



ADDENDUM

Budget and Bylaws Bulletin

Spring General Meeting 2019

Please bring this bulletin with you to the business session of the ASBA Spring General Meeting on June 3, 2019, at the Cambridge Hotel & Conference Centre, Red Deer. An electronic copy of this document is available on the ASBA website and app.

For ASBA SGM 2019 Business Session participants only

This Addendum to the 2019 SGM Budget and Bylaws Bulletin was prepared by the 2019 ASBA Policy Development Advisory Committee:

Lorrie Jess, ASBA President
Trina Boymook, ASBA Vice-President, Chair
Cheryl Dumont, Zone 2/3 Director
Daryl Scott, Zone 4 Director
Bradley Toone, Zone 6 Director

For more information contact:
Alberta School Boards Association
Suite 1200, 9925 – 109 Street
Edmonton, AB T5K 2J8
Telephone: 780.482.7311
www.asba.ab.ca

Table of Contents

DRAFT SGM 2019 Order Paper – June 3, 2019	4
Potential Motion 8/SGM 2019.....	6
Potential Motion 9/SGM 2019.....	7
Potential Motion 10/SGM 2019.....	9
Potential Motion 11/SGM 2019.....	11
ASBA 2017-2020 Strategic Plan	14

DRAFT SGM 2019 Order Paper – June 3, 2019

- 8:30 a.m. **1. Opening Remarks**
Opening Prayer
President’s message
Greetings from Minister of Education, Hon. Adriana LaGrange
CEO’s presentation
- 10:00 a.m. **2. Association Business**
Call to order
- 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 FGM held on November 19, 2018
- 4. Presentation of ASBA 2019-2020 Budget**
1/SGM2019: Approval of 2019-2020 ASBA Budget
- 5. Housekeeping bylaw amendments**
2/SGM2019 Amendment to Bylaw 5: Board of Directors Members (clause 5.6.2.)
3/SGM2019 Amendment to Bylaw 15: Zones of the Association (clause 15.2.5.)
4/SGM2019 Amendment to Bylaw 15: Zones of the Association (clause 15.4)
- 6. Member sponsored bylaw amendments**
5/SGM2019 Amendments to Bylaws 2, 7 and 8 regarding Member Entitlements, Executive Duties, and Board of Directors Powers and Duties (clauses 2.1., 7.1.1. and 8.1.)
6/SGM2019 Amendment to Bylaw 13: Association Budget and Membership Fees (clause 13.2.)
7/SGM2019 Amendments to Bylaws 3, 5 and 15 to Establish Zone 10: Rural Caucus of Alberta School Boards (RCASB)

7. Proposed emergent issues

- 8/SGM2019 Delaying of the Proclamation of the Education Act
- 9/SGM2019 Student Residency
- 10/SGM2019 Upper Age Limit
- 11/SGM2019 Superintendent of Schools/CEO Selection, Terms of Employment and Benefits

12:00 p.m. **Lunch – Recess Business Session**

1:15 p.m. **Association Business Continues**

Adjournment

6:30 p.m. **Banquet & Awards**

Please note: this draft Order Paper is provided for information only and is not final until adopted by the Assembly during the business session.

Potential Motion 8/SGM 2019

Sponsored by ASBA Board of Directors

BE IT RESOLVED THAT

The Alberta School Boards Association urges the provincial government to delay proclaiming the Education Act in force to allow adequate time for further consultation between local school boards and the new government on issues of concern, and collaborate with the Alberta School Boards Association on all regulations pursuant to the Education Act.

Background

The ASBA was among a number of education partners that contributed to the vision of the *Education Act*¹, the *Act* itself, and the associated regulations. From 2008 to 2015, discussion, input, and consultation allowed school boards to voice their concerns at each stage of the development of the *Act*, and to build understanding amongst local school boards and the government regarding key changes in the legislation².

Additional time before proclamation would assist school boards in ensuring that they re-build an understanding of key changes, and comply with the requirements in the *Act* and the associated regulations, as well as provide opportunity to share concerns and input on key changes in the *Act*.

