



POSITION STATEMENTS

December 2018

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1. ACCOUNTABILITY

- 1.1. Accountability framework** An effective accountability framework for school authorities will have the following characteristics:
1. Acknowledge the school authority's accountability to the electorate and to the Minister.
 2. Be nested in provincial legislation which supports the school authority's will to govern and its authority to achieve results.
 3. Clearly outline the purpose for the accountability.
 4. Be comprehensive and multi-faceted, both in scope and context.
 5. Have clearly defined output measures.
 6. Promote a balanced approach amongst diverse measures.
 7. Include a provincial support system.
 8. Be progressive in its application.
 9. Allow for school authority involvement in the determination of the framework.
- 1.2. Accountability Pillar** *Accountability Pillar* results reporting should provide an accurate representation of what is being assessed.
- 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.

2. ASSOCIATION OPERATIONS

- 2.1. 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.
- 2.2. Association event location** Alberta School Boards Association seminars/events shall be provided with due consideration for central locations which offer adequate facilities at a reasonable cost.
- 2.3. Association business session** The Association’s business session will be held on the first full day of all ASBA general meetings.
- 2.4. Fee for service rates** Appropriate fee for service rates will be established as part of the annual budget development and approval process.

3. ASSOCIATION PARTNERSHIPS

3.1. 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. Membership in ASBA shall be a requirement for boards to be eligible for continued participation in group benefits through ASEBP;
2. ASEBP administration shall operate independently of the ASBA and the Alberta Teachers' Association (ATA) by reporting directly to the ASEBP Insurance Board;
3. The ASEBP Trust shall be solely responsible for any liabilities of the ASEBP plans or operation;
4. The ATA and the ASBA shall refrain from appointing their collective bargaining negotiators to the ASEBP board of directors; and
5. Representatives
 - a) Appointment of representatives from ASBA to the ASEBP board of directors shall be for a maximum of two successive three-year terms; and
 - b) Representatives from ASBA to the AESBP board of directors may serve for more than two, three-year terms provided they are not successive.

4. CURRICULUM

- 4.1. **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.
- 4.2. **Basic education program – early childhood services** Early Childhood Services programming should be incorporated into the basic education program.
- 4.3. **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.
- Child sexual abuse prevention**
A Pre-Kindergarten to Grade 12 age-appropriate sexual abuse prevention curriculum should be designed and implemented with the goal of empowering children/youth and educators to identify and report sexual abuse. This should include the development of teacher resources.
- Computer coding/computational thinking skills**
Computer coding and computational thinking skills should be integrated into the Alberta K-12 curriculum.
- Consent**
The topic of consent, as defined in the Canadian Criminal Code, should be incorporated in the curriculum related to sexual education.

Financial literacy

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

Harmful effects of pornography

Education on the harmful effects of pornography should be integrated appropriately throughout the Alberta curriculum.

Human rights

The K-12 curriculum should reflect a strong human rights emphasis.

4.4. Curriculum implementation

Courses should be implemented at the school level once Alberta Education has met the following criteria:

- Collaboration and consultation with educational partners.
- 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.
- Teachers have been in-serviced to ensure high levels of student performance and quality teaching.
- Textbooks and resource materials are available at least one semester prior to mandated course implementation dates.

4.5. Curriculum development process

The curriculum development process should consist of all of the following stages:

- 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,
- 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,

- 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.

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.

4.6. 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.

The appropriate role relationship between the province and school boards includes:

- 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.
- 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.
- instructional resources authorized by the Minister should be adequately varied in their underlying methodological approaches to support local choices.
- 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.
- local boards should retain the right to set locally developed curriculum.

