

DATE: November 5, 2019

TO: Board of Trustees

FROM: Alberta Schools Boards Association (ASBA) Issues and Resolutions Committee:
Trustees Adams, Dunn, Estabrooks and Janz

SUBJECT: Motions under consideration at the 2019 ASBA Fall General Meeting

RESOURCE

STAFF: Karen Mills

REFERENCE: [Trustees' Handbook](#), Section 6.2 ASBA Issues and Resolutions Committee

ISSUE

Annually prior to the ASBA Fall General Meeting (FGM), the ASBA Issues and Resolution Committee reviews the motions to be considered and provides context and recommendations to inform the Board's votes cast at the meeting on November 18, 2019.

BACKGROUND

The ASBA Issues and Resolutions Committee is a committee of the Edmonton Public School Board. The purpose of the Committee is to advise and assist the Board in presenting issues and resolutions at the Alberta School Boards Association Zone and General Meetings. It is also charged with obtaining approval and direction from the Board prior to presenting the Board's position on any matter.

RELATED FACTS

The following motions are currently proposed on the FGM agenda:

1. **Charter Schools:** RESOLVED, That the Provincial Government more rigorously enforce the regulations on Charter Schools and wind down Charter Schools once their learning style, working style, or pedagogy have been achieved.
2. **Choice in Education Act:** RESOLVED, That the *Choice in Education Act* not be to the detriment of the 61 Public, Separate, and Francophone School Boards.
3. **School Fees:** RESOLVED, That ASBA believes that school boards need the autonomy and flexibility to determine the process for establishing and collecting fees. School boards are in the best position to determine the individual needs of their communities.
4. **Language Learning:** RESOLVED, That Alberta Education supports students learning in multiple languages, where the demand exists, whether in English language learning, Indigenous language learning, French language learning or the introduction of other global languages, with adequate funding and resources.
5. **Naming of Public School Boards:** RESOLVED, That the Minister support public school boards in altering their division name under section 116 of the *Education Act* to include the word "public" in their name.

6. **Vaping:** RESOLVED, That Alberta's Ministries of Education and Health collaborate to conduct and share research about the health effects of vaping and implications (strategies) for how to avoid negative health impacts on our communities through the infrastructure (programs, grants, curricula, Regional Collaborative Service Delivery (RCSD) tables) of education and health systems in our province; and

RESOLVED, That all levels of government (municipal, provincial, federal), expeditiously amend statutes such as the *Tobacco and Smoking Reduction Act* (Alberta) and *Tobacco and Vaping Products Act* (Canada) and regulations to align the restrictions on the consumption, promotion, marketing and sale of vaping products to Alberta's youth with those on tobacco products.

7. **Mandatory Vaccinations:** RESOLVED, That the Provincial Government enact legislation requiring mandatory vaccination of students attending publicly funded schools in Alberta, that allows medical exemptions and objections based on religious grounds of parents; and

RESOLVED, That in cases of religious objection, parents shall be required to attend an information session regarding vaccination prior to signing an affidavit of objection to ensure informed consent and a no fault compensation program for adverse reactions; and

RESOLVED, That the list of diseases included in vaccination protocol shall include: diphtheria, tetanus, polio, pertussis, measles, mumps, rubella, and meningococcal disease; and

RESOLVED, That an electronic vaccine registry be created and accessible to schools to protect unvaccinated children during a disease outbreak.

8. **Inclusive Education:** RESOLVED, That Alberta Education develop a Standard for Inclusive Education in Alberta and rescind the Standards for Special Education, Amended June 2004.
9. **Inclusion Practices:** RESOLVED, That Alberta Education review current inclusion practices, with involvement from all stakeholders, to assess the strengths and challenges of these inclusion practices, report findings, and provide the necessary funding to implement evidence-based practices that support the diverse learning needs of Alberta students.
10. **Bus Speed Limits:** RESOLVED, That the Minister of Transportation establish that school buses may operate at the same speed as the posted speed limit, as prescribed by law.
11. **Board Governance and System Administration Allowance:** RESOLVED, That the Provincial Government reinstate the full 4%-6% Board Governance and System Administration allowance noted in the 2012-13 funding manual for school boards, without deduction from school board payments.
12. **Full-Time Equivalent for Early Childhood Services When Determining School Boards' Utilization of Schools:** RESOLVED, That the Provincial Government utilize the actual full time equivalent for Early Childhood Services when determining school boards' utilization of schools.
13. **Superintendent of Schools Regulation:** RESOLVED, That the Provincial Government restore the local autonomy of School Boards, by rescinding the current Superintendent of Schools

Regulation (ALBERTA REGULATION 98/2019) and replacing it with a Regulation that requires School Boards to seek Ministerial approval for the appointment and re-appointment of the Superintendent of Schools /CEO only.

Given the short time between receiving the FGM Policies Bulletin and the posting deadline for reports coming to the November 5 public meeting of the Edmonton Public Schools Board of Trustees, the Issues and Resolutions Committee was not able to consider the package and provide recommendations in time for posting. The Committee will be meeting before November 5 and will verbally present recommendations to the Board at the meeting.

RECOMMENDATION

That the Board consider and vote on the recommendations as presented verbally by the ASBA Issues and Resolutions Committee.

NEXT STEPS

Delegates to the ASBA FGM will vote according to the direction set forth through these motions.

ATTACHMENTS and APPENDICES

ATTACHMENT I Policies Bulletin, Fall General Meeting 2019

TE:km



Policies Bulletin Fall General Meeting 2019

Please bring this bulletin with you to the business session of the ASBA Fall General Meeting on November 18, 2019, 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 2019 ASBA Policy Development Advisory Committee:

Trina Boymook, ASBA Vice-President, Chair

Lorrie Jess, ASBA President

Cheryl Dumont, Zone 2/3 Director

Daryl Scott, Zone 4 Director

Brad Toone, Zone 6 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



Table of Contents

<u>Executive Summary</u>	4
<u>Draft Order Paper – November 18, 2019 FGM</u>	5
<u>Rules of Procedure</u>	7
<u>Procedural Steps</u>	7
<u>Amendments</u>	7
<u>Voting</u>	8
<u>Executive Elections</u>	9
<u>Emergent and Extraordinary Resolutions</u>	9
<u>Disposition of Outstanding Policy Positions</u>	10
<u>Other Motion Proceedings</u>	10
<u>SGM 2019 Draft Minutes</u>	11
Proposed Position Statement Motions	
Sponsored by ASBA Board of Directors	
<u>5/FGM2019: Charter Schools</u>	23
<u>6/FGM2019: Choice in Education</u>	26
<u>7/FGM2019: School Fees</u>	35
<u>8/FGM2019: Language Learning</u>	37
<u>9/FGM2019: Naming of Public School Boards</u>	41
Sponsored by the Membership	
<u>10/FGM2019: Vaping</u>	43
<u>11/FGM2019: Mandatory Vaccinations</u>	49
<u>12/FGM2019: Inclusive Education</u>	56
<u>13/FGM2019: Inclusion Practices</u>	59
<u>14/FGM2019: School Bus Speed Limits</u>	61
<u>15/FGM2019: Board Governance and System Admin. Allowance</u>	74
<u>16/FGM2019: FTE for ECS in School Boards' Utilization of Schools</u>	75
<u>17/FGM2019: Superintendent of Schools Regulation</u>	76
<u>Appendix A: Disposition of Motions</u>	78
<u>Appendix B: Amendment Form</u>	79

Executive Summary

This Policies Bulletin outlines the information required for the Business Session of the ASBA Fall General Meeting on November 18, 2019.

There are three types of motions that may take place during the Business Session: procedural, substantive, and emergent or extraordinary.

Procedural Motions

Procedural motions require a simple majority of voting Full Member Boards to pass (i.e. >50%). These motions address how the business meeting will be conducted (Rules of Procedure); set the Order Paper; approve the draft minutes; and appoint the Ballot Counting Committee.

Secret Ballot: Elections for the President and Vice-President shall be conducted by secret ballot on the basis of one vote per Full Member Board in attendance (Bylaw 5.3.3). The candidate receiving a simple majority of votes (i.e. >50%) will be the successful candidate (Bylaw 5.3.4).

- The Executive Elections are time specific, other business will be recessed at 1:15 pm and will reconvene after the announcement of the successful candidate for Vice-President.

Substantive Motions

Substantive motions require a double majority of voting members to pass (Bylaw 12.3.2.1). All Position Statements for consideration before the assembly are Substantive Motions. The draft Order Paper includes two classifications of proposed position statements: Motions sponsored by ASBA Board of Directors and Motions sponsored by Boards/Zones.

Emergent and Extraordinary Motions

Emergent and Extraordinary motions require a two-thirds majority of voting Full Member Boards to pass. They are required solely to allow new business to be put before the assembly. At General Meetings, this may occur through two scenarios:

- 1) If a Full Member Board would like the assembly to consider an emergent position statement, which has either been rejected as emergent by PDAC or was not provided to PDAC in advance of the General Meeting (Governance Policy 10.4.4); or
- 2) If a Full Member Board would like the assembly to consider a position that arose out of the business of the General Meeting (Governance Policy 10.5).

If an Emergent or Extraordinary motion is passed, it is put before the assembly for consideration. Once before the assembly, it becomes a substantive motion and requires a double majority for approval.



ASBA Fall General Meeting
DRAFT ORDER PAPER
November 18, 2019, 8:30 am – 5:30 pm
The Westin Edmonton
10135 100 Street NW, Edmonton, AB

Agenda Item		Time
1.0	Welcome and Opening Activities	8:30 am
2.0	Call to Order	9:00 am
3.0	President's Message	
4.0	CEO's Message	
5.0	Invited Speakers	
6.0	Approval of Rules of Procedure (Procedural)	
7.0	Appointment of Ballot Counting Committee (Procedural)	
8.0	Consideration of Emergent Issues from PDAC – as required (Procedural)	
9.0	Consideration of Emergent Issues from Members – as required (Emergent)	
10.0	Adoption of Order Paper (Procedural)	
11.0	Approval of Minutes: June 2019 Spring General Meeting (Procedural)	
12.0	Business Arising from SGM 2019 Minutes	
13.0	Position Statements Sponsored by ASBA Board of Directors (Substantive)	
13.1	Charter Schools (Motion No. 5/FGM2019)	
13.2	Choice in Education Act (Motion No. 6/FGM2019)	
13.3	School Fees (Motion No. 7/FGM2019)	
13.4	Language Learning (Motion No. 8/FGM2019)	
13.5	Naming of Public School Boards (Motion No. 9/FGM2019)	

Agenda Item	Time
14.0 Executive Nominations and Speeches 14.1 Nominations for President – first, second, and third calls 14.2 Nominations for Vice President – first and second calls 14.3 Nominators’ Speeches (3 minutes per nominator) 14.4 Presidential Candidates’ Speeches (5 minutes per candidate) 14.5 Vice President Candidates’ Speeches (3 minutes per candidate) 14.6 Candidates’ Question and Answer (Questions may be submitted at registration desk)	11:00 am
Lunch	12:00 pm
15.0 Executive Elections (Secret Ballot) 15.1 Balloting for President 15.2 Announcement of Successful Candidate for President 15.3 Nominations for Vice-President – third call (only candidates for President who were not the declared winner are eligible in the third call) 15.4 Balloting for Vice President 15.5 Announcement of Successful Candidate for Vice President	1:15 pm
16.0 Position Statements Sponsored by Boards/Zones (Substantive) 16.1 Vaping (Zone 2/3, and 4) (Motion No. 10/FGM2019) 16.2 Mandatory Vaccinations (Zone 1) (Motion No. 11/FGM2019) 16.3 Inclusive Education (Zone 2/3) (Motion No. 12/FGM2019) 16.4 Inclusion Practices (Zone 5) (Motion No. 13/FGM2019) 16.5 School Bus Speed Limits (Zone 2/3) (Motion No. 14/FGM2019) 16.6 Board Governance and System Admin. Allowance (Zone 2/3) (Motion No. 15/FGM2019) 16.7 FTE for Early Childhood Services (Zone 2/3) (Motion No. 16/FGM2019) 16.8 Superintendent Regulation (Zone 2/3) (Motion No. 17/FGM2019)	
17.0 SGM 2020 Summit Vote (Procedural)	
18.0 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. Eligibility for voting shall be in accordance with Bylaw 12.3.1:

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.

13. Voting on Substantive Motions shall be conducted according to the Alberta School Boards Association Bylaw 12.3.2 – 12.3.4:

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.

14. Voting on Procedural Motions shall be conducted by a Majority Vote according to Robert's Rules of Order Newly Revised 11th Edition, as follows:

S44. Line 10 Majority... means more than half of the votes cast by persons entitled to vote, excluding blanks or abstentions, at a regularly or properly called meeting.

Executive Elections

15. President and Vice-President elections shall be governed by Governance Policy 5.3:

5.3.1. Election of the President and the Vice-President shall take place at a General Meeting of the Association, normally at the Fall General Meeting immediately following a General Election, and two years following (i.e. November of odd-numbered years).

5.3.2. Nominations shall be made from the floor and shall require a seconder.

5.3.3. Voting shall be by secret ballot on the basis of one vote per Full Member Board in attendance.

5.3.4. The candidate receiving a simple majority of votes will be the successful candidate. Announcement of results shall be limited to identifying the successful candidate.

5.3.5. The President and Vice-President shall take office at the conclusion of the General Meeting at which they are elected.

Emergent and Extraordinary Resolutions

16. Adoption of emergent or extraordinary resolutions shall be governed by Governance Policy 10:

10.4.4 If the criteria defining an emergent position is not met, the matter may still be considered as an emergent position by the assembly at a General Meeting if:

10.4.4.1 Consideration of the proposed position is supported by a two-thirds majority of voting Full Member Boards, and

10.4.4.2 The Mover makes available the wording of the position statement to all delegates.

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

10.5.1 The position arises out of the business of the General Meeting;

10.5.2 Consideration of the position is supported by a two-thirds majority of voting Full member Boards, and

10.5.3 The mover makes available the wording of the position to all delegates.

Disposition of Outstanding Policy Positions

17. Disposition of outstanding policy positions shall be as outlined in Board of Directors'

Governance Policy 10.6:

10.6.1. Resolutions for proposed position statements not addressed by the scheduled time of adjournment of the business session of a 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.

10.6.2. These outstanding items must be included on the order paper of the business session of the next General Meeting.

Other Motion Proceedings

18. 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 3, 2019

Cambridge Red Deer Hotel & Conference Centre
3310 – 50 Avenue, Red Deer, Alberta

Draft Minutes

The quorum was present.

President L. Jess called the meeting to order at 10:01 a.m.

President L. Jess welcomed Trina Boymook, Vice-President and Chair of the Policy Development Advisory Committee (PDAC). T. Boymook assumed the Chair position at 10:02 a.m. The Chair welcomed everyone to the business portion of the SGM and introduced the working party:

- Lorrie Jess, ASBA President
- Cheryl Dumont, Director for Zone 2/3, member of PDAC
- Daryl Scott, Director for Zone 4, member of PDAC
- Brad Toone, Director for Zone 6, member of PDAC
- Dr. Vivian Abboud, CEO
- Becky Kallal, Parliamentarian

The Chair 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 D. Scott, ASBA Director

Seconded by D. Velichka, ASBA Director

BE IT RESOLVED THAT

“The Rules of Procedure be adopted as presented in the Budget and Bylaws Bulletin SGM 2019.”