¹ Alberta Education (2010) Inspiring Education: A dialogue with Albertans. Open Government. <https://open.alberta.ca/publications/9780778586104#summary>

² ASBA (2009) Alberta's *School Act*: Creating our Future; ASBA (2011, Jan 18) Letter to K. Henke re: *Education Act* 2011 Proposed Framework; ASBA (2015, Jan 27) Letter to G. Dirks re: ASBA Response to Draft Regulations.

Potential Motion 9/SGM 2019

Sponsored by ASBA Board of Directors

BE IT RESOLVED THAT

Student residency should continue to be based on where the student's parent resides, not where the student resides during the school year.

Background

With the proclamation of the *Education Act*, the criteria of "resident student" will be changed from "a student is a resident student of the board of the district or division, as the case may be, in which the *student's parent resides*"¹ to "a student is a resident student of the board of the school division in which the *student resides during the school year*."² This will change a student's residency, in terms of which board is responsible for a student, to where a student resides during the school year. In an *Education Act Highlight*³ document, produced by Alberta Education the rationale for this change is:

- A focus on student choice and access to funded education; and
- Recognition of an increasingly mobile society.

Further consultation and thought is required to understand the requirements and procedures for school districts and divisions in establishing proof of student residency.

Change: The current *School Act* establishes which district a student is a resident of based on the residence of the student's parent. In the *Education Act*, student residence would be based on the student's residence that school year, and not based on parent residence.

Implications:

- **Strain on resources for urban districts.** Special education students often require enhanced programming and additional resources to support their education. Typically, urban districts are better equipped to provide this programming, provided they have adequate funding. Under the current *School Act*, a board is only required to enrol a student if they deem they have adequate resources and facilities. If there is a special education student requiring expenditures that exceed the funding provided by Alberta Education, urban districts typically require sponsorship by the student's resident board.

¹ Government of Alberta (2000) Section 44, *School Act*. Alberta Queen's Printer.

<http://www.qp.alberta.ca/documents/Acts/s03.pdf>

² Government of Alberta (2012) Section 4, *Education Act*. Alberta Queen's Printer.

<http://www.qp.alberta.ca/documents/Acts/e00p3.pdf>

³ Alberta Education (2012) *Education Act* Highlights. ASBA Archives.

- With the proposed residency change, such a student would be able to claim residence with a friend or relative, or as being billeted during the school year in order to avoid the sponsorship requirement. As a result, the number of unsponsored special education students in urban centers may grow significantly. The expenditures that urban districts would then be responsible for would place a significant strain on resources and would have implications for the distribution of funding.
- **Loss of revenue from international student fees.** This change would loosen the requirements relating to international students and could cause school boards to lose revenue from international student fees. Under the current *School Act*, a student is required to be a permanent resident of Canada to receive a free education. Under the proposed *Education Act* students would only be required to: (1) have a guardian who resides in Canada, (2) have status as a temporary resident, and (3) reside in Alberta.
- **Students will easily be able to change catchment areas.** This change would, in effect, allow parents to decide which school their child attends. If a parent wanted their child to attend a school outside of their catchment area they could choose to have the child live with someone else residing in that area. With this change in place there would be no grounds to challenge or object to the child attending the school in that area.

Potential Motion 10/SGM 2019

Sponsored by ASBA Board of Directors

BE IT RESOLVED THAT

The upper age limit for the right of access to an education program in that school year should continue to be younger than 19 years of age as of September 1.

Background

With the proclamation of the *Education Act*, “Right of access to education” will be changed from “every individual (a) who at September 1 in a year is 6 years of age or older and *younger than 19 years of age*”¹ to “every person (a) who at September 1 in a year is 6 years of age or older and *younger than 21 years of age*”². This will extend the age of access to funded education for individuals. The following are the benefits identified in an *Education Act Highlight*³ document produced by Alberta Education regarding this change. Raising the age of access to education:

- Aligns with a majority of other provinces and jurisdictions;
- Provides more time for students to graduate according to the interests and needs;
- Improves high school completion rates; and
- Eliminates the burden of cost for individuals seeking to complete high school

Further consultation and thought is required to understand the implications on school district and division funding, infrastructure, and safety.

