



Policies Bulletin Fall General Meeting 2018

Please bring this bulletin with you to the business session of the ASBA Fall General Meeting on November 19, 2018, at the Westin Hotel, Edmonton. Please review the Rules of Procedure in advance of the meeting. An electronic copy of this document is available on the ASBA website.

This Policies Bulletin was prepared by the 2018 ASBA Policy Development Advisory Committee:

Lorrie Jess, ASBA President
Trina Boymook, ASBA Vice-President, Chair
Tammy Henkel, Zone 1 Director
Cheryl Dumont, Zone 2/3 Director

For more information contact:
Alberta School Boards Association
Suite 1200, 9925 – 109 Street
Edmonton, AB T5K 2J8
Telephone: 780.451-7311
www.asba.ab.ca

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Executive Summary

This Policies Bulletin outlines the information required for the Business Session of the ASBA Fall General Meeting on November 19, 2018.

There are two types of motions that will take place during the Business Session: procedural motions and motions that consider proposed position (policy) statements that will be adopted by the Assembly as guidelines for future action ([Governance Policy 10](#)).

Procedural Motions

Procedural motions address how the business meeting will be conducted ([Rules of Procedure](#)); set the Order Paper; and approve the [draft minutes](#) of the 2018 Spring General Meeting. A [draft Order Paper](#) has been provided for your information only and will be finalized during the procedural motions part of the Business Session.

The Generative Discussion item referenced in the draft Order Paper is time specific. Regular business will be recessed at 10:30 a.m. and will reconvene after lunch to accommodate this item. The Discussion Package for this item is not included in this Policies Bulletin and will be provided separately at a later date.

Position (Policy) Statement Motions

There are two categories of proposed position statement motions for FGM 2018 – six sponsored by the ASBA Board of Directors that, if approved, will update current ASBA Position Statements; and three new proposed position statements sponsored by Boards/Zones that, if approved, will be added to the ASBA Position Statements.

The current ASBA Position Statements are provided [here](#). Please note that this document was previously named ASBA Policy Statements.

1. Motions to Update Current ASBA Position Statements

In April 2018, ASBA Policy Development Advisory Committee (PDAC) began the process of reviewing all current ASBA Position Statements in compliance with [Board Governance Policy 10.1.5](#) to ensure that “*Bylaws, Association policy positions, and Board of Directors governance policies are current and relevant*” ([Governance Policy 8](#)). The PDAC review recommended motions to update the ASBA Position Statements. At its October 12, 2018 meeting, the Board of Directors approved six motions for placement before the Assembly at FGM 2018.

Proposed updates to Position Statements that are similar in nature and that can be reasonably and adequately considered as a group are presented in two omnibus motions. These omnibus motions remove the necessity for a separate debate and vote on each proposed change. All other proposed motions for updates to Position Statements are presented as separate items for consideration.

[1/FGM2018 – Omnibus Motion of Deletions to ASBA Position Statements](#) which proposes the deletion of Position Statements 8.10, 11.3, 13.5 because the issues referenced in those statements are no longer applicable.

[2/FGM2018: Omnibus Motion of Amendments to ASBA Position Statements](#) which proposes minor amendments to Position Statements 5.1, 7.7, 17.2, and 21.4; to update terminology or reflect a change in status to an issue referenced in the position statement.

The Board of Directors also approved proposed amendments to four position statements that would significantly change either the wording or the intent of those statements. These are presented as separate motions for consideration by the Assembly.

[3/FGM2018: Amendment to Statement 2.3: Association business](#)

[4/FGM2018: Amendment to Statement 7.3: Funding](#)

[5/FGM2018: Amendment to Statement 8.6: Reviews/Studies](#)

[6/FGM2018: Amendment to Statement 14.1: Provincial committees](#)

2. Motions for Proposed New ASBA Position Statements

Pursuant to the responsibilities outlined in [Governance Policy 8](#), PDAC reviewed the proposed motions for new position statements submitted by Boards/Zones to ensure compliance with the development principles outlined in [Governance Policy 10](#). This included requesting additional background or clarification when warranted and amalgamation of overlapping proposals when possible. At its October 12, 2018 meeting, the Board of Directors approved the following motions for proposed new position statements for placement before the Assembly at FGM 2018.

[7/FGM2018: ELL curriculum, instruction and assessment](#)

[8/FGM2018: Adequate funding for ELL programming](#)

[9/FGM2018: Mental health access](#)

- 8:30 a.m. **1. Welcome and Opening Activities**
- 9:00 a.m. **2. Association business meeting**
Call to order
President’s message
Invited speakers
- 3. Procedural motions**
Approval of Rules of Procedure
Appointment of Balloting Committee
Acceptance of emergent issues
Adoption of order paper
Approval of draft minutes of SGM held on June 4, 2018
- 4. Business arising from the SGM 2018 Minutes**
- 5. Motions sponsored by ASBA Board of Directors**
1/FGM2018 Omnibus Motion of Deletions to ASBA Position Statements
2/FGM2018 Omnibus Motion of Amendments to ASBA Position Statements
3/FGM2018 Amendment to Statement 2.3: Association business session
4/FGM2018 Amendment to Statement 7.3: Funding
5/FMG2018 Amendment to Statement 8.6: Reviews/Studies
6/FGM2018 Amendment to Statement 14.1: Provincial committees
- 10:30 a.m. to 12:00 p.m. **6. Facilitated Generative Discussion**
Facilitated by Tash Taylor, ASBA Senior Officer
This item is time specific. The regular business session will be recessed at 10:30 a.m. and then resume after lunch.

7. Motions for new Position Statements sponsored by Zones/Boards

7/FGM2018 ELL curriculum, instruction and assessment

8/FGM2018 Adequate funding for ELL programming

9/FGM2018 Mental health access

8. Proposed emergent issues

*Only occurs if emergent motions are introduced during the procedural motions **and** the membership has voted to accept addition of the emergent motion to the Order Paper.*

12:00 p.m. **Recess association business for lunch**

1:00 p.m. **Reconvene association business**

1:00 p.m. to **9. ASBA Director recognition**
1:15 p.m.

10. Wrap up message

11. Adjournment

Rules of Procedure

In order to expedite the resolutions process at general meetings, it is necessary to approve certain rules of procedure. Some of these may be specific parliamentary procedures, as in *Robert's Rules of Order*, while others are less formal and reside with each individual in the interests of courtesy, cooperation, and respect for all concerned as well as for the business at hand.

Procedural Steps

1. The proposed motion shall be read by the chair who will immediately ask for a mover and a seconder.
2. As soon as the proposed motion has been moved and seconded, the chair shall call upon the mover to speak to the motion. The mover shall have three minutes to speak.
3. The chair shall ask if any delegate wishes to speak against the proposed motion. If no delegate so wishes, the question will be immediately called.
4. If there is evidence of opposition, debate shall subsequently continue until the question is called in the usual manner. The mover will have the right to be the final speaker in the debate and shall have three minutes to close.
5. A delegate wishing to speak to a motion shall first obtain recognition by the chair and clearly announce his/her name and school jurisdiction represented.
6. A delegate wishing to speak to a motion shall limit remarks to a maximum of two minutes.
7. Any delegate speaking to a motion shall be allowed to speak as often as the chair, in his or her discretion, will permit.
8. Guests shall be permitted to speak at the discretion of the general meeting delegates, but not be permitted to move or second a motion, or vote.

Amendments

9. A delegate may, at any time during the debate on a motion, move an amendment to the motion, providing it is relevant to, and deals with, the same subject matter as the original

motion. A motion to amend must be seconded. The mover shall have three minutes to introduce the amendment.

10. An amendment of a substantive nature to a motion shall be submitted in writing on a specific form requiring the number of the resolution it is proposed to amend, the amendment, the motion as it will read when amended, the mover and seconder's names, and their respective school jurisdictions.
11. Amendments of a minor editorial nature may be handled by the process of unanimous consent outlined in *Robert's Rules of Order*.

