| Principle: Transparency | |
|---|---|
| Beliefs | Practices |
| <p>We believe transparency builds credibility.</p> <p>We believe the ASBA membership is entitled to know everything the Board does with the exception of confidential matters related to legal, labour, land or ASBA personnel matters.</p> | <p>Anticipation of the informational needs of all stakeholders.</p> <p>Proactive sharing of appropriate information.</p> <ul style="list-style-type: none"> ◆ Posting of agendas and minutes on the web-site (need to show that meetings are open and that visitors are welcome) ◆ Expand the minutes to indicate key points of discussion (without attribution of specific comments to specific individuals) ◆ Seek to create continuously improved methods of information dissemination <p>Questions from stakeholders shall always be welcomed and respected (seen as an opportunity to build awareness and understanding).</p> <p>Board members shall be approachable, straightforward and responsive.</p> |

| Principle: Commitments & Obligations | |
|--|---|
| Beliefs | Practices |
| <p>We believe multiple commitments are expected and honoured as the means through which the perspectives and positions of various stakeholder groups can be expressed.</p> <p>However, the obligation to express stakeholder views does not diminish or interfere with a Director's obligations to support the needs of the ASBA (the obligations are not mutually exclusive).</p> | <p>Limit the reporting of vote results to 'carried' or 'defeated'.</p> <p>No 'contrived' unanimous votes.</p> <p>Active support of the Board by all Directors:</p> <ul style="list-style-type: none"> ◆ Take time to identify key messages to support each decision. ◆ If a Director was opposed to the decision of the Board they may: <ul style="list-style-type: none"> ◇ Say nothing ◇ Speak in support of the process (that debate was extensive; that dissenting positions were expressed; that the Board as a whole attempted to achieve the best outcome) <p>If you support the decision, be conscious of the need to express your support and become a 'champion' of the cause. Multiple voices always have a significant influencing impact.</p> |

| Principle: Inclusiveness | |
|---|--|
| Beliefs | Practices |
| <p>With the exception of the President, we believe no one Director or group of Directors should be provided with preferential access to information (not withstanding privileged information related to other organizations).</p> <p>We believe an important element of inclusiveness is the respect of diverse views and opinions.</p> <p>We believe all Directors should be encouraged to express alternative perspectives on relevant matters.</p> | <p>Opportunities for diverse views to be expressed and debated must be created. This will lead to higher levels of ‘ownership’ in, and support of, Board positions.</p> <p>Encourage the active involvement of all Board members in discussions and decisions</p> <ul style="list-style-type: none"> ◆ Consciously asking everyone for input ◆ Demonstrating patience with/ appreciation for alternative perspectives ◆ Provide opportunities for informal discussion on topics among Directors <p>Support the orientation of new Directors</p> <ul style="list-style-type: none"> ◆ Ensure that new Board members participate in a comprehensive orientation to the ASBA Board ◆ Create opportunities for informal mentoring between experienced and new Board members |

| Principle: Unity and Solidarity | |
|--|---|
| Beliefs | Practices |
| <p>We believe in ‘speaking with one voice’.</p> <p>We believe unity and solidarity as a Board is essential for the well-being and effectiveness of the organization.</p> <p>We believe sound processes that foster candid discussion should ensure that everyone is heard.</p> | <p>Directors need to communicate and publicly endorse Board decisions.</p> <p>There must be individual and collective commitment to a process that fosters candid discussions leading to consensus decisions whenever possible.</p> <p>The President, or anyone appointed by the Board to speak on its behalf, needs to be actively supported by the Directors when expressing the Board’s position to the membership or in any public forum.</p> |

| Principle: Accountability | |
|---|--|
| Beliefs | Practices |
| <p>As individual Directors, we are accountable to the Board itself and to our fellow Directors.</p> <p>We are accountable for the general well-being of the ASBA especially for advocacy (as a direct accountability) and services (as an indirect accountability exercised through the CEO)</p> <p>We, as a Board, are accountable to the Government of Alberta as defined by legislation.</p> | <p>We come prepared for meetings.</p> <p>We demonstrate a willingness to participate in our meetings.</p> <p>We are committed to investing the time required to do our jobs well.</p> <p>We are accountable for maintaining respect for diversity through flexibility in our deliberations.</p> <p>We will define/clarify the different types of advocacy as required.</p> <p>We will be diligent in monitoring our performance as a Board as well as the performance of the CEO.</p> <p>We will be disciplined in honouring the need for confidentiality.</p> <p>We will consciously ensure that we are always operating within the context of a legitimate mandate.</p> <p>We will endeavor to establish and maintain positive relationships with the provincial government.</p> |

| Principle: Improvement | |
|--|---|
| Beliefs | Practices |
| <p>We believe we can't allow ourselves to become stagnant, and continuous improvement is necessary to prevent going backwards.</p> <p>We believe we will be better able to serve the membership by constantly improving.</p> <p>We believe there are three areas we need to consider for continuous improvement:</p> <ul style="list-style-type: none"> Director → Director Board → Membership Board → Task Effectiveness | <p>We shall endeavor to improve the Board's own processes, mechanisms and methods in order to improve effectiveness.</p> <p>We will discuss the effectiveness of each of our meetings and events looking for opportunities for improvement.</p> <p>We will conduct Director evaluations on a regular basis.</p> <p>We will engage in training opportunities for Directors.</p> <p>We will employ a comprehensive orientation and re-orientation for Directors.</p> <p>We will monitor our growth as a team in terms of common developmental stages.</p> <p>We will establish a Board planning cycle tied to our strategic priorities which will be derived from our strategic plan and standing policies.</p> |

Governance Policy 2 Appendix B

BOARD OF DIRECTORS' ANNUAL WORK PLAN

| | |
|--|---|
| SEPTEMBER (meeting) | <ul style="list-style-type: none"> ◆ Approve the Board Annual Work Plan ◆ Accept the previous three-year Strategic Plan Implementation final report ◆ Receive the third quarter financial report ◆ Hear presentation on Provincial Achievement Test and Diploma results as per joint protocol with Alberta Education |
| OCTOBER (teleconference meeting) | <ul style="list-style-type: none"> ◆ Approve Advocacy Highlights for placement before the membership at the upcoming FGM ◆ Approve proposed policies and directives for action for placement before the membership at the upcoming FGM ◆ Select Friends of Education award and Honourary Life Member recipients |
| NOVEMBER (meeting) | <ul style="list-style-type: none"> ◆ Abbreviated Board meeting, if necessary due to FGM ◆ Attend FGM |
| JANUARY (meeting) | <ul style="list-style-type: none"> ◆ Approve budget assumptions for upcoming fiscal year ◆ Receive the fourth quarter financial report ◆ Accept the audited financial statement for the August year-end ◆ Receive in-person report from external auditor ◆ Receive the current three-year Strategic Plan Implementation first report ◆ Attend Strategic Planning Session ◆ Review progress and provide direction on ASBA Strategic Plan at Strategic Planning Session (priorities and key results) |
| MARCH (meeting) | <ul style="list-style-type: none"> ◆ Review, provide direction and approve draft subsequent ASBA Strategic Plan ◆ Review budget options and determine which option will be recommended to the membership ◆ Review the Executive Director's interim accountability report ◆ Review the Board Annual Work Plan ◆ Receive the first quarter financial report ◆ Appoint external auditor for current fiscal year ◆ Provide direction for the upcoming annual report |
| APRIL | <ul style="list-style-type: none"> ◆ Attend either the NSBA Annual Conference or the CSBA Congress (July) (President, Vice-President and selected Directors on rotation) |

| | |
|---|---|
| MAY (meeting) | <ul style="list-style-type: none"> ◆ Receive the current three-year Strategic Plan Implementation second report ◆ Receive the second quarter financial report |
| JUNE (teleconference meeting) | <ul style="list-style-type: none"> ◆ Attend SGM ◆ Receive draft proposed Association policies for FGM |
| JULY | <ul style="list-style-type: none"> ◆ Attend either the CSBA Congress or the NSBA Annual Conference (April) (President, Vice-President and selected Directors on rotation) |
| AUGUST (meeting) | <ul style="list-style-type: none"> ◆ Attend Board Leadership Session ◆ Approve Executive Director's evaluation report as developed during the facilitated Board of Directors' leadership session ◆ Approve Board of Directors' Self-Evaluation report as developed during the facilitated Board of Directors' leadership session |
| ONGOING | <ul style="list-style-type: none"> ◆ Review and appoint committee representation as per Board Policy 8 ◆ Approve variances to the Board of Directors' meeting schedule |

Governance Policy 3

ROLE OF THE DIRECTOR

The role of the Board of Directors member is to contribute to the Board of Directors as it carries out its mandate in order to achieve its mission and goals. The oath of office taken or affirmation made by each Board of Directors member when s/he assumes office binds that person to work diligently and faithfully in the cause of the Association.

The Board of Directors is a corporation. The decisions of the Board in a properly constituted meeting are those of the corporation. Individual Directors exercise an effective decision making role in the context of corporate action. The individual Director has no authority outside of the Board of Directors meeting unless specific authority has been granted by the Board of Directors during a duly constituted meeting of the Board.

Specific Responsibilities of Individual Directors

1. Take and uphold the Oath of Office, which states:

I (*name*), do solemnly swear that I will promote excellence in public education and that I will uphold the trust that the public, separate, and francophone school boards of Alberta have placed in me to faithfully guide the Alberta School Boards Association in the achievement of its goals.
2. Become familiar with Association policy and Board of Directors governance policy, meeting agendas and reports in order to participate in Board meeting business.
3. Attend all Board of Directors meetings prepared to participate in, and contribute to, the decisions of the Board in order to provide the best solutions possible for the Association.
4. Prepare for and attend all Strategic Planning and Leadership Academy sessions.
5. Advise the ASBA office and ensure the attendance of an alternate when unable to attend a Board of Directors meeting or session.
6. Attend either the Canadian School Boards Association (CSBA) Congress or the National School Boards Association (NSBA) Annual Conference 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.

7. Attend and participate in respective Zone meetings (Metro Directors will play a supportive role to Zone Directors at these meetings).
8. Assist at Spring General Meetings and Fall General Meetings.
9. Participate on committees as determined by the Board of Directors.
10. Represent all Zone or Metro Board issues and input to the Board of Directors.
11. Represent relevant information from the Board of Directors to the Zone or Metro Boards.
12. Provide a written Zone or Metro Board report for each Board of Directors meeting.
13. Suggest items for agendas for Board of Directors meetings.
14. Support and assist the Chair in conducting effective Board of Directors meetings.
15. Recognize his/her fiduciary responsibility to the Board of Directors and vote in the best interests of the Association understanding that Association needs are paramount.
16. Use special expertise and knowledge to inform other Directors.
17. Abide by and provide the rationale for the corporate decisions of the Board of Directors after a decision has been reached.
18. Stay current with respect to provincial, national and international educational issues and trends.
19. Share the materials and ideas gained with fellow Directors at a Board of Directors meeting, in written format, following conference attendance.
20. Maintain focus on the strategic work of the Board of Directors.
21. When delegated responsibility, individual Directors will exercise such authority within the defined limits in a responsible and effective way.
22. Strive to develop a positive and respectful learning and working culture both within the Board of Directors and the Association.
23. Become familiar with, and adhere to, the Director Code of Conduct.
24. Report any violation of the Director Code of Conduct to the President.