CARRIED
(Y: 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, Balloting Committee Chair

Ruth Andres, Associate Superintendent, Business & Finance, Black Gold Regional Schools

Drew Chipman, Secretary Treasurer, Foothills School Division

Ed Latka, Secretary Treasurer, STAR Catholic

Tracy Meunier, Secretary Treasurer, Pembina Hills Public Schools

Tahra Sabir, Secretary Treasurer, Golden Hills School Division

Rhian Schroeder, Assistant Superintendent, Business, Grasslands Regional Division

Sherri Senger, Associate Superintendent, Business, Wetaskiwin Regional Public Schools

MOTION

Moved by B. Toone, ASBA Director

Seconded by D. Engel, ASBA Director

BE IT RESOLVED THAT

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

CARRIED

(Y: 100%)

Determination of adding Emergent/Extraordinary Issues to the Order Paper

Parliamentarian B. Kallal spoke on the definition of emergent or extraordinary resolutions, their deadlines of April 29, 2019. Emergent positions are defined by Governance Policy 10. She informed the assembly that the PDAC received five emergent and/or extraordinary resolutions after the deadline. B. Kallal advised that four emergent and/or extraordinary resolutions deemed by the PDAC to have met the criteria of an emergent issue would require 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.

Cheryl Dumont assumed the Chair position at 10:26 a.m.

The Chair informed the assembly that Motion 8/SGM2019 met the PDAC's requirement of an emergent and/or extraordinary issue. Therefore, a simple majority vote of 50%+1 was required to add this item to the Order Paper.

MOTION – simple majority

Moved by T. Boymook, ASBA Director

Seconded by A. Hrynyk, ASBA Director

BE IT RESOLVED THAT

“Motion 8/SGM2019 (delaying of the proclamation of the *Education Act*) be added to the Order Paper as an Emergent Issue.”

CARRIED

(Y: 92%/N: 8%)

The Chair informed the assembly that Motion 9/SGM2019 met the PDAC's requirement of an emergent and/or extraordinary issue. Therefore, a simple majority vote of 50%+1 was required to add this item to the Order Paper.

MOTION – simple majority

Moved by T. Boymook, ASBA Director

Seconded by T. Hurdman, ASBA Director

BE IT RESOLVED THAT

“Motion 9/SGM2019 (student residency) be added to the Order Paper as an Emergent Issue.”

CARRIED

(Y: 90%/N: 10%)

The Chair informed the assembly that Motion 10/SGM2019 met the PDAC's requirement of an emergent and/or extraordinary issue. Therefore, a simple majority vote of 50%+1 was required to add this item to the Order Paper.

MOTION – simple majority

Moved by T. Boymook, ASBA Director

Seconded by T. Hurdman, ASBA Director

BE IT RESOLVED THAT

“Motion 10/SGM2019 (upper age limit) be added to the Order Paper as an Emergent Issue.”

CARRIED

(Y: 95%/N: 5%)

The Chair informed the assembly that Motion 11/SGM2019 met the PDAC's requirement of an emergent and/or extraordinary issue. Therefore, a simple majority vote of 50%+1 was required to add this item to the Order Paper.

MOTION – simple majority

Moved by T. Boymook, ASBA Director

Seconded by A. Hrynyk, ASBA Director

BE IT RESOLVED THAT

“Motion 11/SGM2019 (amendment of Position Statement 12.1 Superintendents of Schools/CEO Selection, Terms of Employment and Benefits) be added to the Order Paper as an Emergent Issue.”

CARRIED

(Y: 88%/N: 12%)

Trina Boymook resumed the Chair position at 10:50 a.m.

The Chair informed the assembly that the next resolution did not meet the PDAC's requirement of an emergent and/or extraordinary issue. Therefore, two thirds majority was required to add this item to the Order Paper.

MOTION – 2/3 majority

Moved by High Prairie School Division No. 48

Seconded by Grande Prairie School Division

BE IT RESOLVED THAT

“Resolution 12/SGM2019 (exemption of school bus drivers from MELT) be added to the Order Paper as an Emergent Issue.”

CARRIED

(Y: 87%/N: 13%)

The Chair advised the assembly that Chinook's Edge School Division No. 73 withdrew the earlier proposed Resolution 7/SGM 2019 Amendments to Bylaws 3, 5, and 15 to establish Zone 10: Rural Caucus of Alberta School Boards (RCASB). Therefore, the numbering of resolutions was adjusted in the minutes.

Adoption of Order Paper

MOTION – simple majority

Moved by D. Scott, ASBA Director

Seconded by A. Hrynyk, ASBA Director

BE IT RESOLVED THAT

“The Order Paper be accepted as amended.”

CARRIED

(Y: 100%)

Approval of minutes of the FGM 2019

MOTION – simple majority

Moved by C. Dumont, ASBA Director

Seconded by B. Toone, ASBA Director

BE IT RESOLVED THAT

“The Minutes of the Fall General Meeting 2019 be approved as circulated.”

CARRIED

(Y: 100%)

PROPOSED BUDGET

President L. Jess and CEO Dr. Abboud 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 1/SGM2019– double majority

Moved by L. Jess, ASBA President

Seconded by B. Toone, ASBA Director

WHEREAS the ASBA Proposed Budget 2019-2020 was circulated to Member Boards on April 4, 2019, within the sixty (60) days notification requirement described in ASBA Bylaw 13.4.; and

WHEREAS ASBA Bylaw 13.2. provides that the Association budget shall be adopted at the Spring General Meeting of the year prior to the fiscal year for which it is established; and

WHEREAS ASBA Bylaw 13.3. provides that notwithstanding any provisions to the contrary in these Bylaws, or in the approved rules of procedure governing disposal of resolutions, the budget shall be open to amendment until adopted;

THEREFORE, BE IT RESOLVED THAT

“The Alberta School Boards Association adopts the budget for the period September 1, 2019, to August 31, 2020, as presented.”

CARRIED

(100% of Boards/ 100% of students)

ACTION ITEM: based on an informal request from Medicine Hat Catholic Board of Education No. 20, with the consent of the assembly, a report on Building Fund (Reserve) to be provided to the members at FGM 2019.

ACTION ITEM: based on an informal request from Elk Island CS Regional Division No. 41, with the consent of the assembly, to amend the Strategic Plan Goal 4, specifically 4.2A, “Nurture a stronger relationship with Alberta Education.” by adding other ministries pertinent to students and youth.

HOUSEKEEPING BYLAW AMENDMENTS

Note: Proposed Bylaw amendments required a double majority of 60% of boards voting representing 60% of students. Amendments required a simple majority.

MOTION 2/SGM2019 – double majority

Moved by C. Dumont, ASBA Director

Seconded by S. Basiuk, ASBA Alternate Director

WHEREAS Governance Policy 8.3.2.11. requires that the PDAC reviews the ASBA Bylaws and makes recommended housekeeping amendments to ensure currency; and

WHEREAS amendments to ASBA Bylaws are addressed through a Substantive Motion, requiring a double majority of the membership for approval; and

WHEREAS this proposed bylaw amendment has been circulated to ASBA members as required in ASBA Bylaw 14: Amendments to the Bylaws;

THEREFORE BE IT RESOLVED THAT

“Bylaw 5 Board of Directors Members, clause 5.6.2 be struck in its entirety and replaced with the following:

5.6.2. If a vacancy occurs in the office of Vice-President, notwithstanding any provisions in these Bylaws governing the election of a Vice-President, the Board of Directors shall fill the vacancy from among its members until a by-election can be held at a General Meeting.”

CARRIED

(100% of Boards/100% of students)

MOTION 3/SGM2019 – double majority

Moved by B. Toone, ASBA Director

Seconded by T. Hurdman, ASBA Director

WHEREAS Governance Policy 8.3.2.11. requires that the Policy Development Advisory Committee reviews the ASBA Bylaws and makes recommended housekeeping amendments to ensure currency; and

WHEREAS amendments to ASBA Bylaws are addressed through a Substantive Motion, requiring a double majority of the membership for approval; and

WHEREAS this proposed bylaw amendment has been circulated to ASBA members as required in Bylaw 14: Amendments to the Bylaws;

THEREFORE BE IT RESOLVED THAT

“Bylaw 15: Zones of the Association, clause 15.2.5. Zone 6, the bullet containing Medicine Hat School District No. 76 be struck in its entirety and replaced with the following:

Medicine Hat Public School District No. 76”

CARRIED

(100% of Boards/100% of students)

MOTION 4/SGM2019 – double majority

Moved by D. Scott, ASBA Director

Seconded by D. Engel, ASBA Director

WHEREAS Governance Policy 8.3.2.11. requires that the PDAC reviews the ASBA Bylaws and make recommended housekeeping amendments to ensure currency; and

WHEREAS amendments to ASBA Bylaws are addressed through a Substantive Motion, requiring a double majority of the membership for approval; and

WHEREAS this proposed bylaw amendment has been circulated to ASBA members as required in Bylaw 14: Amendments to the Bylaws;

THEREFORE BE IT RESOLVED THAT

“Bylaw 15: Zones of the Association, clause 15.4. be struck in its entirety and replaced with the following:

15.4. The objects of the geographic Zones shall be to:

15.4.1. Work in cooperation for the mutual benefit of all members of the Alberta School Boards Association;

15.4.2. Consider matters relating to education and school administration which are of particular interest to their areas;

15.4.3. Encourage better understanding between Boards and the public;

15.4.4. Work for continued improvement in the educational system; and

15.4.5. Make recommendations to the Alberta School Boards Association.

CARRIED

(100% of Boards/100% of students)

The assembly recessed for lunch from 11:57 a.m. until 1:22 p.m.

MEMBER SPONSORED BYLAW AMENDMENTS

MOTION 5/SGM2019 – double majority

Moved by Edmonton Catholic Separate School District No. 7

Seconded by Livingstone Range School Division No. 68

WHEREAS the purpose of the ASBA is to effectively represent the interests of its members including public, separate and francophone boards of education, for the betterment of students and the educational system of Alberta; and

WHEREAS the vision of the ASBA is excellence in education through exceptional board governance; and

WHEREAS ASBA values public education governed by locally elected public, separate and francophone school boards, its work being informed by its core values, including;

- Building understanding by:
 - Respecting and reflecting diverse interests in the common goal of governing for excellence
 - Creating opportunities for unique perspectives to be shared and common interests to be explored
- Collaboration by:
 - Engaging school boards, shareholders, and partners
 - Encouraging teamwork and cooperation; and

WHEREAS the Directors and officers of the ASBA have a fiduciary responsibility to effectively represent the interest of all member and associate member boards at all times so as to avoid any position that may benefit the interests of any one or more full or associate members to the detriment of others;

THEREFORE BE IT RESOLVED THAT

“Bylaw 2: Entitlement of Full and Associate Members be amended by replacing section 2.1. with the following:

2.1. Full Members are entitled to:

- 2.1.1. Fair, effective, and respectful representation of their interests by the Association, Board of Directors, Directors, Alternate Directors, President, Vice-President, Executive Director and officers of the Association. The Association, Board of Directors, Directors, Alternate Directors, President, Vice-President, Executive Director and officers of the Association recognize and acknowledge the diverse nature of interests of all Members and shall, at all times, represent those interests so as to avoid any position that may benefit the interest of any one or more Full Members to the detriment of others.
- 2.2.2. Association communications materials except those designated as confidential to specific audiences;
- 2.2.3. Direct services from Association personnel at fees established annually by the Association;
- 2.2.4. Access to Association conferences and workshops at a conference rate established by the Association; and
- 2.2.5. Unrestricted participation in the business affairs of the Association.”

BE IT FURTHER RESOLVED THAT

“Bylaw 7: Executive Duties be amended by replacing section 7.1.1. with the following:

- 7.1.1. Provide leadership to the Association, Board of Directors, and Executive Committee in such a manner as to effectively represent the interests of all Full Members, including Public, Separate and Francophone Boards.”

BE IT FINALLY RESOLVED THAT

“Bylaw 8: Board of Directors Powers and Duties be amended by replacing section 8.1. with the following:

- 8.1 The business and affairs of the Association shall be under the direction and control of the Board of Directors, which may exercise all the powers of the Association which are not required by the Alberta School Boards Association Act, or by these Bylaws, to be exercised by the Association in a General Meeting in such a manner as to effectively represent the interests of all Full Members, including Public, Separate and Francophone Boards.”

DEFEATED
(44% of Boards)

MOTION 6/SGM2019 – double majority

Moved by Grande Prairie Public School District No. 2357

Seconded by Peace Wapiti School Division No. 76

WHEREAS the constructive approval of the annual ASBA Budget is important and plays a large role in the governance of our organization and while it is still important to balance the need for input from the Assembly as it is important and critical to good democracy; and

WHEREAS these proposed bylaw amendments have been circulated to ASBA members as required in Bylaw 14: Amendments to the Bylaws

THEREFORE BE IT RESOLVED THAT

“Bylaw 13: Association Budget and Membership Fees be amended by adding the following after 13.2.:

- 13.2.1. A budget that proposes an increase or decrease to the ASBA budget from the prior year, which is the same or less percentage as that of any increase or decrease made to the Provincial Education budget related to operational dollars in that year’s budget, shall be presented for information only to the Assembly and is not subject to debate and does not require a vote of the Assembly for its adoption.
- 13.2.2. A proposed budget that does not meet the requirements of 13.2.1 shall be open to amendment until adopted by a vote of the Assembly.”

DEFEATED
(10% of Boards)

Cheryl Dumont assumed the Chair position at 2:09 p.m.

PROPOSED EMERGENT POSITION STATEMENTS

Note: Position Statement required a double majority of 60% of boards voting representing 60% of students. Amendments required a simple majority.

MOTION 7/SGM2019 – double majority

Moved by T. Boymook, ASBA Director

Seconded by A. Hrynyk, ASBA Director

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*.”

CARRIED

(82% of Boards/81.3% of students)

MOTION 8/SGM2019 – double majority

Moved by T. Boymook, ASBA Director

Seconded by T. Hurdman, ASBA Director

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.”

CARRIED

(79% of Boards/83.24% of students)

MOTION 9/SGM2019 – double majority

Moved by T. Boymook, ASBA Director

Seconded by T. Hurdman, ASBA Director

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.”

CARRIED

(90% of Boards/90.41% of students)

MOTION 10/SGM2019 – double majority

Moved by T. Boymook, ASBA Director

Seconded by A. Hrynyk, ASBA Director

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

CARRIED

(90% of Boards/87.16% of students)

Trina Boymook resumed the Chair position at 3:15 p.m.

MOTION 11/SGM2019 – double majority

Moved by High Prairie School Division No. 48

Seconded by Grande Prairie Public School District No. 2357

BE IT RESOLVED THAT

“The Alberta School Boards Association advocates to the provincial government for the exemption of all school bus drivers from the increased requirements of Mandatory Entry Level Training (MELT).”

SUBSTITUTE MOTION – simple majority

Moved by Edmonton School District No. 7

Seconded by Aspen View Public Schools No. 78

BE IT RESOLVED THAT

“The Alberta School Boards Association advocates for an extension to MELT implementation.

The province establishes a task force comprised of ASBA, Student Transportation Association of Alberta, Alberta School Bus Contractors’ Association, CASS, ASCA and other educational stakeholders to determine common training standards for school bus drivers across the province.”