Voting

12. Voting shall be conducted according to the Alberta School Boards Association Bylaws. For ease of reference, Bylaw 12.3 is set out as follows:
 - 12.3.1 *The Chair of each Full Member Board has the power to cast the vote to which each Full Member is entitled, unless another Trustee for that Board is designated, in writing, to the Executive Director, prior to the General Meeting, or in an emergency situation, by the Full Member Board at the General Meeting.*
 - 12.3.2 *Unless otherwise required by these Bylaws or the approved rules of procedure governing disposal of resolutions, all Substantive Motions will be determined under the double majority voting method, as follows:*
 - 12.3.2.1 *Sixty 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*
 - 12.3.2.2 *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 Full Member Boards who voted in the affirmative.*
 - 12.3.3 *For the purposes of Section 12.3.2.2, the percentage of Students enrolled in a Full Member Board shall be determined by:*
 - 12.3.3.1 *Utilizing the total student enrollment figures for the most recent reporting period, as published by Alberta Education; and*
 - 12.3.3.2 *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, who cast a vote, resulting in a percentage (rounded to the nearest 0.1 percent).*

- 12.3.4 *Results of the voting on Substantive Motions shall indicate how each Board cast its ballot.*
- 12.3.5 *Parliamentary motions and amendments to motions will be determined on the basis of one vote per Full Member Board and by a majority of the votes cast, unless otherwise required by Robert’s Rules of Order or the approved rules of procedure governing disposal of resolutions.*

Bylaw Amendments

13. Amendment of the Bylaws shall be governed by the following excerpts from Bylaw 14:
- 14.1 *Amendments to these Bylaws shall be made at a General Meeting, normally at the Spring General Meeting unless otherwise permitted by the Board of Directors.*
- 14.2 *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 specified in the resolution.*
- 14.3 *At least sixty days Written Notice of any Bylaw amendment shall be provided to each Full Member.*

Emergent and Extraordinary Resolutions

14. Adoption of emergent or extraordinary resolutions shall be governed by the following excerpts from Board of Directors’ Governance Policy 10 – Association Policy Development Process:
3. *Emergent Policy Positions*
- 3.1 *Emergent positions submitted by the membership for consideration at a General Meeting shall be submitted to the Policy Development Advisory Committee (PDAC) by 4:00 p.m. on the thirty-fifth (35) day prior to the first business day of a General Meeting.*
- The Policy Development Advisory Committee (PDAC) shall assess each emergent position to determine its compliance with the principles for Association policy. PDAC shall:*
- 3.1.1 *Reject positions that address issues which have arisen prior to the deadline for submission of regular policy positions; and*
- 3.1.2 *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.*

- 3.2 *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.*
- 3.3 *If the criteria defining an emergent position is not met, the matter may still be considered as an emergent position by the assembly if:*
- 3.3.1 *Consideration of the position is supported by a two-thirds majority of voting Full Member Boards, and*
- 3.3.2 *The mover makes available the wording of the policy position to all delegates.*
4. *Extraordinary Policy Positions*
- A position shall be accepted for consideration as an Extraordinary Policy Position if:*
- 4.1 *The position arises out of the business of the General Meeting,*
- 4.2 *Consideration of the position is supported by a two-thirds majority of voting Full member Boards, and*
- 4.3 *The mover makes available the wording of the position to all delegates.*

Disposition of Outstanding Policy Positions

15. Disposition of outstanding policy positions shall be as outlined in Board of Directors' Governance Policy 10 – Association Policy Development Process, section 5:
5. *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 8.2.7. However, these outstanding issues must be included on the agenda of the next general meeting.*

Other Motion Proceedings

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

Spring General Meeting
June 4, 2018
Sheraton Red Deer Hotel
3310 – 50 Avenue, Red Deer, Alberta

Draft Minutes

The quorum was present.

Cathie Williams, Acting Chair of the ASBA Board of Directors, called the meeting to order at 9:02 a.m.

MOTION

Moved by D. Engel

Seconded by L. Wellman

BE IT RESOLVED THAT

“The meeting move in camera.”

CARRIED

The guests left the room and the meeting moved in camera at 9:05 a.m.

MOTION

Moved by D. Engel

Seconded by L. Wellman

BE IT RESOLVED THAT

“The meeting move out of camera.”

CARRIED

The meeting moved out of camera at 9:12 a.m. and the guests returned to the meeting.

C. Williams welcomed Trina Boymook, Director for Zone 2/3 and a member of the Policy Development Advisory Committee (PDAC). Trina Boymook assumed the Chair position. She welcomed everyone to the business portion of the SGM and introduced the working party:

- Tammy Henkel, Director for Zone 1, member of PDAC
- Becky Kallal, Parliamentarian

T. Boymook reminded the membership of the meeting rules and procedures. A voting test was performed.

PROCEDURAL MOTIONS

Note: Procedural motions required a simple majority, i.e. 50%+1.

MOTION

Moved by C. Peacocke

Seconded by D. Engel

BE IT RESOLVED THAT

“The Rules of Procedure be adopted as presented.”

CARRIED

(100%)

According to the Bylaw 12.4, a balloting committee had to be appointed at an opening of every general meeting. The Chair read the list of the proposed members of the Balloting Committee as follows:

Nieta World, Chair

Ruth Andres, Black Gold Regional Schools

Drew Chipman, Foothills School Division

Tahra Sabir, Golden Hills School Division

Rhian Schroeder, Grassland Regional Division

Raymonde Lussier, High Prairie School Division

Tracy Meunier, Pembina Hills Regional Division

Bruce Buruma, Red Deer Public Schools

Ed Latka, St. Thomas Aquinas Catholic Schools

MOTION

Moved by B. Toone

Seconded by J. Tuininga

BE IT RESOLVED THAT

“In accordance with Bylaw 12, Section 12.4, the Balloting Committee be appointed as presented.”

CARRIED

(100%)

Determination of adding Emergent/Extraordinary Issues to the Order Paper

The Chair read the PDAC report to the assembly and advised that the emergent issues deemed by the Policy Development Advisory Committee to have met the criteria of an emergent issue required a simple majority to be added to the Order Paper. Those that did not meet the criteria would require a 2/3 majority vote to be added.

MOTION – simple majority

Moved by Red Deer Public Schools

Seconded by Medicine Hat School District No. 76

BE IT RESOLVED THAT

“Resolution 4/SGM18 (Amending the Public Education Collective Bargaining Act and Regulations for equal and balance representation between the government and the trustees) be added to the Order Paper as an Emergent Issue.”

CARRIED

(Y: 93%/N: 7%)

Grande Yellowhead Public School Division withdrew the earlier proposed Resolution 5/SGM18 (Regional Collaborative Services Delivery grant money allocation directly to school jurisdictions) to be added to the Order Paper as an Emergent Issue. Seeing no objection from the floor, the motion was withdrawn.

MOTION – 2/3 majority vote

Moved by St. Thomas Aquinas Roman Catholic Schools

Seconded by Holy Family Catholic Regional Division

BE IT RESOLVED THAT

“Resolution 6/SGM18 (ASBA advocates that the government upholds and promotes the significant value of local-decision making by school boards) be added to the Order Paper as an Emergent Issue.”

CARRIED

(Y: 88%/N: 12%)

MOTION

Moved by Edmonton Public Schools

BE IT RESOLVED THAT

“Resolution 7/SGM18 (Bylaw amendment to require the disclosure of the Executive Director’s salary) be added to the Order Paper as an Emergent Issue.”

RULED OUT OF ORDER BY THE CHAIR

The following reason was given: according to the ASBA Bylaw 14.3, at least 60 days written notice of any Bylaw amendment had to be provided to the members.

Adoption of Order Paper

MOTION – simple majority

Moved by Red Deer Public Schools

Seconded by Fort McMurray Public School District No. 2833

BE IT RESOLVED THAT

“The Order Paper be amended to hold balloting of elections at the end of the business day.”

AMENDMENT – simple majority

Moved by Holy Spirit Roman Catholic Separate Regional Division No. 4

Seconded by Red Deer Public Schools

BE IT RESOLVED THAT

“The motion be amended that the balloting be moved to the first item after lunch break.”

CARRIED

(Y: 75%/N: 25%)

MOTION – simple majority

Moved by B. Toone

Seconded by C. Peacocke

Following debate and amendment, BE IT RESOLVED THAT

“The Order Paper be accepted as amended.”

CARRIED

(Y: 86%/N: 14%)

Approval of minutes of the FGM 2017

MOTION – simple majority

Moved by J. Tuininga

Seconded by D. Engel

BE IT RESOLVED THAT

“The Minutes of the Fall General Meeting 2017 be approved as amended.”