Orientation

As a result of elections, the Board of Directors will experience changes in membership. To ensure continuity and facilitate smooth transition from one Board to the next following an election, Directors must be adequately briefed concerning existing Board of Directors policy and practice, strategic directions and initiatives.

The Board of Directors believes an orientation program is necessary for effective directorship. All incoming Directors and alternates are expected to attend all aspects of the orientation program.

1. The Executive Director will provide an orientation program for all newly elected Directors that provides information on:
 - 1.1 ASBA Governance Handbook (Association bylaws, Association policies, Board of Directors governance policies);
 - 1.2 Role of the Director and the Board of Directors;
 - 1.3 The Strategic Plan and Plan Implementation;
 - 1.4 Financial Information (Budget, Budget Process, Audited Financial Statements);
 - 1.5 Practical Information (Expense Claims, Insurance Coverage, Building Information, Conference Attendance);
 - 1.6 Board Meeting Information;
 - 1.7 Communication with Zones;
 - 1.8 Fiduciary duty.
2. The orientation program will also include a tour of the offices and the opportunity to meet Association staff.
3. The President and Executive Director are responsible for ensuring the development and implementation of the Board of Directors' orientation program for newly elected Directors. The Executive Director shall provide each Director with access to the references listed in Policy 3 Appendix at the orientation session.
4. Incumbent Directors are encouraged to help newly elected Directors become informed about history, functions, policies, procedures and issues.
5. Specific orientations for the President and Vice-President will be provided as required.

Governance Policy 3 Appendix

SERVICES AND MATERIALS PROVIDED TO DIRECTORS

Directors shall be provided with the following services, materials and equipment while in office:

1. Reference Material
 - ◆ ASBA Governance Handbook (which includes Association bylaws, Association policy and Board of Directors governance policy)
 - ◆ Copy of current Association documents:
 - ◇ Budget
 - ◇ Three-Year Strategic Plan
 - ◇ Annual Report
 - ◇ Audited Financial Statements
 - ◆ Contact information for Board of Directors members, education partners and Zone executives
 - ◆ Alberta School Boards Association (ASBA) membership services
2. Communications/Public Relations
 - ◆ Notification of significant media events
 - ◆ Notification of conferences of possible interest
 - ◆ Name tags and lapel pins
 - ◆ Board Highlights
 - ◆ Hot News
 - ◆ Key messages as required
 - ◆ Individual and Board of Directors photographs (for Association purposes)
3. Administrative/Secretarial Services Through the Executive Director
 - ◆ Conference registration, travel and accommodation arrangements (note: not for Association general meetings).

Governance Policy 4

DIRECTOR CODE OF CONDUCT

The Board of Directors commits itself and its members to conduct which meets the highest ethical standards. It is expected that all personal interactions and relationships will be characterized by mutual respect, which acknowledges the dignity and affirms the worth of each person.

Specifically

Directors, including the President and Vice-President are to:

1. Devote time, thought and study to the duties of Director so that they may render effective and credible service.
2. Endeavour to work with fellow Directors in a spirit of harmony and cooperation in spite of differences of opinion that may arise during debate. Avoid rancor and bitterness; observe proper decorum and behaviour; encourage full and open discussions in all matters with fellow Directors; treat each other with respect and consideration; limit ancillary (sidebar) discussions during meetings; and not withhold or conceal any information or matter with which other Directors would be concerned.
3. Ensure the use of electronic devices is limited to the greatest extent possible.
4. Abide by the speakers list as determined by the President.
5. Base personal decisions upon all available facts in each situation; vote their honest conviction in every case, unswayed by partisan bias of any kind and in the best interest of all students in Alberta; and thereafter abide by and uphold the final majority decision of the Board of Directors.
6. Not discuss the confidential business of the Board of Directors outside of a Board meeting or a Committee meeting thereof.
7. Represent unconflicted loyalty to the interests of the Board of Directors and the Association. This accountability supersedes any conflicting loyalty such as that to advocacy or interest groups and membership on other Boards or staffs. It also supersedes the personal interest of any Director acting as a consumer of the Association's services.
8. Avoid conflict of interest with respect to their fiduciary responsibility.

9. Disclose the general nature of any pecuniary interest as soon as the Director is aware that it exists, and have the Board of Directors determine, in view of the disclosure, whether or not the Director should abstain from discussing the matter, and abstain from voting on any question relating to the matter.
10. Consequences for the failure of individual Directors to adhere to the Director Code of Conduct are specified in Policy 4 Appendix.

Governance Policy 4 – Appendix

DIRECTOR CODE OF CONDUCT SANCTIONS

1. Directors shall conduct themselves in an ethical and prudent manner in compliance with the Director Code of Conduct, Policy 4. The failure by Directors to conduct themselves in compliance with this policy may result in the Board of Directors instituting sanctions.
2. A Director who believes that a fellow Director has violated the Code of Conduct may seek resolution of the matter through appropriate conciliatory measures prior to commencing an official complaint under the Code of Conduct.
3. A Director who wishes to commence an official complaint, under the Code of Conduct, shall file a letter of complaint with the President within thirty (30) days of the alleged event occurring, and indicate the nature of the complaint and the section or sections of the Code of Conduct that are alleged to have been violated by the Director. The Director who is alleged to have violated the Code of Conduct, and all other Directors, shall be forwarded a copy of the letter of complaint by the President, or where otherwise applicable, in what follows, by the Vice-President, within five (5) days of receipt by the President of the letter of complaint.
4. When a Director files a letter of complaint, and a copy of that letter of complaint is forwarded to all Directors, the filing, notification, content, and nature of the complaint shall be deemed to be strictly confidential, the public disclosure of which shall be deemed to be a violation of the Code of Conduct. Public disclosure of the complaint and any resulting decision taken by the Board of Directors may be disclosed by the President only at the direction of the Board of Directors, following the disposition of the complaint by the Board of Directors at a hearing.
5. To ensure that the complaint has merit to be considered and reviewed, at least one other Director of the Board must provide to the President within three (3) days of the notice in writing of the complaint being forwarded to all Directors, a letter indicating support for having the complaint be heard at a hearing. Any Director who forwards such a letter of support shall not be disqualified, from attending at and deliberating upon, the complaint at a hearing convened to hear the matter, solely for having issued such a letter.
6. Where no letter supporting a hearing is forthcoming, the complaint shall not be heard. The President shall notify all other Directors in writing that no further action of the Board shall occur.
7. Where a letter supporting a hearing is forthcoming, the President shall add the item to a meeting of the Board of Directors as soon as is reasonable.

8. A violation of the Code of Conduct shall result in:
 - 8.1 The President writing a letter of censure marked “Personal and Confidential” to the Director in question. This occurs only after having such action discussed and agreed upon by a majority of Directors present at an in-camera meeting of the Board of Directors. A majority of Directors at a public meeting of the Board of the Directors shall immediately approve this decision;
 - 8.2 For a subsequent occurrence, at a public meeting of the Board of Directors, a motion of censure shall be presented against the Director in question; and
 - 8.3 For a third and subsequent occurrences, at a public meeting of the Board of Directors, a motion to remove the Director in question from one (1), or more, of all Board of Directors appointments may be presented.
9. Depending on the significance of the violation, the Board of Directors may omit steps in the process defined above or take alternate action if deemed more appropriate.

Governance Policy 5

ROLE OF THE PRESIDENT

The election of the President shall take place as governed by Bylaw No. 4.

The duties assigned to the President by the Association are specified in Bylaw No. 6. These include providing leadership to both the Association and the Board of Directors.

Specific Responsibilities

While acknowledging the unique leadership role, the Board of Directors assigns to the President the following powers and duties:

1. Take and uphold the Oath of Office, which states:

I (*name*), do solemnly swear that I will lead the Alberta School Boards Association as President in promoting excellence in public education and that I will uphold the trust that the public, separate, and francophone school boards of Alberta have placed in me to faithfully guide the Alberta School Boards Association in the achievement of its goals.
2. Prior to each Board of Directors meeting, convene a meeting of the Executive Committee to determine the items to be included on the agenda, the order of these items, and to become thoroughly familiar with them.
3. Preside over all Board of Directors meetings and ensure that such meetings are conducted in accordance with Association Bylaw No. 7, the Association's foundation statements, the policies as established by the Board of Directors, and statutory requirements.
4. Perform the following duties during Board of Directors meetings:
 - 4.1 Maintain the order and proper conduct and decorum of the meeting so that motions may be formally debated;
 - 4.2 Ensure that all issues before the Board of Directors are well-stated and clearly expressed;
 - 4.3 Display firmness, courtesy, tact, impartiality, and willingness to give everyone an opportunity to speak through the maintenance of a speakers list on the subject under consideration;
 - 4.4 Encourage deliberation of all viewpoints;

- 4.5 Ensure that debate is relevant. The President, in keeping with his/her responsibility to ensure that debate must be relevant to the question, shall, when s/he is of the opinion that the discussion is not relevant to the question, remind members that they must speak to the question;
 - 4.6 Decide questions of order and procedure using Robert's Rules of Order, subject to an appeal to the rest of the Board of Directors. The President may speak to points of order in preference to other members, and shall decide questions of order, subject to an appeal to the Board of Directors by any member duly moved;
 - 4.7 Submit motions or other proposals to the final decision of the meeting by a formal show of hands;
 - 4.8 Ensure that each Director present votes on all issues before the Board;
 - 4.9 Extend hospitality to Directors, observers, presenters and Association staff;
 - 4.10 Facilitate meetings so that the will of the Board of Directors is achieved.
5. Provide a written report to each Board of Directors meeting.
 6. Foster, develop and/or maintain positive, professional working relationships with:
 - 6.1 The Minister of Education.
 - 6.2 Other cabinet ministers whose department's work relates to the Association's mandate.
 - 6.3 Presidents of other education stakeholder organizations.
 - 6.4 All member boards.
 - 6.5 The Executive Director and staff.
 7. Communicate regularly, in a timely manner, with Boards concerning Association activities.
 8. Act as an advocate for excellence in public education and proactively monitor the environment for issues that impact the Association and its members.
 9. Act as the primary spokesperson for the Board of Directors except for those instances where the Board has delegated this role to another individual or group.
 10. Represent the Association or Board of Directors, or arrange alternative representation, at official functions.
 11. Keep informed of significant developments within the Association.

12. Liaise with the Canadian School Boards Association (CSBA) and the National Schools Boards Association (NSBA) for mutual benefits.
 - 12.1 Attend both CSBA Congress and the NSBA Annual Conference.
13. Be responsible for ensuring the development and implementation of the orientation program for newly elected Directors.
14. Demonstrate, through personal example, a commitment to life-long learning, personal growth and professional development.
15. Address matters related to individual Director's expense claims.
16. Stay current with respect to provincial, national and international educational issues and trends.
17. Address inappropriate behaviour on the part of a Director.
18. Ensure that the Board of Directors engages in annual assessments of its effectiveness as a Board.