DEFEATED

(Y: 38%/N: 62%)

The vote on Motion 11/SGM2019 was taken. The motion was **CARRIED** with the following result:

(82% of Boards/68.96% of students)

ADJOURNMENT

President L. Jess resumed the Chair position at 4:10 p.m. She thanked PDAC and Advocacy Committee for their work in preparation for SGM. The ASBA Board of Directors was introduced to the assembly.

With no additional business, the Association Business Meeting was adjourned at 4:13 p.m.

DRAFT

Charter Schools

Sponsored by ASBA Board of Directors
Prepared by ASBA Governance Office

Proposed Resolution

RESOLVED, That the Provincial Government more rigorously enforce the regulations on Charter Schools and wind down Charter Schools once their learning style, working style, or pedagogy have been achieved.

Background

Charter schools were legally established in 1994, as a way to provide more choice in education for Albertans. The first charter school established in Alberta was New Horizons Charter School Society (1995), and the last charter school established was the Valhalla School Foundation (2008). Currently, there are 13 charter schools with specialized mandates, approaches, and philosophies to education.

Charter schools are held accountable and must demonstrate their ability to meet student achievement, educational goals, and compliance with applicable legislation and regulations. With the changes to regulations and the *Education Amendment Act*, any number of charter schools may operate in Alberta. Charter schools may be granted long-term renewals up to 15 years¹, with an initial term of five years and regular renewals of five years.² The Minister must conduct an evaluation at least once during the term of a charter school. A long-term renewal of 15 years must have an evaluation in the twelfth year of the term.³ The lengthy amount of time between Ministerial evaluations provides minimal analysis as to whether charter schools are meeting their established mandates, and complying with requirements established in legislation and regulations. Charter schools are obligated to submit documentation such as three year education plans, a budget, annual reports and financial statements.

Charter schools are renewed on a term to term basis, and many have been in operation since the mid-1990s. Only three charter schools have been dissolved since the mid-1990s. The Global

¹ Province of Alberta (2019) Long-term renewal, s.8. Charter School Regulation. Alberta Queen's Printer. Pg. 8.
http://www.qp.alberta.ca/documents/Regs/2019_085.pdf

² Province of Alberta (2019), pg. 6

³ Province of Alberta (2019), pg. 8

Learning Academy was closed in 1996 due to mismanagement, governance, legal, and financial issues.⁴ Moberly Hall Charter School closed in 2007 due to declining enrolment and rising costs for operations. Similarly, the Mundare Charter School closed in 1998 due to low enrolment; it was absorbed into the public school system.⁵ There are no instances of charter schools being transitioned to public, separate or francophone school boards after achieving their mandates. The mandates established tend to be ongoing goals and services to their school community. While they demonstrate that they are meeting their charter requirements and the standards established in the legislation, they may continue to operate.⁶

Attachment A

[Charter Schools and Mandate](#)

⁴ Sheppard, R. (1998) "A School Failure" Maclean's. pg. 52-53. <https://archive.macleans.ca/issue/19980706/print>

⁵ Ritchie, S. (2010) Innovation in Action: An examination of charter schools in Alberta. Canada West. Pg. 10. http://cwf.ca/wp-content/uploads/2015/11/CWF_Innovation_Action_CharterSchools_JAN2010.pdf

⁶ Province of Alberta (2019), pg. 10.

Charter School	Charter Granted	Focus	Revenue – Alberta Education (2017-18)	Student Enrolment (2018-19)
Almadina School Society	1996	Emphasis on English language learning for students who's second or third language at home is English	11,286,836	1141
Aurora School	1996	Focus on an orderly and structured environment to help student succeed academically	7,978,542	875
Boyle Street Education Center	1995	Focus on students between the ages of 14-19 who have experienced interruptions in education due to trauma, addiction, precarious housing, racism, and poverty.	3,896,096	135
Calgary Arts Academy Society	2003	Focus on educating children through the Arts and self-directed learning	4,502,130	487
Calgary Girls School Society	2003	Inquiry-based learning; learning environment tailored for girls	5,297,170	502
Centre for Academic and Personal Excellence	1995(?)	Focus on academic excellence through: Integrated Setting for Enrichment (ISEE), integration via projects, second language programs	2,262,918	200
Connect Charter School Society	1999	Focus on inquiry-based learning; enhanced learning using technology; going beyond the classroom through environmental, outdoor and global education.	5,614,223	621
Foundations for the Future Charter School Society	1997	Guided by “Character Development Framework” – a focus on leadership development	31,932,067	3480
Mother Earth's Children's Charter School Society	2003(?)	Focus on traditional Indigenous teachings	600,744	68
New Horizons Charter School Society	1995	Focus on academically gifted students	3,657,441	353
Suzuki Charter School Society	1995	Dr. Shinichi Suzuki method and philosophy of teaching a musical instrument within an academic setting – intensive music education, academic program designed to reflect the Suzuki Approach	3,228,084	324
Valhalla School Foundation	2008	Not much information on their website – rural school with a focus on direct instruction, second language	1,367,658	88
Westmount Charter School Society	1996	Gifted students – modified curriculum to reflect more advanced students	14,341,031	1299

Revenue - Alberta Education data from: 2017-2018 school authorities audited financial statements. Schedule 3, line 1 Total <https://open.alberta.ca/publications> Publication 2828632-2017-2018

Student Enrolment data from: Student population statistics. 2018/2019 Authority Enrolment Data (xlsx)
<https://www.alberta.ca/student-population-statistics.aspx>

Choice in Education Act

Sponsored by ASBA Board of Directors
Prepared by ASBA Governance Office

Proposed Resolution

RESOLVED, That the Choice in Education Act not be to the detriment of the 61 Public, Separate, and Francophone School Boards.

Background

The current Alberta government has promised to make a number of changes to education in Alberta. Following the *Education Amendment Act*, it is anticipated that the *Choice in Education Act* will follow. The Act will address independent school status, charter school creation and operations, alternative programs, and transportation.¹ Many of the promises are focused on promoting choice in education by supporting and promoting independent and charter schools. While the government pursues these changes, they must also ensure that public, separate, and francophone schools are maintained.

The United Conservative Party campaigned, and was elected, on a campaign that included the introduction of the *Choice in Education Act*. In their platform, the specific items mentioned under this section regarding choice included:

- Affirm parents have the primary responsibility for the education of their children;
- Add to the preamble of the *Education Act*, recognition of the Section 26.3 of the Universal Declaration of Human Rights, which states that “*parents have a prior right to choose the kind of education that shall be given to their children*”;
- Protect the status and funding of independent schools in legislation given that they save the public education system \$168 million annually;
- Facilitate the creation and operation of new charter schools by:
 - Lifting the cap on the number of charter schools
 - Lifting the charter school enrolment caps
 - Allowing charter schools to own property
 - Treating charter schools as priority above other possible uses for surplus public-school infrastructure
- Support and encourage an expansion of alternative programs in the public system;
- Respect the constitutional right to separate schools;
- Maintain funding for independent schools and home schoolers at current levels; and

¹ United Conservatives (2019) Better Education, Brighter Future. <https://www.albertastrongandfree.ca/better-education-brighter-future/>

- Ensure that requests from parents for blended homeschool programs are facilitated.

ASBA Position Statements

- 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.
- 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.

Attachment A

[Public, Charter, and Private School Comparison](#)

Public, Charter, and Private School Comparison

Introduction

The Alberta *Education Act* (2019) allows for three types of schooling within the province: public, charter, and private. Within the public system there are a number of choices for education: francophone, separate, and public. These are education choices which are publicly funded, have been established as per the *Education Act*, and have publicly elected representation and governance.

The following report compares key differences amongst public, charter, and private schools within seven broad categories: governing legislation; establishment; governance structure; programming; funding; fees; and, monitoring/reporting.

ASBA Key Messages

Amendments to *Education Act* regulations, in particular the *Charter School Regulation*, have removed the limit on the number of charter schools permitted in Alberta. ASBA has previously used a number of key messages that could apply to the government's approach to education:

- ASBA believes every child deserves the opportunity to achieve their full potential, and this potential is best achieved within a strong public education system.
- In order to build a viable, sustainable, equitable public education system, public funding should only be spent on public education.
- ASBA strongly believes public, separate and francophone schools offer an abundance of program choices for Alberta students.
- Publicly-funded education in Alberta is widely recognized as being among the best in Canada – and the world – because of this abundance.
- Redirecting dollars from private schools to the public system could help address issues like class size, more supports for complex needs students, transportation, and nutrition programs.

Definitions

The following definitions are applicable to schooling type in Alberta:

Term	Definition (<i>Education Act</i>)
Public School Division	A public school division established under Section 112, <i>Education Act</i> .
Private School ¹	A school registered under Section 29, <i>Education Act</i> .
Charter School	A school established under section 25, <i>Education Act</i> .

In Alberta there are 61 public, separate, and francophone school authorities; 13 charter school authorities; and 151 private school authorities.

¹ Private schools may also be referred to as independent schools. This report will refer to these schools as “private” as this is the term used in the legislation.

School Type Comparison

Table 1: School Type Comparison

	Public Schools	Charter Schools	Private Schools
Governing Legislation	Public schools are governed under the <i>Education Act</i> and applicable regulations.	In addition to the requirements in the <i>Education Act</i> , charter schools must also comply with the <i>Charter School Regulation</i> and other applicable legislation.	In addition to the requirements in the <i>Education Act</i> , private schools must also comply with the <i>Private School Regulation</i> and other application regulations. There are three types of private schools: registered; accredited-non-funded; and accredited-funded. Private schools of all three types are obligated to meet all legislated and regulated requirements.
Establishment	Public school divisions are established through a ministerial order as per s. 112 of the <i>Education Act</i> .	<p>Charter schools are established as per s. 25 of the <i>Education Act</i>, in order to provide a needed alternative program if a school board is unable to establish an alternative program. The information required to establish a charter school includes but is not limited to: independent research on the viability of the program; parental intention of enrolling students in the school; and projected enrollment.</p> <p>The initial term of a charter is five years.² Charters may apply to renew their term. The Minister may renew the term for a five year period (or fewer than five</p>	<p>Private schools must be registered and approved by the Minister as per s. 29 of the <i>Education Act</i>. This process is completed via an application to register a private school; applicants must meet the requirements in the <i>Education Act</i> and regulations.</p> <p>The information required for the establishment of a private school includes, but is not limited to: the qualification of instructional staff; description of provincial achievement tests or alternative assessments; and, proposed program of study.</p>

² Province of Alberta (2000) Charter School Regulation. Alberta Queen's Printer.
http://www.qp.alberta.ca/documents/Regs/2002_212.pdf

		years), or a longer period of time (15 years), if the Minister is satisfied that the charter is fulfilling its obligations.	
Governance Structure	<p>Operated by public school boards, trustees are locally elected within wards, trustees may receive remuneration.</p> <p>Permanent status in legislation.</p>	<p>Operated by a not-for-profit (<i>Societies Act</i>) or company (Part 9 of the <i>Companies Act</i>), board is not publicly elected, but is elected from the membership. Board members do not receive remuneration; only expenses for travel and subsistence.</p> <p>Charter schools must also have a school council.</p>	<p>A private school is “owned or operated under a society registered under the <i>Societies Act</i>, a non-profit company incorporated under Part 9 of the <i>Companies Act</i>, or a non-profit corporation incorporated by or under an Act of the Legislature that receives a grant under the Education Grant Regulation.”³</p> <p>Private schools are run like businesses or non-profits; depending on how they are structured; they may have a board of directors comprised of parents and/or community members elected from members of the associated society or foundations; they may be run by a company, and/or may include a school council.</p>
Programming	Public schools are obliged to follow the Alberta program of study; they may also provide alternative programs; home education programs; early childhood services programs; off-campus education programs; and continuing education if there is a need within the school district.	Charter schools may be established by ministerial order if there is focus on a pedagogical approach or philosophy not offered through a public school. Charter schools may offer the established Alberta program of study, and may offer early childhood services and off-campus education programs.	<i>Registered private schools</i> are not required to use certified teachers; may offer any Alberta program of study, but if different from the Alberta program of study, the private school must provide a list of subjects, skills, and knowledge areas to be learned by students at the time of the application to the minister.

³ Province of Alberta (2000) Private School Regulation. Alberta Queen’s Printer.
http://www.qp.alberta.ca/documents/Regs/2000_190.pdf

	Must employ certified teachers.	Must employ certified teachers.	<p><i>Non-funded accredited private</i> schools must use certified teachers, and may offer any Alberta program of study, but if different from the Alberta program of study, the private school must provide a list of subjects, skills, and knowledge areas to be learned by students at the time of the application to the minister.</p> <p><i>Funded accredited private schools</i> must teach the Alberta program of study, use certified teachers, and have a principal who is a certified teacher.</p> <p>Private schools are not required to supervise a home education program, but they are authorized to do so if they can meet the needs of the students.</p>
Funding	Public schools are typically funded through two revenue sources: Alberta School Foundation Fund (ASFF); and provincial general revenue.	<p>“Charter schools are eligible for the same provincial funding per student as any other public school.”⁴</p> <p>“The funding formula and rates under Part 1, Part 4, Part 5, Part 6, Part 7, Part 8 and Part 9... also apply to charter schools. However, charter schools are not eligible to claim funding under Section 1.3 (Home Education), 1.12</p>	<p>Funding is provided through general revenue rather than the Alberta School Foundation Fund (which is derived from education property taxes).⁶</p> <p><i>Registered private schools</i> are not eligible for government funding, while <i>accredited private schools</i> are eligible to apply for grant funding after one full year of operation (non-</p>

⁴ Alberta Education (2015) Charter Schools Handbook. <https://education.alberta.ca/media/3227599/charter-schools-handbook-september-2015.pdf>

⁶ Alberta Education (2018) Establishing a Private School: Application Process and Requirements. https://education.alberta.ca/media/3795520/establishing_a_private_school.pdf

		(Small Schools by Necessity), and 7.4 (Debt Retirement if applicable).” ⁵ Currently, do not own their school buildings; are not eligible for capital funding; and do not have access to reserve lands.	funded vs funded private schools). Funding for accredited private schools is 70 per cent of public education funding per student. Under accredited private schools there are: Designated Special Education Private Schools (DSEPS) and Heritage Language Schools.
Fees	Public schools are obligated to follow requirements in the <i>Education Act</i> and associated regulations.	Charter schools are now obliged to follow the requirements in the <i>Education Act</i> and associated regulations. Charter schools do not charge tuition fees.	Private schools may charge transportation fees, and can charge any tuition amount on a per-student basis. ⁷
Monitoring/ Reporting	Must submit annual audited financials, AERR data, and three-year operation plan, amongst other reporting obligations.	There must be one evaluation done within the operation term, this is a condition of renewal.	Private schools are monitored on a regular cycle by field service managers to ensure alignment with legislation. Privates schools are to submit a three-year education plan, and an annual operating plan

Funding Comparison

Table 2 displays the different funds for which each school type is eligible. Charter schools are treated similarly to public, separate, and francophone jurisdictions in regards to what funding they receive. Charter schools are excluded from Home School, Small Schools by Necessity, and School Nutrition Programs funding; they are also not eligible for some allocation criteria within some funds. For example, charter schools are only eligible for the additional per student allocation of the Inclusive Education Funding, and the Density and Small Schools by Necessity Differential allocations under the Equity of Opportunity Funding.