CARRIED

(Y: 100%)

Business Arising From the Minutes

There was no business arising from the minutes of the 2017 Fall General Meeting.

The procedural part of the business meeting was concluded and T. Boymook invited C. Williams to chair the executive elections.

EXECUTIVE ELECTIONS

C. Williams advised that, according to the Bylaws, the term of these positions would conclude at the Fall General Meeting in November 2019. At that time, the individuals would be eligible to run for the second term.

Nominations for President

First Call for nominations from the Floor.

- Laura Thibert, Edmonton Catholic Schools
 - Nominated by Sandra Palazzo, Edmonton Catholic Schools
 - Seconded by Brad Toone, Livingstone Range School DivisionLaura Thibert accepted the nomination.

- Lorrie Jess, Wolf Creek Public Schools
 - Nominated by Carol Picard, Canadian Rockies Public Schools
 - Seconded by Linda Mywaart, Fort McMurray Public SchoolsLorrie Jess accepted the nomination.

Second Call for nominations from the Floor.

Third Call for nominations from the Floor.

Nominations for Vice-President

First Call for nominations from the Floor.

- Trina Boymook, Elk Island Public Schools
 - Nominated by Heather Wall, Elk Island Public Schools
 - Seconded by Brenda Rosadiuk, Grande Yellowhead Public School DivisionTrina Boymook accepted the nomination.

- Brad Toone, Livingstone Range School Division
 - Nominated by John Lehnars, Grande Prairie Public School District
 - Seconded by Edmonton Catholic Separate School DistrictBrad Toone accepted the nomination.

Second Call for nominations from the Floor.

Nominators' Speeches

Each nominator spoke in accordance with the election procedures to endorse the candidate.

Candidates' Speeches

Each candidate spoke in accordance with the election procedures to address the assembly in relation to their own candidacy.

Questions from the floor were taken by the candidates.

The assembly took a recess for lunch at 11:45 a.m.

Cathie Williams called the meeting to order at 1:30 p.m.

Parliamentarian B. Kallal spoke about the third call for nominations of Vice-President. In the past, the third call for vice-presidential nominations was opened only to unsuccessful presidential candidates.

MOTION – simple majority

Moved by J. Boisvert

Seconded by P. Grad

BE IT RESOLVED THAT

“The past practice for the election of Vice-President be affirmed.”

CARRIED
(Y: 97%/N: 3%)

Elections for President took place. Votes were counted and Lorrie Jess was announced as the successful candidate for the President position.

Third Call for Vice-President nominations from the Floor.
The nominations were closed.

Elections for Vice-President took place. Votes were counted and Trina Boymook was announced as the successful candidate for the Vice-President position.

MOTION – simple majority by show of hands

Moved by J. Boisvert

Seconded by M. Janz

BE IT RESOLVED THAT

“The ballots be destroyed.”

CARRIED
(Y: 100%)

PROPOSED BUDGET

T. Boymook assumed the position of the Chair.

C. Williams presented the budget to the assembly.

Note: the Budget vote required a double majority of 60% of boards voting representing 60% of students. Amendments required a simple majority.

MOTION – double majority

Moved by C. Williams

Seconded by B. Toone

BE IT RESOLVED THAT

“The Alberta School Boards Association adopts the budget for the period September 1, 2018 to August 31, 2019 as presented.”

DEFEATED

(73% of Boards/56.12% of students)

MOTION

Moved by Aspen View Public Schools

Seconded by Fort McMurray Public Schools

BE IT RESOLVED THAT

“The same budget with 0% increase in membership fees be adopted.”

AMENDMENT – simple majority

Moved by Southern Francophone Education Region No. 4/ Conseil scolaire Francosud

Seconded by East Central Catholic Schools

BE IT RESOLVED THAT

“The motion above to be amended to adopt the presented budget with 3.5% increase rather than the proposed 7% increase in membership fees.”

CARRIED

(Y: 64%/N: 36%)

SUBSTITUTE AMENDMENT – simple majority

Moved by Calgary Catholic School District

Seconded by Evergreen Catholic Schools

BE IT RESOLVED THAT

“The motion be amended that the membership approves a balanced 2018-2019 Operating Budget that reflects a 3.5% increase in membership fees rather than the proposed 7%.”

CARRIED

(Y: 85%/N: 15%)

AMENDMENT – simple majority

Moved by Fort McMurray Public Schools

Seconded by Edmonton Public Schools

BE IT RESOLVED THAT

“The membership approves the deficit 2018-2019 ASBA Budget that reflects 3.5% increase in membership fees with the deficit coming from reserve funds.”

CARRIED

(Y: 64%/N: 36%)

MOTION – double majority

Moved by Fort McMurray Public Schools

Seconded by Edmonton Public Schools

BE IT RESOLVED THAT

“The membership approves the deficit 2018-2019 ASBA Budget that reflects 3.5% increase in membership fees with the deficit coming from reserve funds.”

DEFEATED

(63% of Boards/56.21% of students)

MOTION– double majority

Moved by Grande Yellowhead Public School Division

Seconded by Livingstone Range School Division

Following debate and amendment, BE IT RESOLVED THAT

“The membership approves 2018/2019 ASBA budget with 6% increase in membership fees.”

AMENDMENT – simple majority

Moved by Edmonton Public Schools

Seconded by Prairie Land Regional Division No. 25

BE IT RESOLVED THAT

“The above motion be amended to read that the membership approves 2018-2019 ASBA Budget with 0% increase in membership fees.”

DEFEATED

(Y: 33%/N: 67%)

The vote on the main motion was taken. The motion was **CARRIED** with the following result:

(81% of Boards/73.9% of students)

MOTION – simple majority

Moved by J. Boisvert

Seconded by Livingstone Range School Division

BE IT RESOLVED THAT

“The Board of Directors reviews all the reserves to better explain all these funds to the membership and provides a response at the FGM 2018.”

CARRIED
(Y: 100%)

BYLAW AMENDMENTS

Tammy Henkel assumed the position of the Chair for this section of the meeting.

Note: Proposed Bylaw amendments required a double majority: 60% of Boards/60% of students.

MOTION 2/SGM18 – double majority

Moved by St. Thomas Aquinas Roman Catholic School Division No. 38

Seconded by Elk Island CS Regional Division No. 41

BE IT RESOLVED THAT

“Bylaw 15.5 be added as follows:

Bylaw 15 – Zones of the Association

15.5 The Executive Committee of the Board of Directors will meet annually with Zone Chairs to assist each other in communication of advocacy at the zone and provincial level and to promote the mission and strategic plan of the provincial organization.”

CARRIED
(98% of Boards/99.53% of students)

MOTION 3/SGM18 – double majority

Moved by St. Thomas Aquinas Catholic Schools Division No. 38

Seconded by Fort McMurray RCSSD No. 32

BE IT RESOLVED THAT

“ASBA Bylaw 15.5 be added as follows:

Bylaw 15 – Zones of the Association

15.6 The Board of Directors will collaborate with Zone Chairs annually to support a policy process for bringing policy proposals forward to the provincial level.”

CARRIED
(93% of Boards/85.61% of students)

MOTION 4/SGM18 – double majority

Moved by Red Deer Public Schools

Seconded by Medicine Hat School District No. 76

BE IT RESOLVED THAT

“ASBA advocates the Government of Alberta amend the Public Education Collective Bargaining Act and accompanying Regulations to provide equal and balanced decision-making authority between the Government of Alberta and Board of Trustee Representatives.”

CARRIED

(93% of Boards/87.46% of students)

MOTION 6/SGM18 – double majority

Moved by St. Thomas Aquinas Roman Catholic Schools

Seconded by Holy Family Catholic Regional Division

BE IT RESOLVED THAT

“ASBA advocates that the government upholds and promotes the significant value of local decision-making by school boards that is inherently the grassroots democracy of Alberta in all provincial legislation.”

CARRIED

(91% of Boards/87.46% of students)

MOTION – simple majority

Moved by St. Albert Public Schools

Seconded by Elk Island CS Regional Division No. 41

BE IT RESOLVED THAT

“ASBA refers M6/SGM18 to the Board of Directors to bring back more information at the FGM 2018.”

DEFEATED

(Y: 16%/N: 84%)

C. Williams assumed the role of the Chair.

The President and Vice-President took the Oath of Office.

With no additional business, the Association Business Meeting was adjourned at 6:35 p.m.