- 4.7. 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.
- 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.
- 4.8. English Language Learning Supports** ASBA urges Alberta Education to provide greater support 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, as requested by boards (2018).
See also Programs (13.4)

5. DISPOSITION OF REPORTS

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

- | | | |
|------|---|--|
| 5.1. | Alberta's Commission on Learning (ACOL) | The <i>Alberta's Commission on Learning Report (ACOL Report)</i> , when taken as a whole, is good for Alberta students. (<i>Amended 2018</i>) |
| 5.2. | Metro School Boards Study | The recommendations contained in the <i>Metro School Boards Study Report</i> should be implemented. |
| 5.3. | Small Urban Boards Study | The recommendations contained in the <i>Small Urban Boards Study Report</i> should be implemented. |
| 5.4. | Program standards for nutritional programs | The ASBA endorses the <i>Best Practices Program Standards</i> as a model for child nutrition programs in schools. |
| 5.5. | A Vision for Public Education | The ASBA supports <i>A Vision for Public Education</i> as approved by the membership at the 2001 SGM. |
| 5.6. | Student assessment practices
See also Student Assessment (17.1) | The principles outlined in the document, <i>Principles for Fair Student Assessment Practices for Education in Canada (1993)</i> are valid and provide a good basis for making judgments about student assessment practices at the classroom, school, school authority and provincial levels. |
| 5.7. | Truth and Reconciliation Commission of Canada
See also Education Excellence (6.2) | The federal government and relevant provincial and territorial governments should provide the necessary supports, including funding, to enable school boards to integrate recommendations specific to education contained in the <i>Truth and Reconciliation Commission of Canada: Call to Action</i> report. |
| 5.8. | Alberta Mental Health Review Committee report and recommendations | The provincial government must implement the recommendations in the <i>Report of the Alberta Mental Health Review Committee 2015</i> . Specifically, resources for teachers, timely screening for students, and, more importantly, comprehensive interventions with trained professionals must be available to all school aged children in Alberta who may require such services and be funded by the Ministry of Health and/or other ministries providing services to children. |

6. EDUCATION EXCELLENCE

6.1. Excellence in education

Alberta’s locally-elected school boards are entrusted with the responsibility to deliver excellence in public education and to ensure all students receive the best possible education.

As locally-elected governors of the system, responsive to their communities, school boards welcome further dialogue on how excellence can be assured in every classroom and how current barriers to excellence can be addressed proactively and collaboratively.

The guiding principles, or lenses which guide school board advocacy with respect to transformation of the education system require that recommendations and resulting decisions:

1. Are student-centered and provide enhanced opportunities for student success;
2. Are financially sustainable now and in the future; and,
3. Retain flexibility for school boards, as employers, to shape the delivery of education in order to meet the needs of their local communities.

Where the attainment of excellence requires transformation, school boards require that such transformation meets the test of each lens.

School boards support an education system that is committed to excellence at all levels – teachers, school and system administrators, school boards, and the government.

School boards’ voices, which reflect and retain the central focus on what is in the best interest of all students, must be an integral and respected component of any dialogue on education in Alberta.

6.2. Truth and Reconciliation Commission of Canada

See also Disposition of Reports (5.7)

The federal government and relevant provincial and territorial governments should provide the necessary supports, including funding, to enable school boards to integrate recommendations specific to education contained in the *Truth and Reconciliation Commission of Canada: Call to Action* report.

7. EDUCATION FINANCE

- 7.1. Adequacy, stability and predictability**
- Adequate, stable, predictable funding should be provided to meet the needs of public school students in ECS to grade 12.
- 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.
- 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.
- 7.2. Stable revenue sources to fund K-12 education system**
- The provincial government should establish stable revenue streams to fund K-12 education as the alternative to fluctuating, non-renewable resource revenue.
- 7.3. Funding**
- Targeted Funding
Targeted operational funding should be minimized.
- Continued but increased targeted funding is supported for:
- The Class-Size Initiative (CSI) funding including upward adjustment to address annual enrollment increases for growing school divisions.
- Base Funding
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.

Funding for Differential Factors

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.

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 neither targeted nor part of the base are as follows:

- 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.

(Amended 2018)

7.4. Technology funding

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.

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.

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.

The current internet funding provided to school boards should be increased to allow access to more bandwidth and the infrastructure needed to fulfill the goals of the *Learning and Technology Policy Framework*.