Governance Policy 6

ROLE OF THE VICE-PRESIDENT

The election of the Vice-President shall take place as governed by Bylaw No. 4. In accordance with Bylaw No. 6, the Vice-President shall act on behalf of the President, in the latter's inability to act or absence and shall have all the duties and responsibilities of the President.

Specific Responsibilities

1. Take and uphold the Oath of Office, which states:

I (*name*), do solemnly swear that, as Vice-President, I will assist the President of the Alberta School Boards Association in promoting excellence in public education and that I will uphold the trust that the public, separate, and francophone school boards of Alberta have placed in me to faithfully guide the Alberta School Boards Association in the achievement of its goals.
2. Prior to each Board meeting, as a member of the executive committee the Vice-President shall confer with the President and the Executive Director on items to be included on the agenda, the order of these items and to become thoroughly familiar with them.
3. Assist the President in ensuring that the Board of Directors operates in accordance with its own policies and in providing leadership and guidance to the Board of Directors.
4. Provide a written report to each Board of Directors meeting.
5. Act as Chair of the following committees:
 - 5.1 Policy Development Advisory Committee (PDAC)
 - 5.2 Executive Director Evaluation Committee
 - 5.3 Executive Director Compensation Committee

The Vice-President shall ensure that the Executive Director evaluation process is conducted as per Board of Directors directions and that the evaluation is completed as required by contract.
6. Act as Chair of the Zone Chairs meetings.
7. Attend both the Canadian School Boards Association (CSBA) Congress and the National School Boards Association (NSBA) Annual Conference.
8. Review and approve the Executive Director's expenditures at least twice per year.

9. Stay current with respect to provincial, national and international educational issues and trends.
10. The Vice-President may be assigned other duties and responsibilities by the President.

Governance Policy 7

BOARD OF DIRECTORS OPERATIONS

The Board of Directors is required to fulfill the powers and duties assigned by the membership under Bylaw No. 7.

The Board of Directors believes that its ability to discharge its obligations in an efficient and effective manner is dependent upon the development and implementation of sound organizational principles. In order to discharge its responsibilities to the membership, the Board shall hold meetings as often as is necessary. A quorum, which is a simple majority of the number of Directors, must be present for every duly constituted meeting. The Board of Directors has adopted policies so that the business of the Board can be conducted in an orderly and efficient manner.

1. Membership

The election of the Board of Directors is governed by Association Bylaw No. 4.

2. Oath of Office

Each Director will take the oath of office prior to assuming duties as a member of the Board of Directors.

3. Regular Meetings

Regular Board of Directors meeting dates will normally be every second Thursday evening and the following Friday of each month, excepting July and November. In election years, a November meeting will be held in place of the October meeting. Adjustments to this schedule may be necessary to accommodate Association business requirements, various education-related events, Zone meetings and statutory holidays.

- 3.1 All meetings will ordinarily be held at the Association office in Edmonton.
- 3.2 All Directors shall notify the President and the ASBA office if they are unable to attend a Board meeting, and shall advise their alternates to attend.
- 3.3 All Directors who are absent from three (3) consecutive regular meetings may be disqualified in accordance with Association Bylaw No. 4.
- 3.4 If both the President or Vice-President through illness or other cause are unable to perform the duties of the office or are absent, the Board of Directors shall appoint from among its members an acting Chair, who on being so appointed has all the powers and shall perform all the duties of the Chair during the Chair's and Vice-Chair's inability to act or absence.

3.5 Regular meetings of the Board of Directors will not be held without the Executive Director and/or designate(s) in attendance, unless the Executive Director's contract is under consideration.

4. Special Meetings

4.1 Occasionally, unanticipated or emergent issues require immediate Board of Directors attention and/or action.

4.2 Special meetings of the Board will only be called in accordance with Association Bylaw No. 7.

4.3 The nature of the business to be transacted must be clearly specified in the notice of the meeting. No other business may be transacted.

4.4 Special meetings of the Board of Directors will not be held without the Executive Director and/or designate(s) in attendance.

5. Private (In-Camera) Sessions

5.1 The Board of Directors may, by resolution, schedule a private (in-camera) meeting at a time or place agreeable to the Board or recess a meeting in progress for the purpose of meeting in-camera. Such resolutions shall be recorded in the minutes of the Board and shall specify those individuals eligible to attend in addition to Directors and the Executive Director.

5.2 The Board of Directors shall only discuss the matter(s) that gave rise to the in-camera meeting. Board members and other persons attending the session shall maintain confidentiality and shall not disclose the details of the discussion at such sessions.

5.3 The Board of Directors shall, during the in-camera session, adopt only such resolution as is required to re-convene the Board in regular session.

6. Agenda for Regular Meetings

The Executive Director is responsible for preparing an agenda for Board meetings in consultation with the President and Vice-President.

6.1 The order of business at a regular meeting shall generally be as follows:

6.1.1 Call to Order

6.1.2 National Anthem

6.1.3 Action Items

6.1.3.1 Agenda

◆ Additions/Changes

◆ Approval

- 6.1.3.2 Minutes
 - ◆ Errors/Omissions
 - ◆ Approval
 - ◆ Business Arising
- 6.1.3.3 In-Camera Session
- 6.1.4 Advocacy
 - 6.1.4.1 Advocacy Priority Report
 - 6.1.4.2 Other
- 6.1.5 Research
- 6.1.6 Partnerships
- 6.1.7 Services to Boards
- 6.1.8 Association Policy and Board of Directors Governance Policy
- 6.1.9 Board Member Reporting Responsibilities
 - 6.1.9.1 President's Report
 - 6.1.9.2 Vice-President's Report
 - 6.1.9.3 Executive Director's Report
 - 6.1.9.4 Director Reports
- 6.1.10 Other
 - 6.1.10.1 Directors' Request for Information
 - 6.1.10.2 Agenda Items – Future Board Meetings
- 6.1.11 Discussion Items
- 6.1.12 Information Items
 - 6.1.12.1 Reports
 - 6.1.12.2 Correspondence
 - 6.1.12.3 Conferences
- 6.1.13 Meeting Evaluation
- 6.1.14 Adjournment
- 6.2 The agenda will be supported by copies of letters, reports, contracts and other materials as are pertinent to the business that will come before the Board of Directors and will be of value to the Board in the performance of its duties. Each action item will include a clear recommendation.

- 6.3 Items may be placed on the agenda in one of the following ways:
 - 6.3.1 By notifying the President or Executive Director at least ten (10) calendar days prior to the Board of Directors meeting.
 - 6.3.2 By notice of motion at the previous meeting of the Board of Directors.
 - 6.3.3 As a request from a Committee of the Board of Directors.
 - 6.3.4 Emergent issues that require Board action may arise after the agenda has been prepared. The Chair, at the beginning of the meeting, shall ask for additions to and/or deletions from the agenda prior to agenda approval. Changes to the agenda may be made by a majority of those present.
- 6.4 The agenda package, containing the agenda and supporting information including presenter's notes, will generally be provided electronically to each Director five (5) calendar days prior to the Board of Directors meeting. Subsequently, emergent information may be provided at the meeting; and further, the Executive Director shall advise the President regarding the emergent nature of such information.
- 6.5 The Board of Directors will follow the order of business set by the agenda unless the order is altered or new items are added by agreement of the Board.
- 6.6 During the course of the Board meeting, the majority of Directors present may amend the agenda and place items before the Board for discussion. The Board may take action on such items.

7. Minutes for Regular or Special Meetings

The Board shall maintain and preserve by means of minutes a record of its proceedings and resolutions.

- 7.1 The minutes shall record:
 - 7.1.1 Date, time and place of meeting;
 - 7.1.2 Type of meeting;
 - 7.1.3 Name of presiding officer;
 - 7.1.4 Names of those Directors and staff/consultants in attendance;
 - 7.1.5 Approval of preceding minutes;
 - 7.1.6 All resolutions, including the Board of Director's disposition of the same, placed before the Board, are to be entered in full;
 - 7.1.7 Names of persons making the motions;
 - 7.1.8 Appointments;
 - 7.1.9 Receipt of reports of committees; and
 - 7.1.10 Recording of the vote on a motion (when requested pursuant to Bylaw No. 7)

- 7.2 The minutes shall:
 - 7.2.1 Be prepared as directed by the Executive Director;
 - 7.2.2 Be reviewed by the Executive Director prior to submission to the Board of Directors;
 - 7.2.3 Be considered an unofficial record of proceedings until such time as adopted by a resolution of the Board of Directors; and
 - 7.2.4 Upon adoption by the Board of Directors, be deemed to be the official and sole record of the Board's business.
- 7.3 The Executive Director or designate shall ensure, upon acceptance by the Board of Directors, that appropriate initials are appended to each page of the minutes, and that appropriate signatures are affixed to the concluding page of the minutes.
- 7.4 The Executive Director or designate will establish and maintain a file of all Board minutes.
- 7.5 As part of its ongoing effort to keep membership and staff fully informed concerning its affairs and actions, the Board of Directors expects the Executive Director to institute and maintain effective and appropriate procedures for the prompt dissemination of information about decisions made at all Board of Directors meetings.
- 7.6 The approved minutes of a regular or special meeting shall be posted to the website as soon as possible following approval. The Executive Director or designate is responsible to distribute and post the approved minutes.
- 7.7 Each standing or ad hoc Committee will maintain records of proceedings. The record of proceedings are available to the Board of Directors.

8. Motions

Motions do not require a seconder.

8.1 Notice of Motion

The notice of motion serves the purpose of officially putting an item on the agenda of the next or future regular meeting and gives notice to all Directors of the item to be discussed. A notice of motion is not debatable and may not be voted on.

8.2 Discussion on Motions

The custom of addressing comments to the Chair is to be followed by all persons in attendance.

A Board motion or a recommendation must generally be placed before the Board prior to any discussion taking place on a matter. Once a motion is before the Board and until it is passed or defeated, all speakers shall confine their remarks to the motion or to the information pertinent to the motion. Motions may be submitted by any Director, including the Chair.

8.3 Speaking to the Motion

The mover of a motion first and every Director shall have an opportunity to speak to the motion before any Director is allowed to speak a second time.

The Chair will normally speak just prior to the last speaker who will be the mover of the motion.

The mover of the motion is permitted to close debate on the motion.

As a general guide, a Director is not to speak longer than three (3) minutes on any motion. The Chair has the responsibility to limit the discussion by a Director when such a discussion is repetitive or digresses from the topic at hand, or where discussion takes place prior to the acceptance of a motion.

No one shall interrupt a speaker, unless it is to ask for important clarification of the speaker's remarks, and any such interruption shall not be permitted without permission of the Chair.

Should a Director arrive at the meeting after a motion has been made and prior to taking a vote, the Director may request further discussion prior to the vote. The Chair shall rule on further discussion.

8.4 Reading of the Motion

A Director may require the motion under discussion to be read at any time during the debate, except when a Director is speaking.