Proposed Position Statement Motions

1/FGM2018: Omnibus Motion of Deletions to ASBA Position Statements

Sponsored by ASBA Board of Directors

PROPOSED MOTION

WHEREAS according to [Board Governance Policy 10](#) the 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; and

WHEREAS the Block Funding Program referenced in Position Statement [8.10](#) is no longer a viable option; and

WHEREAS Bill 206 as referenced in Position Statement [11.3](#) did not receive Royal Assent; and

WHEREAS funding for the Alberta Initiative for School Improvement (AIS) referenced in Position Statement [13.5](#) ended in 2013;

THEREFORE, BE IT RESOLVED THAT

Position Statements: [8.10](#), [11.3](#) and [13.5](#) of the *ASBA Position Statements* be deleted in their entirety.

Background

The purpose of the Policy Development Advisory Committee (PDAC) is *“to ensure Bylaws, Association policy positions, and Board of Directors governance policies are current and relevant”*.

In April 2018, PDAC began the process of reviewing all current ASBA Position Statements in compliance with Board Governance Policy 10. This review identified three positions statements that were no longer applicable. These proposed deletions from ASBA Position Statements are presented in this Omnibus Motion. The recommendation and rationale for each proposed deletion is provided on pages 24 – 26 of this Policies Bulletin.

Statement 8.10: Block funding for school modernization

Recommendation

Position Statement 8.10: *Block Funding for School Modernization* on page 20 of the ASBA *Position Statements* is recommended for **deletion**.

Rationale

The Block Funding Modernization Program Grant addressed by this position statement is no longer applicable to the current political and economic environment.

The current ASBA position statement 8.10 Block Funding for School Modernization states:

The provincial government should reinstate Block Modernization Program funding.

The Block Modernization Program Grant provided schools with funding through the Building Quality Restoration Program (BQRP). In 2003, the Alberta Government replaced the BQRP with the Infrastructure Maintenance Program (IMR). Position Statement 8.10 was ratified by the membership in 2003 to advocate for the reinstatement of the block funding.

There were considerable advocacy efforts by the ASBA to reinstate the grant. Progress and status reports were provided to the membership in 2003, 2004, 2005, and 2006. The program was never reinstated and the government has continued to maintain the position that the IMR Program remediates the need for the Block Modernization Program. In the fifteen years since the ratification of Statement 8.10, there has been no indication that the government plans to reinstate the program.

References

[FGM2003 Policies Bulletin](#)

[FGM2004 Directives for Action Progress Report](#)

[FGM2005 Directives for Action Progress Report](#)

[FGM2006 Directives for Action Progress Report](#)

Statement 11.3: Bill 206

Recommendation

Position Statement *11.3 Bill 206* on page 27 of the *ASBA Position Statements* is recommended for **deletion**.

Rationale

Bill 206 did not receive Royal Assent.

The current ASBA position statement *11.3 Bill 206*, found on page 27 of the *ASBA Position Statements* states:

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”.

Bill 206 was a private member’s bill tabled in 2009 which proposed amendments to the *School Act* to prohibit acts of intimidation and bullying and possession of drugs and drug paraphernalia on school property. These amendments included mandatory protocols with regards to student discipline, principal and school board authority, and reporting requirements. This Bill did not receive a third reading.

Statement 13.5: Alberta Initiative for School Improvement (AISI)

Recommendation

Position Statement *13.5 Alberta Initiative for School Improvement (AISI)* on page 30 of the *ASBA Position Statements* is recommended for **deletion**.

Rationale

The Alberta Initiative for School Improvement (AISI) program ended in 2013.

The current ASBA position statement *13.5 Alberta Initiative for School Improvement (AISI)* states:

The Alberta School Boards Association reaffirms its support of the Alberta Initiative for School Improvement.

Initiated in 1999, the AISI Program allotted school jurisdictions funding per student to build programs, processes, structures, or activities that would support growth and innovation in teaching and learning. It was defined as "a bold approach to improving student learning by encouraging teachers, parents, and the community to work collaboratively to introduce innovative projects that address local needs". The program was terminated in 2013 when the Alberta Government ceased funding of AISI.

2/FGM2018: Omnibus Motion of Amendments to ASBA Position Statements

Sponsored by ASBA Board of Directors

PROPOSED MOTION

WHEREAS [Board Governance Policy 8](#) requires that PDAC ensure Bylaws, Association policy positions and, Board of Directors governance policies are current and relevant; and

WHEREAS the name of the report referenced in Position Statement [5.1](#) is “Alberta’s Commission on Learning (ACOL) Report”; and the consultations on initiatives that directly resulted from the ACOL Report have concluded; and

WHEREAS the name of the report referenced in Position Statement [7.7](#) is *Standards for Special Education, Amended 2004*; and

WHEREAS the “Integrated Occupational Program” referenced in Position Statement [17.2](#) is no longer applicable; and

WHEREAS Position Statement [21.4](#) uses the term marijuana and the preferred terminology when referring to marijuana and its related products is cannabis;

THEREFORE BE IT RESOLVED THAT

[Position Statement 5.1](#) be amended to replace “Learning Commission Report” with “Alberta’s Commission on Learning (ACOL) Report” and remove the sentences “*The ASBA president and designates shall participate fully in any discussion and development of implementation plans for all of the areas addressed in the report, reflecting the views of the membership. Any final implementation plans be subject to ratification by the ASBA membership.*”

[Position Statement 7.7](#) be amended to replace “Standards document June 2004” with “Standards for Special Education, Amended June 2004.”

[Position Statement 17.2](#) be amended to remove the words “e.g. the Integrated Occupational Program”.

[Position Statement 21.4](#) be amended to replace “marijuana” with “cannabis”.

Background

The purpose of the Policy Development Advisory Committee (PDAC) is “to ensure Bylaws, Association policy positions, and Board of Directors governance policies are current and relevant”.

In April 2018, PDAC began the process of reviewing all current ASBA Position Statements in compliance with Board Governance Policy 10. This review identified four positions statements that required updating to reflect current terminology and/or changes that have occurred in the education landscape since the position was ratified by membership. These updating amendments are presented in this omnibus motion. The recommendation and rationale for each proposed amendment is provided in pages 29 – 32 of this Policies Bulletin.

Statement 5.1: Learning Commission Report

Recommendation

ASBA Position Statement 5.1: *Learning Commission Report* on page 12 of the *ASBA Position Statements* be **amended** to use the name of the final report released in 2003 – Alberta’s Commission on Learning (ACOL) and remove the out-dated sections as presented below.

Rationale

The sections proposed for deletion refer to the expectation that the ASBA would participate in the follow-up discussions, development and implementation of the recommendations presented in the ACOL Report and that ASBA representatives would represent the views of the membership. Since 2003, the ASBA has participated in these consultations and presented specific implementation plans to the membership as required. Progress updates were provided to membership at FGM 2004, 2005, and 2006. Consultations on initiatives that directly resulted from the ACOL Report have concluded.

Current Statement <i>(proposed amended language is indicated in red; proposed deleted language is struck through)</i>	Amended Statement
<p>5.1 Learning Commission Report Alberta’s Commission on Learning (ACOL) Report</p> <p>The Learning Commission Report, when taken as a whole, is good for Alberta students.</p> <p>The ASBA president and designates shall participate fully in any discussion and development of implementation plans for all of the areas addressed in the report, reflecting the views of the membership.</p> <p>Any final implementation plans be subject to ratification by the ASBA membership.</p>	<p>5.1 Alberta’s Commission on Learning (ACOL)</p> <p>Alberta’s Commission on Learning (ACOL) Report, when taken as a whole, is good for Alberta students.</p>

References

- [FGM2003 Learning Commission Report Directive for Action](#)
- [FGM2004 Directives for Action Progress Report](#)
- [FGM2005 Directives for Action Progress Report](#)
- [FGM2006 Directives for Action Progress Report](#)

Statement 7.7: Special education funding

Recommendation

Position Statement 7.7 *Special education funding* on page 17 of the ASBA Position Statements be **amended** to use the name of the Standards document – *Standards for Special Education, Amended June 2004*, as presented below.

Current Statement <i>(proposed amended language is indicated in red; proposed deleted language is struck through)</i>	Amended Statement
7.7 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 Standards for Special Education, Amended June 2004.	7.7 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 for Special Education, Amended June 2004.