- 7.5. Funding framework review** Alberta Education should undertake a comprehensive review of its Funding Framework to ensure dollars for Public, Separate and Francophone school students in Alberta are distributed equitably and fairly.
- 7.6. Funding framework review** That the ASBA requests the Government of Alberta undertake a comprehensive review of the K – 12 Funding Framework, in its entirety, in consultation with school boards (2017).
- 7.7. Standards for Special Education** 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. (*Amended 2018*)
- 7.8. Public funding of private schools** In order to build a viable, sustainable, equitable public education system, public funding currently provided to private schools should be reallocated to public education.
- 7.9. 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.
- 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.
- 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.

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.

- 7.10. Funding for arts programs** Adequate funding should be provided to support Arts programming in schools.
- 7.11. 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. 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.
- Appropriate federal government funding for French Language programs should be provided.
- 7.12. 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.
- 7.13. Property taxation** School boards should have access to some measure of taxing authority.
- 7.14. Goods and services tax (GST)** “Goods and Services Tax” (GST) should be eliminated on all purchases made by school boards.
- 7.15. Carbon tax rebate** That school boards be fully rebated the cost of the carbon tax or levy.
- 7.16. High school funding** That ASBA requests Alberta Education change the funding mechanism to support High Schools in all School Jurisdictions by:
1. Removing the 45 CEU per student cap, and
 2. For high schools participating in High School Redesign, update the rolling CEU average for each jurisdiction to the three (3) most recent years.

7.17. English Language Learning Funding

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.(2018)

7.18. Mental Health Funding

See also Integrated Services (10.7) and Wellbeing (21.6)

Dedicated funding for accredited mental health professional 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.(2018)

8. FACILITIES

8.1. 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.

The Government of Alberta should enable school boards to access an amount of the local education tax equivalent to 2% of the replacement value of its facilities for the purpose of the preservation and maintenance of current facilities.

8.2. Capital funding The provincial government should provide increased capital funding.

Adequate funding for new and replacement schools, modernization and other capital projects should be provided in order to eliminate the infrastructure deficit affecting all school boards. Funding that will completely support all start-up costs incurred when opening new schools, modernizations, and modulars should be provided to school boards.

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.

The provincial government should increase funding rates for new school construction that address inflation and reflect current market conditions.

8.3. 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.

8.4. 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.
8.5. Funding for outreach school lease costs	The provincial government should reimburse school boards or the lease costs of securing a stand-alone facility for the offering of outreach programs, or provide capital funds for such facilities
8.6. Ontario program to support community use of schools	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.
8.7. Area, capacity and utilization guidelines review	<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. 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. 4. Donated space should be fully eligible for Operations and Maintenance funding once the overall design of the school is approved. 5. Donated space previously approved should be fully eligible for Operations and Maintenance funding and that there be no retroactive exclusions. 6. Provincial class size guidelines should be used in determining maximum school capacity

- 8.8. 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.
- 8.9. Scheduled replacement of portables** Portable and relocatable classrooms should be replaced on a scheduled basis based upon life expectancy.
- 8.10. 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.
- 8.11. 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;
- 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.
- 8.12. 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.
- 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.
- 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.
- 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.
- Furthermore, provincial funding for the maintenance and

replacement of playgrounds should be included through the Infrastructure Maintenance Renewal (IMR) program.

8.13. Small schools by necessity

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

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

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

8.14. 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:

- 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.

8.15. 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.

8.16. 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.

- 8.17. 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.
- 8.18. Infrastructure plan** The Alberta government should immediately create, communicate, and implement a plan that will meet the very real school facility needs of school districts to the satisfaction of community-elected school board trustees, and, further, to include this implementation in the government’s budget process. The Alberta government should ensure there are sufficient and appropriate classroom spaces in all school districts, a responsibility held by the Alberta government towards students, parents and communities.
- 8.19. Land for school sites** School boards must have access to adequate school sites to build the schools of the future. Adequacy should address, as a minimum, size, servicing and landscaping requirements. Such access should be ensured through relevant legislation

9. IMPLEMENTATION OF PROVINCIAL INITIATIVES

9.1. 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.