⁵ Alberta Education (2018) Funding Manual For School Authorities 2018/19 School Year. Open Alberta <https://open.alberta.ca/dataset/8f3b4972-4c47-4009-a090-5b470e68d633/resource/d576580c-009f-41a1-bb6a-ecaefa5ef40e/download/2018-19-funding-manual-march-2019-update.pdf>

⁷ Alberta Education (2019) Frequently asked questions: Private Schools. <https://www.alberta.ca/assets/documents/ed-faq-private-schools.pdf>

Accredited, funded private schools receive 70 per cent of public school funding per student. Accredited private schools are eligible for grants after one year of operation. They are not eligible for a number of grants or funding including: ECS and 1-12 Class Size Funding; Inclusive Education Funding; Density or Distance allocation for the Equity of Opportunity Funding; and Start-up allocation for Dual Credit Programming. *An Act to Reduce School Fees* does not apply to private schools. According to Alberta Education's 2018/19 Consolidated Budget Breakdown, operating support for private schools and private ECS operators accounts for \$274 million or 3 per cent of the overall budget.⁸

Table 2: Funding Comparison

Eligible Funding ⁹		
Public, Separate, Francophone	Charter Schools	Accredited Funded Private Schools
Base Instruction Funding	Base Instruction Funding	Base Instruction Funding
ECS Program Unit Funding	ECS Program Unit Funding	Early Literacy
Education Program in an Institution	Education Program in an Institution	Education Program in an Institute
English as a Second Language	English as a Second Language	English as a Second Language
Equity of Opportunity	Equity of Opportunity (Charters do not get Density Allocation, and are not eligible for the Small Schools by Necessity Differential)	Equity of Opportunity (Level 1 = 60%; Level 2 = 70% of school jurisdiction rate – private schools do not get minimum)
First Nations ,Métis, and Inuit Education	First Nations ,Métis, and Inuit Education	First Nations ,Métis, and Inuit Education
Fort McMurray Allowance	Fort McMurray Allowance	Home Education
Francisation	Francisation	Northern Allowance (Level 2 only)
Francophone Equivalency Access	Francophone Equivalency Access	Plant Operations & Maintenance (Level 2 only)
Francophone Regional Collaborative Service Delivery	Francophone Regional Collaborative Service Delivery	Regional Collaborative Service Delivery
Home Education	Hutterite Colony Schools	Severe Disabilities Funding

⁸ Alberta Education (2018) Education Funding in Alberta: Kindergarten to Grade 12 2018/19 School Year. Pg. 2. Open Alberta <https://open.alberta.ca/dataset/0a85b38c-cccb-4de4-b8f5-078452b3ad4a/resource/e29c9016-0232-47ce-ae2b-088b53ee5f27/download/education-funding-in-alberta-handbook-2018-19-online.pdf>

⁹ Alberta Education (2019) K to 12 education funding framework. https://www.alberta.ca/k-12-education-funding-framework.aspx?utm_source=redirector

Hutterite Colony Schools	Inclusive Education (Charters only eligible for additional per student allocation)	SuperNet Service Funding (Level 1 = 60%; Level 2 = 70%)
Inclusive Education	Innovation in First Nation Education	
Innovation in First Nation Education	Northern Allowance	
Northern Allowance	Outreach	
Outreach	Plant Operations & Maintenance	
Plant Operations & Maintenance	Regional Collaborative Service Delivery	
Regional Collaborative Service Delivery	Regional Consortium – Maintenance & Infrastructure	
Regional Consortium – Maintenance & Infrastructure	Regional Consortium – Curriculum Implementation Support	
Regional Consortium – Curriculum Implementation Support	School Transportation Fees	
School Nutrition Program	Small Board Administration (Charters as per formula)	
School Transportation Fees	Socio Economic Status	
Small Board Administration (Charters as per formula)	SuperNet Services	
Small Schools by Necessity – Base and Variable Allocations	Transportation Funding	
Socio Economic Status	Severe Disabilities Funding	
SuperNet Services		
Transportation Funding		
School Facilities		
Infrastructure Maintenance and Renewal (IMR)		
School Fees Fund		

Conclusion

- Public, Separate, and Francophone school boards represent the public, rather than the exclusive membership of a society, foundation, or company.
- Public, Separate, and Francophone school authorities may offer all and more of the programming that charters and private schools offer if their constituencies request it, and if there are resources available to accommodate.
- Although charter schools receive similar funding opportunities as Public, Separate, and Francophone schools, charter schools have more autonomy in meeting their mandates.
- The funding of private schools with provincial revenue takes away opportunities for funding programs in the public education system.

School Fees

Sponsored by ASBA Board of Directors
Prepared by ASBA Governance Office

Proposed Resolution

RESOLVED, That ASBA believes that school boards need the autonomy and flexibility to determine the process for establishing and collecting fees. School boards are in the best position to determine the individual needs of their communities.

Background

- Under previous NDP government, the education minister had to approve all boards' fee schedules, and any hikes larger than five per cent. The task at the administration level was onerous.

Education Act School Fees Regulations

- In effect September 1, 2019. Expires August 31, 2022.
- A board can choose to charge school fees pursuant to *Section 57 of Education Act*:
 - 57(1) A board may charge a parent of a student fees in accordance with the regulations. (2) The Minister may make regulations respecting school fees.
- A board shall not charge fees for textbooks, workbooks, copies, printing, paper supplies.
- A board must establish policies and procedures related to school fees and make all information public.
- A board must consult with parents prior to setting, increasing and decreasing school fees.
- A board must outline circumstances of when and how school fees may be waived.
- Prior to school year, a board must establish a school fee schedule listing all fees.
- A board must maintain financial records that demonstrate school fees collected were used for the purpose for which they were collected.

Government Statements

- Respect the autonomy of school boards in their day to day decision making including the establishment of school fees.
- School boards are required to provide transportation for eligible students. They are now allowed to charge fees for busing for both eligible and ineligible students.
- School boards will remain accountable to the parents of their students for any fees they choose to establish.

Implications of School Fees Regulations

- School fees for the 2019-20 school year are in place. Boards are hopeful that the pending budget will adequately fund transportation. If there are shortfalls in the budget, boards may have to increase fees midway through the year.
- School boards are best positioned to determine transportation fee structures and service levels that work for the communities they serve. A one size fits all model does not work in transportation.

Attachments

N/A

Language Learning

Sponsored by ASBA Board of Directors
Prepared by ASBA Zone Languages Committee

Proposed Resolution

WHEREAS, The world has always been multilingual, and the ways that we develop language learning and teaching success must take the multilingual realities of the world into account.

WHEREAS, Multilingualism has always been the default context for human beings. Children in most parts of the world grow up with two or more languages available to them, and increasingly young people in their studies and work move to locations where languages other than their mother tongue are the norm.

WHEREAS, Business, employment and scholarship are increasingly global and multilingual, and citizens of the 21st century need a new range of skills and strategies to supplement their core language learning skills.

RESOLVED, That Alberta Education supports students learning in multiple languages, where the demand exists, whether in English language learning, Indigenous language learning, French language learning or the introduction of other global languages, with adequate funding and resources.

Background

“One language sets you in a corridor for life. Two languages open every door along the way.”
Frank Smith

Problem: Being monolingual in a global world: Those with one language have less opportunities for economic, political and social benefits when it comes to employment opportunities, wages, competitive corporate business advantages, understanding of diverse cultures, travelling abroad and brain development.

Benefits of Knowing More Than One Language:

- Better problem-solving skills
- Improved career and earnings prospects
- Enhanced creativity
- Improved focus
- Boosted brain function
- Delayed aging
- Better understanding and appreciation of other cultures

FOR ASBA MEMBER USE ONLY

Supporting Language Acquisition

Cambridge Assessment English Perspectives. The Impact of Multilingualism on Global Education and Language Learning by Dr. Lid King. The Languages Company

“We live in a multilingual world. English serves as the lingua franca for education, trade and employment, and is an essential skill for anyone wanting to succeed professionally or academically in the 21st century. English offers enormous opportunities, and language policy rightly focuses on how to give more equitable access to high levels of English language proficiency so that these opportunities can be inclusive rather than exclusive, open to all socioeconomic groups. **But English is not enough.**

Properly managed language policy can help to ensure that English can be taught effectively and incorporated into society without having a negative effect on the first language, culture and local identity of the learners of English. An understanding of English **and multilingualism is especially important in an age of increased and rapidly growing international migration.**

People migrate for many reasons – escaping oppression and war, searching for better opportunities – but it is clear that the languages that they have access to or aspire to use can greatly influence the pattern of migration and the success with which migrants are able to integrate and contribute to their host societies. This underlines the need for a language policy worldwide which **provides people with the languages and the language skills that they need both at home and in future global destinations.**

Education should provide a varied language repertoire and an understanding of which languages we should learn for what purpose. This suggests a **language policy that improves the quality of curriculum, teaching, and learning in education**, as well as a policy that helps to position the role of the multiple languages in a more positive and protected context. The reality of the multilingual and multicultural society is that languages overlap and collide. The work on translanguaging and code-switching demonstrates the often, messy practice in our multilingual families, schools and cities. From this lived experience **we need to learn how to prepare people with the language skills they need for a multilingual society, and how to train people to develop the necessary sensitivity towards the cultural and linguistic needs of their fellow citizens.**

The role of compulsory education is critical and we need a language education policy which both respects mother tongue heritage and also prepares young people for a globalised world with English as a lingua franca. This has implications for teacher education and curriculum design for education at both primary and secondary levels, and it is clear that more research is needed to discover how to accelerate the development of high-level language proficiency in young people.”

“You can never understand one language until you understand at least two.” Geoffrey Willans

World Population:

*"Faced with such issues as what a language is as opposed to a dialect, what knowing language means, how to define bilingualism, etc., it is not surprising that the results of language surveys do not give, a ready answer as to who is monolingual, bilingual, or multilingual. **Researchers have no choice but to continue stating that probably more than half of the world's population uses two or more languages (or dialects) in everyday life—some even go up to 65% in the hope that they can have a definite figure one day.**"*

Reference: Grosjean, Francois. The extent of bilingualism. In Grosjean, F. (2010). *Bilingual: Life and Reality*. Cambridge, MA: Harvard University Press.

According to Statistics Canada, 2011 Census Population:

	<u>English Speaking</u>	<u>French Speaking</u>	<u>Other Languages</u>	<u>Two/more Languages</u>
Canada:	64.78%	20.61%	11.09%	17.5%
Alberta:	85.73%	00.68%	10.51%	N/A

Definitions:

Monolingual: A person knowing only one language (40% of world population)

Bilingual: A person using or able to use **two languages especially with equal fluency (43% of world population)**

Trilingual: A person speaking **three languages fluently (13% of world population)**

Multilingual: A person who speaks more than two languages, but used often for four languages or more (3% of world population speak more than 4 languages)

Polyglot: Someone with a high degree of proficiency in several languages (less than 1% of world population speak 5 languages fluently)

<http://ilanguages.org/bilingual.php>

Multilingualism – the normal human condition. 'Speaking two or more languages is the natural way of life for three-quarters of the human race. [This] principle ... has been obscured in parts of Europe as a consequence of colonial history. We urgently need to reassert it, and to implement it in practical ways, for, **in the modern world, monolingualism is not a strength but a handicap.**' (David Crystal 2006:409)

Inspiring Education Document - "Inspiring action on Education" June, 2010

- Opportunity: Learners are **exposed to rich learning experiences** that enable them to discover their passions and achieve their highest potential.
- Fairness: **Learners have access to the programs, support services, and instructional excellence needed to achieve desired outcomes.**
- Citizenship: Learners have pride in their community and culture. They have a sense of belonging and work to **improve both the community and the world.**
- Choice: Learners have a **choice of both programs** and methods of learning.
- Diversity: **Learners' differing needs, cultures, and abilities are respected and valued within inclusive learning environments.**
- Excellence: Learners, teachers, and governors achieve high standards.

“Learn everything you can, anytime you can, from anyone you can; there will always come a time when you will be grateful you did.” Sarah Caldwell

References:

<http://www.studycountry.com/guide/CA-language.htm>

<http://ilanguages.org/bilingual.php>

<http://livingbilingual.com>

<http://www12.statcan.gc.ca/census-recensement/2011/as-sa/98-314-x/98-314-x2011001-eng.cfm>

https://en.wikipedia.org/wiki/Languages_of_Canada

learn.vifprogram.com/programimmersion

Reference: Grosjean, Francois. The extent of bilingualism. In Grosjean, F. (2010). Bilingual: Life and Reality. Cambridge, MA: Harvard University Press.

Stats Canada 2011 census data

Inspiring Education Steering Committee Report, Government of Alberta, 2010, Pg. 7

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.](#)

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

Attachments

N/A

Naming of Public School Boards

Sponsored by ASBA Board of Directors

Prepared by ASBA Governance Office

Proposed Resolution

RESOLVED, That the Minister support public school boards in altering their division name under section 116 of the Education Act to include the word “public” in their name.

Background

- Ministerial Order (effective August 15, 2019) *The Continuance of the School Division and The Board of Trustees Order* declared all boards as “divisions” (replacing those called district) and removed “regional” and “public” from division names. Separate boards can retain “Catholic” in division names. All numbers associated with boards are eliminated.
- The removal of the word “public” will affect eight school divisions:
 - St. Albert School Division
 - Red Deer School Division
 - Fort McMurray School Division
 - Elk Island School Division
 - Medicine Hat School Division
 - Grande Yellowhead School Division
 - Buffalo Trail School Division
 - Aspen View School Division

Government Rationale:

- Changes were made to simplify naming conventions across Alberta, to eliminate distinctions and different abilities between school divisions. This name standardization was first introduced in 2011 and passed in 2012.
- New naming creates a level playing field. School boards have more flexibility, the red tape of “regional” which required ward/trustee representation has been eliminated.
- 8 school divisions included 'public' in their title.
- School boards can continue to use 'Public' or 'Catholic' as part of branding. Signs and letterhead do not need to be changed.
- If divisions choose to change their name, they can adjust the signage on buildings and other items at the same intervals they would regularly.

Board Concerns:

- Separate school boards can keep ‘Catholic’ which is perceived by public boards as an inequity or preferential treatment by the government.
- Boards were not consulted, and mandated name changes do not respect the local autonomy of school boards.

Attachments

N/A

Vaping

Submitted by Zone 2/3 and 4

Prepared by St. Albert Public and Red Deer Public

Proposed Resolution

RESOLVED, That Alberta's Ministries of Education and Health collaborate to conduct and share research about the health effects of vaping and implications (strategies) for how to avoid negative health impacts on our communities through the infrastructure (programs, grants, curricula, Regional Collaborative Service Delivery (RCSD) tables) of education and health systems in our province; and

RESOLVED, That all levels of government (municipal, provincial, federal), expeditiously amend statutes such as the *Tobacco and Smoking Reduction Act (Alberta)* and *Tobacco and Vaping Products Act (Canada)* and regulations to align the restrictions on the consumption, promotion, marketing and sale of vaping products to Alberta's youth with those on tobacco products.

Background

Vaping Is the "New" Smoking

Much like cigarette smoking involves inhaling and exhaling a burning substance, vaping is the act of inhaling and exhaling an aerosol produced by a vaping product such as an ecigarette. Vaping is therefore often referred to as 'the new smoking.'