Statement 17.2: Learner assessment

Recommendation

Position Statement 21.4: *Learner assessment* on page 35 of the *ASBA Position Statements* be **amended** to remove the out-dated reference to “the Integrated Occupational Program”, as presented below.

Rationale

The Integrated Occupational Program refers to a 2005 list of authorized resources for knowledge and employability courses (grades 8-12) developed by Alberta Education in 2005. Removing this reference does not affect the intent of the statement.

Current Statement <i>(proposed deleted language is struck through)</i>	Amended Statement
<p>17.2. Learner assessment</p> <p>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.</p> <p>Schools should be given the opportunity to have students write the Provincial Achievement Tests in the year they take the curriculum tested.</p> <p>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.</p>	<p>17.2. Learner assessment</p> <p>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.</p> <p>Schools should be given the opportunity to have students write the Provincial Achievement Tests in the year they take the curriculum tested.</p> <p>Students taking programs that have learner outcomes different from those in the regular curriculum should be assessed on outcomes in whatever special program they are taking.</p>

Reference

[Alberta Education Integrated Occupational Program](#)

Statement 21.4: Protection of students – legalization of recreational marijuana

Recommendation

Position Statement 21.4 *Protection of students – legalization of marijuana* on page 42 of the *ASBA Position Statements* be **amended** to replace “marijuana” with “cannabis”, as presented below.

Rationale

Cannabis is the scientific name of the plant and is the preferred legal and medical term. In this context, the term cannabis encompasses all products derived from the cannabis plant, including but not limited to: edibles, cannabis oil, creams, and extracts; while marijuana is considered a slang term that only refers to “the dried flowers, leaves, stems and seeds of the cannabis plant”.

Current Statement <i>(proposed amended language is indicated in red; proposed deleted language is struck through)</i>	Amended Statement
21.4 Protection of students – legalization of recreational marijuana cannabis Measures to protect students should be included in legislation around the legalization of recreational marijuana cannabis .	21.4 Protection of students – legalization of recreational cannabis Measures to protect students should be included in legislation around the legalization of recreational cannabis.

Reference

[Health Canada - Information about cannabis](#)

3/FGM2018: Amendment to Statement 2.3: Association business session

Sponsored by ASBA Board of Directors

PROPOSED MOTION

WHEREAS the Position Statements on Association Operations provide guidance to the Association members and staff; and

WHEREAS the Position Statements need to allow for flexibility to accommodate emergent situations;

THEREFORE BE IT RESOLVED THAT

Position Statement 2.3 – Association business session on page 7 of the *ASBA Position Statements* be **amended** to read the following:

The Association’s business session will be held on the first full day of all ASBA general meetings.

The ASBA Board of Directors proposes to amend Statement 2.3, to maintain the requirement that the business session take place on the first full day of a general meeting, but remove the requirement for a fixed 9:00 a.m. start, to allow for flexibility to accommodate emergent situations.

Background

Originally adopted in 2005 (amended in 2006) this position statement is intended to ensure that Association business is conducted within a reasonable timeframe. Prior to 2005, there was no set time or day scheduled for the business session during the general meetings.

Recognizing that staff and organizers of ASBA general meetings are aware of the timing concerns and will respond accordingly, with the guiding principal to provide a reasonable timeframe for the business session.

Current Statement <i>(proposed amended language is indicated in red; proposed deleted language is struck through)</i>	Amended Statement
2.3. Association business session The Association’s business session will be held begin at 9:00 a.m. on the first full day of all ASBA general meetings.	2.3. Association business session The Association’s business session will be held on the first full day of all ASBA general meetings.

4/FGM2018: Amendment to Statement 7.3: Funding

Sponsored by ASBA Board of Directors

PROPOSED MOTION

WHEREAS the Board Governance Policy 8 provides that PDAC ensures Bylaws, Association policy positions and Board of Directors governance policies are current and relevant; and

WHEREAS the Alberta Initiative for School Improvement ended in 2013;

THEREFORE BE IT RESOLVED THAT

ASBA Position Statement 7.3 – Funding on pages 14-15 of the *ASBA Position Statements* be **amended** to delete the reference to AISI; and

The wording of Statement 7.3 be **amended** to provide further clarity, as presented.

Background

As referenced on page 26 of this Policies Bulletin, the Alberta Initiative for School Improvement (AIS) ended in 2013.

The proposed amendments to the wording are for clarity and do not modify the intent of the position statement.

Current Statement <i>(proposed amended language is indicated in red; proposed deleted language is struck through)</i>	Amended Statement
7.3 Funding <u>Targeted Funding</u> Targeted operational funding should be minimized. Continued but increased targeted funding is supported for: <ul style="list-style-type: none">Alberta Initiative for School Improvement (AIS) Funding.The Class-Size Initiative (CSI) funding including upward adjustment to address annual enrollment increases for growing school divisions.	7.3 Funding <u>Targeted Funding</u> Targeted operational funding should be minimized. Continued but increased targeted funding is supported for: <ul style="list-style-type: none">The Class-Size Initiative (CSI) funding including upward adjustment to address annual enrollment increases for growing school divisions.

Current Statement <i>(proposed amended language is indicated in red; proposed deleted language is struck through)</i>	Amended Statement
<p><u>Base Funding</u></p> <p>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, but are not limited to: 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.</p> <p><u>Funding for Differential Factors</u></p> <p>In addition to base funding, the department Alberta Education's provides, through the funding allocation formula provides funds additional to the base funding. Some of these additional allocations are targeted and therefore must be spent on the identified area. Other of these additional allocations are not targeted, which means Alberta Education provides the additional targeted funding for identified programs or initiatives such as small schools by necessity, CTS, and leaves the Board flexibility as to how the total non-targeted funds are expended.</p> <p>Funds which are not considered part of base and are not targeted are referred to as additional funding for differential factors by</p>	<p><u>Base Funding</u></p> <p>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, but are not limited to:</p> <ul style="list-style-type: none"> • 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. <p><u>Funding for Differential Factors</u></p> <p>Alberta Education's funding allocation formula provides funds additional to the base funding. Some of these additional allocations are targeted and therefore must be spent on the identified area. Other additional allocations are not targeted, which means Alberta Education provides additional targeted funding for identified programs or initiatives such as small schools by necessity, CTS; and leaves the Board flexibility as to how the non-targeted funds are expended.</p> <p>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</p>

Current Statement <i>(proposed amended language is indicated in red; proposed deleted language is struck through)</i>	Amended Statement
<p>Alberta Education. ASBA positions in regard to funding which is not neither targeted nor part of the base are as follows:</p> <ul style="list-style-type: none"> • Enhanced funding for small schools by necessity should be provided so small high schools can provide students with access to at least a minimum acceptable program and which allows graduates to attend any post-secondary institution in Alberta. • Outreach funding should recognize operating costs and market rates should be increased. • Grades 1-12 severe special needs category to allow for funding decision of student programs that are consistent with program unit funds that are available to ECS students. 	<p>to funding which is neither targeted nor part of the base are as follows:</p> <ul style="list-style-type: none"> • Enhanced funding for small schools by necessity should be provided so small high schools can provide students with access to at least a minimum acceptable program and which allows graduates to attend any post-secondary institution in Alberta. • Outreach funding should recognize operating costs and market rates should be increased. • Grades 1-12 severe special needs category to allow for funding decision of student programs that are consistent with program unit funds that are available to ECS students.

5/FGM2018: Amendment to Statement 8.6: Review/Studies

Sponsored by ASBA Board of Directors

PROPOSED MOTION

WHEREAS the Board Governance Policy 8 provides that PDAC ensures Bylaws, Association policy positions and Board of Directors governance policies are current and relevant; and

WHEREAS to date, the Alberta Government has completed three phases of Public-Private Partnerships for school construction without establishing the task force referenced in Position Statement 8.6;

THEREFORE BE IT RESOLVED THAT

The following section in Position 8.6 be deleted:

Public-Public and Private-Public Partnerships

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

Position Statement 8.6: Reviews/Studies, addresses three different issues, each ratified at a different time. This motion is to delete the section on Public-Public and Private-Public Partnerships (ratified in 2004) as it is no longer applicable. The remaining sections on the Program to Support Community Use of Schools (ratified in 2006) and Area, Capacity and Utilization Guidelines Review (ratified in 2002) will not change, and will be identified as separate statements and renumbered, as presented below.