Implications:

- **Loss of decision-making authority.** Under the *School Act*, the resident school board may decide whether a student who does not meet the graduation requirements at 18 years of age will be permitted to complete an additional year at the school they had been attending. The school board may take into consideration the school’s current enrolment, age distribution, as well as any additional programming supports that the student may require. Under the *Education Act* the school board would not have decision-making authority.

¹ Government of Alberta (2000) Section 8, *School Act*. Alberta Queen’s Printer.
<http://www.qp.alberta.ca/documents/Acts/s03.pdf>

² Government of Alberta (2012) Section 3, *Education Act*. Alberta Queen’s Printer.
<http://www.qp.alberta.ca/documents/Acts/e00p3.pdf>

³ Alberta Education (2012) *Education Act Highlights*. ASBA Archives.

- **Cost transferred from the individual to the resident school board.** Under the *Education Act*, school boards will still receive the base funding for students completing an additional year. However, many students accessing the extended age entitlement may require special programming or resources. Without the additional funding for those students completing an additional year, available resources may be strained.

Potential Motion 11/SGM 2019

Sponsored by ASBA Board of Directors

BE IT RESOLVED THAT

Position statement 12. PERSONNEL AND EMPLOYEE RELATIONS be amended by adding the underlined text to Superintendent of Schools/CEO selection so that the policy statement reads as follows:

12.1 Superintendent of Schools/CEO Selection, Terms of Employment and Benefits

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. In addition, school boards have full access to the salary bands immediately while further discussions can take place with school boards on additional revisions that will empower a school board to recruit and retain the best individual to serve as Superintendent.

Background

Current ASBA Position Statement 12.1 *Superintendent of Schools/ CEO selection* states the following:

“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.”

In 2018, Alberta Education amended the Superintendents of Schools Regulation, which obligated school boards to comply with a salary grid¹, and specified terms of employment and benefits for superintendents.² While the Minister may still make regulations regarding the superintendent of schools, as per Section 224 of the *Education Act*, it is imperative that all five salary levels be available to all school boards to ensure that the best individual is appointed to the position.

¹ Alberta Education (2018) Schedule 1 – Base Salary. Superintendent of Schools Regulation.

https://education.alberta.ca/media/3740028/superintendentcompensation_schedule1_salarylevels.pdf

² Government of Alberta (2018) Superintendent of Schools Regulation. Schools Act. Alberta Queen’s Printer.

http://www.qp.alberta.ca/documents/Regs/2018_094.pdf

The Local Authorities Election Act defines “elected authority” as “(i) a council under the *Municipal Government Act*, or (ii) a board of trustees under the *School Act*.”¹ While both trustees and councilors are comparative as elected officials within the *Local Authorities Election Act*, their ability to appoint, compensate, and oversee their first executive staff greatly differs.

A Board of Trustees relies on their Superintendent to implement the Board’s vision, strategic direction, and its legislative mandate on its behalf. Similarly, the chief administrative officer (CAO) of a municipality takes on roles regarding the administration of the municipality, and serves as the key executive staff for the municipal council.

As per Section 205 of the *Municipal Government Act*, the council must establish by bylaw a position of chief administrative officer and appoint a person to that position. Section 206(1) states: “The appointment of a person to the position of chief administrative officer may be made, suspended or revoked only if the majority of the whole council vote to do so.”² Additionally, the terms of employment are left to the discretion of the responsible municipal council. The Minister of Municipal Affairs does not provide direct oversight to the appointment of the CAO.

The superintendent compensation framework aligns with the compensation framework of post-secondary institutes’ presidents, vice-chancellors and CEOs, and for various designated executives at other public agencies, boards, and commissions. However, there is a significant difference between public agencies, boards and commissions whose board members are appointed by the Government of Alberta and a board of trustees of a school district or school division, whose members are elected to office by vote of the electorate.