Vaping devices heat liquids into vapor which then turn into an aerosol. Some vaping devices are *open* (can be re-filled) and others are *closed* (one use only). The aerosol contained in vaping products typically contain nicotine. Nicotine is highly addictive and associated with increased likelihood of smoking for non- smokers. Nicotine also has negative health effects (i.e., related to poor memory and concentration, impulsivity and hyperactivity). If absorbed through the skin or swallowed, nicotine is fatal (Health Canada, 2018).

Vaping aerosols expose the user to harmful chemicals like formaldehyde and acrolein, and metals and contaminants like nickel, tin, and aluminum. While the effects of inhaling such chemicals is only partly known, what is known is that such contaminants when inhaled cause nausea, vomiting, and possibly death (Health Canada, 2018).

Vaping Is Rapidly Increasing Amongst Youth

Hammond et. al (2019) recently released their international study of vaping and reported that Canadian youth (16-19 years) are most at risk internationally for experiencing harmful effects of vaping because Canadian youth:

FOR ASBA MEMBER USE ONLY

- increased vaping by 74% compared to 2017 (8.4%) and 2018 (14.6%);
- sustained vaping over 30 days, which means that Canadian youth are susceptible to addiction to nicotine;
- increased cigarette smoking for the first time since 2008.

Vaping Causes Serious Harm

On August 23, 2019, the Illinois Department of Public Health confirmed that a recent patient death was connected to vaping. Simultaneously, the U.S. Center for Disease Control and Prevention (CDC) investigated 153 cases of severe lung illness across 22 states and found that these illnesses were caused by youth who regularly vaped.

Yourex-West (2019), a Global reporter, profiled two Alberta youths' emergency experiences caused by vaping. One patient was in a coma for months and his father explained that his son's lungs "...were completely cloudy all the way through his lungs." The second youth described his medical emergency while vaping as feeling like a "heart attack." Both youths reported that they had thought vaping seemed "harmless" and "not that bad for you", and they also emphasized that they had started vaping in junior high and not much was known about the effects of vaping. These two youth were not unlike more than 20,000 youth (16-19 years old) surveyed by Hammond et. al (2019) who found that most youth reported not knowing about higher concentration of nicotine in the popular JUUL and finding the sweet, candy-like taste and smell to make vaping seem "harmless."

Dr. Carlsten (2019), a UBC Respiratory Specialist and medical doctor, recorded by Yourex-West explained that the "cloudiness of the lungs" was connected to the inhalation of nicotine at high concentrations over extended periods. He confirmed that vaping compromises lung capacity and increases "toxicity" producing effects of "feeling like a heart attack."

While health reports have not conclusively connected vaping to the cause of death in the recently reported case in Illinois, the negative impacts of nicotine and vaping aerosols are clear.

Vaping: Advocate to Research-Educate-Regulate

Hagen (2019) emphasized that decreases in youth and adult smoking are related to "concerted and sustained action from health organizations and professionals at all three levels of government, employers, the education sector and others." The problem with educating youth, according to The House of Commons Standing Committee on Health Studies (2018), is that while much is known and has been effectively shared through research on the negative effects of smoking, little has been studied systematically about the effects of vaping on youth health and wellbeing.

Therefore, continued research on the effects of vaping and sharing that research through three levels of government, including health and education ministries, is part of the solution.

While research and sharing such research is important, Hammond et. al (2019) confirmed that “the vaping market in North America has evolved rapidly over the past two years owing to the growth of the JUUL [flavored vaping products]”. They found that the marketplace is flooding youth on all fronts (paper, posted ads, social media) with attractive messaging about vaping and relying on the discreet design (USB, key fobs) and candy like flavors and smells to entice youth to vape.

They reinforced that while educating youth, there needs to be a tightening of legislative and regulatory controls on the vaping industry.

Such regulatory controls are lacking especially in Alberta—Alberta is only one of two provinces in Canada that has not implemented legislation to deal with vaping among youth (Neufeld, 2018). Even though nine provinces have put forward regulations since 2013, all of them remain in “legislative limbo” as “bills” waiting for evidence of the health effects of vaping before they become laws. Part of the slowness of provincial governments is due to the slow pace of the federal government to move forward with their *Tobacco and Vaping Products Act*, which was conceived in 2015.

Since 2015, the federal government has taken a clear step forward on May 23, 2018 by making the Tobacco and Vaping Products Act (TVPA) law, which sets limits on industries—how they promote, label, produce, and to whom they sell vaping products.

On February 6, 2019, Health Minister Ginette Petitpas Taylor took this legislation further and announced new measures on vaping including:

- advertising restrictions on vaping;
- limits on places where advertisements can be placed, such as no signs at shopping malls, parks, public transit vehicles and stations where youth have access;
- limits to the content of advertisements.
- limits on the display of vaping products in certain retail locations;
- a new public education campaign targeted at young people.

Given that vaping is increasing in Canada, proven to be harmful, possibly even deadly for youth, and the solution is three-pronged—research, education, and regulation—the Alberta School Board Association requests that:

- Alberta government's Ministries of Education and Health collaborate to conduct and share research about the health effects of vaping and implications (strategies) for how to avoid negative health impacts on our communities through infrastructure (programs, grants, curricula, RCSD tables) of education and health systems in our province.
- All levels of government (municipal, provincial, federal), expeditiously amend statutes such as the Tobacco and Smoking Reduction Act (Alberta) and Tobacco and Vaping Products Act (Canada) and regulations to align the restrictions on the consumption, promotion, marketing and sale of vaping products to Alberta's youth with those on tobacco products.

References

- Canadian Cancer Society (June 20, 2019). *Study Finds Dramatic 74% Increase in Youth Vaping in Canada*. Retrieved on August 18, 2019 at <https://www.cancer.ca/en/about-us/for-media/mediareleases/national/2019/youth-vaping/?region=qc>
- Government of Canada (May 23, 2018). *Commentary on The Tobacco and Vaping Products Act (TVPA)*. Retrieved on August 18, 2019 from <https://www.canada.ca/en/health-canada/services/healthconcerns/tobacco/legislation/federal-laws/tobacco-act.html>
- Hagen, L. (May 31, 2019). What We Need to Do to Curb Increasingly Popular Teen Vaping. *Folio*. Edmonton: University of Alberta. Retrieved on August 18, 2019 from <https://www.folio.ca/commentary-what-we-need-to-do-to-curb-increasingly-popular-teen-vaping/>
- Hammond, Reid, Rynard, Fong, Cummings et. al (2019). Prevalence of vaping and smoking among adolescents in Canada, England, and the United States: repeat national cross sectional surveys. *British Medical Journal*, v.12, 365-464, doi: 10.1136/bmj.1229
- Health Canada (2018, May 23). *New Tobacco and Vaping Products Legislation Receives Royal Assent*. Government of Canada. Retrieved from [link](#).
- Health Canada (2018). Summary of results for the Canadian Student Tobacco, Alcohol and Drugs Survey 2016-17. Retrieved from [link](#).
- Health Education Standing Committee (2015, March). *Report of the Standing Committee: Vaping Toward a Regulatory Framework*. Parliament, 41st Session. Retrieved from [link](#).
- Neufeld, B. (2018, October). Coalition demands Alberta proclaim anti-smoking legislation as youth vaping soars. Global News Report. Retrieved at [link](#).
- Yorex-West (August 23, 2019). Canadian health officials watching situation closely. Global News Network. Retrieved from <https://globalnews.ca/news/5806783/respiratory-illness-vaping-deathhealth/> on August 24, 2019.

Tobacco ‘back in a growth industry’

When the tobacco industry tells their investors that it is ‘back in a growth industry’ and can attribute much of that ‘success’ to new nicotine products which target youth to become a new generation of smokers, school boards need to stand up and urge all levels of government to restrict the consumption, promotion, marketing and sale of vaping products to protect our students.

Vaping is ‘cool’ with flavours of products and marketing specifically targeting youth. After years of real progress in creating a smoke-free generation, we are slipping back with the real risk of significant numbers of youth being addicted to nicotine and becoming smokers.

Previously tobacco users were a “fringe” group of students--now we are seeing students from all grade levels and profiles vaping including athletes, artistic, and academic students. Not only have our schools seen a significant increase in students using vaping products, it now ranks as the number one reason for student suspensions. The high concentrations of nicotine in vaping products are making young people addicted to these products in a very short time. As a result of the strong addiction to nicotine, students aren’t just vaping outside, they are using these products in bathrooms, hallways and even in classrooms.

Beyond the nicotine and like other tobacco products, vaping includes a cocktail of other dangerous and toxic chemicals and flavouring causing other significant and dangerous health issues including lung damage, cancer as well as impacting brain development.

Authorities are raising significant warning signs:

- Health Canada recently issued a national plea for help in what is become a runaway public health problem.
- Canada’s Chief Medical Officer is concerned about the seismic shifts in the nicotine market in a short period of time and the alarming number of youth vaping in Canada.
- The Council of Chief Medical Officer’s of Health have called for aggressive steps to protect our youth from using these products.
- In the United States, the Food and Drug Administration has declared youth vaping an epidemic noting dramatic increase of youth using vaping products.

Legislation is not keeping up with the new realities of vaping and specifically, their targeting of youth. Strict legislation restricting the marketing of tobacco products to youth and others, which have supported a decline in tobacco use, do not apply to vaping. As a result, vaping products and marketing are focused on young people. The numbers show

that youth vaping has risen dramatically and may be linked to an increase in youth smoking. Cigarette smoking in teenagers appears to be rising for the first time in 30 years.

- 35,500 junior and senior high school students have used vaping devices in 2017 in Alberta. Since then, those numbers have grown.
- Alberta and Saskatchewan have no provincial vaping laws and there is very limited federal restrictions on vaping products.
- Youth are being targeted with alluring nicotine flavoured devices like Juul and Vype.
- Vaping can result in very quick nicotine addictions which may lead to smoking.
- We may start to see a potential renormalization of smoking.
- There are regulatory inconsistencies between tobacco and vaping products.

Federal, provincial and municipal governments need to be responsive to a growing health crisis. With the increase in vaping and the high addiction of nicotine, vaping has become a fast growing issue in schools.

Attachments

N/A

Mandatory Vaccinations

Submitted by Zone 1

Prepared by Holy Family Catholic Regional Division

Proposed Resolution

WHEREAS, Due to medical reasons, there are students and staff in Alberta's publicly funded schools that cannot receive protective vaccines against communicable diseases;

WHEREAS, Vaccine rates in Alberta have declined in recent years to below the level required for 'herd immunity'; and

WHEREAS, Vaccination rates in provinces that mandate vaccination of students meet or exceed most 'herd immunity' levels; therefore, be it

RESOLVED, That the Provincial Government enact legislation requiring mandatory vaccination of students attending publicly funded schools in Alberta, that allows medical exemptions and objections based on religious grounds of parents; and

RESOLVED, That in cases of religious objection, parents shall be required to attend an information session regarding vaccination prior to signing an affidavit of objection to ensure informed consent and a no fault compensation program for adverse reactions; and

RESOLVED, That the list of diseases included in vaccination protocol shall include: diphtheria, tetanus, polio, pertussis, measles, mumps, rubella, and meningococcal disease; and

RESOLVED, That an electronic vaccine registry be created and accessible to schools to protect unvaccinated children during a disease outbreak.

Background

From the worldwide eradication of smallpox and the near-eradication of polio; to the reduction in Canada of measles cases and deaths from 300,000 and 300 per year to less than 50 and zero respectively; and pertussis cases and deaths from 50,000 and 100 to 3000 and 5, respectively, the evidence of the benefits of vaccination is abundantly clear.

The concept of herd immunity is described as the protection against infectious disease, inferred to all individuals, most importantly, even those who are not immune, when a large proportion of the population is vaccinated. The Herd Immunity Threshold (HIT) of a certain disease is the proportion of the population that must be vaccinated to prevent the disease from being endemic or persistent in a population. It is dependent on how contagious a disease is (it's R_0 or basic reproduction number). [This table](https://en.wikipedia.org/wiki/Herd_immunity) (from https://en.wikipedia.org/wiki/Herd_immunity) lists the HIT values for common human diseases:

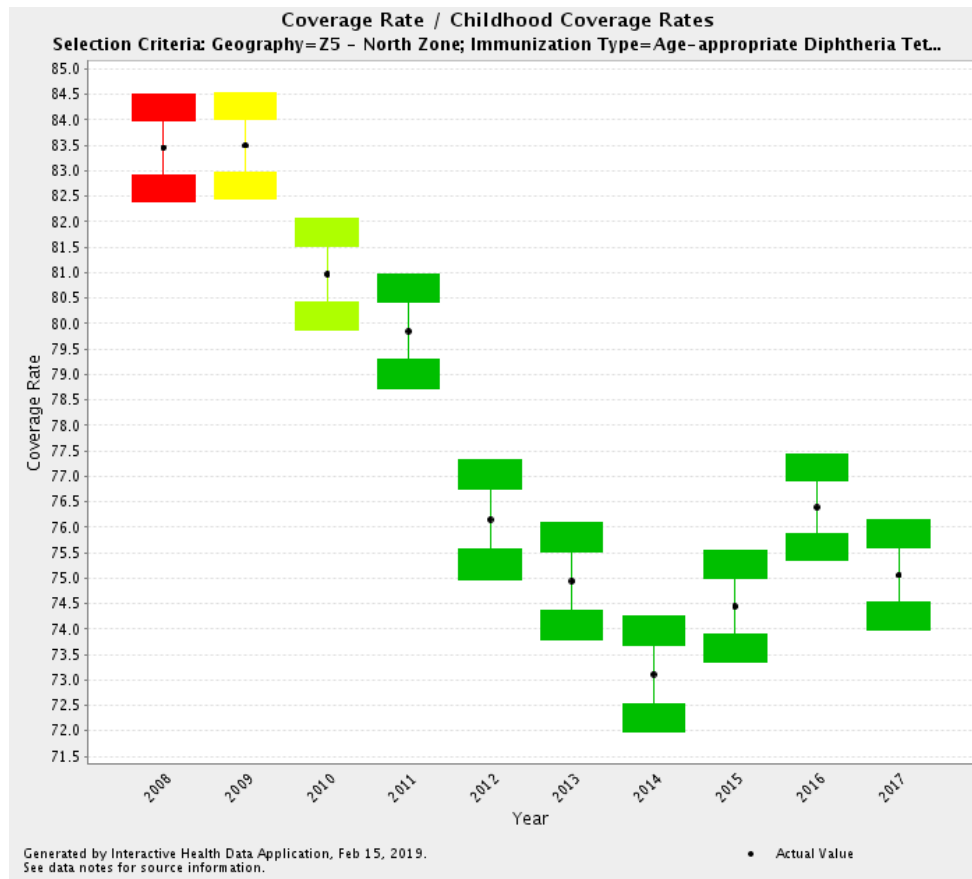
Disease	Transmission	R_0	HIT
Measles	Airborne	12–18	92–95%
Pertussis	Airborne droplet	12–17	92–94%
Diphtheria	Saliva	6–7	83–86%
Rubella	Airborne droplet		
Smallpox		5–7	80–86%
Polio	Fecal-oral route		
Mumps	Airborne droplet	4–7	75–86%
SARS		2–5	50–80%
Ebola (Ebola virus epidemic in West Africa)	Bodily fluids	1.5–2.5	33–60%
Influenza (influenza pandemics)	Airborne droplet	1.5–1.8	33–44%

The internet has made available an abundance of negative misinformation, posed as credible, regarding vaccination. This has led to increased ambivalence, ‘fence-sitting,’ and hesitation by parents regarding vaccination which serve as the most significant threat to maintaining vaccination rates (<https://www.cdhowe.org/public-policy-research/need-boosterhow-improve-childhood-vaccination-coverage-canada>).