Background

Originally ratified in 2004, this position statement on Public-Public and Private-Public Partnerships was presented to ASBA membership as a response to the provincial government's then stated intention to pursue public-private partnerships (P3) to meet Alberta Infrastructure requirements, which had the potential to include the building of schools. Over time, it has been amended to its current form:

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

The Alberta Government proceeded with the initiative without establishing a task force to study the potential for partnerships prior to implementation. The P3 program to build schools began in 2007. To date, three phases of P3 construction of schools have concluded:

- Phase one – 18 schools completed and opened in 2010,
- Phase two – 10 schools completed and opened in 2012,
- Phase three – 12 schools completed and opened in 2014.

Current Statement <i>(proposed amended language is indicated in red; proposed deleted language is struck through)</i>	Amended Statement
<p>8.6 Reviews/Studies 8.6 Review of Ontario Program to Support Community Use of Schools</p> <p>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.</p>	<p>8.6 Review of Ontario Program to Support Community Use of Schools</p> <p>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.</p>
<p>Public Public and Private Public Partnerships The provincial government should establish a task force to study the potential for partnerships involving public public and private public and the merits and disadvantages of such arrangements.</p>	
<p>8.7 Area, Capacity and Utilization Guidelines Review</p> <p>The provincial government should review the current Area, Capacity and Utilization Guidelines and revise the Area, Capacity and Utilization formula incorporating the following:</p> <ol style="list-style-type: none"> 1. The utilization formula should be changed so that the rated capacity of the school reflects its actual capacity to deliver necessary programming to students in classrooms which meet acceptable standards for the curriculum delivery. 2. Classroom spaces should only be included in the formula when determining a school's capacity. 	<p>8.7 Area, Capacity and Utilization Guidelines Review</p> <p>The provincial government should review the current Area, Capacity and Utilization Guidelines and revise the Area, Capacity and Utilization formula incorporating the following:</p> <ol style="list-style-type: none"> 1. The utilization formula should be changed so that the rated capacity of the school reflects its actual capacity to deliver necessary programming to students in classrooms which meet acceptable standards for the curriculum delivery. 2. Classroom spaces should only be included in the formula when determining a school's capacity.

Current Statement <i>(proposed amended language is indicated in red; proposed deleted language is struck through)</i>	Amended Statement
<p>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.</p> <p>4. Donated space should be fully eligible for Operations and Maintenance funding once the overall design of the school is approved.</p> <p>5. Donated space previously approved should be fully eligible for Operations and Maintenance funding and that there be no retroactive exclusions.</p> <p>6. Provincial class size guidelines should be used in determining maximum school capacity.</p>	<p>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.</p> <p>4. Donated space should be fully eligible for Operations and Maintenance funding once the overall design of the school is approved.</p> <p>5. Donated space previously approved should be fully eligible for Operations and Maintenance funding and that there be no retroactive exclusions.</p> <p>6. Provincial class size guidelines should be used in determining maximum school capacity.</p>

References

[P3 Projects in Alberta](#)

6/FGM2018: Amendment to Statement 14.1: Provincial committees

Sponsored by ASBA Board of Directors

PROPOSED MOTION

WHEREAS the Board Governance Policy 8 provides that PDAC ensures Bylaws, Association policy positions and Board of Directors governance policies are current and relevant; and

WHEREAS the Association adopted new foundational statements in 2017 with the mission of “Excellence in education through exceptional board governance”;

THEREFORE BE IT RESOLVED THAT

Association Position Statement *14.1: Provincial committees* on page 32 of the *ASBA Position Statements* be **amended** as presented.

This motion amends Statement 14.1 to align with ASBA’s foundational statements.

Background

In 2017, the ASBA adopted new foundational statements with the mission of “Excellence in education through exceptional school board governance”. This proposed amendment to Position Statement 14.1 is intended to reflect that governance role.

Current Statement <i>(proposed amended language is indicated in red; proposed deleted language is struck through)</i>	Amended Statement
14.1 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, and governance of Alberta schools.	14.1 Provincial committees The Alberta School Boards Association should have equitable representation on all provincial committees, which have under discussion, matters affecting the administration, operation and governance of Alberta schools.

Reference

[ASBA Strategic Plan \(2017-2020\)](#)

7/FGM2018: ELL curriculum, instruction and assessment

Sponsored by Christ the Redeemer Catholic Schools

PROPOSED MOTION

ASBA urges Alberta Education to provide greater leadership in the area of English Language Learning (ELL) by dedicating more attention and personnel to the areas of ELL curriculum development and implementation, instruction, and assessment.

Background provided by sponsoring board

1. Ongoing, rapid increases in the ELL population in the province
 - In 2008/2009, there were approximately 60,000 ELLs in Alberta. In 2016/2017 there were approximately 110,000 ELLs in Alberta. This represents an increase of nearly 100% in less than a decade.
 - In 2016/2017, the 110,000 ELL students represented 15.6% of Alberta's 704,890 students; this means in a class of 25 students, a teacher would expect to serve approximately four ELL students, at various language proficiency levels, along with other diverse learners in the class.
 - As we approach 20% ELL, ensuring the success of ELL students is critical if Alberta is to retain its academic standing on an international level.
 - Urban school systems are already feeling the effects of rapidly rising ELL levels, and now this phenomenon is clearly extending to suburban and rural schools, demonstrating that this is a provincial issue.
2. Limited Resources and Attention
 - Alberta Education currently has one employee focused on ELL. A larger ELL department at Alberta Education will support capacity building.
 - The new curriculum design process has not taken into consideration the specific language needs of ELLs.
 - No explicit ELL curriculum is being developed to serve students who require specific English language acquisition instruction.
3. Outdated Curriculum
 - There is currently no provincially developed curriculum for ELL students in grades K–9. The only resource is a set of K-9 Guidelines for serving ELLs.
 - The current ELL curriculum that exists for Grades 10-12 is sorely outdated, having been developed in 1997.

- Students do not receive credit for meeting the requirements in ESL Levels 1 or 5, which essentially reduces the high school ESL curriculum to 3 accredited courses, and students enrolled in ELL courses are limited to 35 CEUs, while regular students generally earn 40 CEU's.
- Many of the Locally Developed Courses (LDCs) for ELL have been created by the Calgary Board of Education (CBE). The ongoing, high number of requests for these courses suggest they should be considered regular provincial curriculum, rather than locally developed courses (LDCs).
- CBE has been very generous in sharing these LDCs with other boards; however Alberta Education leadership related to these courses would ensure equal access to high quality, consistent programming across the province.

4. Teacher Preparation and Professional Development

- The Howard Report (2006), commissioned by Alberta Education, indicated that teachers require explicit instruction in how to respond to the needs of ELL students.
- ELL methodology courses remain optional at most Canadian universities, leaving most teachers unprepared for meeting the language acquisition needs of ELL students in the classroom.
- Alberta Education should have the capacity to send trained and experienced ELL experts into the field to assist teachers, schools, and school systems.
- Professional development in the areas of curriculum development and implementation, ELL best practices, and benchmark assessments are all required.

5. Additional Commentary about Standalone ELL Courses

- Teachers need to be intentional in their teaching, helping students to master both academic language and curriculum content. ELL curriculum course development at the high school level for all proficiency levels is critical.
- ELL experts strongly support clustering ELLs with similar language proficiency levels for explicit language development (ELD) time for a small portion of each day (30-45 minutes) where students are explicitly taught how the English language works. These classes would follow a scope and sequence of language skills, with ample time for practice.
- Grouping students according to proficiency level, with no more than two levels in a class, allows students to receive the same explicit, direct instruction on similar topics regarding language use.
- Grouping according to proficiency level develops foundational language.
- The opportunity to practice and interact with others of the same proficiency level for part of each day provides students an anxiety-reduced environment as everyone is at the same level.

- ELD time can be achieved by the development of one-off courses to support explicit language instruction, which would complement the content area curriculum courses. The development of stand-alone ELL courses does not result in a full pullout program.
- ELL students still need to access time with English speaking, age appropriate peers as well, so their language can continue to develop with input from native English speakers.

Current ASBA Policy

13.4 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.

8/FGM2018: Adequate funding for ELL programming

Sponsored by St. Albert Public Schools

PROPOSED MOTION

The Alberta Government adequately fund programming for students who are English Language Learners (ELL) by:

- Reinstating the maximum length of funding support to seven years, and
- Increasing the current funding allocation rate.