8.5 Required Votes

The Chair, and all Directors present, shall vote on each question. Each question shall be decided by a majority of the votes of those Directors present. A simple majority of a quorum of the Board of Directors will decide in favour of the question. In the case of an equality of votes, the question is defeated. A vote on a question shall be taken by open vote, expressed by show of hands.

8.6 Debate

In all debate, any matter of procedure in dispute shall be settled, if possible, by reference to Robert's Rules of Order. If this reference is inadequate, procedure may be determined by motion supported by the majority of Directors in attendance.

9. Compensation of Directors

- 9.1 Expenses: the Association will compensate Directors for any reasonable expenses associated with participation in Board meetings and duties delegated by the Board, as detailed in Governance Policy 7 Appendix B.

- 9.1.1 Following release of Canada Revenue Agency expense rates each year, the Board shall establish expense rates for meals and travel by car. Directors are expected to choose accommodation and public travel that are appropriately priced given the circumstances of each situation.
- 9.1.2 Directors shall submit expense claims that are reasonable. The Executive Director shall approve expense claims submitted. When the Executive Director has questions about the claim, the Executive Director is to refer the matter to the President, who will consult with the Director in an attempt to resolve the matter. If a resolution is not achieved, the Board shall determine the disposition of the claim.
- 9.2 Association Functions: registration fees will be waived for Directors who attend Association functions other than general meetings.
- 9.3 General Meetings: the Board expects the member boards to pay the registration costs, honoraria, and expenses associated with the Director's participation as a delegate of the member board.
- 9.4 Trustee Development – Conference of Choice: each Director shall inform the Executive Director of his/her plan to attend a conference of choice each term. The Director shall receive a specific sum established by the Board upon submission of a statement of expenses to the Executive Director. Per diems and costs for travel to and from either Edmonton or Calgary may be claimed and shall be paid in addition to the sum established by the Board.
- 9.5 Honoraria/Per Diems:
 - 9.5.1 Honoraria and per diems shall be at rates established by the members at the general meeting.
 - 9.5.2 The President, Vice-President and Directors may claim per diems for participation in Association approved professional development activities.

10. Board Self-Evaluation

The annual Board self-evaluation process will be undertaken in concert with the Executive Director evaluation process to reinforce alignment of purpose.

Governance Policy 7 Appendix A

Effective September 1, 2009



Suite 1200, 9925-109th Street, Edmonton, Alberta T5K 2J8
 Phone: 1.780.482.7311 Fax: 1.780.482.5659
 Email: hrogers@asba.ab.ca

| PER DIEM AND EXPENSE CLAIM | | CLAIM DATE: _____ | |
|---|---|--------------------------------------|-------------------------------|
| PERSONAL INFORMATION: | | MEETING/FUNCTION INFORMATION: | |
| NAME _____ | SOCIAL INSURANCE # (SIN) _____ | NAME _____ | LOCATION _____ |
| MAILING ADDRESS _____ _____ | | DATE(S) _____ | _____ |
| PER DIEM: | | | |
| TRAVEL TIME _____ (in hours) | | | |
| ATTENDANCE TIME _____ (in hours) | | | |
| TOTAL HOURS _____ (travel time + attendance time - in hours) | | | |
| ***TOTAL DAYS _____ @ \$160.00/DAY | | TOTAL PER DIEM \$ _____ | |
| ***Divide hours by 8 and round up to the nearest .5 (Example: 3 hours divided by 8 hours = .375. Total days rounded up is = .5 days) | | | |
| Note: SIN required on all per diem claims. Income tax and CPP will be deducted and remitted to Canada Customs and Revenue Agency on your behalf. A T4 will be issued to you annually. | | | |
| Please check box if you are CPP exempt. <input type="checkbox"/> | | | |
| EXPENSES: | | | |
| | | <i>Receipts</i> or <i># of Meals</i> | |
| MEAL ALLOWANCE: | BREAKFAST _____ | _____ | @\$10.00 _____ |
| | LUNCH _____ | _____ | @\$10.00 _____ |
| | SUPPER _____ | _____ | @\$10.00 _____ |
| A) TTL MEALS | | | \$ _____ |
| ACCOMMODATION: | HOTEL RECEIPTS (Please attach receipts) | | B) TTL ACCOM. \$ _____ |
| TRANSPORTATION: | FROM _____ TO _____ | | |
| | AIRFARE (Please attach receipts) _____ | | |
| | AUTO ALLOWANCE _____ KM'S @ \$0.49/KM _____ | | |
| | TAXI (Please attach receipts) _____ | | |
| | PARKING (Please attach receipts) _____ | | |
| C) TTL TRANSPORT. | | | \$ _____ |
| MISCELLANEOUS: | DESCRIPTION _____ | D) TTL MISC. \$ _____ | |
| TOTAL EXPENSES CLAIMED (A + B + C + D) | | | \$ _____ |

CLAIMANT SIGNATURE: _____ APPROVED BY: _____
I certify that the above claims are true and correct.

PLEASE RETAIN A COPY FOR YOUR RECORDS

Governance Policy 7 Appendix B

EXPENSE CLAIM GUIDELINES

1. Meals

- 1.1 If required to leave home prior to 7:00 a.m. to attend a meeting, a claim for breakfast can be made. If return home is after 6:00 p.m., a claim for dinner is allowed. In no event should a claim for meals be made if there has been one provided at the meeting.
- 1.2 The Association reimburses a maximum of three meals per day if you are away from home on Association business and meals have not been provided.
 - 1.2.1 Standard amounts allowed, without receipts, for meals are: breakfast – \$10, lunch – \$10 and dinner – \$10, for a total of \$30 per day.
 - 1.2.2 Alternatively, receipts for meals may be submitted and will be reimbursed for the amount of the receipt. It is expected that reasonable prudence will be exercised if a receipt is provided. With very few exceptions, the purchase of alcoholic beverages will not be reimbursed.
- 1.3 For audit purposes, itemized receipts must accompany submitted expense claims. This is in addition to a bank or credit card receipt. If it is a shared cost (divided by the group), please have one person obtain and submit the itemized receipt.
- 1.4 The Association does not normally pay for beverages outside of those ordered with meals or provided at meetings.

2. Accommodation

- 2.1 If overnight accommodation is required, it is likely that Association staff will have arranged this. If you are making your own arrangements, please check with Association staff as special rates have often been negotiated for your accommodations. Should you choose to stay elsewhere, please ensure the rate is competitive with the Association's negotiated rates.
- 2.2 If accommodation reservations are cancelled, please advise Association staff or the hotel directly so the Association is not inadvertently billed.

3. Travel

- 3.1 Kilometers are reimbursed at \$.49/kilometer.
- 3.2 Parking, and taxi, bus or air transportation is reimbursed by receipt.
- 3.3 If bus transportation is provided by the Association, travel from Edmonton to the destination will not be reimbursed unless prior approval is obtained.

4. Miscellaneous

If expenses are incurred which do not fall in the preceding categories, please itemize them in this section and provide an explanation and receipts. An example of a miscellaneous expense is the park pass required to stay in Banff at the Leadership Academy. Park passes would be reimbursed at the single rate for the number of days you were expected to be at the meeting or event.

5. Scheduled Events

There are two scheduled events for the Board of Directors. In January, the strategic planning session, and in August, the Leadership Academy. Per diems will be outlined for each event at the end of the meeting.

6. Expense Claims

Claims are adjusted to comply with the Association's expense policy. If an expense is disallowed, it is deducted from your claim when processed and prior to being approved for payment. An itemized spreadsheet of what has been paid is attached to your cheque and can be used to compare to your original expense claim. If you have any questions about your claim, please email Heather Rogers at hrogers@asba.ab.ca.

Governance Policy 8

COMMITTEES OF THE BOARD OF DIRECTORS

1. Executive Committee

Bylaw No. 3 establishes the Executive Committee as a standing committee with membership as detailed. Further, Bylaw No. 5 provides that where consensus is not possible, the President shall determine the course of action to be taken.

- 1.1 Responsibilities of the Executive Committee shall include, though not be limited to:
 - 1.1.1 Request the Executive Director to call a special meeting of the Board of Directors (as provided for in Bylaw No. 7).
 - 1.1.2 Plan agendas of the Board of Directors.
 - 1.1.3 Perform all duties delegated by the Board of Directors.
 - 1.1.4 In emergent situations, may make decisions to be ratified by the Board of Directors at the next regularly scheduled meeting.
 - 1.1.5 Report to each Board of Directors meeting through the President.

Bylaw No. 7 permits the Board of Directors to establish other standing committees to assist the Board with work of an ongoing nature and to establish ad hoc committees to assist the Board on a specific project for a specific period of time.

General Requirements of Committees (other than the Executive Committee)

1. Committees shall be advisory to the Board of Directors and shall investigate and report to the Board in accordance with established terms of reference.
2. Committees shall make recommendations to the Board of Directors but the power to make decisions shall reside with the Board of Directors.

2. Standing Committees

- 2.1 Policy Development Advisory Committee (PDAC)
 - 2.1.1 Purpose
 - ♦ To ensure policy positions of the Association are current and relevant.
 - ♦ To ensure Board of Directors governance policies are current and relevant.

2.1.2 Powers and Duties

- ♦ Request all member boards to identify proposed Association policy positions affecting education in their jurisdictions.
- ♦ Request member boards to submit their proposed Association policy positions together with appropriate background research information, to their respective geographical Zones.
- ♦ Review proposed Association policy positions from Zones; request additional background or clarification when warranted; ensure consistent format; amalgamate overlapping proposals; and determine reclassification as a directive for action or issue if warranted.
- ♦ Present proposed Association policy positions to the Board of Directors for review and circulation to Boards and Zones.
- ♦ Provide for legal review of proposed Association policies, if required.
- ♦ Review responses from Boards and Zones and formulate Association policy wording for consideration at a General Meeting.
- ♦ Assess emergent Association policy positions or directives for action submitted to both SGM and FGM and determine compliance with the principles for Association policy.
- ♦ Chair SGM and FGM business meetings.
- ♦ Ensure Association policy positions taken by the ASBA Board of Directors between General Meetings and directives for action, if necessary, are placed before the assembly for their consideration at the next possible General Meeting.
- ♦ Notify all Boards of their opportunity to submit proposed bylaw amendments for consideration at the SGM.
- ♦ Review the ASBA Bylaws and make recommended housekeeping amendments to ensure currency.
- ♦ Review issues submitted by individual Boards or Zones for consideration by the Board of Directors and make recommendations to the Board of Directors for the disposition of issues, including:
 - ◊ Issues to be dealt with by the Board of Directors;
 - ◊ Issues to be forwarded to the Board of Directors as proposed Association policy positions;
 - ◊ Broad based issues recommended to the Board of Directors to be examined as a major theme to be considered by the membership at a General Meeting (which is not anticipated to result in an immediate policy position);
 - ◊ Issues to be actioned through the development of a report or study;

- ◇ Information to be considered as part of the Board of Directors strategic planning process;
- ◇ Issues to be examined/discussed at the Zone level;
- ◇ Any other action the Committee deems appropriate.