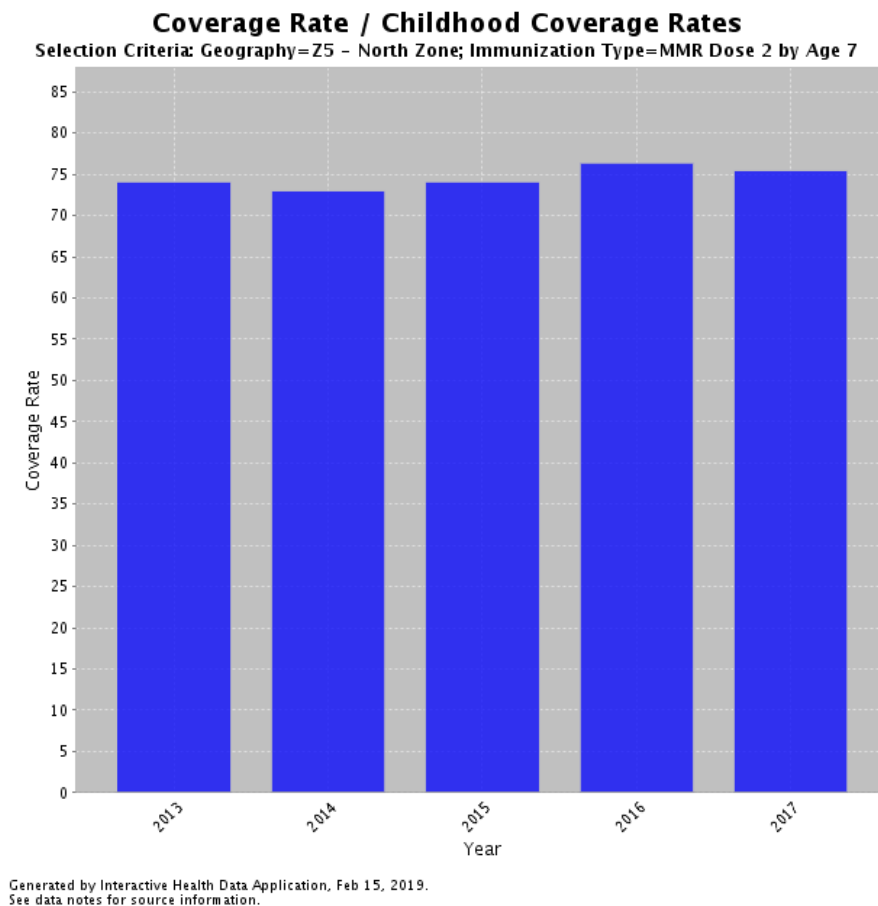
Vaccination rates in Alberta school aged children, particularly those in the North Zone have declined in recent years to well below the levels required for herd immunity. [These charts](#), taken directly from Alberta Health’s online Interactive Health Data Application (http://www.ahw.gov.ab.ca/IHDA_Retrieval/selectCategory.do), demonstrate this trend:

Attachments

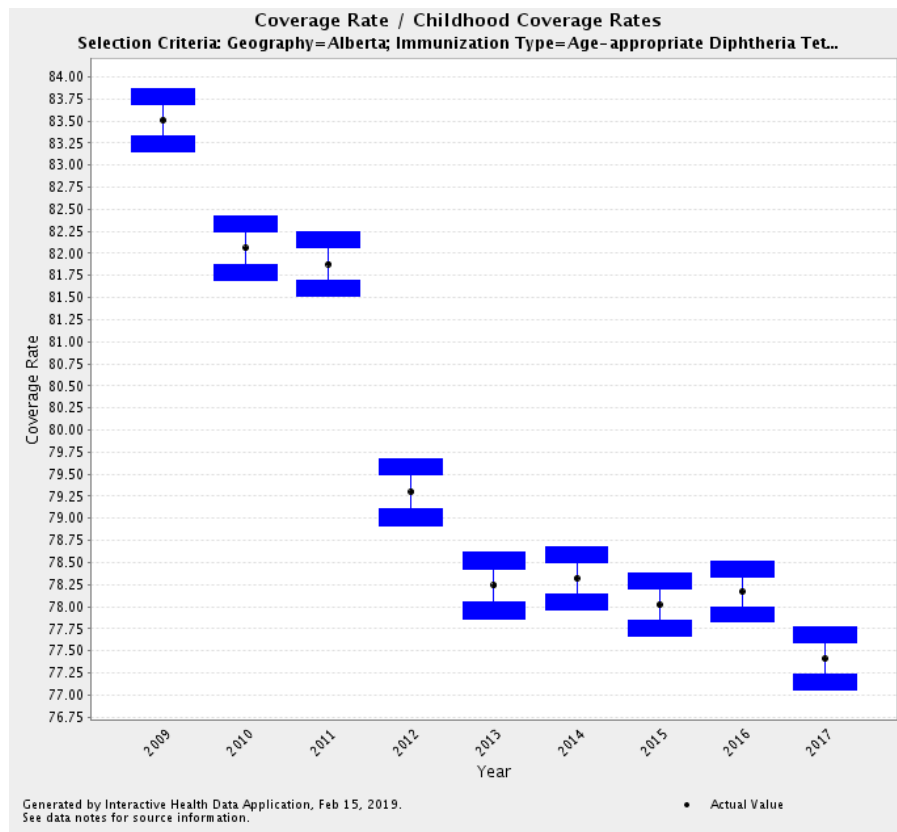
- 1) [16.2A Mandatory Vaccinations Charts](#)



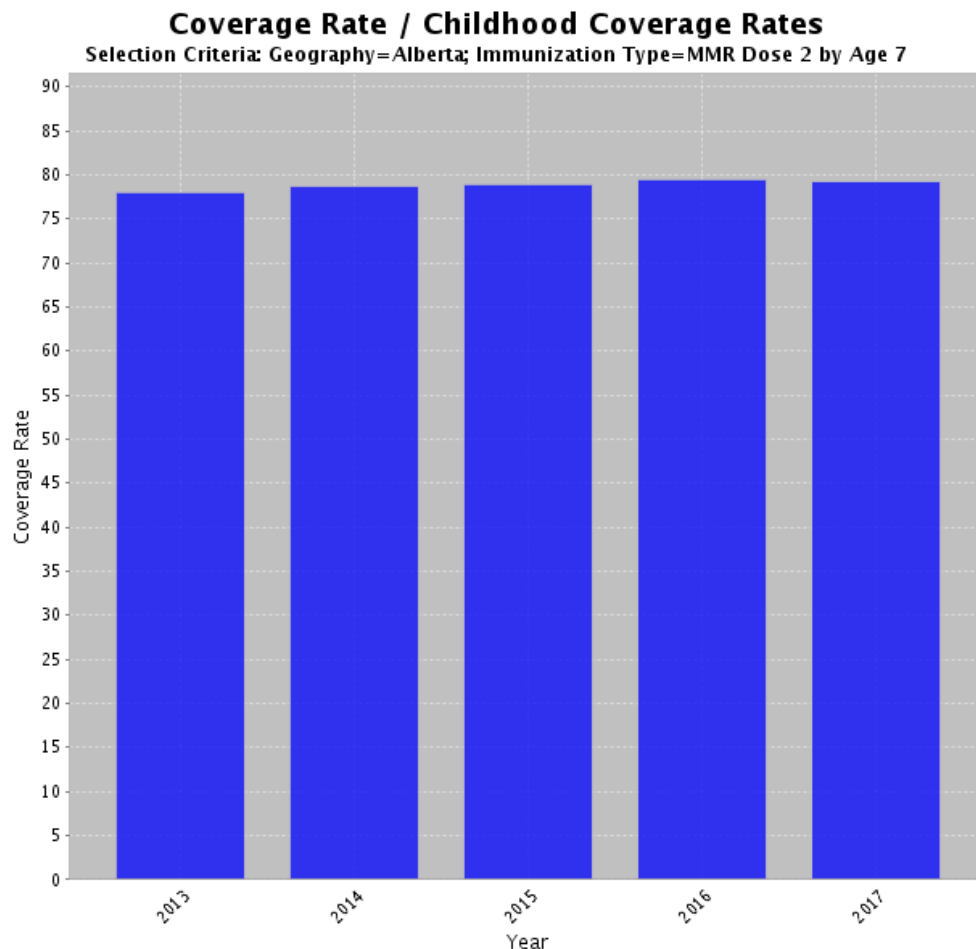
Alberta North Zone Age Appropriate Diphtheria/Tetanus/Polio/ Pertussis vaccine rate by age 7



Alberta North Zone Measles/Mumps/Rubella Vaccine Dose 2 by age 7



Alberta Age Appropriate Diphtheria/Tetanus/Polio/Pertussis vaccine by age 7

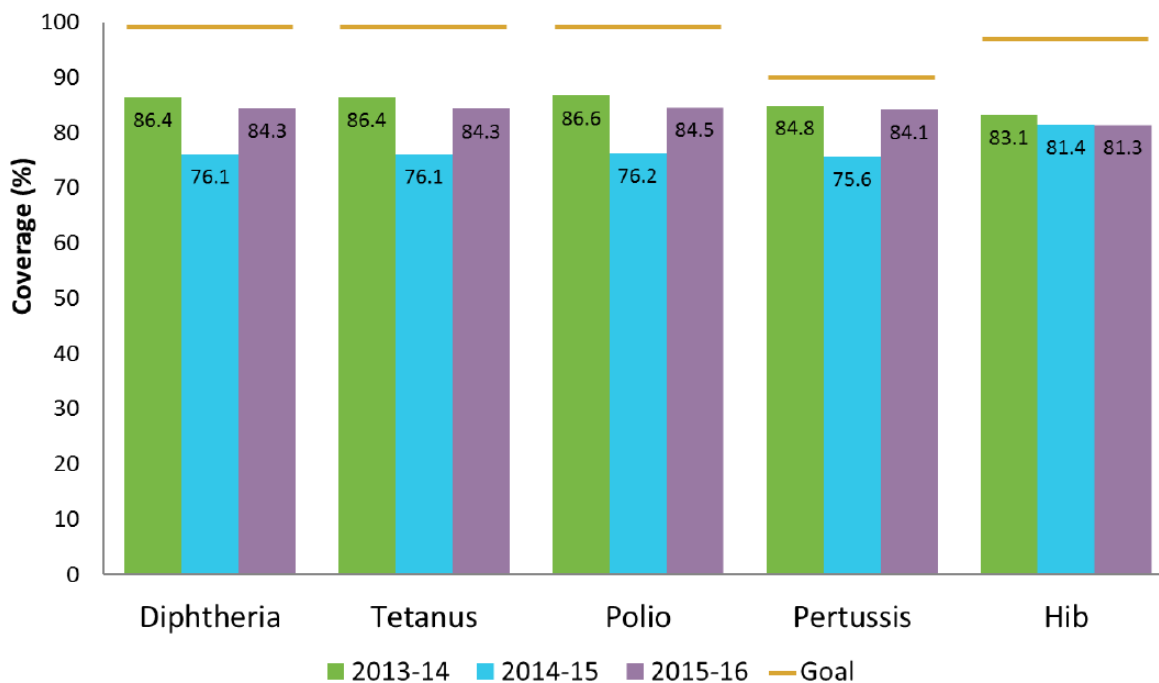


Generated by Interactive Health Data Application, Feb 15, 2019.
See data notes for source information.

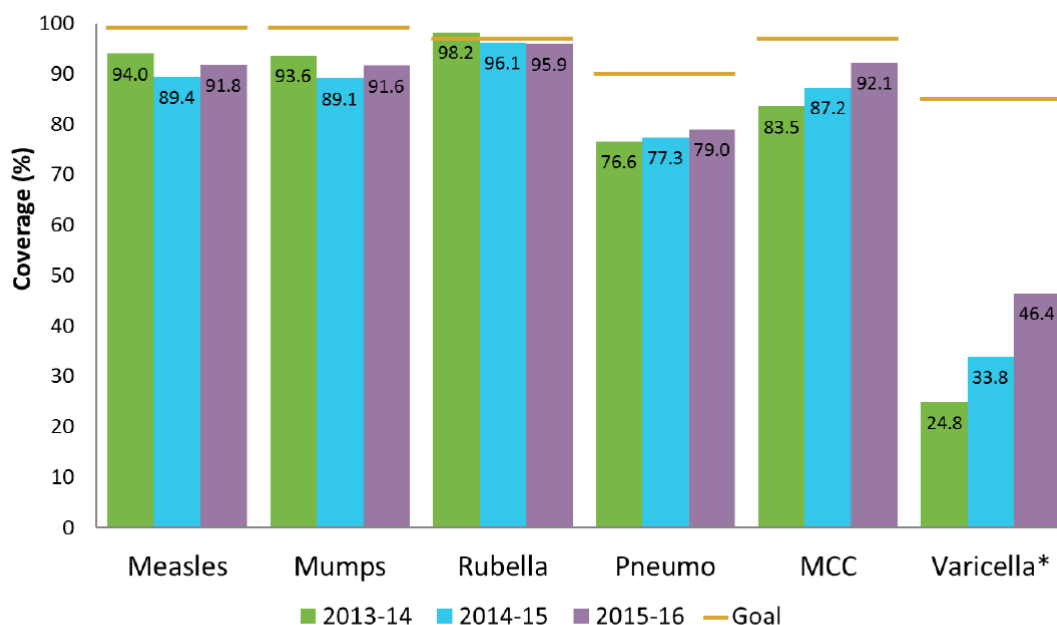
Alberta Measles/Mumps/Rubella Vaccine Dose 2 by age 7

These vaccination rates are significantly lower than those in most other provinces in Canada, including those in Ontario and New Brunswick, two provinces which legislate mandatory vaccination of school children. [The following charts](https://www.publichealthontario.ca/en/LearningAndDevelopment/EventPresentations/Immunization_Coverage_Ontario_since_implementation_Panorama_Bunko_Wilson_2017.pdf), taken from a report on vaccination rates on the Ontario Health website (https://www.publichealthontario.ca/en/LearningAndDevelopment/EventPresentations/Immunization_Coverage_Ontario_since_implementation_Panorama_Bunko_Wilson_2017.pdf) demonstrate the much higher rates of vaccination. The rates have not shown the decline seen in Alberta and are much closer to protective Herd Immunity Thresholds.