10. INTEGRATED SERVICES

- 10.1. 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.
- 10.2. Coordination of services** The Alberta School Boards Association is committed to the coordination of services for children at all levels of governance.
- 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.
- The Government of Alberta should assume leadership for this process by:
- 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.
- 10.3. 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.
- 10.4. 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.

- 10.5. 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.
- 10.6. Wrap around services**
See also Wellbeing (21.5) That the ASBA requests that the Alberta Government should renew and re-dedicate their commitment to continuous improvement for student and family wrap around services to schools by providing equitable and timely access of wrap around services throughout the province of Alberta through sufficient funding, cross-ministry efficiencies, support of an increased number of trained experts in fields of demand, similar delivery models with adequate and consistent staff expertise, improved staffing processes, and policies and procedures that improve access to sharing relevant information.
- 10.7. Mental health funding**
See also Funding (17.18) and Wellbeing (21.6) Dedicated funding for accredited mental health professional 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.

11. LEGISLATIVE CHANGES

- 11.1. 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.
- 11.2. 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.
See also Students (18.6)
- 11.3. Municipal Government Act amendments** That the Alberta School Boards Association urge the provincial government to ensure that any amendments to the *Municipal Government Act* are protective of local school board autonomy including but not limited to the management of existing school facilities, the planning, design, location and construction of new schools
- 11.4. Amendment to Public Education Collective Bargaining Act (PECBA)** 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.
- 11.5. Local decision making** 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.

12. PERSONNEL AND EMPLOYEE RELATIONS

12.1. Superintendent of Schools/CEO selection

Superintendents of Schools should continue to be hired by their local boards.

The requirement that the Minister of Education approve the appointment or renewal of contract of the Superintendent should be discontinued.

12.2. 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.

The Education Profession should include the activities of all educators who practice in the field of education.

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:

- Setting of standards and requirements for academic preparation programs leading to entry into the profession;
- Discriminating selection of those admitted to academic preparation programs with such selection intended to supply the qualified practitioners required;
- Setting of certification requirements for beginning practitioners;
- Registration of all persons eligible to practice;
- Requiring continuous professional development of practitioners in service;
- Implementing periodic review of practice to maintain continuing certification; and
- Ensuring discipline and decertification procedures for practitioners.

The employers of those in the Education Profession should have the authority to establish policy governing employee performance. School boards should have all the same corrective disciplinary measures available to them to use with teachers as they have available to use with other employees that are covered by the Alberta Labour Relations Code.

The Education Profession should:

- Provide for a clear means of protecting the public from those persons not qualified to engage in the field of educational practice.
- 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.
- Ensure that both practitioners and non-practitioners have the same rights in regard to laying complaints against practitioners.
- Provide for a full appeal procedure in all discipline and de-certification matters.

12.3. 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.

12.4. Career counseling certification requirements School boards should continue to have flexibility in staffing the career counseling component of guidance and counseling services with qualified individuals who may not have teacher certification credentials.

12.5. 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.

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 cooperation of board, administration, and teaching staff.

- 12.6. Teacher bargaining certificates** The provincial government should amend all required legislation to ensure that any bargaining certificate for all teachers employed by any single Public, Separate, or Francophone school board should only be granted to an organization, union, or employee association that represents the teacher employees of the said public school board, and to no other organization, union, or employee organization which has membership from outside that employee group.
- 12.7. 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.
- 12.8. 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.
- 12.9. Educational assistants** The appropriate government ministries should make the training of educational assistants a high government priority.
- 12.10. Standards of competency for bus drivers** The Province of Alberta should establish province-wide tests and standards of competency for bus drivers.

13. PROGRAMS

- 13.1. 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.
- 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.
- 13.2. 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.
- 13.3. 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.
- 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 Pillar Framework.
- 13.4. Support for ELL students**
See also Curriculum (4.8) 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.
- 13.5. Funding for arts programs** Adequate funding should be provided to support Arts programming in schools.

13.6. Kindergarten

Investment in early education is crucial to students reaching their full potential. The Alberta School Boards Association urges the province to mandate fully-funded half-time kindergarten programs to equalize their opportunity to reach their full potential.