2.1.3 Membership

- ◆ Vice-President (Chair).
- ◆ Two (2) Board of Directors members.

2.1.4 Meetings

- ◆ As required at the call of the Chair.

3. Ad Hoc Committees

Ad hoc committees may be established from time to time to assist the Board for a specific purpose or function. These may take the form of task forces. The terms of reference for each ad hoc committee will be established at the time of formation. The term of appointment shall end upon conclusion of the appointed purpose or function or at the pleasure of the Board.

4. Resource Personnel

The Executive Director may appoint resource personnel to work with standing or ad hoc committees and shall determine the roles, responsibilities and reporting requirements of the resource personnel.

Governance Policy 9

BOARD OF DIRECTORS REPRESENTATIVES TO EXTERNAL COMMITTEES

The Board of Directors may appoint Directors and others to represent the Board on various external committees, agencies and organizations. Such representation is established at the discretion of the Board of Directors to facilitate the exchange of information on matters of mutual concern and/or to discuss possible agreements between the Association and other organizations. In general, the intent is to maximize the influence of the Association.

The Board of Directors will determine the terms of reference for each representative. The Executive Director may appoint resource personnel to work with representatives and shall determine the roles, responsibilities and reporting requirements of resource personnel.

1. Types of Committees

The following typology will provide guidance regarding appointments to external committees:

CATEGORY A

Category A committees are overarching advisory structures that provide input to sponsoring agencies at the elected official, CEO or equivalent staff level. Their terms of reference or mandate are such that their deliberations impact policy type decisions that affect large numbers of students or employees.

Committee representatives have voting status; the ASBA may also be entitled to additional representation of non-voting observer status.

The ASBA appointees to Category A committees will normally be Directors or the CEO. If no Director is able to serve, preference will be given to trustees who have Director experience. In most instances, where the sponsoring agency allows, staff officers will be assigned to act in an observer/supporter role. The Board of Directors will make appointments to Category A committees.

CATEGORY B

Category B committees provide input to middle management levels of the sponsoring agency. The input they provide affects decisions for “wide scope” programs, but normally the issues they address are reviewed at higher levels within the sponsoring agency. The issues are often a mix of policy and operational implications of policy. At times these committees may function as “appeal” committees or interpreters of policy. Committee representatives have “voting” status.

The ASBA appointees to Category B committees will normally be trustees. If deemed necessary, staff officers may be appointed as observers/supporters or as alternates. The Board of Directors will make appointments to Category B committees.

For Category A and B committees where the proposed appointee is a Director, the President will make the recommendation to the Board of Directors.

For Category A and B committees where the Board of Directors' appointee is a trustee, the Director who will review submissions of interest for external committee representation and make recommendations to the Board will be determined by the following rotation:

President
 Zone 1
 Vice-President
 Calgary Catholic
 Zone 2/3 (1)
 Edmonton Public
 Zone 4
 Edmonton Catholic
 Zone 5
 Calgary Public
 Zone 6
 Zone 2/3 (2)

CATEGORY C

Category C committees provide input to program managers or middle managers. The issues they address are usually limited to a specific program and/or event. Usually they operate within broad policy parameters and interpret policy within a specific operational context. These committees are at times referred to as “working groups” or “working committees”. In most, but not all instances, their work will be relatively short term. These committees also include ones where the ASBA has only “observer” as opposed to “voting” status, and the prime role of the appointee is to facilitate communication between the ASBA and the sponsoring agency.

The ASBA appointees to Category C committees will normally be staff officers. Appointments are made by the Executive Director and reported to the Board of Directors.

CATEGORY D

From time to time, sponsoring agencies, especially Alberta Education, have a need for representatives who can provide a layperson's perspective on a variety of educational issues. The agency is not looking for the corporate view of the ASBA, but looks to the ASBA to help them find a reasonably well-informed and responsible representative. These committees may be advisory to any level of management within the agency, but usually they are dealing with operational rather than policy issues. Committees of this type are characterized as Category D committees.

The ASBA appointees to Category D committees will be trustees, preferably with no professional background in education. Both the sponsoring agency and the appointee will be advised that the appointee does not represent or should not feel compelled to represent an ASBA corporate position. Appointees are expected to report back to the ASBA and raise issues that may be of concern to the ASBA. Appointments to Category D committees are made by the Executive Director and reported to the Board of Directors.

2. Appointment Terms

Committee representatives will normally be appointed for two-year terms or for the life span of the committee, whichever comes first. If the life span of the committee is more than two years, a committee member may be re-appointed at the discretion of the appointing authority as determined in the committee typology set out above.

3. Appointment Communication and Rationale

External committee representation opportunities will usually be made known through the use of “Interest in External Committee Representation” Fax Back Forms. Attempts will be made to ensure appointments are allocated equitably with regard to factors such as Zone distribution, size of Board and public/separate balance.

4. Expectations for Committee Representatives

Committee representatives are responsible for advancing ASBA positions as provided in the Association’s mission, vision, mandate, guiding principles, policies and directives for action. If formal direction has not been provided and there is a policy gap, the representative is to identify the need for Association direction in a formal report to the Board of Directors, and recommend, if possible, what that direction should be. The representative is further expected to keep the ASBA Board of Directors informed about committee work and direction through the tabling of written reports.

5. Reports to the Board of Directors

Representatives shall provide written reports to the Board of Directors using the prescribed committee report format (as noted below) following each committee meeting.

Committee Meeting Reports

The required section is a maximum of one page, formatted as a Board of Directors meeting agenda item. The requirements for this one-page report are as follows:

1. A Title
 - Substance: A brief description of the item e.g. “Program and Assessment Advisory Committee Meeting Report”.
 - Format: The title is to be capitalized and bolded; 11 point Arial is preferred.

2. **An Issue**
 Substance: The issue is to state what the ASBA has to address as a result of what occurred at the meeting; if you think nothing has to be addressed or no action has to be taken, simply state, “No issues; the report is for information only.”
 Format: Use the heading “Issue” in bold type, lower case letters; then state the issue(s) in one or more brief sentences. This is to be stated in question form.

3. **The Background**
 Substance: The background section is to list items discussed at the meeting and decisions reached, and is to highlight those matters that relate most directly to the issue you have identified.
 Format: Use the heading “Background” followed by two or three brief paragraphs; point form is acceptable.

4. **The Recommendation(s)**
 Substance: The recommendation(s) is/are to state the action(s) that you think ASBA must take related directly to the issue identified at the outset; if no action is required, simply state “that the report be received for information”.
 Format: Use the heading “Recommendation(s)” followed by statements of the action(s) to be taken, using the word “that” as the first word. Number the recommendations.

5. **The Attachment(s)**
 Substance: Your one-page report is a requirement. Attachment(s) are optional. Use them if you feel that the Board of Directors may wish to receive more explanatory detail. Attachments will be similar to meeting minutes, but will be your interpretation of what happened at the meeting.
 Format: (see next section below)

Attachments to the main meeting report that comprises the Board of Directors’ meeting agenda item are optional.

Usually the second part of your report, the attachment, will consist of a more extended summary of the meeting than you can incorporate in the one-page required report. The substance and the format for the attachment is somewhat optional; use your discretion. Some suggestions for an attachment that provides a more extensive report of the meeting are as follows:

- ◆ Use a heading that names the committee and states when it met and who attended and is reporting.
- ◆ If necessary, provide a bit of background about the committee that will help the reader interpret the report.

- ◆ List and briefly explain each item discussed at the meeting. Indicate what position you took as an ASBA representative. If you feel there is direct relevance or issues for ASBA, indicate what the relevance is. You might include some areas that you think are issues for ASBA, but for which you feel no immediate action is required. Thus the issues set out in the attachment may not all appear as issues in your main one page Board report.
- ◆ Include any motions passed at the meeting.

These attachments will be similar to the minutes of the meeting. However, they will be “your take” on the meeting. They will likely be shorter than the minutes. Since you will write them, they will be done more quickly than the minutes are usually available to you. Even if they are available quickly, it is not necessary to include actual meeting minutes as attachments.

Meeting reports are to be e-mailed (preferred) or faxed to Marian Johnson, Administrative Assistant. E-mail and use of Word is preferred.

E-mail: mjohnson@asba.ab.ca

Fax Number: (780) 482-5659

Annual Reports

In addition to filing meeting reports after each meeting, Committee representatives are required to file annual reports. Annual reports must be submitted on the form found in the Appendix.

Annual Reports are also to be e-mailed (preferred) or faxed to Marian Johnson. They must be submitted on or prior to January 30 (for the previous calendar year) each year.

Governance Policy 9 Appendix

PROTOCOL FOR EXTERNAL COMMITTEE REPRESENTATIVES

BACKGROUND

The ASBA Board of Directors is pleased that you have agreed to give of your time to represent the ASBA. Your role as an external committee representative is a highly important one.

At any time, the ASBA is represented on approximately 50 external committees. These committees are established by a variety of sponsoring agencies or organizations. Several of these committees advise Alberta Education as provincial educational policy is developed in areas such as curriculum, student evaluation practices, teacher certification requirements and practices, governance policies and finance plans. Departments of government other than Alberta Education, such as Alberta Infrastructure, also seek our advice through advisory committees. Other committees provide input to post secondary institutions, especially as their work relates to teacher training. Yet other committees provide input to stakeholder organizations such as the Alberta Teachers' Association.

One of the major ways that our Association can influence educational policy is through our representation on advisory committees. You can assist the Association by ensuring that our beliefs and policy positions are given full consideration.

It is always a challenge for any organization to ensure tight linkages between its Directors and the staff and committee appointees who work together to further our common aims. ASBA wants to facilitate your efforts by clarifying the expectations held of you as a representative. We want to make sure that lines of two way communication between you and the Board are clear and open at all times. We hope that the guidelines set out in this Protocol document will be helpful in that regard. We invite you to give us feedback that will help to improve these guidelines in the future. Please send any comments about these guidelines or any aspect of your role as an ASBA representative to the Executive Director at any time.

Thank you for assisting ASBA in its important work of ensuring that the best education possible is provided for our students, and for ensuring that the voice of trustees is heard.

COMMITTEE REPRESENTATIVE APPOINTMENT PROCESS

Types of Committees

Your Association has developed a typology of committees. This typology assists the Board of Directors in making appointments on a consistent basis. The types and the appointment guidelines are set out in Board of Directors governance policy 9. It is important to note that the typology is only a guideline used by your Board. There are many reasons why they might make some appointments that do not follow the guidelines in a rigid manner.

Examples of Category A Committees include the following:

- ◆ Council on Alberta Teaching Standards (COATS) – Advisory to the Minister. Input affects all aspects of teaching for all teachers
- ◆ Program and Assessment Advisory Committee (PAAC) – Advisory to the Assistant Deputy Minister, Basic Learning Division. Input affects all aspects of student learning programs, e.g. curriculum, graduation requirements, student assessment programs and practices

Examples of Category B Committees include the following:

- ◆ Primary Programs (K-3) Advisory Committee
- ◆ Certification Appeal Committee

Examples of Category C Committees include the following:

- ◆ ATA's Curriculum Committee
- ◆ Alberta Education's Social Studies Advisory Committee
- ◆ Alberta Education's Education Week Committee

Examples of Category D Committees include the following:

- ◆ All of Alberta Education's Diploma Examination Advisory Subject Area Advisory Committees (Math, Science, Social Studies, etc.)
- ◆ Edmonton Catholic School Board's Edulink Advisory Council

Appointment Terms

As a committee representative, you are asked to alert the Administrative Assistant when your two -year term is coming close to expiry. You should also indicate whether you have a desire to be re-appointed. You are also asked to alert the Administrative Assistant if the committee you are on ceases to exist.