Immunization coverage among children 7 years old in Ontario



Immunization coverage among children 7 years old in Ontario



PROVINCE/ TERRITORY	7 YEARS OF AGE - COVERAGE % (95% CI)*		
	MEASLES (≥ 2 DOSES)	MUMPS (≥ 2 DOSES)	RUBELLA (≥ 1 DOSE)
Newfoundland and Labrador	84.3 (79.9-87.9)	84.3 (79.9-87.9)	97.8 (95.4-98.9)
Prince Edward Island	84.2 (77.4-89.3)	83.4 (76.5-88.6)	96.5 (94.0-98.0)
Nova Scotia	71.7 (66.1-76.7)	71.6 (66.0-76.7)	93.6 (90.0-96.0)
New Brunswick	92.3 (88.3-95.0)	92.3 (88.3-95.0)	96.4 (92.9-98.2)
Québec	91.1 (88.2-93.3)	90.5 (87.7-92.8)	96.2 (94.1-97.6)
Ontario	88.7 (85.0-91.6)	88.3 (84.5-91.2)	96.1 (93.5-97.7)
Manitoba	76.6 (71.4-81.2)	75.4 (70.0-80.1)	93.2 (89.6-95.5)
Saskatchewan	78.9 (73.4-83.5)	78.2 (72.7-82.8)	90.7 (86.2-93.8)
Alberta	75.2 (70.2-79.7)	74.1 (69.0-78.7)	90.9 (87.4-93.5)
British Columbia	83.5 (79.2-87.0)	82.5 (78.1-86.1)	93.1 (89.9-95.3)
Yukon	77.5 (73.7-80.9)	73.4 (69.3-77.2)	86.7 (83.3-89.5)
Northwest Territories	88.4 (83.8-91.8)	88.4 (83.8-91.8)	95.6 (92.2-97.6)
Nunavut	64.8 (55.4-73.3)	63.5 (54.1-72.1)	75.7 (66.1-83.3)
Canada	85.7 (83.9-87.3)	85.1 (83.3-86.7)	94.8 (93.6-95.7)

TABLE 8: Estimated vaccination coverage for measles, mumps, and rubella by seven years of age across provinces and territories—childhood National Immunization Coverage Survey, 2013 **Source:** http://publications.gc.ca/collections/collection_2018/aspc-phac/HP40-156-2018-eng.pdf (page 13)

While exemption clauses would not make vaccination 100% mandatory, the principles and compelled education associated with such legislation would make vaccination a mandatory choice by an informed citizenry. Most importantly, it would ensure that those vulnerable students and staff who don't have the choice to receive vaccines, are properly protected.

Inclusive Education

Submitted by Zone 2/3

Prepared by Parkland School Division

Proposed Resolution

RESOLVED, That Alberta Education develop a Standard for Inclusive Education in Alberta and rescind the Standards for Special Education, Amended June 2004.

Background

The *Standards for Special Education, Amended June 2004* is a ministerial order that applies to public and separate school boards and designated special education private schools. It outlines program delivery requirements and expectations that support Alberta's objective of providing consistent direction while supporting flexibility and discretion at the local level.

In order to meet the needs of students, programming:

- is based on an individualized program plan (IPP) or instructional support plan (ISP); all students with special needs, including students who are gifted and talented, require IPPs/ISPs
- may be provided in a variety of settings
- is based on information gathered, including the results of ongoing assessment, observation and evaluation
- provides access to an educational program that is relevant, meaningful and age-appropriate, using the programs of study as a starting point of instruction.

Guide to Education, ECS to Grade 12, 2018-2019 (p38).

School boards are still expected to comply with this fifteen-year old ministerial order that outlines the requirements regarding the delivery of education programming and services to students with special education needs in Grade 1 to Grade 12.

As a result of the Alberta government's *Setting the Direction: Government of Alberta Response* in 2010, Alberta Education and school authorities have moved to the creation of a new paradigm of inclusive learning environments where all students, including those with special education needs, are valued, recognized and supported.

Alberta Education developed an Inclusive Education Policy: *Alberta's education system is built on a values-based approach to accepting responsibility for all children and students. Inclusion is a way of thinking and acting that demonstrates universal acceptance of, and belonging for, all children and students. To support children and students in attaining the goals as stated in the Ministerial Order on Student Learning, school authorities must ensure that all children and students (Kindergarten to Grade 12), regardless of race, religious belief, colour, gender, gender identity, gender expression, physical disability, mental disability, family status or sexual orientation, or any other factor(s), have access to meaningful and relevant learning experiences*

that include appropriate instructional supports (Guide to Education, ECS to Grade 12, 2018-2019, p31).

Alberta Education also provided school authorities with further detail, direction and resources regarding inclusion: *Inclusion is not just about learners with disabilities or exceptionalities. It is an attitude and approach that embraces diversity and learner differences and promotes genuine equality of opportunities for all learners in Alberta. Every learner has unique needs. Some learners have profound and ongoing needs; others have short-term and/or situation-based needs. This calls for flexible and responsive learning environments. An inclusive education system that responds to the needs of all learners addresses factors that contribute to the achievement gap and other negative impacts that result from poverty, social exclusion, marginalization, underachievement and mental health issues. Alberta Education has produced a number of resources that include information and strategies for addressing the diverse learning needs of children and students and that support the implementation of the Inclusive Education Policy (Guide to Education, ECS to Grade 12, 2018-2019, p37).*

In addition, in 2012, Alberta Education replaced the Special Education Funding Model with an Inclusive Education Funding Model providing funding to support student needs, including, but not limited to, those students with special education needs.

At the school authority level, changes were also occurring. Many divisions reconfigured their division offices to align with the direction of Setting the Direction: Inclusive Education departments replaced Special Education departments and a continuum of supports and services was implemented to support all learners. Significant strides were made in Alberta school authorities to ensure that all students are meaningfully included in school life and the practice of integrating students into typical learning environments is prevalent.

It is clear that there is a focus in the Alberta government and schools on inclusive education - valuing all students regardless of their diverse or special learning need. However, the *Standards for Special Education, Amended June 2004*, continues to put the focus on specific requirements for school boards related to students identified with special education needs.

As a result of this focus, school boards face an awkward dilemma: how to enhance and support all learners when boards are held to a standard specifically for students with special education needs? In other words, we feel that the *Standards for Special Education, Amended June 2004* is a barrier to the promotion of inclusive education environments, supports and programming for all students. School boards are still required to comply with the *Standards for Special Education, Amended June 2004*, which results in the reinforcement of difference through a special education lens versus diversity through an inclusive education lens.

The *Standards for Special Education, Amended June 2004* requires boards to identify those students with special education needs and provide appropriate and relevant programming, where boards really need to identify all student needs and provide appropriate and relevant programming for all. However, school boards are required to provide appropriate and relevant

educational opportunities to all their resident students. To support school boards in their endeavor, a *Standards for Inclusive Education in Alberta* would outline requirements for school boards regarding the provisions of supports and services for all learners consistent with Alberta Education's Inclusive Education Policy.

A draft *Standards for an Inclusive Education in Alberta* was developed by a sub-committee of the College of Alberta School Superintendents and presented to Alberta Education's Building an Inclusive Education Advisory Committee in the spring of 2017. The draft follows the format of the *Standards for Special Education, Amended June 2004*; however, it outlines the requirements for school boards regarding the provision of a continuum of specialized supports and services to students that is consistent with the principles of inclusive education. The College of Alberta School Superintendents has not received notification of the status of the draft. We believe there is strong support for an inclusive education system in which all learning environments effectively support diverse learners, and the Standards for an Inclusive Education in Alberta would provide guidance and direction to school boards to achieve that goal.

References:

[Guide to Education, ECS to Grade 12, 2018-2019 Standards for Special Education, Amended June 2004](#) Draft Standards for an Inclusive Education in Alberta

Attachments

N/A

Inclusion Practices

Submitted by Zone 5

Prepared by Rocky View Schools

Proposed Resolution

RESOLVED, That Alberta Education review current inclusion practices, with involvement from all stakeholders, to assess the strengths and challenges of these inclusion practices, report findings, and provide the necessary funding to implement evidence-based practices that support the diverse learning needs of Alberta students.

Background

Since Alberta moved to an inclusive education system in 2010, as called for in Setting the Direction Framework: Government of Alberta Response, the complexity of today's classrooms has dramatically changed.

While being supportive of inclusion, Boards believe the additional pressure placed on today's inclusive classroom has made program planning and instruction more complex; in fact, without corresponding increases in supports and services, students with complex needs are at-risk of falling through the cracks.

Given that Alberta Education has not formally reviewed the success of its inclusive education system to-date, nor have funding increases strategically kept pace with the increased demands placed on teachers, the ministry should launch a formal review process in consultation with school authorities and other stakeholders to ensure adequate funding and supports are in place for these vulnerable students.

Additionally, a review could involve:

- Ensuring evidenced-based practices are identified and published.
- Assessing the training of pre-service teachers and educational assistants related to meeting the needs of a diverse student population including those with complex needs.
- Identifying the necessary infrastructure required to effectively support all learners in an inclusive environment including the medically fragile.
- Addressing the shortage of trained education assistants.
- Evaluating the effectiveness of partnerships with Alberta Health Services and other agencies to support inclusion and transition beyond K-12 education.
- Studying effective means for transportation of students who are unable to ride traditional school buses for a wide variety of reasons.

Related ASBA Policy Statements:

- 7.3 Funding
- 7.7 Standards for Special Education
- 10.1 Integrated Service Delivery Model
- 10.2 Coordination of Services
- 10.4 School Support Therapists
- 17.2 Learner Assessment

School Bus Speed Limits

Submitted by Zone 2/3

Prepared by Pembina Hills School Division

Proposed Resolution

RESOLVED, That the Minister of Transportation establish that school buses may operate at the same speed as the posted speed limit, as prescribed by law.

Background

School boards are to provide transportation to eligible students. Transportation to and from school shall be provided in a safe, effective and efficient manner consistent with provincial guidelines. In the 2017-2018 school year, there were 96,589 rural students transported daily by school bus in this province. Safety of students is a priority and school bus drivers have an excellent safety record with many procedures to follow. The Student Transportation Association of Alberta (STAA) has been advocating for the Ministry of Transportation to review the speed limits that school buses can travel since 2002. They have written letters to government ministers and collected observational reports from bus drivers. This is an opportunity for locally elected boards to advocate politician to politician for an issue that has been brought forward by our transportation staff partners.

Canadian speed limits differ depending on the level of government under which the jurisdiction of the road falls. School bus drivers monitor road and weather conditions, and adhere to signs just as any other driver. Alberta Transportation determines school bus operating requirements. Alberta is the only province that has a transportation regulation that guides the speed of school buses. The regulation can be found in the *Use of Highway Rules of the Road Regulation – Section 70*. It states that school buses can only travel 90km/h or the posted speed limit, whichever is less. This means that school buses that travel on major highways in the province could be travelling 10-20km/h slower than the moving traffic around them. Earlier references to regulations on a speed limit for school buses date back as early as 1979 which is forty years ago. Over forty years we have seen road improvements, an increasing number of vehicles on the road, and further safety measures on buses including strobe lights, and GPS. How many Albertans are aware that buses must travel at this slower speed limit due to a regulation, and are not allowed to travel the posted speed limit? This slower rate of speed can frustrate other drivers on the road.

There is no reason from a mechanical standpoint why school buses cannot travel at the posted speed limit, unless they have been manufactured with a speed governor. The provided chart contains evidence from every other province/territory and states that school buses may travel the posted speed limit. In Prince Edward Island the maximum posted highway speed limit is 90km/h, but in the majority of provinces and territories it is 100km/h. In fact, the Alberta

FOR ASBA MEMBER USE ONLY

regulation about speed only applies when the vehicle displays the word 'School Bus', if that is covered/removed they can travel the posted speed limit just like the rest of traffic. [Please see the chart on Canadian Highway Speed Limits for School Buses.](#)

When school buses are on roads with faster moving traffic, bus drivers report that motorists perform unsafe passing maneuvers, inappropriate hand gestures, honking and expletives. Bus drivers are made to feel they are impeding traffic due to the slower speed they must travel and this creates hazards, such as tailgating. [Please see the Pembina Hills Public Schools 'thoughtexchange' – bus driver observational reports.](#)

If the province was to establish that school buses could operate at the posted speed limit, an added benefit would be a reduction in ride times. Students can spend over three hours a day on a bus traveling back and forth to school. Students and their families want to spend less time on the bus, preferring to be at home or involved in other activities. Rural divisions have school bus meeting/access points where students get on a different bus to bring them to the central junior/senior high school. These transfer buses often travel direct routes which include highway driving. Provincial highway posted speed limits range from 100-110km/h. A change in regulation to allow buses to travel the posted speed limit would address safety concerns, and have a positive impact on bus ride times.

For example, in Pembina Hills Schools when looking at data that compared what our bus ride times might look like if our buses could travel the posted speed limit, we could save approximately seven hours off our ride times every day. If you multiply 7 hours x 184 school days, that is equal to 1,288 hours in a school year! That seven hours per day takes into consideration all of our seventy bus routes. Our buses travel 10,331.44 kilometres per day. Being allowed to travel at the posted speed limit would affect many of our routes because most drivers need to take the highway at some point to enter any other towns. This is significant time that students can spend in other ways and in other environments. Having buses travel at the posted speed limit would shorten the bus ride times of students leaving them more time for other activities. In addition, traveling the posted speed limit would also cut down on the time our students have to spend on bus when traveling to field trip experiences that are not available in our rural communities.

There is currently no other ASBA policy position statement that speaks to this item. There is no cost to the government for this change, but potential savings in time and money for school divisions and families. As demonstrated by the research gathered from other provinces and territories, as well as supported by bus driver observations, we encourage you to support this ASBA policy position statement that keeps our students safe and gets them to their destination sooner.

Attachment A

[Traffic Safety Act – Use of Highway and Rules of the Road Regulation](#)

[Chart – Canadian Highway Speed Limits for School Buses](#)

[Pembina Hills Public Schools “thoughtexchange” – bus driver observational reports Letters of support](#)



Province of Alberta

TRAFFIC SAFETY ACT

USE OF HIGHWAY AND RULES OF THE ROAD REGULATION

Alberta Regulation 304/2002

With amendments up to and including Alberta Regulation 241/2018

Current as of December 12, 2018

Office Consolidation

© Published by Alberta Queen's Printer

Alberta Queen's Printer
Suite 700, Park Plaza
10611 - 98 Avenue
Edmonton, AB T5K 2P7
Phone: 780-427-4952
Fax: 780-452-0668

E-mail: qp@gov.ab.ca
Shop on-line at www.qp.alberta.ca

Negligence

68 Nothing in this Part shall be construed so as to permit

- (a) a person driving an emergency vehicle or a vehicle referred to in section 66 or 67 to drive, operate or park the motor vehicle in a manner that, considering the circumstances, is negligent, or
- (b) a person controlling or directing traffic to control or direct the traffic in a manner that, considering the circumstances, is negligent.

Division 3
School Buses

Definition

69 In this Division, "school bus" means a vehicle on which are displayed the words "school bus".

Speed

70 No person shall operate a school bus at a speed greater than

- (a) 90 kilometres per hour, or
- (b) the speed limit prescribed by law,

whichever is the slower speed.

Alternately flashing amber lights

71 Where a school bus is operating alternately flashing amber lamps, a person driving a vehicle that is approaching the school bus shall,

- (a) when approaching the school bus from the rear, if the school bus is on a highway that is divided by a median into 2 separate roadways, or
- (b) when approaching the school bus from the front or rear, if the school bus is on a highway that is not divided by a median into 2 separate roadways,

reduce the speed of the approaching vehicle so that if the approaching vehicle passes the school bus it does so in a cautious manner.