Further, Alberta School Boards Association urges the province to make available fully-funded full-time kindergarten programming for children at-risk to equalize their opportunity to reach their full potential.

13.7. Sustainable development

See also Sustainable Development (19.1)

The Alberta School Boards Association supports sustainable development and believes subsidies and supports for renewable energy options must be provided. Additionally, all Alberta students must be provided access to an environmental education.

14. PROVINCIAL COMMITTEE REPRESENTATION

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 (*Amended 2018*)

15. SCHOOL COUNCILS

- 15.1. 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.

16. SCHOOLS OUTSIDE ELECTORAL JURISDICTION

- 16.1. 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.

17. STUDENT ASSESSMENT

- 17.1. Student assessment practices**
See also Legislative Changes (5.6)
- The principles outlined in the document, *Principles for Fair Student Assessment Practices for Education in Canada (1993)* 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.)
- 17.2. 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.
- Schools should be given the opportunity to have students write the Provincial Achievement Tests in the year they take the curriculum tested.
- 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.
(Amended 2018)
- 17.3. 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.
- Classroom teachers should be extensively involved in the design, administration and marking of PATs.
- 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.
- Ranking of teachers, schools, or school systems on the basis of PAT scores is not acceptable.
- 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.

Provincial Achievement Tests administrations should be compatible with cycled courses.

17.4. Provincial diploma exams

A significant portion of students' grades in subjects required for high school learning credentials (diplomas), for scholarships, or for entry to post-secondary institutions should be comprised of common provincial examinations. The appropriate weighting of Provincial Diploma Examinations is thirty percent (30%) of a student's final mark.

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.

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.

Decisions regarding diplomas, scholarships and post-secondary entry should take into account school awarded marks as well as marks on the provincial exams.

To the degree possible, the standards on provincial exams should be consistent from administration to administration and from year to year.

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.

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.

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.

Diploma exams should not unduly erode instructional time.

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.

- 17.5. Accommodations for students writing provincial exams** The Alberta School Boards Association supports the use of authorized assistive technology, including approved text to speech software programs and assistance of a reader and/or CD version and/or scribe, as accommodation for students, including English Language Learners, when they write provincial assessment tests and diploma exams to ensure fair and equitable access to educational opportunities.
- 17.6. Scheduling and delivery of provincial standardized testing** The scheduling and delivery of provincial standardized testing (i.e. provincial achievement tests and diploma exams) should provide flexibility to the greatest extent possible to accommodate twenty-first century learners.
- 17.7. Assessment and measures of student success re: 21st century learner** The provincial government, in consultation with relevant stakeholders, should develop assessment and measures of student success consistent with the competencies of the 21st century learner. Further, the ASBA supports Alberta Education and Advanced Education in developing consistent assessment measures and taking collaborative action toward understanding and fulfilling this mandate.

17.8. National and international testing

Alberta should participate in programs of national and international testing to ascertain how well Alberta students are demonstrating attainment of common outcomes in relationship to students in other jurisdictions.

Such testing should be limited to a few core areas and a few age levels, and should restrict sample numbers to those necessary to draw comparisons at provincial or national levels.

Such testing must respect, to a substantial degree, the students' opportunity to learn the outcomes being tested.

Reporting of the results of such tests must take into account the sampling practices of other participating jurisdictions.

18. STUDENTS

- 18.1. Optimal learning environments** The Alberta School Boards Association believes optimal learning occurs in welcoming, caring, respectful, safe and healthy learning environments that respect diversity, foster a sense of belonging, and promote student wellbeing. Each student has the right to learn in inclusive environments where equality of opportunity, dignity, and respect are promoted.
- 18.2. 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.
- 18.3. Student conduct** The Province of Alberta should increase resources for law enforcement, specific to illicit drugs and related activities.
- 18.4. 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.
- 18.5. 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.
- 18.6. 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.
See also Legislative Changes (11.2)
- 18.7. 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.
- The Minister of Infrastructure and Transportation to change School Speed Zone hours on all provincial highways to 7:30 a.m. to 4:30 p.m. on school days.