Appointment Procedures

When the ASBA receives a request from a sponsoring agency to appoint a representative to a committee, the Executive Director distributes a memo to all Board chairs to ascertain interest in serving on the new committee. The memo provides a description of the

committee. A fax back form "Interest In External Committee Representation Fax Back Form" is enclosed with the memo.

Board chairs are asked to alert the trustees on their boards of these opportunities. Usually time is of the essence and prompt replies are appreciated.

The Fax Back Form requests interested parties to state briefly their expertise in the area of the committee's work and how they feel they might contribute to its efforts. The appointing authority (as set out in Board of Directors governance policy 9) reviews these expressions of interest and makes an appointment. Attempts are made to ensure that appointments are allocated equitably with regard to such factors as Zone distribution, size of Board, and public/separate balance.

GUIDELINES FOR REPRESENTING THE ASBA

Know and be guided by policy

The ASBA is a policy driven organization. Association Policy is set by the membership at the Spring and Fall General Meeting each year. Policy is communicated through the ASBA Governance Handbook, updated periodically to reflect policy changes. In order to allow the Association to respond to issues in a timely manner, the Board of Directors is also empowered to set policy as required which must be ratified by the membership at the next General Meeting.

Committee appointees represent a corporate point of view. As such, you must familiarize yourself with Association policy, particularly in the area related to the work of the committee you are on. Policies are guides to action.

Maintain open communications with the Association

- ◆ In many instances, you will be asked for input on matters on which the ASBA has no specific policy, or you believe there is a need for the Association to reconsider its current policy. In such situations, you can follow the following guidelines:
 - ◇ If the matter appears not to have general policy implications or to have minimal or short-term consequence, use your best judgment. Report the position you have taken in your next meeting report, so that your colleagues, the Board of Directors and Association staff are aware of it.
 - ◇ If the matter appears to have policy implications, or if the position you feel should be taken is at variance with existing policy, ask the committee chair for time to research the matter before the committee moves to closure. Usually if the matter is of this level of significance, other committee members will also want time to discuss it with their constituents. Then discuss the matter with the Executive Director, who will help you determine if there is a further need to discuss it with the President or possibly the Board of Directors.

- ◇ There are instances where there is no specific policy on a matter under discussion, but where it is quite clear that a position can be inferred from existing policy. For example, at one time ASBA had a policy that stated a need for high school math course streams so that the needs of the mid-range student could be met. If you found yourself on a committee addressing the issue of program structure for language arts, you might assume that the same situation would apply. In such instances, you may want to alert ASBA, through your meeting reports, that there may be a need to develop more generalized policy belief statements.
- ◆ In some instances, committees on which you serve will deal with matters where confidentiality is requested. Committee chairs should clarify this at the outset. You are certainly at liberty to respect such confidentiality. However, if the matter is of the nature described above, you should still request permission to discuss the matter with the Executive Director and/or President prior to taking a position. These individuals will also respect whatever confidences may be necessary.
- ◆ Create “linkages” with other committee representatives dealing with a similar area. For example, ASBA is represented on several Alberta Education curriculum committees. It’s useful to know what issues the other related committees are addressing and how they are addressing them.
- ◆ If a staff observer is assigned to work with you on the committee, discuss your working relationship in advance. Staff observers can be particularly helpful to you by reviewing agendas and providing you input in advance of the meeting. If you agree that the staff observer can speak at the meeting, make sure your messages are aligned. Staff observers can also save you a lot of time by drafting meeting reports for you. However, the report is yours, and you should review it and feel free to request changes before the report is filed if you feel it is necessary.

Adhere to general good committee member practices

Most of you are no strangers to working with groups. A committee is really just another working group. The following are a few “reminders” that might be of assistance.

- ◆ Be supportive and be a good listener. Listen attentively to the speaker and avoid interrupting. Give others a full opportunity to explain their point of view before reacting. Encourage fellow committee members to share their opinions and comment on issues. Even when disagreeing, find something positive in other members’ points of view where possible. Compliment the chair for running a good meeting.
- ◆ Greet committee members and talk with them. Show interest in the person sitting next to you. Representatives of CASS and ASBOA in particular will often have a perspective similar to yours. Serve as a coach and mentor. Volunteer to take time to update a new committee member on what has happened in the past.
- ◆ Don’t shoot the messenger. Committee chairs or people making presentations to committees also represent a corporate point of view, especially employees of Alberta Education. At times they may not even personally agree with the point of view they are expressing or the program they are representing. Try to de-personalize your responses and criticism.

- ♦ Stick to the “big issues”. (Some refer to this as “picking your hills to die on.”) Most committees address several issues. Rather than appearing to be negative, at times it may be preferable to remain silent on some matters, so that you will be more likely to be heard on the big issues.

REPORTING EXPECTATIONS

Meeting Reports

You are expected to file a report with the Executive Director as soon as possible after each meeting you attend. Expectations for these meeting reports are set out in Board of Directors governance policy 9. An example of a meeting report is attached to this protocol.

Your report will consist of one required section and one optional section. The required section is a maximum of one page formatted as a Board of Directors meeting agenda item. The requirements for this one page report are outlined in the above referenced policy.

(SAMPLE) REPORT TO ASBA BOARD OF DIRECTORS**WESTERN CANADA PROTOCOL SOCIAL STUDIES PROGRAM INPUT****Issue**

Should the ASBA submit a brief in response to the consultation draft of the Western Canada Protocol Social Studies Framework?

Background:

ASBA representative Keith Wagner attended another meeting of the Social Studies Advisory Committee on February 26-27, 2001. (Meeting report attached). Alberta Learning is holding a series of provincial forums to receive input to the consultation draft of the Western Canada Protocol Social Studies Framework. This Framework will no doubt become the new Alberta Program of Studies for Social Studies. The President has sent a letter to all board chairs encouraging them to have one trustee from each board attend the regional forums. Those who attend the forums have also been invited to submit input to ASBA to assist in the preparation of an ASBA brief.

Recent meetings of the Social Studies Advisory Committee have identified several issues of interest to ASBA. In particular, the WCP consultation draft does not explicitly identify local government as a topic of study. As well, changes have been made to the vision statement regarding citizenship that was approved provincially as part of the earlier Foundation Document for WCP Social Studies. Other issues that may be of concern to ASBA include: (1) the manner in which “active citizenship” is clarified, and its implications for the extent to which teachers are expected to have students engage in social action, (2) the design of the implementation project required to support the implementation of the new program in Alberta, (3) the manner in which the Framework is organized, and its implications for directing teaching methodology, and (4) the number and nature of distinctive learning outcomes for Francophone and Aboriginal students.

Stakeholder organizations are being invited to submit briefs by April 15 responding to the WCP consultation draft. These briefs and input received from other sources such as the regional forums will be used by Alberta Learning in preparing an Alberta response to the draft. A brief prepared incorporating input provided by the trustees who attend the forums would enable ASBA to exert substantial influence on the direction of the social studies program.

Recommendation

1. That ASBA prepare a brief responding to the WCP consultation draft of the Social Studies Framework.

Attachments

Meeting report: Social Studies Advisory Committee Meeting February 26-27, 2001

(SAMPLE) ATTACHMENT**SOCIAL STUDIES ADVISORY COMMITTEE MEETING
FEBRUARY 26-27, 2001**

**(Report prepared by Keith Wagner,
who attended this meeting on behalf of the ASBA)**

Background

Alberta Learning has been working for some time with the Western Canada Protocol (WCP) to prepare a Social Studies Program Framework. WCP first prepared a Foundation Document to set the broad philosophical directions for the program. ASBA and other stakeholders had input to the Foundation Document through regional forums and through representation on the Advisory Committee.

Two major concerns arose from the last Advisory Committee meeting held on November 9-10, 2000. The vision statement in the draft Framework presented at that time was different from the one in the Foundation document that had been signed off by all WCP partners. The scope and sequence outline did not include a place for the study of local government. Leroy Sloan and Keith Wagner subsequently met with Sue Lynch and received assurances that (1) the draft Framework would not be circulated for response in Alberta until the western ADMs had considered the issue of changes to the vision statement, and (2) the Alberta program revision would have a place for the study of local government.

Meeting Items, Disposition and Issues

1. Status of Developments

- ◆ The WCP has revised the earlier draft of the Grades K-9 Framework, and has completed a consultation draft that will be used in regional forums and as the basis for stakeholder input in Alberta.
- ◆ A printed copy of the consultation draft will be sent to every school in Alberta along with a response form.
- ◆ An Alberta response to the consultation draft of the Framework will be prepared this spring and submitted to the WCP working group. WCP hopes to have a final version of the Grades K-9 Framework signed off by August 2001.
- ◆ A publisher's meeting is scheduled for May 14-15, 2001. By that time, Alberta Learning hopes to have a fairly clear direction regarding the scope and sequence for Grades K-9 to share with publishers.
- ◆ Input received by Alberta Learning to this point (from a teacher's working group and from Teacher Convention presentations, etc.) has indicated the following concerns:
 - ◆ There appears to be a "content overload"

The scope and sequence for senior high school has yet to be developed, and that makes it difficult to comment on the proposed scope and sequence for K-9, especially for junior high

- ◆ The program revision will be major and will require extensive support for resources and in-service
- ◆ The issue of “streaming” in senior high school has yet to be discussed.
- ◆ The philosophy of the program as set out in the front pages of the Framework appears to be quite sound, but is not yet adequately reflected in the actual grade by grade content that follows.

ISSUE: ASBA should ensure that trustees are informed of the regional forums and are represented at the forums. In addition, ASBA should prepare a brief responding to this consultation draft in a corporate manner. This will be the major opportunity to have input to the future direction of social studies.

2. Content Themes

The Committee reviewed an outline of the proposed Grades K-9 content themes (copy attached). Committee members were cautioned that the brief descriptors in this outline could not fully capture the “richness” of the specific learning outcomes (SLO’s) in the larger Framework. Members indicated that an outline such as this would be essential for certain audiences (especially lay persons such as trustees) to be able to get a holistic overview of the program. The following concerns were expressed:

- ◆ Every grade level has 3 sub-themes. This is too “forced”. More sub-themes might be appropriate in the earlier grades, and fewer in the later grades. Organization by sub-themes may also be perceived as dictating methodology, and this should be avoided.
- ◆ The sub-themes for some grade levels “pin down” the area of study, e.g. Mexico; while sub-themes in other grade levels, especially Grade 6, leave a lot of choices available. While choice provides flexibility, publishers may find it difficult to respond, and the public generally wants to know fairly specifically what areas will be studied in each Grade.
- ◆ The choice of Mexico as a sub-theme in Grade 7 is questionable. In spite of NAFTA, Canada has more trade relationships with Chile than with Mexico. The sub-theme could also be expanded to Latin America in general.
- ◆ Some of the terminology is not consistent.
- ◆ Some terminology will need to be explained or interpreted for teachers in support documents, especially as it relates to political correctness in the use of language, e.g. When does one use “indigenous peoples” as opposed to “Aboriginals”.
- ◆ Grade 4 appears too heavy; drop the “and the world” part
- ◆ Grade 5 could include “indigenous peoples of the world”
- ◆ Europe seems to have completely disappeared; will it receive heavy emphasis in senior high?
- ◆ GLO 7 could include the study of local government, but it is only cross referenced once in the grade level descriptors

ISSUE: The ASBA representative reminded the Committee that there was no explicit place in the sub-themes for the study of local government. While this can be incorporated in the Alberta program after the WCP Framework is adopted, Alberta has tried to have a high level of integrity to WCP Frameworks. It would be preferable that the Framework contained explicit reference to the study of local government.

3. Front End Content (Philosophical and Contextual Directions)

3.1 The Vision Statement

The vision statement in the consultation draft has been revised from that approved in the Foundation Document. The definition of “citizenship” as it relates to Canadian citizenship has been diluted somewhat. The original vision statement as outlined in the Foundation document is included as a footnote for comparative purposes. The Committee members are divided regarding which is the best statement. The ASBA representative favors the original statement (the one in the Foundation document) as it is the one that was widely discussed and agreed to by stakeholders in Alberta during the review of the Foundation document, and because it likely reflects the vision of citizenship embraced by most Albertans.

3.2 The Preface

Committee members felt that there needs to be an expanded definition of what is meant by “active citizenship”. If this means that teachers are expected to have students take social action, especially in their immediate communities, as a result of studying an issue, it could be problematic. Guidelines will need to be provided to teachers to avoid previous situations where teachers got into trouble with their supervisors because parents and/or community members felt that actions were inappropriate or partisan. The ASBA representative indicated that in addition to the other descriptions or characterizations of Canada, Canadians are also characterized by “peace, order, and good government”. Teachers would have to be very cautious to ensure that actions taken by students were at the least legal.

3.3 Introduction

Committee members felt that the reasons for the inclusion of “distinctive learning outcomes” for Francophone and Aboriginal students and the manner in which those outcomes are to be used should be more fully described.

3.4 Vision

Committee members agreed that it was good to include both versions of the vision statement in this consultation draft.

3.5 Definition of Social Studies

Agreed that it was a good statement.

3.6 Guidelines

Members expressed concern that there was too much emphasis on the need for learning to be “personally relevant”. There are important issues that students

should address and learnings they should acquire that may not be personally relevant. Members also felt that learning needed to be described as both a collaborative and individual process, not just as an individual process.

Members indicated that the term “metacognition” appeared to be inappropriately used in several places. They also indicated that there should be more elaboration regarding the inquiry process.

3.7 General Learning Outcomes

Members offered the following comments:

- ◆ There are too many GLO’s; the number suggested by the Foundation document was more appropriate
- ◆ GLO 1, Citizenship, is of a higher order than the others, and should be characterized as being pervasive to the entire program
- ◆ GLO’s 3 and 6 are not directly related to any social science discipline and could be subsumed under other GLO’s
- ◆ The focus in the program appears to be on people’s differences; there needs to be a balancing focus on our common humanity
- ◆ The discipline of philosophy is not reflected in any GLO and needs to be there, especially as program development moves into senior high school levels
- ◆ The term “Nation” is used in several different ways; clarification needs to be provided or other terms such as “nation-state” need to be substituted where appropriate

ISSUE: The ASBA response brief should reinforce concerns outlined above.

4. Distinctive Learning Outcomes

The Aboriginal and Francophone representatives broke out from the Committee to have further discussion of the Distinctive Learning Outcomes. The remaining members discussed the structure of the regional forums.

The ASBA representative appealed to the Aboriginal and Francophone representatives to have a close look at the DLO’s from the perspective of whether they were really unique to their cultural groups or could be appropriate for all students.

One Francophone representative made a general comment, supported by other members of the Committee, that there are many specific learning outcomes overall.

ISSUE: None.

5. Organizational Structure

Committee members discussed the issue of whether the Framework should be organized by General Learning Outcomes or by sub-themes. The ASBA representative expressed a preference for using GLO's as the organizational structure, as this structure could not be construed as dictating a methodology of organizing for instruction. If the Framework or the follow up Alberta Program of Studies is organized by sub-themes, the assumption will be that these are units and that teachers are expected to organize their year in this way. Members seemed to agree, provided that there was assurance that there would be support documents for teachers that gave them a variety of ideas of how they could organize the content for instruction.

ISSUE: The ASBA response brief should reinforce the views expressed above.

6. Implementation Timelines

Joan Engel indicated that the proposed implementation timelines would now be September 2005 for all grade levels. There would be piloting done at all levels, and one-year optional implementation in Grades K-9. There would be no optional implementation year in senior high due to high demand for change and the difficulty of preparing alternative forms of the diploma exams if there is optional implementation.

ISSUE: None - the only departure from ASBA policy appears to have reasonable justification and support.

7. Implementation Support

The Committee passed a lengthy motion having to do with implementation support. The essence of the motion is that Alberta Learning should mount an Implementation Project modeled on that used for the implementation of the last major revision of social studies in 1981, and funded to similar levels. In 1981, Alberta Education spent \$8 million to carry out what is considered by many to have been the most effective curriculum implementation ever undertaken in the province (this has been referred to in professional literature as among the best implementation efforts known anywhere). The implementation motion addressed several interrelated issues including professional development of educators, provision of basic and support resources, and negotiation of acceptance of courses by post-secondary institutions. A rough estimate of today's costs was indicated to be \$25 million. It was noted that while this seemed large, compared to the overall expenditure for education, it was not unrealistic. The motion is fully consistent with ASBA policy regarding curriculum development and implementation.

ISSUE: The ASBA response brief should reinforce the motion passed by the Committee to attempt to ensure that implementation is adequately supported.

ANNUAL REPORT FORM FOR ASBA EXTERNAL COMMITTEES

(This report is to be submitted to the ASBA on or before January 30 by external committee representatives who have been appointed by ASBA)

1. Name of the external advisory committee:

2. Name of the ASBA external committee representative (your name):

3. Name of the advisory committee chair or coordinator:

4. Number of meetings held during the last calendar year:

5. Number of days the committee met during the last calendar year:

6. Key issues addressed or decisions reached by the committee during the last calendar year: (Please be brief and list only the four to ten issues/decisions that have greatest relevance to ASBA-remainder of this page only if possible)

7. Will this committee continue to meet? (YES NO)

If YES, how many days of meeting do you expect it might meet this coming year?

8. Do you feel that ASBA should continue to be represented on this committee?

(YES NO)

Comments:

9. When does your term of appointment expire? (Appointment terms are normally for two calendar years.)

10. If your appointment term expires prior to the end of this calendar year, would you like ASBA to extend the term of your appointment?

(YES NO)

11. Based on your involvement on this committee, are there any actions you would recommend ASBA take in addition to actions that may already have been taken based on recommendations made in your on-going reports of each meeting? If so, list and provide a brief rationale.

Thank you very much for your service to ASBA through your representation on this committee. This report should be submitted by e-mail or fax to Marian Johnson, Administrative Assistant, by January 30. The e-mail address is mjohnson@asba.ab.ca and the fax number is 1.780.482.5659

Governance Policy 10

ASSOCIATION POLICY DEVELOPMENT PROCESS

Desired outcomes of the Association's policy process:

- ◆ Provides timely communication and action which serve the interests and perceived needs of members;
- ◆ Unifies the members around collective action;
- ◆ Elegant in its simplicity (takes into consideration all complexity surrounding the process, with a result that is understandable; not simplistic);
- ◆ Issues focused rather than process/parliamentary procedures focused.

1. Development Principles

The following principles shall guide the development, adoption, and attendant actions on Association policy positions placed before the General Meeting.

- 1.1 Positions are to clearly define the belief, need, or concern to be addressed by the General Meeting.
- 1.2 Positions are to be consistent with the vision, mission, mandate and guiding principles and the needs of the Association, thereby making the Association's positions both sound and consistent.

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.

- 1.3 Association policy positions are defined as "guidelines for future discretionary action." These statements serve to guide:
 - 1.3.1 The ASBA President, when making representations to the Minister and other organizations;
 - 1.3.2 The Board of Directors in identifying and selecting alternative modes of action within the parameters given;
 - 1.3.3 Those who represent the Association on external committees; and
 - 1.3.4 Trustees when addressing a current issue, whether at a forum, task force, or other structure.

Association policy positions allow the membership to steer the Association in desired directions.

- 1.4 Association policy positions are to be reviewed a minimum of every five (5) years to either reaffirm, amend or delete existing policy in order to give maximum emphasis to the needs and/or concerns of the membership.

- 1.5 Association policy positions can also seek to delete existing policy.
- 1.6 Updates on Association policy work undertaken by the Board of Directors are to be given at all Zone meetings. As well, opportunities for input are to be provided.

2. Regular Policy Positions

- 2.1 Notwithstanding Bylaw 7.2(g) regular policy positions will normally be considered at the Fall General Meeting.
- 2.2 A Committee of the Board of Directors shall request all member boards to identify proposed Association policy positions affecting education in their jurisdictions. The call for proposed Association policy positions will be made annually to develop policy positions for consideration at the Fall General Meeting.
- 2.3 Member boards shall submit their proposed Association policy positions, together with appropriate background research information, to their respective geographical zones.
- 2.4 Geographical zones may forward up to three proposed Association policy positions sponsored by a Board or the Zone to the Association. Suggested amendments to existing policy will be in addition to the above limits. (Zone 2/3 – maximum of six.)
- 2.5 The Board of Directors, or a committee thereof, shall:
 - 2.5.1 Review the proposals from the Zones;
 - 2.5.2 Request additional background or clarification when warranted;
 - 2.5.3 Ensure consistent format;
 - 2.5.4 Amalgamate overlapping proposals;
 - 2.5.5 Determine reclassification as a directive for action or issue, if warranted.

The proposed policies (additions, deletions, amendments, reaffirmations) will be reviewed by the Board of Directors and then circulated to Boards and Zones for review and response.
- 2.6 Zone responses to the draft positions shall be sent to the Board of Directors, or a committee thereof, to be reviewed to ensure the draft positions reflect the intent of the Zones.
- 2.7 The Board of Directors, or a committee thereof, shall review responses from the Zones and is responsible for the final wording of policy positions to be presented for consideration to the Fall General Meeting. The Board of Directors shall place these statements before the membership at the Fall General Meeting.
- 2.8 In accordance with item 2.2, a timeline outlining the annual process will be provided with the call for proposed Association policy positions.

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.

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 regular policy positions; and
- 4.1.2 Cause to be announced, immediately after the emergent position has been placed on the floor of the General Meeting, rationale for and decisions reached regarding compliance of the proposed emergent resolution with the principles for Association policy.
- 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.

5. Disposition of Outstanding Policy Positions

Positions not dealt with by the scheduled time of adjournment on the last day of the General Meeting shall be referred automatically to the Board of Directors for such action as the Board is at liberty to take in accordance with Bylaw 7(2)(g). However, these outstanding issues must be included on the agenda of the next general meeting.

Governance Policy 11

DIRECTIVES FOR ACTION

A directive for action differs from a policy position in that it demands that a particular and fairly immediate action take place.

Process

1. Any Board may submit a directive for action through their Zone or Metro Board representative to the Board of Directors at any time.
2. Directives for action are to be consistent with the vision, mission, mandate, guiding principles and policies of the Association.
3. The Board of Directors will determine what action, if any, is to be taken on directives for action formally submitted by a Zone or Metro Board representative on behalf of a member Board.
4. Where and when appropriate, the Board of Directors may place directives for action before the membership at a General Meeting.
5. Emergent directives for action may be referred to a General Meeting by the Policy Development Advisory Committee (PDAC) through the Executive Committee.
6. An accounting as to the progress made by the Association toward achieving the desired results in a directive for action and completion will be made at each General Meeting.
7. Once the directive for action is completed, the directive will be removed from further consideration.

Governance Policy 12

ISSUES

An issue is a matter which may develop into an Association policy position or a directive for action, or may simply require research to be done for further discussion.

Process

1. Any Board may submit an issue through their Zone or Metro Board representative to the Board of Directors at any time.
2. The Board of Directors will normally refer the issue to the Policy Development Advisory Committee (PDAC).
3. The Board of Directors will determine what action, if any, is to be taken on issues formally submitted by a Zone or Metro Board representative on behalf of a member Board.
4. Where and when appropriate, the Board of Directors may place Association policy positions or directives for action relating to the issue before the membership at a General Meeting.

Governance Policy 13

ROLE OF THE EXECUTIVE DIRECTOR

Title: Executive Director/CEO

Accountability: To the Board of Directors

1. Board/Executive Director Relations
 - 1.1 Implement the Board's direction with integrity in a timely manner.
 - 1.2 Interact with the Board of Directors in a respectful, professional, transparent manner.
 - 1.3 Facilitate the Board of Directors functions as defined in Board of Directors governance policy.
 - 1.4 Provide accountability information in the form of an interim evidence portfolio for review by the Board of Directors at least once in the evaluation period and more often, if agreed.
 - 1.5 Ensure agendas are provided to the Board in sufficient time to allow appropriate preparation.
 - 1.6 Provide the Board with balanced sufficient concise information and clear recommendations in the form of briefing notes.
 - 1.7 Keep the Board informed of relevant provincial government decisions/ directions.
 - 1.8 Receive direction from the Board of Directors for the Association Annual Report.
 - 1.9 Facilitate the implementation and review of Board of Directors' governance policies.
2. Member Services
 - 2.1 Offer a highly relevant program of services which are accessed and valued by member boards, including:
 - 2.1.1 Trustee and Board development;
 - 2.1.2 Provision of access to cooperative insurance/pension/purchasing programs;
 - 2.1.3 Educational, legal, labour and other support provided on a fee-for-service basis.
3. Personnel
 - 3.1 Provide quality orientation and staff development opportunities.
 - 3.2 Provide an environment conducive to quality staff recruitment and retention.

- 3.3 Ensure market relevant compensation and benefit coverage is provided for employees.
- 3.4 Model commitment to professional growth.
4. Strategic Planning
 - 4.1 Annually facilitate the development of the strategic plan to be approved by the Board and the Board's monitoring and evaluation of its implementation.
 - 4.2 Provide two updates (December and June) to the Board regarding progress toward achieving the key results prescribed in the strategic plan and a final report in September.
 - 4.3 Achieve the key results identified by the Board of Directors in the strategic plan.
5. Fiscal Accountability
 - 5.1 Develop budget assumptions as part of the budget development process for the Board's approval.
 - 5.2 Develop a draft annual budget for consideration and approval of the Board, which includes resourcing of the strategic plan.
 - 5.3 Ensure the general meetings and trustee development programs are revenue-generating.
 - 5.4 Present to the Board quarterly financial statements in a format acceptable to the Board of Directors.
 - 5.5 Ensure the annual audit report, management letter and audited financial statements are tabled with the Board of Directors and that all identified deficiencies are remediated and reported to the Board in a timely manner.
 - 5.6 Ensure that the Association's fiscal health is reviewed annually.
 - 5.7 Secure and maintain appropriate and sufficient indemnification for the Board of Directors, the Executive Director, Association employees and trustees acting on behalf of the Association.
 - 5.8 Ensure prescribed accounting practices are being followed.
 - 5.9 Ensure adequate internal financial controls exist and are being followed.
 - 5.10 Ensure all staff and contracted personnel are being paid appropriately and appropriate deductions are being made.
 - 5.11 Ensure the Board of Directors is informed immediately regarding litigation launched against the Association, and provide timely updates on ongoing litigation as significant events warrant.

6. Advocacy/External Linkages
 - 6.1 Support effective liaison between the Association and elected members of the provincial government which results in effective influence of public education policy.
 - 6.2 Foster effective relationships between the Association and appointed officials of the provincial government which results in effective influence of public education policy.
 - 6.3 Take actions with the provincial government and partner organizations which facilitate partnerships and the accomplishment of ASBA advocacy positions and interests.
 - 6.4 Ensure Association positions are communicated to the provincial government and relevant associations.
7. Other
 - 7.1 Perform other such duties as assigned from time to time by the Board of Directors.
 - 7.2 In order to protect the Board of Directors from the consequences of sudden loss of the Executive Director's services, the Executive Director shall have at least one other senior staff person familiar with the Board and Executive Director issues and processes.

Governance Policy 13 Appendix A

EXECUTIVE DIRECTOR EVALUATION

Purpose of Performance Evaluation

The Board of Directors and the Executive Director share a commitment to continuous improvement and accountability. The evaluation process agreed to by the Board and Executive Director is set out in the document titled ASBA Executive Director Evaluation Process, Criteria and Timelines. The evaluation process and criteria are designed to build on past practice and address issues identified through a review of those past practices. These issues include:

1. There is a need for the Board to annually communicate their corporate expectations to the Executive Director.
2. There is a need for the Board to provide to the Executive Director affirmation and where required redirection relative to these expectations.
3. Evaluative comments and the written evaluation report must be based on clearly defined expectations and relevant evidence.

The evaluation process, criteria and timelines:

1. Provide for both growth and accountability, and the strengthening of the relationship between the Board and the Executive Director. The written report will affirm specific accomplishments and identify any identified growth areas. Growth goals may address areas of weakness or identify areas where greater emphasis is required due to changes in the environment.
2. Recognize that the Executive Director is the chief executive officer of the Alberta School Boards Association. The Executive Director is held accountable for work performed by other staff.
3. Emphasize the need for and requires the use of evidence for evaluation purposes. Evaluations are most helpful when the evaluator provides concrete evidence of strengths and/or weaknesses. The Performance Assessment Guide identifies the source of the evidence in advance, while the quality indicators describe expectations in regard to that evidence.
4. Meet contractual requirements in that the Executive Director and Board must both agree to this process document prior to implementation.
5. Are aligned with and based upon the Executive Director's assigned roles and responsibilities.

6. Are linked to the ASBA's Strategic Plan.
7. Set out standards of performance. The quality indicators in the Performance Assessment Guide set out initial standards. When growth goals are identified, additional standards will need to be set to provide clarity of expectations and a means of assessing performance.
8. Are a performance-based assessment system. Such an evaluation focuses on improvement over time. The second and subsequent evaluations take into consideration the previous evaluation, and an assessment of the executive Director's success in addressing identified growth areas.
9. Use multiple data sources. Objective data such as audit reports are augmented with subjective data. Evidence will be provided through internal reports provided by the Executive Director, external reports solicited by the Board from external sources and/or direct Board observation.
10. Elicit evidence to support subjective assessments.
11. Ensure written Board feedback is provided.

Governance Policy 13 Appendix B

EXECUTIVE DIRECTOR COMPENSATION

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

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

1. An independent consultant will be retained by the Board of Directors to provide comparators. This will be done at a minimum of every three years.
2. There will be a minimum of 10 comparators to be determined by the Board and/or a committee of the Board.
3. At market survey time the Executive Director compensation shall fall within the 50th-60th percentile of the comparators total cash compensation depending on relevant experience and performance.
4. Annual compensation increases between market surveys will be a combination of a 3% annual increase based on satisfactory performance and the economic indicator of the Alberta Average Weekly Earning Index.

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

Governance Policy 14

ROLE OF OBSERVERS

Representatives of the Alberta Catholic School Trustees Association (ACSTA), the Fédération des Conseils Scolaires Francophones de l'Alberta (FCSFA) and the Public School Boards Association of Alberta (PSBAA) have observer status at Board of Director meetings.

Specific Responsibilities

1. Take and uphold the Oath of Office.
2. Meetings
 - 2.1 Attend, as a non-voting member, all meetings and some in-camera sessions of the Board of Directors, with the exception of strategic planning retreats.
 - 2.2 Provide a written report of their Association's activities.
 - 2.3 When called upon by the Chair, provide an ACSTA/ FCSFA/ PSBAA perspective on issues before the Board of Directors.

Governance Policy 15

ROLE AND FUNCTION OF ZONE CHAIRS MEETINGS

1. The Vice-President, normally in consultation with the President, may call a meeting of Zone Chairs. Zone Chairs meetings are called to facilitate information sharing between Zones.
2. The specific purpose of a Zone Chairs meeting will be identified before the meeting. As much as possible, information packages will be provided in advance of the meeting.
3. The Vice-President will determine who will be invited to attend the meeting in addition to the Zone Chairs.
4. The Vice-President will chair these meetings.

Governance Policy 16

ROLE AND FUNCTION OF BOARD CHAIRS MEETINGS

1. The President, normally in consultation with the Board of Directors, may call a meeting of Board Chairs. Board Chairs meetings are called so Board Chairs can receive information and give advice on behalf of their Boards to the Board of Directors. These meetings are not decision-making meetings.
2. The purpose of a Board Chairs meeting will be identified before the meeting. As much as possible, timely information will be provided to Board Chairs in advance of a Board Chairs meeting.
3. The Board Chair (or designate) is invited to Board Chairs meetings. Board Chairs may choose to invite their Superintendent (or a designate) to attend the Board Chairs meeting.
4. Board of Directors members are welcome to attend these meetings.

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1. Accountability
2. Association Operations
3. Association Partnerships
4. Curriculum
5. Disposition of Reports
6. Education Finance
7. Facilities
8. Implementation of Provincial Initiatives
9. Integrated Services
10. Legislative Changes
11. Personnel and Employee Relations
12. Programs
13. Provincial Committee Representation
14. School Councils
15. Schools Outside Electoral Jurisdiction
16. Student Assessment
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19. Trusteeship (interim category)

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