It is essential that the Board of Trustees, as an elected authority who is responsible under the *School Act* to ensure that Alberta’s school system is guided by system excellence, fiscal responsibility, fairness, consistency and transparency be granted the same authority that is granted to municipal councils.

In his email message to Board Chairs of Public, Separate, Francophone and Charter School Boards on March 9, 2018, announcing the Alberta Government was undertaking a full review of compensation for superintendents of the identified school authorities, former Education Minister Eggen stated the government was “committed to ensuring that Alberta’s public sector is effective, efficient, transparent and accountable to the people of Alberta.”³

¹ Government of Alberta (2000) Interpretation, *Local Authorities Election Act*. Alberta Queen’s Printer. <http://www.qp.alberta.ca/documents/Acts/L21.pdf>

² Government of Alberta (2000) Section 205, *Municipal Government Act*. Alberta Queen’s Printer. <http://www.qp.alberta.ca/documents/Acts/m26.pdf>

³ Minister Eggen, D. (2018, March 9) Request for Superintendent Contracts. Email.

The principles that Mr. Eggen identified for the compensation framework for superintendents were:

- *System Excellence – Ensuring the system invests in classrooms and meets the needs of our students first;*
- *Fiscal Responsibility – Ensuring that public sector compensation recognizes the public interest and provides responsible stewardship of public funds by demonstrating accountability for the expenditure of public funds;*
- *Fairness and Consistency – Ensuring fairness in superintendent compensation fairness while recruiting the best talent to lead our education system;*
- *Transparency – Ensuring the education system is transparent and accountable.¹*

Boards of Trustees are the ones that are responsible to both the electorate and the government for transparency and accountability. As a locally elected governing body, the Board of Trustees have always been responsible for: System excellence; Fiscal responsibility; Fairness and consistency; and, Transparency. The Alberta system has thrived and been recognized as one of the best in the world.

¹ Minister Eggen, D. (2018, March 9) Request for Superintendent Contracts. Email.

ASBA 2017-2020 Strategic Plan (approved by Board of Directors May 9, 2019)

Introduction

Updating the 2017-2020 Strategic Plan has been an exciting, long-term, grass roots project that enlisted the voice of the ASBA members. The ASBA administration and the Board of Directors have been listening and compiling data from the different events offered to members. In 2019, the Executive Committee traveled to zone meetings around the province to share the work of the ASBA and the operational envisioned future. All of the information they gathered has helped to inform the Board of Directors in reviewing the Strategic Plan at different stages. Based on member feedback, the updated resulting plan has been approved by the Board of Directors on May 9, 2019.

The Strategic Plan

In the updated Strategic Plan, goals one, two and three remain unchanged, with the addition of goal four. All four goals align to the ASBA's vision for success and its mission of how to work towards that success:

- **Vision:** Excellence in education through exceptional school board governance.
- **Mission:** Leading the betterment of education by serving locally-elected school boards in their role of establishing the conditions for student success.

1 Communication, Information and Education

Goal 1: Deliver relevant, effective and timely communication, information, and education to empower school boards.

1.1 Objectives

- Provide development/education offerings that enhance the professionalism of Trustees and their ability to fulfill their governance role as proficiently as possible
- Develop policy positions and templates for use by Boards
- Provide political, legal and environmental scans, research and updates
- Facilitate the sharing of best practices amongst boards
- Provide ready access to written resources and archived Association submissions, papers, and other relevant work

1.2 Strategies to Achieve Objectives

	Strategy	Desired Result
A	Use the Spring General Meeting and Fall General Meeting to build member-to-member connections.	Member boards receive value from the time they spend at ASBA general meetings.
B	Provide trustees with issue-specific background to support good decision making and issue response.	Trustees have accurate information regarding relevant issues in a timely manner.
C	Create a digital library of board governance resources and practices.	Individual boards are able to review their own governance practices and compare to other practices.
D	Spearhead the creation of a common platform for trustees to communicate with one another.	Online ASBA portal allows trustees to communicate with one another.
E	Create a vehicle to share updates of new processes and methods in education.	Boards create policies that empower change in their region.
F	Leverage zone-based discussions on education-related topics to increase collaboration amongst member boards at each zone	Information and ideas are shared within zones and between zones and ASBA that supports changes resulting from provincial or local decisions.
G	Updated relevant information is regularly posted on the ASBA website.	Members can get access to ASBA curated information on demand.