The Alberta urban Municipalities Association (AUMA) and Alberta Association of Municipal Districts and Counties (AAMDC) should urge their members to implement these school speed zone hours on all roads within their jurisdiction.

18.8. Self-identification process for First Nations, Métis or Inuit students

The self-identification process for First Nations, Métis Inuit students should be amended so that::

- self-identification may occur either at the point of entry into a jurisdiction or at any point in the student's time with the jurisdiction;
- the identity and any funding remain with a student throughout his/her years within that jurisdiction (subject to action taken to opt out);
- an opt-out clause be available for a parent/guardian in any subsequent years.

19. SUSTAINABLE DEVELOPMENT

19.1. Sustainable development

See also Programs (13.7)

The Alberta School Boards Association supports sustainable development and believes subsidies and supports for renewable energy options must be provided. Additionally, all Alberta students must be provided access to an environmental education.

20. TRANSPORTATION

- 20.1. Transportation funding**
- All school boards should be fairly and equitably funded for student transportation.
- The provincial government should undertake a comprehensive independent review of the student transportation system to ensure that all boards are fairly and equitably funded for student transportation.
- 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.
- 20.2. 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.
- Funding should not be reduced for jurisdictions with declining numbers of students transported but who have fixed transportation costs.
- 20.3. 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.
- 20.4. 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.
- 20.5. Mandatory Entry Level Training (MELT)**
- That ASBA urges Alberta Education to provide funding to support the upcoming Mandatory Entry Level Training (MELT) program.
- That ASBA urges Alberta Transportation to allow current S-Endorsement instructors, including those employed by school boards, the opportunity to become certified Mandatory Entry Level Training (MELT) instructors and that the S-Endorsement be combined with the MELT program to consolidate and streamline the program to avoid repetitive subject matter being instructed. (2018)

20.6. External cameras on school buses

That the Alberta Government require that, and allocate additional funds for, all Alberta school buses to be outfitted with external cameras in order to identify and help convict motorists that dangerously disregard the red flashing lights on our school buses. (2018)

21. WELLBEING

- 21.1. Automated external defibrillators (AEDs)** That the ASBA advocate on behalf of school boards for funding and provision of training for use and placement of Automated External Defibrillators (AEDs) in public buildings, including schools and administration buildings in order to contribute to creating safer school communities.
- 21.2. Prevention of violence against children** That the ASBA endorses the prevention of violence against children, including delivery of public awareness messages that violence against children is harmful and abhorrent.
- 21.3. Alberta Mental Health Review Committee Report and Recommendations** The provincial government must implement the recommendations in the *Report of the Alberta Mental Health Review Committee 2015*. Specifically, resources for teachers, timely screening for students, and, more importantly, comprehensive interventions with trained professionals must be available to all school aged children in Alberta who may require such services and be funded by the Ministry of Health and/or other ministries providing services to children.
- 21.4. Protection of students – legalization of recreational cannabis** Measures to protect students should be included in legislation around the legalization of recreational cannabis.
(Amended 2018)
- 21.5. Wrap around services** That the ASBA request that the Alberta Government should renew and re-dedicate their commitment to continuous improvement for student and family wrap around services to schools by providing equitable and timely access of wrap around services throughout the province of Alberta through sufficient funding, cross-ministry efficiencies, support of an increased number of trained experts in fields of demand, similar delivery models with adequate and consistent staff expertise, improved staffing processes, and policies and procedures that improve access to sharing relevant information.

21.6. Mental Health Funding

See also Funding (17.18) and Integrated Services (10.7)

Dedicated funding for accredited mental health professional 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.(2018)

Record of Deleted Position Statements

Position Statement		Year Deleted
Alberta Initiative for School Improvement (AISI)	The Alberta School Boards Association reaffirms its support of the Alberta Initiative for School Improvement (AISI).	2018
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”.	2018
Block funding for school modernization	The provincial government should reinstate Block Modernization Program funding.	2018
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.	2018