Background provided by sponsoring board

Profile of English Language Learners

English Language Learners (ELL) are students who first learned to speak, read and/or write a language(s) other than English and whose level of English language proficiency precludes them from full participation in learning experiences provided in Alberta schools. ELL students may have recently (im)migrated to Canada or may have been born in Canada and live in homes in which the primary language is not English.

In recent years, the number and diversity of ELL students in Alberta has increased significantly. Many families have (im)migrated to Alberta to find employment and the parents hope that their children will acquire English language proficiency and achieve a senior high school diploma. These families have found jobs in many Alberta urban and rural communities. In fact, Statistics Canada census data shows 207,790 people immigrated to Alberta from other countries over the last census period, from 2011 to 2016 (French, 2017).

Although ELL students are classified as a general group, there is a high degree of diversity among students. Like all students, English language learners are each unique, with their own experiences, abilities, knowledge and learning preferences. In addition to coming from a different language background, ELL students often come from different cultural, social and political backgrounds. Each ELL student will be different from the next and require different accommodations and cultural awareness.

Furthermore, it is important to understand that various factors can influence the acquisition of English as an additional language, such as:

- social environment
- learning environment
- personal characteristics and traits
- skills, strategies, and abilities
- previous experiences (Alberta Education, 2017).

Programming

Effective instruction for English language learners needs to both support achievement of grade-level learning outcomes and promote language acquisition. Programming, however, also includes building cultural connections and supporting emotional well-being. Based on the diversity of the ELL population, there is no “prescriptive time-certain ELL program” rather there are a variety of interventions and supports that may be implemented to effectively support an ELL student’s learning and social/emotional needs.

Supporting Language Acquisition

When ELL students are integrated with their English-speaking peers, they are able to work on language and concept development in all subject areas. English language proficiency is, however, not simply a by-product of other classroom learning. Specific formal instruction in speaking, reading and writing in English is essential (Alberta Education, 2009).

An English language learner develops both social language and academic language. Two theorized types of language skills are basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP). The differences between the two skill sets support the need for seven years of ELL funding. Specifically, academic language which takes longer to acquire is necessary in order for students to engage in cognitively demanding academic and career related tasks. School jurisdictions require the funding to offer seven years of ELL programming supports to ensure that ELL students are reaching proficiency in academic language. As Alberta’s population diversifies, it is essential that school jurisdictions are funded to support all students’ abilities to fully participate in the workforce and civil society.

Table 1 is adapted from the Alberta Education (2017) resource, *Understanding the Acquisition of English as an Additional Language*, and it demonstrates the clear distinctions between BICS and CALP language acquisition.

[Continued on next page]

Table 1

Basic Interpersonal Communicative Skills (BICS)	Cognitive academic language proficiency (CALP)
generally develops more quickly	generally develops more slowly
is used to communicate basic needs, opinions, thoughts, and ideas	is used to communicate and understand abstract concepts, theories, and ideas; specific and technical information; and metaphors, analogies, humour, innuendo, and sarcasm
is used in social environments	is used in academic classrooms and/or work environments
uses high-frequency vocabulary	uses low-frequency vocabulary
uses simple language structures	uses complex language structures, such as passive voice
is context embedded (i.e., meanings are concrete and supported by cues, such as gestures, objects, and actions)	is context reduced (i.e., meanings are abstract and cues are not readily available)
is used to communicate about concrete objects, actions, and topics	is used to communicate about abstract concepts, ideas, opinions, and theories
is often (but not always) used in low-pressure environments	

Supporting a Sense of Belonging and Connection

In addition to supporting language acquisition, effective programming for ELL students and families also includes fostering a sense of belonging and connection. These supports may include cultural awareness training for staff, translation services for families, multicultural materials in the schools, home liaisons workers and specialized counseling supports. These supports also require financial resources.

Funding

Please note that although most Alberta Education programming resources refer to English Language Learners (ELL), the Funding Manual for School Authorities continues to use the phrase English as a Second Language (ESL).

English as a Second Language (ESL) funding is claimed for children/students who require additional English language supports and instruction to achieve grade level expectations in English and other subject areas. Financial support is determined by a formula that calculates the total ESL funding based on the product of the allocation rate (current \$1178.10) and the total number of eligible ESL students. Currently, funding is available for a maximum of five years. In support of funding, an annual assessment of student's language proficiency must be completed and retained on file.

The number of years that ESL students are eligible for funding has changed significantly over the last two decades. In 2001-2002, there was no reference to a limit on the number of years an ESL student could receive funding in the Funding Manual for School Authorities. In 2004-

2005, Alberta Education increased the ESL allocation rate and, at that time, introduced the ESL five year funding cap as part of the Renewed Funding Framework. At that time, ESL advocates argued that a time-limit imposed on ESL funding undermines cognitive academic language acquisition, which is necessary for long-term success (see ATA, 2004-2005). In 2004-2005, Alberta Education also introduced enhanced ESL for support services for immigrant students who lacked both formal schooling and safe family and community environments (such as in war torn countries prior to coming to Canada). In 2006-2007, Alberta Education increased ESL funding to a maximum of seven years. The increase to seven years was widely supported across the province. Effective September 2011, the enhanced ESL support was discontinued. In 2013-2014, Alberta Education re-introduced the five-year funding cap. It was reported that the decrease from seven to five years resulted in an \$8 million funding reduction (\$84 million to \$76 million) (CBC, 2013). In addition to the five-year cap, Table 1 shows that the ESL allocation rate has been static (\$1178.10) since 2012-2013.

Table 2

Year	ESL Funding Per Student Allocation	Maximum number of years funded
2001-2002	\$722	None identified in the funding manual
2002-2003	\$722	None identified in the funding manual
2003-2004	\$736	None identified in the funding manual
2004-2005	\$1020	Five Years
2005-2006	\$1040	Five Years
2006-2007	\$1061	Seven Years
2007-2008	\$1093	Seven Years
2008-2009	\$1143	Seven Years
2009-2010	\$1155	Seven Years
2010-2011	\$1155	Seven Years
2011-2012	\$1155	Seven Years
2012-2013	\$1178.10	Seven Years
2013-2014	\$1178.10	Five Years
2014-2015	\$1178.10	Five Years
2015-2016	\$1178.10	Five Years
2016-2017	\$1178.10	Five Years
2017-2018	\$1178.10	Five Years
2018-2019	\$1178.10	Five Years

The current funding for ELL students is insufficient to support the diversity and complexity of both language acquisition and social-emotional needs. In 2006, the Howard Research report stated that “a more flexible approach needs to be developed to determine appropriate level of funding to match level of proficiency in English that also takes into account other influencing factors such as socioeconomic status, years of prior formal schooling, and proficiency in first language.” The recommendation for an adequate and flexible funding approach is, perhaps, even more relevant in the 2018 context.

Current ASBA Policy

We ask that the ASBA both reaffirm and add specificity to the following ASBA policy statement, in support of the growing number of English Language Learner (ELL) students in Alberta.

- 13.4 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.

Support Documents

[Alberta Education \(2017\). Programming Information: Understanding the acquisition of English as an additional language.](#)

[Alberta Education \(2009\). Supporting English as a Second Language Students: Promising ESL strategies in Alberta.](#)

[ATA \(2004-2005\). Funding cap for ESL must go, says Calgary Board. ATA News, vol. 39 \(17\).](#)

[CBC \(2013\). Alberta trims funding for English as a Second Language programs. March, 19, 2013.](#)

[French, J. \(2017\). Edmonton school districts challenged by increase in English-language learners. Edmonton Journal, October 30, 2017.](#)

[Government of Alberta \(2016\). Making a difference: Meeting diverse learning needs with differentiated instruction.](#)

9/FGM2018: Mental health access

Sponsored by Edmonton Public Schools and Greater St. Albert Catholic Schools

PROPOSED MOTION

That dedicated funding for accredited mental health professionals available in schools be increased to best meet students' mental health needs in a timely and accessible manner for all Alberta students through cross-ministerial collaboration between the Ministries of Health, Education, and Infrastructure.

Background provided by sponsoring boards

Mental Health is an Issue for Rural and Urban Boards

Regardless of where a student resides in Alberta, about 20% struggle with mental health concerns (Kutcher, 2017). Alberta Education's (2018) motto, "Mental Health Matters" encapsulates the ministry's commitment to ensure promotion of mental health through a proactive, collaborative service delivery model in Alberta.

This model recognizes that the mental health needs of students often first present at school and that educators alone cannot provide all necessary mental health interventions and services.

There are examples of collaborative service delivery in Alberta schools, including a recent increase to the mental health capacity grant. The collaborative, multi-ministry approach utilized in Alberta's Regional Collaborative Service Delivery (RCSD) model is also an exemplary mechanism for sharing many services (such as speech and language, occupational, rehabilitation, vision and hearing therapists); yet, when it comes to mental health, many rural and urban boards have found that the mental health needs of students greatly exceed the resources available.

Mental health therapists working through RCSD operate under very heavy caseloads, and the school visitation model has meant that professionals are often not available when students are in need of service. In rural and rural-urban districts, professionals are further encumbered by long distances to travel.

While cross-ministry approaches to organizing for mental health service are exemplary for their collaborative problem-solving potential between partners in health and education, they have been under-resourced¹, causing boards to create local solutions to a provincial problem of students' mental health needs exceeding resources available. In an attempt to meet the mental

¹ To exemplify the seriousness of the gap in mental health services, across the 17 Alberta regions of RCSD, partners have found that they plan for a certain FTE to support their anticipated "emotional/behavioral needs," and they have had to add, on average, 6 and 7 additional staff members to address the burgeoning needs in this area (RCSD Report 2014-2015). Such a variance reflects increasingly high caseloads for mental health staff, especially mental health therapists.

health needs of students, many boards across the province have formed partnerships with community and charitable organizations and they have diverted education funding to increase their inclusive education envelope, including hiring mental health therapists to work directly in schools.

One problem with such localized solutions to address a provincial resourcing issue is that boards lose the collaborative problem-solving capacity of the cross-ministry structure put in place to ensure adequate funding for mental health needs within school authorities. When boards turn to unique, community-based solutions, they also inadvertently create complicated systems for schools and families to navigate. Such localized solutions can also often be temporary and offer unpredictable funding and services, which often still do not meet the pressing needs expressed by students and families.

These gaps in mental health services are pressing and present now in rural and urban school boards and in the larger provincial health care system. There are gaps in services for children and families in mental healthcare generally and particularly in meeting their needs for interventions such as counselling ([GAP-MAP Report, 2014](#)). This is often most evident when students are in acute crises, but it is also present every time a student who could benefit from access to timely services is unable to access a professional who may be able to intervene before a mental health concern becomes a crisis.

Hence, there is a demonstrated need for greater funding of accredited mental health professionals for *all* Alberta school jurisdictions, rural and urban.

Prevention Alone Is Not Enough

The [Canadian Mental Health Association](#) verifies that 10-20% of children and youth suffer from mental illness and require mental health supports that are not readily available—only one in every five students access mental health services.

Dr. Stan Kutcher, a renowned Canadian mental health researcher, contends that our experience with mental health in the Canadian context is instructive—education is necessary but not sufficient to address children’s and youths’ mental health needs. While there are growing numbers of resources and pathways to increase students’, parents’, and staff awareness of mental disorders and strategies to address them, there remains a gap in readily available mental health expertise in schools.

He argues that it is a “both/and reality” of continuing preventative approaches in schools while offering students the mental health expertise needed in schools to address, in a timely way, students’ mental health needs. At the end of the day, we need prevention *and* intervention, a “both/and” solution.

Comprehensive, whole-school approaches to mental health have been recognized as important by [Alberta Education](#) and [Alberta Health Services](#). So far, much of the focus has been on promoting positive mental health in schools and understanding the pathways to mental health

service. But, this is not enough. Students need access to services provided by accredited mental health professionals. These services need to be available in a timely, accessible and sustainable way.

Although it is not universal at this time, when mental health professionals work directly in schools, they have the opportunity to form relationships with students, parents, educators and community partners, and can become a part of a school community. This model is much more effective than school visitation, reduces barriers to accessing mental health, and completes the picture of comprehensive school health.

Mental Health Matters

Given the need to improve mental health education and service delivery, we are advocating for increased, dedicated funding from the Alberta government to ensure that the vision for optimal mental health care for children and youth is enacted through a collaborative, multi-ministry structure.

Appendix A: Disposition of Motions

2018 FALL GENERAL MEETING POSITION STATEMENT MOTIONS

Motion No.	Motion Title	Carried (✓)	Defeated (✓)	Other: Amended, Postponed Referred, Withdrawn, etc.
1/FGM2018	Omnibus Motion of Deletions to ASBA Position Statements			
2/FGM2018	Omnibus Motion of Amendments to ASBA Position Statements			
3/FGM2018	Amendment to Statement 2.3: Association business session			
4/FGM2018	Amendment to Statement 7.3: Funding			
5/FGM2018	Amendment to Statement 8.6: Reviews/Studies			
6/FGM2018	Amendment to Statement 14.1: Provincial committees			
7/FGM2018	ELL curriculum, instruction and assessment			
8/FGM2018	Adequate funding for ELL programming			
9/FGM2018	Mental health access			

Appendix B: Amendment Form

Amendment to Motion No. _____

Moved by:

School Jurisdiction:

Seconded by:

School Jurisdiction:

Appendix C: Governance Policy 8 – Committees of the Board of Directors (EXCERPT)

3. Standing Committees

Consistent with provisions in Bylaw 8, the Board of Directors has established the following standing committees with the noted purpose, powers and duties, membership and meetings.

3.1 Policy Development Advisory Committee (PDAC)

3.1.1 Purpose

- To ensure Bylaws, Association policy positions and Board of Directors governance policies are current and relevant.

3.1.2 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 request for consideration or 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 requests for consideration or 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 requests for consideration or 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.

3.1.3 Membership

- Vice-President (Chair).
- At least two (2) Board of Directors members.

3.1.4 Meetings

- As required at the call of the Chair.

3.1.5 Reporting

- Provide recommendations and updates to the Board of Directors as required.

Appendix D: 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, values, bylaws and the needs of the Association, thereby making the Association’s positions both sound and consistent.
- 1.3 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.
- 1.4 Association policy positions are defined as “guidelines for future discretionary action.” These statements serve to guide:
 - 1.4.1 The ASBA President, when making representations to the Minister and other organizations;
 - 1.4.2 The Board of Directors in identifying and selecting alternative modes of action within the parameters given;
 - 1.4.3 Those who represent the Association on external committees; and
 - 1.4.4 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.

- 1.5 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.
- 1.6 Association policy positions can also seek to delete existing policy.

1.7 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 8.2.7, regular policy positions will normally be considered at the Fall General Meeting.

2.2 The Policy Development Advisory Committee shall request all member boards to identify proposed Association policy positions affecting education. 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 the Policy Development Advisory Committee, 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 request for consideration or action or issue, if warranted.

The proposed policies (additions, deletions, amendments, reaffirmations) will be reviewed by the Board of Directors or the Policy Development Advisory Committee 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 the Policy Development Advisory Committee, to be reviewed to ensure the draft positions reflect the intent of the Zones.

2.7 The Board of Directors, or the Policy Development Advisory Committee, 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, normally 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. Emergent Policy Positions

- 3.1 Emergent positions submitted by the membership for consideration at a General Meeting shall be submitted to the Policy Development Advisory Committee (PDAC) by 4:00 p.m. on the thirty-fifth (35) day prior to the first business day of a General Meeting.

The Policy Development Advisory Committee (PDAC) shall assess each emergent position to determine its compliance with the principles for Association policy.

PDAC shall:

- 3.1.1 Reject positions that address issues which have arisen prior to the deadline for submission of regular policy positions; and
 - 3.1.2 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.
- 3.2 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.
 - 3.3 If the criteria defining an emergent position is not met, the matter may still be considered as an emergent position by the assembly if:
 - 3.3.1 Consideration of the position is supported by a two-thirds majority of voting Full Member Boards, and
 - 3.3.2 The mover makes available the wording of the policy position to all delegates.

4. Extraordinary Positions

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

- 4.1 The position arises out of the business of the General Meeting,
- 4.2 Consideration of the position is supported by a two-thirds majority of voting Full member Boards, and
- 4.3 The mover makes available the wording of the 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 8.2.7. However, these outstanding issues must be included on the agenda of the next general meeting.