2 Viability, Credibility and Sustainability

Goal 2: Bolster the viability, credibility and sustainability of the Association and school boards.

2.1 Objectives

- Create increased awareness and profile of the Association and locally-elected Boards with key stakeholders, funders, and the public
- Ensure that committee and task force involvement and representation is evaluated, prioritized, and rationalized
- Recruit and retain appropriate staff complement to allow the Association to achieve its goals and objectives by examining the organizational structure

2.2 Strategies to Achieve Objectives

	Strategy	Desired Result
A	Promote ASBA's work in support of internal and external communication.	Promote perception of a culture of transparency within ASBA.
B	Support capacity for all member boards by offering a wide range of services.	School boards across Alberta access a suite of customizable services that can be adapted to local needs.
C	Maintain or grow internal capacity to serve members.	Staff vacancies are filled in a timely way. ASBA is a great place to work for staff.
D	Revisit whether ASBA may benefit from reinvigorating the urban, metro, and rural caucuses.	ASBA brokers meetings of school boards in similar environments that may have similar challenges.

3 Fiscally Sound Services

Goal 3: Provide services that are delivered in a fiscally sound manner and deploy resources in alignment with Association priorities.

3.1 Objectives

- Implement a fee and cost structure for fee for service offerings to establish a fiscally viable approach
- Ensure quality service that is meaningful and accessible
- Utilize a variety of service delivery modes (online, face to face, webinar, self-standing courses, etc.) to help support learning and engagement for members in a fiscally responsible manner

3.2 Strategies to Achieve Objectives

	Strategy	Desired Result
A	Remain responsive to the changing needs of member boards and the services they require from ASBA.	ASBA's service mix is reviewed and updated to remain current and responsive for members.
B	Ensure that ASBA bylaws and policies support the needs of member boards.	All bylaws and policies are reviewed by the board and approved by the Membership as required but at least once each year.
C	Be transparent with members and other stakeholders.	ASBA financial information will be made available to members and stakeholders through a secure portal.
D	Make efficient use of membership fees and other sources of revenue.	Current practices and programs are reviewed to identify where efficiencies can be found, which services remain in demand, and which services are no longer required.

4 Amplify Awareness and Engagement

Goal 4: ASBA is the principal resource on School Board governance in Alberta.

Note: this goal is new as of 2019

4.1 Objectives

- Ensure appropriate resources and tools in advancing the advocacy interests of the Association
- Actively advocate for Members' and the education sector's priorities to government and other key decision-makers.
- Foster relationships with agencies, associations, and all orders of government.
- Develop political champions and organizational advocates by engaging elected officials.
- Build on existing relationships with our Indigenous communities and educational partners to strengthen connections and influence.
- Connect and collaborate with inter-provincial counterparts and national organizations.
- Leverage local and regional voices to increase awareness and understanding about education issues, locally elected trustees, and ASBA.
- Continuing to work on the calls to action from the TRC.

4.2 Strategies to Achieve Objectives

	Strategy	Desired Result
A	Nurture a stronger relationship with Alberta Education.	Define roles of school boards, ASBA, and the Government of Alberta. Understand each other's roles and position on issues of the day.
B	Advocate for locally elected school boards and the education system with all orders of government.	ASBA and school boards are consulted on government-led changes that affect Alberta's primary and secondary school sectors.
C	Continue to build the Indigenous Advisory Circle.	Grow the connection and respect between Alberta's Indigenous people and the education sector.
D	Increase ASBA and school boards visibility with the public of Alberta.	Broaden knowledge and understanding of the role of ASBA and the role of elected Trustees in Alberta.
E	Develop a broad, multi-sectoral ASBA communications strategy.	ASBA is well known and respected in Alberta and is a trusted source of education-related information. The public looks to ASBA's website as a source of well-curated relevant information.