Canadian Highway Speed Limits for School Buses

Province or Territory	Speed Limit for School Buses	Maximum Posted Provincial Speed Limit
British Columbia	Posted speed limit	120km/h
Alberta Alberta Regulation 301/2002, Section 70	90 km/h	110km/h
Saskatchewan	Posted speed limit	110km/h
Manitoba This speed limit is not set by regulation or statutory provision, but instead reflects the operating limits of most models. So in areas of Manitoba where the posted speed limit is 110 km/h, the maximum speed that a bus would travel would be 100 km/h.	Posted speed limit, up to a maximum of 100km/h	110km/h
Ontario	Posted speed limit	100km/h
Quebec No regulation for buses, manufacturers sometimes set speed governors on buses	Posted speed limit	100km/h
New Brunswick	Posted speed limit	110km/h
Prince Edward Island All highways in PEI are 90km/h, (which is the slowest in Canada)	Posted speed limit	90km/h
Nova Scotia	Posted speed limit	110km/h
Newfoundland and Labrador	Posted speed limit	100km/h
Northwest Territories Buses travel within towns or cities	Posted speed limit	100km/h
Yukon	Posted speed limit	100km/h, most are 90km/h
Nunavut No highway network, some communities are isolated with transportation just by air -have 25 municipalities and almost every one has bus service within their local district of education	Posted speed limit	90km/h

What are your thoughts regarding the current Alberta law that limits school buses to a maximum of 90 km/h on the highway?

15 March 2019

 49 People  38 Thoughts  410 Ratings

"These are the thoughts from our bus drivers regarding the school bus speed limit law."

- Shantelle Haitel, Director of Transportation, Pembina Hills Public Schools

Here are the 20 thoughts that received the highest star ratings

I think that drivers should be able to do the posted speed limit

it would prevent other drivers from getting frustrated and trying to pass unsafely.

4.4 ★★★★★ (19 🧑)

Ranked #1 of 20



We seem to be creating a hazard on the highways at 90KM. Everyone is lined up to pass

I have seen a lot of passing when it is not safe to do so caused by our slow speed

4.4 ★★★★★ (12 🧑)

Ranked #2 of 20



The limit should be raised to 100 km/hr to avoid being a hazard. Vehicles stack up behind me doing 90 and then someone gets impatient.

To avoid collisions and avoid endangering the safety of the students, myself and others on the road

4.3 ★★★★★ (17 🧑)

Ranked #3 of 20



The speed limit should be higher, because a large vehicle traveling this slow on a highway can be a hazard.

4.3 ★★★★★ (15 🧑)

Ranked #4 of 20



In order for drivers to be good at driving... They need to watch for hazards. Being the slow moving hazard on the highway can frustrate other

motorists ...cause entourage of vehicles that back up behind buses. Putting a higher risk, of more travelers being at risk. Most don't want to be

4.3 ★★★★★ (13 🧑)

Ranked #5 of 20



I think changing the speed to 100km/hr is a good idea.

I find that other drivers have a tendency to be aggressive with bus drivers as we are not driving the speed limit.

4.2 ★★★★★ (21 🧑)

Ranked #6 of 20



I think that school buses should be able to travel the same speed as regular traffic.

I think that drivers are able to use judgement on what speeds are appropriate. Some highways that we drive on are twinned with clear flat land.

4.2 ★★★★★ (21 👤)
Ranked #7 of 20



I feel we should drive the posted speed limits on highways

I feel that we are a hazard as we are 10km slower and the other vehicles are passing buses because we are slower

4.2 ★★★★★ (19 👤)
Ranked #8 of 20



I think it should be changed! I think it is far more dangerous going 90 kph! Drivers especially big truck drivers get annoyed when we drive too slow!

We are always getting passed cause we drive too slow! I've tried doing 90kph and 100kph and it's safer doing the limit everyone does!

4.2 ★★★★★ (14 👤)
Ranked #9 of 20



Buses should travel at the same speed as highway vehicles. 100km

To keep traffic at the same speeds. Less Backup.

4.1 ★★★★★ (18 👤)
Ranked #10 of 20



I feel buses should do the posted highway speed 100km

I say this because I see frustration and aggression of drivers towards buses as they are slower and tying up the road

4.1 ★★★★★ (18 👤)
Ranked #11 of 20



I firmly believe that school buses should travel at the posted speed limit because they are a safety hazard/concern when they are traveling so much

slower than the rest of the traffic- 20 kmh slower than everybody else if you are on some 4 lane highways

4.1 ★★★★★ (17 👤)
Ranked #12 of 20



I think that the speed limit should be 100km an hr to keep up with the traffic flow

Vehicles get lined up behind you and are passing to get around you and most of the time they are just about causing accidents.

4.1 ★★★★★ (13 🧑)

Ranked #13 of 20



Allow to drive at posted speed limit on Highway.

At 90 we are a hazard. Semi's all doing 100 + passing us.

4.1 ★★★★★ (9 🧑)

Ranked #14 of 20



We are trained to be professional drivers. Part of that is defensive driving. Being restricted to 90 kms creates potential bottlenecking on highways.

Being stuck behind a vehicle as large as a bus reduces the visibility of that driver which could result in poor passing choices.

4.1 ★★★★★ (8 🧑)

Ranked #15 of 20



Vehicles passing buses when unsafe to do so Creates a very high accident risk

4.0 ★★★★★ (14 🧑)

Ranked #16 of 20



I believe school buses are causing traffic problems, as we only travel at 90km other vehicles go out of their way to pass 1-2-3 buses at a time.

Some vehicles don't even slow to pass or take their cruise control off, Or they pass with oncoming traffic coming because of our speed.

3.9 ★★★★★ (9 🧑)

Ranked #17 of 20



With the impatience of drivers today they will pass when it is not safe
Safety

3.8 ★★★★★ (10 🧑)

Ranked #18 of 20



I think the limit should be raised to 100km/hr. I believe it to be more dangerous to have vehicles passing recklessly due to impatience. More opportunity for accidents.

3.8 ★★★★★ (8 👤)

Ranked #19 of 20



Driving at 100 km/hr seems to keep the traffic spread out a little more and reduces back-up.

3.8 ★★★★★ (6 👤)

Ranked #20 of 20





Alberta Student
Transportation
Advisory Council

ASTAC
Alberta Student Transportation Advisory Council

April 24, 2019

Re: Review of the maximum school bus speed limit in Alberta

The Alberta Student Transportation Advisory Council is in full support of the department of Transportation reviewing the maximum school bus speed limit in Alberta.

ASTAC believes that student safety is always the most important aspect of our business and as such a review of current policies, procedures and legislation should be an ongoing process.

Whether the school bus is travelling on a regular route or a charter trip, the maximum speed limit established needs to take into account passenger safety and should be consistent. The current variation creates confusion for the general motoring public as well as professional drivers.

A review of the current legislation would certainly be beneficial.

Sincerely,

Scott Hucal
Chair, ASTAC



**"SAFETY IS OUR
COMMITMENT"**

STUDENT TRANSPORTATION ASSOCIATION OF ALBERTA

Lisa Weder, President
683 Wye Road
Sherwood Park, AB T8B 1N2
Phone: 780-417-8153
lisa.weder@eips.ca

Dianne Harkness, Executive Director
c/o Box 1136
Redwater, AB T0A 2W0
Phone: 587-920-7755
staaalberta@gmail.com

May 13, 2019

To whom it may concern:


Re: Request for review of current legislation with respect to the speed limit of 90 km/hr on Alberta Highways for school buses

The Student Transportation Association of Alberta (STAA) is comprised of Directors and/or Supervisors of Student Transportation departments for school boards across the province of Alberta. The mandate of the association is to review and collaborate with school boards and associated ministries for best practices related to the safe transportation of students relative to school buses.

Pembina Hills Public School district recently contacted our organization in consideration of support for the review of the current legislation with regard to the speed limit on Alberta highways for school buses. The current highway speed limit for a school bus whether it is transporting students or traveling empty is 90 km/hr., whereas, the speed for other motorists traveling most highways is either 100 or 110 km/hr. In looking at best practices and to ensure the safest practices are used in the transportation of students, the STAA has expressed support in the past to have an impact study conducted by the provincial government with respect to this matter. We feel this review is essential to ensure student safety is supported to its fullest potential on a school bus. The STAA would be in full agreement of the initiative to review the speed limit as suggested by Pembina Hills Public Schools.

Student safety is paramount to the STAA, and as such, review policy and procedures regularly to ensure that school boards across the province follow safety initiatives that promote the highest level of student safety on school buses. We would be happy to provide any assistance or information if needed in the review process. Should you require any further information please do not hesitate to contact me.

Regards,


Lisa-Marie Weder
President, STAA

Cc. Scott Hucal, Chair, ASTAC

Board Governance and System Administration Allowance

Submitted by Zone 2/3

Prepared by Northern Lights School Division

Proposed Resolution

RESOLVED, That the Provincial Government reinstate the full 4%-6% Board Governance and System Administration allowance noted in the 2012-13 funding manual for school boards, without deduction from school board payments.

Background

Over the past several years, governments have been exercising accountability and transparency in spending of public funds. Much has been done in this regard to ensure the public is experiencing good value for their tax dollars. This reach even extended to charitable organizations when Canada Revenue Agency proposed guidelines for administrative costs for any charitable organization operating within Canada. These guidelines recommended a range for administrative expenditures of 8-12%, but many charities continued (and still do today) to spend close to 15% or more of funds received on administration.

For many years school boards in Alberta had a spending limit on administrative expenditures of 4-6% of total expenditures for the school board in any given year. By charitable standards noted above, this was a prudent limit. In 2013-14 Alberta Education further instituted a spending reduction measure for school board's administration expenses that resulted in a 10% claw back of administrative funds. To further explain, administrative funding is derived from the Alberta Education grants, and the reduction to the spending cap was then deducted from school board payments of those grants. Simply put, the result was not only a limitation on the allowable spending for administration, funds were actually deducted.

This reduction (and deduction) has come at a time when school boards are experiencing increased demands on administrative time. Unfortunately, the reduction in funding is in an inverse relationship with reporting. Since the introduction of the claw back, school boards have been required to provide monthly reporting to Alberta Education. Prior to this measure, many school boards only reported on a quarterly basis to their boards, let alone to Alberta Education. While the new requirement was an improvement, once coupled with reduced funding for administration, it seems unreasonable. Along came the introduction of more schedules in the Audited Financial Statements and the School Fees Regulation and reporting. Now, there will be new measures for Superintendent Compensation that require additional monitoring and reporting that is placing another burden on school boards.

Attachments

N/A

Full-Time Equivalent for Early Childhood Services When Determining School Boards' Utilization of Schools

Submitted by Zone 2/3

Prepared by Northern Lights School Division

Proposed Resolution

RESOLVED, That the Provincial Government utilize the actual full time equivalent for Early Childhood Services when determining school boards' utilization of schools.

Background

Early Childhood Services (ECS) provided in school divisions and districts across the province generally include the delivery of a kindergarten program that is funded by Alberta Education at 0.5 FTE for each child. This half time calculation is often directly related to the type of program being offered. However, in some divisions, a full time program is offered, sometimes at an additional cost or at no cost at all. There are many reasons for this, including transportation and childcare issues. But, many are done for social and academic reasons.

In 2018, the CBE announced that it was considering making changes to program offerings for full time kindergarten in an effort to balance its budget. This was met with a response from then Minister Eggen stating his expectations to balance their budget without cutting services to students. Many school divisions are finding themselves in this same quandary. With greater scrutiny on all grants and increased program expenditures, it becomes difficult to offer these program enhancements.

When it comes to the capital planning aspect, these students remain a 0.5 FTE calculation, even for something as simple as determining capacity and utilization. This means that when asking for a modernization, or a new or replacement build for a school, that boards who offer full time programs are expected to squish twice as many kindergarten students into the same space as those offering a half time program. Or, contribute school board capital to provide additional space for these programs.

Alberta's Commission on Learning (ACOL) in 2003 recommended that full time kindergarten programming be instituted. It is 2019 and children who are in a full time program are not yet recognized as requiring the same space as a student in any other grade. At a minimum, a full time program should warrant the recognition of one bum per seat when determining space considerations. In the 16 years since the ACOL recommendation, this, as a minimum is overdue.

Attachments

N/A

FOR ASBA MEMBER USE ONLY

Superintendent of Schools Regulation

Submitted by Zone 2/3

Prepared by St. Thomas Aquinas Roman Catholic Schools No. 38

Proposed Resolution

WHEREAS system leadership at all levels of Education is imperative to the success of Alberta's Education system; and

WHEREAS the Superintendent of Schools / CEO has tremendous impact on the success of Alberta students; and

WHEREAS School Boards have demonstrated their continued commitment to transparency and accountability through their prudent oversight and allocation of resources, while meeting the growing needs of students and the best interests of the students and families that they serve;

RESOLVED, That the Provincial Government restore the local autonomy of School Boards, by rescinding the current Superintendent of Schools Regulation (ALBERTA REGULATION 98/2019) and replacing it with a Regulation that requires School Boards to seek Ministerial approval for the appointment and re-appointment of the Superintendent of Schools / CEO only.

Background

School Boards respect and model the compliance required from the statutory requirements under which School Boards operate.

School boards are legislated under the Education Act and are required to submit budgets/actuals, 3 Year Ed Planning, yearly audit as part of the accountability to government and the public.

Under the Regulation 94/2018(which is now repealed) School boards lost local autonomy and with that the ability to provide a competitive compensation package for their candidate of choice, for position of Superintendent of Schools / CEO. The unilateral imposition of the Regulation created a number of significant impediments for School Boards, including but not limited to:

- a. Potential school administrators may not wish move into a central office position due to increased responsibility and accountability of the CEO position, for compensation that is not commensurate with this position. As a result, there is a potential trend in the depletion of system leadership.
- b. Salary compression is occurring as Associate Superintendents are receiving the same or similar remuneration as a Superintendent of Schools / CEO. This compression is a direct result of Superintendent of Schools Regulation and the prescriptive limits of the regulation.
- c. Over time, School Boards have demonstrated their respect for the Administrative Cap and have negotiated Senior Executive contracts within the central office operating cap consistently.
- d. School Boards are governed by the Education Act to ensure fiscal responsibility is practiced and reported to the Minister through the audit process.

Regulation 98/2019 has improved the range of compensation that School Boards can now offer but is still restrictive and infringes on School board's decision-making to offer compensation that fulfills their local need. ASBA is in the best position to support school boards and resume its role in gathering Superintendent and central office compensation data to assist boards in aligning salaries that meets the needs of their school division appropriately.

References:

Education Act, Part 6, Finance
Fiscal Planning and Transparency Act, Section 10
Policy and Requirements for School Board Planning and Results Reporting

Attachments

N/A

Appendix A: Disposition of Motions

2019 FALL GENERAL MEETING

MOTIONS

Motion No.	Motion Title	Carried (✓)	Defeated (✓)	Other: Amended, Postponed Referred, Withdrawn, etc.
1/FGM2019	Approval of Rules of Procedure			
2/FGM2019	Appointment of Ballot Counting Committee			
3/FGM2019	Adoption of Order Paper			
4/FGM2019	Approval of Minutes: June 2019 SGM			
5/FGM2019	Charter Schools			
6/FGM2019	Choice in Education Act			
7/FGM2019	School Fees			
8/FGM2019	Language Learning			
9/FGM2019	Naming of Public School Boards			
10/FGM2019	Vaping			
11/FGM2019	Mandatory Vaccinations			
12/FGM2019	Inclusive Education			
13/FGM2019	Inclusion Practices			
14/FGM2019	School Bus Speed Limits			
15/FGM2019	Governance and Administration Funding			
16/FGM2019	FTE for Early Childhood Services			
17/FGM2019	Superintendent Regulation			
18/FGM2019	SGM 2020 Summit Vote			

Appendix B: Amendment Form

Amendment to Motion No. _____

Moved by:

School Jurisdiction:

Seconded by:

School Jurisdiction:
