

DATE: November 4, 2014

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Presentation re Research Findings from a Nutritional Study with First Nations, Métis and Inuit (FNMI) Youth

ORIGINATOR: Dr. Sandra Stoddard, Executive Director Governance and Strategic Support Services

RESOURCE STAFF: Nancy Petersen

BACKGROUND

Dr. Sangita Sharma, Endowed Chair in Aboriginal Health and Centennial Professor/Professor in Aboriginal and Global Health Research at the University of Alberta, conducted a research project with nine district schools examining nutrition habits of self-identified First Nations, Métis and Inuit (FNMI) youth. Dr. Sharma will present her research findings at the November 4, 2014 board meeting.

Professor Sharma, PhD, is an internationally known expert in dietary assessment and nutritional risk factors for disease in unique populations spanning the globe, from the Canadian Arctic to the Caribbean. With over 18 years of experience, Dr. Sharma has worked with many populations in Canada and the United States including: Inuit, Inuvialuit, First Nations, Apache, and Navajo. Additionally, she has worked internationally in countries such as England, Cameroon, Jamaica, Barbados, Trinidad, Brazil, Indonesia, and Nepal. Her work combines nutritional sciences, epidemiology, health promotion, and community-based interventions, with a focus on the development of dietary assessment methodologies for diverse populations. Research has been multidisciplinary, including the relationship between diet and disease, nutrient-gene interactions, ethnic differences in health outcomes, and the development of nutritional and lifestyle intervention programs to promote health.

Some of Dr. Sharma's recent publications include:

- ["Impact of the changing food environment on dietary practices of an Inuit population in Arctic Canada"](#) *Journal of Human Nutrition and Dietetics*, Volume 23, Issue Supplement S1, pages 18-26, Oct. 2010.
- ["Vitamin D deficiency and disease risk among aboriginal Arctic populations"](#), *Nutrition Reviews*, Volume 69, Issue 8, pages 468-478, Aug. 2011.
- ["Sources of Food Affect Dietary Adequacy of Inuit Women of Childbearing Age in Arctic Canada"](#), *J Health Popul Nutr*, 29(5):454-464, Oct. 2011.
- ["Nutrition Society Silver Medal Lecture Development and use of FFQ among adults in diverse settings across the globe"](#), *Proceedings of the Nutrition Society* (2011), 70, 232-251.

NP:mmf

DATE: November 4, 2014

TO: Board of Trustees

FROM: Trustee Sarah Hoffman

SUBJECT: Motion re Annual Reporting of Yellow Bus Ride Times

REFERENCE: [Trustees' Handbook – Section 5.2.2 – Notices of Motion](#)
[December 9, 2008 Board Report](#) – See Response to RFI #146 (Page 3)
[March 10, 2009 Board Report](#) – See Response to RFI #178 (Page 3)
[November 24, 2009 Board Report](#) – See Response to RFI #239 (Page 1)
[October 21, 2014 Board Report](#) – Student Transportation Average Ride Times (Response to RFI #052)

ISSUE

Notice of motion was served at the October 21, 2014 board meeting.

RECOMMENDATION

That information on the current minimum, maximum and average ride times for the following yellow bus service be reported annually:

- **regular**
- **alternative programs**
- **special needs**
- **early education**
- **conditional riders**

BACKGROUND

In the fall, news stories are often run about bus ride times in a variety of school districts. Trustees regularly ask for information on an ad-hoc basis regarding transportation ride times for a variety of programs. Having this information presented publicly on an annual basis would enable the Board to consider the facts surrounding ride times, their trends and any concerning or promising data in a consistent public fashion. The Board does review fees on an annual basis and this would enable the Board to review the evidence regarding levels of service in the same fashion to help inform strong decision making.

RELATED FACTS

Since 2008, four different requests for information have been provided by the Administration regarding bus ride times -- links to these documents are included in the REFERENCE section above. When staff can anticipate an annual cycle to their work they can plan accordingly, prepare templates and provide information that provides a reliable comparison.

OPTIONS CONSIDERED

The following options have been considered as they are deemed the most admissible:

1. Provide Board direction to review yellow bus ride times annually.
2. Continue the practice of trustees asking for transportation ride time reports when desired through the Request for Information process.
3. Request ride time reports on a more frequent basis than once per school year.
4. Request information regarding all types of ride times including the Edmonton Transit System.

NEXT STEPS

The Administration will determine, when in the 2015-2016 school year, the information report on transportation ride times would be included on the public board agenda. The Administration will also determine how this information should be presented in an effort to achieve the outcomes as outlined in the motion.

SH:mmf

DATE: November 4, 2014

TO: Board of Trustees

FROM: Trustee Sarah Hoffman, Chair, ASBA Issues and Resolutions Committee
Trustee Michael Janz, ASBA Issues and Resolutions Committee
Trustee Johnner, ASBA Issues and Resolutions Committee

SUBJECT: Policies Bulletin for the Alberta School Boards Association (ASBA)
2014 Fall Annual General Meeting

RESOURCE STAFF: Jennifer Allen, Cheryl Hagen, Anne Sherwood

ISSUE

The Alberta School Boards Association (ASBA) Fall General meeting is being held Monday, November 17, 2014. The Board is to adopt a voting position, prior to the meeting, on proposed policies that will be presented to the membership for vote at the meeting.

RECOMMENDATION

That the Board's position, as proposed by the Alberta School Boards Association (ASBA) Issues and Resolutions Committee in Attachment I, with respect to each of the Alberta School Boards Association proposed policy positions and the emergent resolution be approved.

BACKGROUND

The ASBA Policies Bulletin (Attachment II) contains the proposed policies for consideration by member boards, and background information to each of the four proposed resolutions. The Board's ASBA Issues and Resolutions Committee has reviewed and analyzed the three proposed policies and proposed emergent resolution and provided their recommendations and rationale outlined in Attachment I.

KEY POINTS

Rules of Procedures Section 12.3.1. of the ASBA Policies Bulletin (page 2) states: *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 s 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.* Board Chair Hoffman will be attending the meeting and will cast the votes on behalf of the Board.

CONSIDERATIONS & ANALYSIS

The ASBA Issues and Resolutions Committee discussed each of the proposed policies and emergent resolution and considered input from administrators from several departments.

For consistency, the Committee determined it would be best that the Board Chair serve as the Board's spokesperson in speaking to motions, introducing amendments, and posing questions to the Minister. Additional Trustees, during debate, may be asked by the Board Chair to supplement the Board Chair's remarks. Should Trustees present have questions about a matter and the majority of Trustees are in agreement, the Board Chair will speak on behalf of the Board. There will be a collaborative discussion at the meeting should there be any new business arising.

NEXT STEPS

The Board's ASBA Issues and Resolutions Committee has reviewed the proposed ASBA policies and will report to the November 4, 2014 board meeting to confirm the Board's position on each of the proposed resolutions in the November 2014 ASBA Policies Bulletin.

The Board Chair will cast the votes on behalf of the Board, following ASBA Rules of Procedure, at the business session of the ASBA Fall General Meeting on November 17, 2014.

ATTACHMENTS & APPENDICES

- ATTACHMENT I - Proposed Policy Positions from the ASBA Issues and Resolutions Committee
- ATTACHMENT II - ASBA Policies Bulletin November 2014

AS:mmf

**ASBA POLICIES BULLETIN
PROPOSED POLICY POSITIONS
NOVEMBER 2014**

1P/FGM14: *Excellence in Education* (Page 11 of Policies Bulletin)

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

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

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

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

Where the attainment of excellence requires transformation, school boards require that such

Submitted by: ASBA Board of Directors

RECOMMENDATION: SUPPORT

EPSB Rationale:

The proposed guiding principles for recommendations and decisions regarding the transformation of the education system aligns with the District's values of:

- Equity - student-centred decision making
- Accountability - sustainable funding now and into the future
- Integrity - maintaining the autonomy of local school boards
- Collaboration - working to address changes to the education system

2P/FGM14: Weighting of provincial diploma examinations (Page 13 of Policies Bulletin)

The appropriate weighting of Provincial Diploma Examinations is thirty percent (30%) of a student's final mark.

Submitted by: St. Thomas Aquinas Roman Catholic School Division No. 38

RECOMMENDATION: SUPPORT

EPSB Rationale:

- In a classroom setting, teachers are able to assess the entire range of curricular outcomes. Diploma exams are only able to measure a portion of the curricular outcomes. With a lower weighting for diploma exams (30% instead of 50%), a student's final mark can more fully reflect the entire set of outcomes. For example, the English Language Arts curriculum is divided into 5 General Outcomes, each of which must be considered through six strands: Reading, Writing, Viewing, Representing, Listening, and Speaking. There is no opportunity, on the current Diploma exam, to assess a student's Speaking or Listening or Representing.
- In a classroom setting, teachers are able to assess students in a variety of ways (as they are required to [Board Policy GK.BP – Student Assessment, Achievement and Growth](#) and [Administrative Regulation GKB.AR – Standards for Evaluation](#)). Some students are not able to demonstrate their understanding as well on an exam as they are in other ways because of such things as test anxiety, language barriers, etc.
- A diploma exam measures what a student knows on one particular day. Classroom based assessment is able to measure what a student knows and is able to demonstrate over time.
- Alberta Education (Inspiring Education) continues to place more emphasis on competencies and competency based assessments. This will require a shift in assessment practices as it is much more difficult to assess some competencies on an examination; for example, the competencies are outlined in the Ministerial Order on Student Learning and include things such as:
 - knowing how to learn
 - innovating
 - creating opportunities
 - demonstrating good communication skills and working cooperatively with others
 - identifying and applying career and life skills

These types of competencies do not translate to multiple-choice or numeric responses.

- While standards for classroom assessment are not always consistent from school to school or from classroom to classroom, the district continuously works to become more consistent in this area through ongoing work in the area of assessment.

3P/FGM14: Needs-based funding for public rural schools (Page 17 of Policies Bulletin)

Public rural schools should be provided needs-based funding rather than per capita funding to ensure quality education within reason.

Submitted by: Wetaskiwin Regional Public Schools

RECOMMENDATION: OPPOSE

EPSB Rationale:

The Committee believes that current ASBA Policy Position Statement [Education Finance](#) (Section 6-1 of [ASBA Governance Handbook](#)) already addresses adequate, stable, predictable, funding to support programming for all students served by the public education system.

4EM/FGM14: Funding new school and modular start-up costs (Page 18 of Policies Bulletin)

Funding that will completely support all startup costs incurred when opening new schools and modulars should be provided to school boards.

Sponsored by: Calgary Roman Catholic Separate School District No. 1

(NOTE: EPSB has agreed to second the emergent resolution at the annual meeting.)

RECOMMENDATION: SUPPORT

EPSB Rationale:

The Committee noted that this resolution was brought up at Metro Board Chairs meeting as an item of joint advocacy that would benefit metro boards as well as all school boards across the province.

The resolution was considered emergent because of the timing of the new provincial budget cycle and the large number of new schools recently announced.

ASBA Policies Bulletin

November 2014

Please bring this bulletin to the business session of the ASBA Fall General Meeting on November 17, 2014 at the Westin Hotel, Edmonton, Alberta. Please review the Rules of Procedure in advance of the meeting. This document is posted on the ASBA website at www.asba.ab.ca



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 proposer's and seconder's name, and their respective school jurisdictions.
11. Amendments of a minor editorial nature may be handled by the process of general consent outlined in Robert's Rules of Order.

Voting

12. Voting shall be conducted according to the Alberta School Boards Association Bylaws. For ease of reference, Bylaw 12.3 is set out as follows:

12.3.1 The Chair of each Full Member Board has the power to cast the vote to which each Full Member is entitled, unless another Trustee for that Board is designated, in writing, to the Executive Director, prior to the General Meeting, or in an emergency situation, by the Full Member Board at the General Meeting.

12.3.2 Unless otherwise required by these Bylaws or the approved rules of procedure governing disposal of resolutions, all Substantive Motions will be determined under the double majority voting method, as follows:

12.3.2.1 Sixty percent or more of Full Member Boards who are in attendance, who cast a vote, and who vote in the affirmative, based upon one vote per Full Member Board; and

12.3.2.2 Full Member Boards who are in attendance, who cast a vote, and who vote in the affirmative, represent 60 percent or more of the Students registered for the most recently reported period with Full Member Boards who voted in the affirmative.

12.3.3 For the purposes of Section 12.3.2.2, the percentage of Students enrolled in a Full Member Board shall be determined by:

12.3.3.1 Utilizing the total student enrollment figures for the most recent reporting period, as published by Alberta Education; and

12.3.3.2 Dividing the number of students enrolled in each Full Member Board by the total number of students enrolled in all Full Member Boards in attendance, who cast a vote,

resulting in a percentage (rounded to the nearest 0.1 percent).

- 12.3.4 Results of the voting on Substantive Motions shall indicate how each Board cast its ballot.
- 12.3.5 Parliamentary motions and amendments to motions will be determined on the basis of one vote per Full Member Board and by a majority of the votes cast, unless otherwise required by Robert's Rules of Order or the approved rules of procedure governing disposal of resolutions.
- 12.4 A balloting committee shall be appointed at the opening of every General Meeting. It is the duty of the balloting committee to conduct the ballot voting.

Budget

- 13. With respect to the budget, the following excerpt from the Alberta School Boards Association Bylaw 13.3 shall apply:
 - 13.3 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.

Elections

- 14. With respect to the election of the president and vice-president, the following excerpts from Bylaw 5.3 shall apply:
 - 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 the greatest number 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.
 - 5.3.6 Notwithstanding Bylaw 5.1.2, in the year of a General Election, if the President does not run for the office of trustee or is defeated in the General Election, the President may

complete his/her term of office through to the election of the new President at the General Meeting.

Bylaw Amendments

15. With respect to amendment of the Bylaws, the following excerpts from Bylaw 14 shall apply:
 - 14.1 Amendments to these Bylaws shall be made at a General Meeting, normally at the Spring General Meeting unless otherwise permitted by the Board of Directors.
 - 14.2 An amendment to these Bylaws shall take effect on the day following the conclusion of the Spring General Meeting at which such amendment is made, unless an effective date other than the close of the Spring General Meeting is specified in the resolution.
 - 14.3 At least sixty days Written Notice of any Bylaw amendment shall be provided to each Full Member.

Extraordinary and Emergent Resolutions

16. Adoption of extraordinary or emergent resolutions shall be governed by the following excerpts from the ASBA Governance Handbook, Board of Directors' Governance Policy 10 – Association Policy Development Process:

- 10.3 Extraordinary Policy Positions

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

 - 3.1 The position arises out of the business of the General Meeting,
 - 3.2 Consideration of the position is supported by a two-thirds majority of voting Full member Boards, and
 - 3.3 The mover makes available the wording of the position to all delegates.

- 10.4 Emergent Policy Positions
 - 4.1 Emergent positions submitted by the membership for consideration at a General Meeting shall be submitted to a committee of the Board of Directors by 4:00 p.m. on the twenty-eighth (28) day prior to the first business day of a General Meeting.

A committee of the Board of Directors shall assess each emergent position to determine its compliance with the principles for Association policy. A Committee of the Board of Directors shall:

- 4.1.1 Reject positions that address issues which have arisen prior to the deadline for

submission of positions; and

Full member Boards, and

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

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

4.2 Emergent positions arising after the deadline for submission of emergent issues will be addressed by the Policy Development Advisory Committee with a recommendation to the Executive Committee for disposition.

4.3 If the criteria defining an emergent position is not met, the matter may still be considered as an emergent position by the assembly if:

4.3.1 Consideration of the position is supported by a two-thirds majority of voting

Disposition of Outstanding Policy Positions

17. Disposition of outstanding policy positions shall be as outlined in Board of Directors' Governance Policy 10 – Association Policy Development Process, section 5:

10.5 Positions not dealt with by the scheduled time of adjournment on the last day of the General Meeting shall be referred automatically to the Board of Directors for such action as the Board is at liberty to take in accordance with Bylaw 8.2.7. However, these outstanding issues must be included on the agenda of the next general meeting.

Other Motion Proceedings

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

Draft minutes from SGM 2014

SPRING GENERAL MEETING

Monday, June 2, 2014
Sheraton Hotel, Red Deer

MINUTES

ATTENDANCE: As per registration list.

PRESIDENT'S ADDRESS: Following the invocation, the national anthem, a moment of silence, and introduction of special guests, President Helen Clease provided her opening remarks to the assembly.

CALL TO ORDER: President Clease called the meeting to order at 9:00 a.m.

CHAIR: Vice-President Michael Janz assumed the Chair's position for the business meeting which started at 9:00 a.m.

PROCEDURAL MOTIONS

(Note: These require a simple majority)

Appointment of Parliamentarian

MOTION #1 Pamela King (Calgary Board of Education)
Nan Bartlett (Peace River S. Div. #10)

That Kevin Feehan be appointed Parliamentarian.

CARRIED (95%)

Approval of Rules of Procedure

MOTION #2 Peter Grad (Medicine Hat Catholic)
Marilyn Bergstra (Edmonton Catholic)

That the Rules of Procedure be adopted.

CARRIED (100%)

Appointment of Balloting Committee

MOTION #3 Kim Webster (Pembina Hills RD #7)
Sarah Hoffman (Edmonton Public)

That, according to Bylaw No. 9, Section 12, the Balloting Committee be appointed; and be chaired by Heather Rogers.

CARRIED (100%)

Receipt of Emergent Issues

Michael Janz, Chair of the ASBA Policy Development Advisory Committee (PDAC), advised that no emergent resolutions had been received.

Adoption of Order Paper

MOTION #4 Nan Bartlett (Peace River S. Div. #10)
Pamela King (Calgary Board of Education)

That the Order Paper be adopted.

FRIENDLY AMENDMENT to MOTION #4 (Accepted by the mover and the assembly)

That approval of attachment #2 (Proposed Consultation Process) of the “Developing a New Bargaining Model with Teachers” update be added to the business meeting agenda as a plan to move forward in developing a new bargaining model and that the amended Order Paper be adopted.

VOTE on AMENDED MOTION #4: **CARRIED** (100%)

Approval of Minutes (Fall General Meeting 2013)

MOTION #5 Sarah Hoffman (Edmonton Public)
Peter Grad (Medicine Hat Catholic)

That the minutes of the 2013 ASBA Fall General Meeting be approved as presented.

CARRIED (100%)

Business Arising

8#M/FGM13 Provincial Bargaining with ATA

Discussion of this resolution was included on the 2014 SGM Order Paper for consideration by the assembly.

9BA/FGM13 Prevention of Violence Against Children

(Motion #18) As contemplated in this motion, it was announced that the ASBA Board of Directors did not recommend any policy changes to the Governance Handbook as a result of this policy (GP 20-1).

PROPOSED BUDGET

(Note: This requires a double majority of 60% of boards voting representing 60% of students. Amendments require a simple majority.)

Cathie Williams and Jean Boisvert gave a presentation on the proposed 2014-2015 ASBA budget that included a 0% membership fee increase and the transfer of \$105,467 from building reserves to operating to balance the budget.

1B/SGM14 ASBA Budget 2013-2014
MOTION #6 Cathie Williams (Calgary Catholic)
Jean Boisvert (Elk Island Catholic)

That the Alberta School Boards Association adopt the budget as presented for the period September 1, 2014 to August 31, 2015.

CARRIED
(% of School Boards: 100
% of Students: 100)

Update: Developing a New Bargaining Model with Teachers

In response to the direction given in resolution 8EM/FGM13, Scott McCormack provided a progress report regarding the development of a new teacher bargaining model. He presented a summary of input gathered from school boards during consultation sessions that would form the basis of an ASBA response to the government. In addition, a consultation process timeline was proposed for the delegates' consideration.

MOTION #7 Kim Bater (Canadian Rockies Public Schools)
Jean Boisvert (Elk Island Catholic)

That the proposed consultation process for the development of a new bargaining model with teachers be approved as presented.

CARRIED
(% of School Boards: 100
% of Students: 100)

ADJOURNMENT:

There being no further business, the Chair declared the meeting adjourned at 11:17 a.m.

President

Executive Director

DRAFT

Proposed policy by ASBA Board of Directors

1P/FGM14: Excellence in Education

<p>Excellence in Education</p>	<p>Alberta’s locally-elected school boards are entrusted with the responsibility to deliver excellence in public education and to ensure all students receive the best possible education.</p> <p>As locally-elected governors of the system, responsive to their communities, school boards welcome further dialogue on how excellence can be assured in every classroom and how current barriers to excellence can be addressed proactively and collaboratively.</p> <p>The guiding principles, or lenses which guide school board advocacy with respect to transformation of the education system require that recommendations and resulting decisions:</p> <ol style="list-style-type: none"> 1. Are student-centered and provide enhanced opportunities for student success; 2. Are financially sustainable now and in the future; and, 3. Retain flexibility for school boards, as employers, to shape the delivery of education in order to meet the needs of their local communities. <p>Where the attainment of excellence requires transformation, school boards require that such transformation meets the test of each lens.</p> <p>School boards support an education system that is committed to excellence at all levels – teachers, school and system administrators, school boards, and the government.</p> <p>School boards’ voices, which reflect and retain the central focus on what is in the best interest of all students, must be an integral and respected component of any dialogue on education in Alberta.</p>
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Background

This policy proposal has been adapted from the lenses and key messages which have informed various Alberta School Boards Association advocacy including:

- Task Force for Teaching Excellence

- Education Act and Regulatory Review
- Tripartite and Bargaining Model discussions

Consistent with Bylaw 8.2.7, which states that the Board of Directors “may adopt

policy positions on matters which arise between General Meetings and shall submit these for ratification at the next General Meeting”, the ASBA Board of Directors respectfully places this Association policy proposal before the membership for its consideration.

Submitted by ASBA Board of Directors

Proposed policy positions

2P/FGM14: Weighting of provincial diploma examinations

Weighting of provincial diploma examinations	The appropriate weighting of Provincial Diploma Examinations is thirty percent (30%) of a student's final mark.
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Background

In 1984 the Government of Alberta implemented standardized diploma exams to be utilized for 30 grade level courses. The rationale was to certify the level of achievement for grade 12 courses and to ensure a provincial standard was upheld. The mandatory exams, which currently count for 50 per cent of a student's final grade, generally lower a student's average by 3.5 percentage points, according to Alberta Education.

[\(Weighting of Alberta diploma exams reconsidered, The Gauntlet – University of Calgary Student Newspaper \[2012\]\).](#)

Thirty years have passed since the implementation of this assessment format with some groups and parents appealing to government to reconsider the weight assigned to the diploma exam. In competing for and appealing to potential students, Universities determine their own entrance requirements, including the calculations which determine a student's admissibility. The University of Saskatchewan recently moved to allow Alberta students to use either their classroom grade or combination of their classroom and diploma score, whichever is highest (to increase the chance for acceptance), when applying for university admission. Other universities such as McGill and several major Ontario universities calculate entrance requirements by either upgrading Alberta

student marks or lowering student marks from provinces without provincial exams.

Diploma scores may appear high stakes for students wishing to pursue post-secondary education when requirements are becoming higher and availability to some programs is decreasing. In looking to the future it is acknowledged that post-secondary training will significantly impact future employability.

A seemingly disproportionate emphasis on one test, weighted equally with classroom assessment may seem incompatible with the assessment philosophies of Inspiring Education, which encourages students and teachers to take risks in learning, collaboration and assessment modalities. Standardized testing that includes such high value in determination of final grades seems incompatible with this new direction in education. Standardized testing can still play a role in provincial assessment, but the weight of examination needs to be re-evaluated.

Additional information

Current ASBA policy on provincial diploma exams appears on page 16-2 of the ASBA Governance Handbook:

Provincial Diploma Exams

A significant portion of students' grades in subjects required for high school leaving credentials (diplomas), for scholarships, or for entry to post-

secondary institutions should be comprised of common provincial examinations.

Provincial diploma exams serve a useful accountability function, but that ranking of teachers, schools or school systems on the basis of exam scores is not acceptable.

There should be recognition that such exams cannot assess all important outcomes of the curriculum, and that at the individual student level, school-based marks and diploma exam marks may legitimately vary.

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

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

To the degree possible, examination administration timetables should support maximum flexibility in school and student timetables, especially as students increasingly engage in independent learning through technological and other means.

Given the high stakes nature of diploma exams for entry to post-secondary programs, Alberta Education should undertake periodic research to determine the degree to which exam scores are good predictors of subsequent success in post-secondary programs.

The design of provincial diploma examinations should provide for a balance of multiple choice and open-ended questions in all subject areas tested.

Examinations of the same subject should be written on the same day.

Diploma exams should not unduly erode instructional time.

Alberta Education should provide increased flexibility in scheduling of the writing of diploma exams to allow, at minimum, exams to be written in December and May, in addition to the current schedules.

Additional information

Historically, Alberta had Grade 12 exit exams weighted at 100% from 1905 until 1972. From 1972 until 1982 the exams had no weight and teacher marks carried 100%. The decision made to return to Grade 12 examinations was due to public unhappiness with teachers' grading practices, as grade inflation became problematic.

The decision to move to 50/50 weighting was based on a survey of the public by Dr. Gene Ratsoy at the University of Alberta and was voted on by all stakeholder members of the Minister's advisory committee.

At issue is that teachers' marking practices are neither standardized nor uniform, with significant variations in standards possible. Shifting to a greater weight of the teacher awarded marks may unreasonably benefit some students while disadvantaging others. Over time, this may lead to a further degree of grade inflation.

The following figures demonstrate the pattern of teacher awarded marks provincially.

secondary entrance: prior to spikes in school awarded marks there are significant dips in the numbers of awarded marks. These dips seem the result of a subjective decision on the part of teachers to raise school awarded marks to benefit students.

Figures 1 and 2 highlight school awarded marks for Pure Math for the 2005 and 2008 diploma exam writings. The patterns which emerge remain for all diploma subjects used for any aspect of post-

Figure 1: School awarded marks – Pure Math (Jan and Jun 2005)

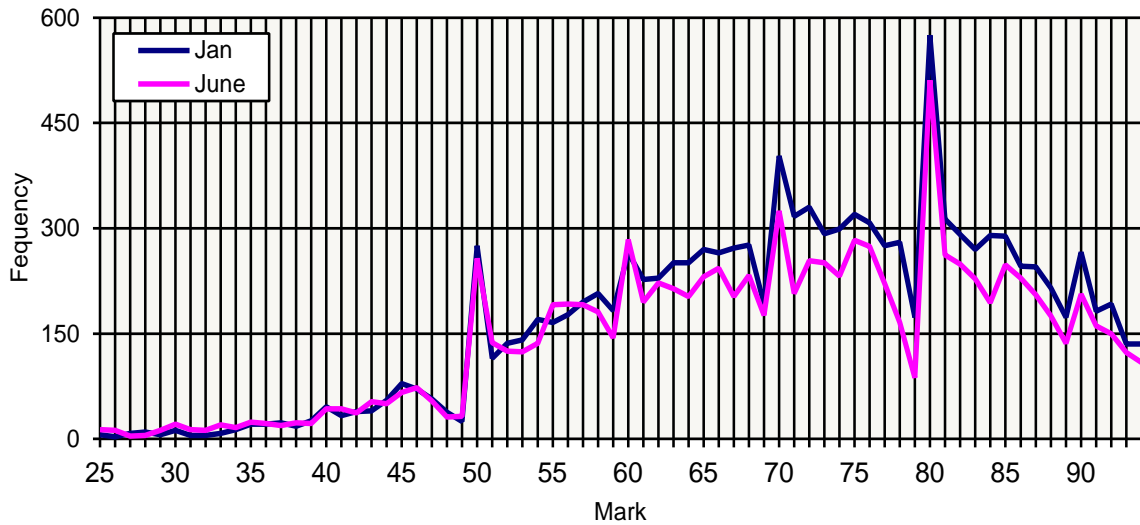


Figure 2: School awarded marks – Pure Math (Jan and Jun 2008)

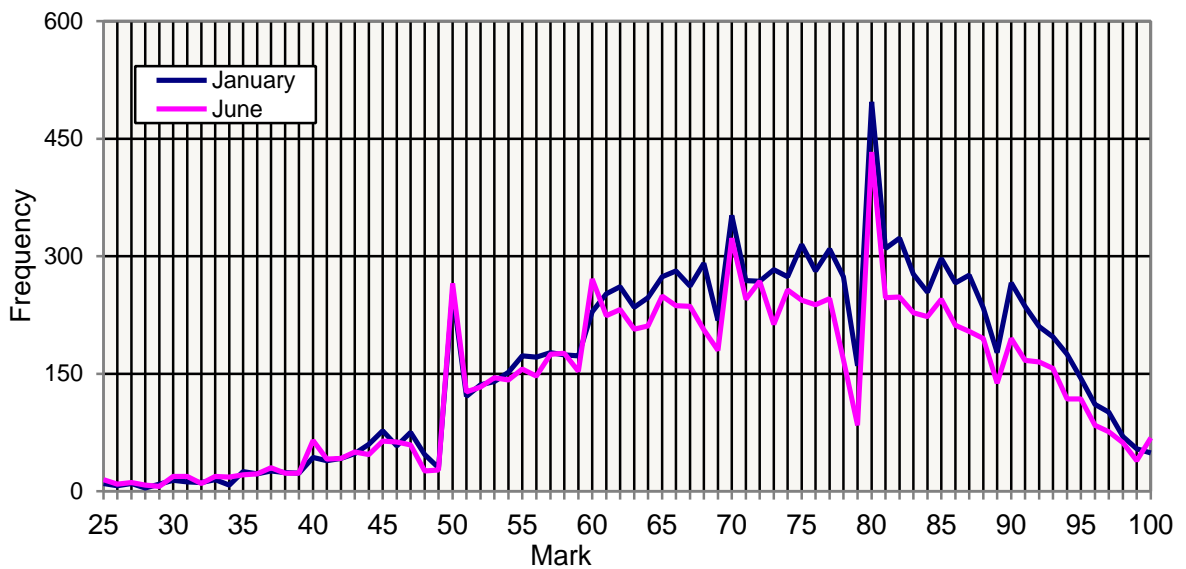
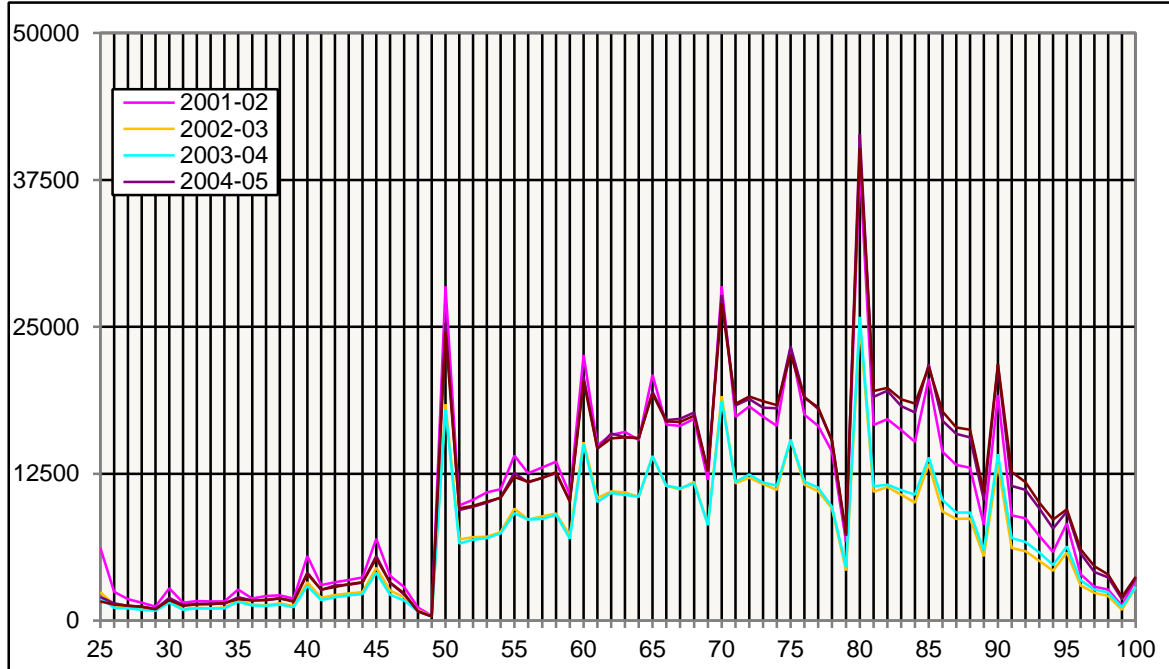


Figure 3 highlights that the same patterns exist for all high school subjects from Grade 10 through 12 (except CTS) and the patterns are repeated annually.

Figure 3: Provincial, regular CEU-funded course mark submissions across years



Also, Figures 1, 2, and 3 generally demonstrate a normal curve as would be expected for measuring student achievement. However the incredible departures from the curve in terms of spikes and dips are noteworthy (i.e. how vastly different the number of 80% marks awarded is from the number that would be predicted from the normal curve).

Submitted by St. Thomas Aquinas Roman Catholic School Division No. 38 (Zone 2/3)

3P/FGM14: Needs-based funding for public rural schools

Needs-based funding for public rural schools	Public rural schools should be provided needs-based funding rather than per capita funding to ensure quality education within reason.
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Background

Two studies completed since 2001 have pointed to the need for different funding for rural schools.

[Small Rural Schools – A Policy Perspective](#) (December 2001) states that in rural schools there are:

- higher instructional costs because of lower student-teacher ratios (p. 28)
- higher student costs for Instructional Support Services (p. 28)

[Land of Opportunity –MLA Steering Committee Report on Rural Development](#) (March 2004) states:

Funding formulas need to be adjusted to recognize the financial challenges facing small rural schools. Strict per capita funding puts small rural schools that do not enjoy economics of scale at a disadvantage. (p. 10)

The number of school boards facing rural school closures is dramatically increasing. Funding must be changed to ensure rural students receive a quality education, regardless of where they reside in our province.

Targeted grants which strive to alleviate some of the challenges do not adequately do so. The two reports previously referenced are now over a decade old, and rural schools face even greater challenges

now than when these reports were first introduced.

While the Alberta School Boards Association does not have policy which specifically addresses rural school funding, the following are current foundation and or policy statements of the Association.

A guiding principle of the Association ([ASBA Governance Handbook](#), p. xxvi):
School boards must have access to equitable long-term stable funding to fulfill the mandate of educating their students...

Association policy on adequate, stable, predictable funding ([ASBA Governance Handbook](#), Education Finance, p. 6-1)
Adequate, stable, predictable funding should be provided to meet the needs of public school students in ECS to grade 12.

Alberta Education, in consultation with the Alberta School Boards Association, should determine the adequacy of the base instruction grant for grades K - 12 and establish a basic level of education programming and adequate funding to support such programming for all students served by the public education system.

Submitted by Wetaskiwin Regional Public Schools (Zone 4)

Proposed emergent issue

4EM/FGM14: Funding new school and modular start-up costs

Funding new school and modular start-up costs	Funding that will completely support all start-up costs incurred when opening new schools and modulars should be provided to school boards.
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Background

On October 8, 2014, Premier Prentice announced the latest phase in infrastructure announcements specific to new school buildings, modernizations and modular construction. Commencing with the initial announcement in 2011, Alberta will see the construction of 140 new schools. These announcements are an important step in beginning to address the infrastructure challenges that currently exist in Alberta's school districts.

An essential component, and substantial cost of the building of new schools is that of start-up costs. While there is funding supplied by the province for IT equipment and furniture, it is increasingly inadequate to cover the costs incurred. Further, there is no funding for instructional supplies and materials including textbooks, and no funding is supplied for the human resources costs to a district used in the facilitation of school construction. These include school administrators, who are assigned to schools for as long as a year ahead of school openings in an effort to prepare for staffing and program delivery. As an example, the Calgary Catholic School District has opened eight new schools since 2007, all of them K-6 or K-9. The total costs were over and above the funding supplied for start-up costs by the province by \$6.4 million.

Additionally, no funding for outfitting modulars is supplied by the province. Rather, these funds must come from current district operating budgets. As the province has made significant modular awards to districts, this is a significant issue. This amount has had to be supported through the use of operating funds or surplus and reserves.

This is becoming increasingly difficult to do. As districts struggle with declining reserves, this becomes a critical issue. This has been exacerbated by the direction of the former Minister of Education to utilize, rather than preserve, reserves.

A compounding issue is the recent, rapid succession of announcements, along with a provincial direction that these new schools be open as soon as possible. While this is a desired outcome from everyone's perspective, the scope and timeframe have created an emergent issue with respect to school districts' ability to meet this demand without provincial support.

As reserves have declined, it is very likely that, without adequate start-up costs to support these projects, districts will not have the funds needed to support this element of new school openings without a very negative impact to other areas of operations.

Sponsor: Calgary Roman Catholic Separate School District No. 1

Appendix A: Membership fees and student enrollments

September 1, 2014 to August 31, 2015

Zone	Jurisdiction	Total Students*	Membership Fees
23	Aspen View Public School Division No. 78	2,961	\$26,419
4	Battle River Regional Division #31	6,274	\$44,034
23	Black Gold Regional Division #18	9,602	\$59,974
23	Buffalo Trail PS Regional Division #28	4,266	\$34,411
5	Calgary RCSSD #1	50,828	\$154,579
5	Calgary Board of Education	110,173	\$239,878
5	Canadian Rockies R. D. #12	2,175	\$21,338
4	Chinook's Edge School Division #73	10,767	\$65,558
5	Christ the Redeemer Catholic S.R.D. #3	9,388	\$58,953
4	Clearview School Division #71	2,449	\$23,106
23	East Central Alberta CSSRD #16	2,346	\$22,438
23	E. Central Francophone Ed. Region #3	696	\$11,729
23	Edmonton Catholic Separate School District #7	37,313	\$126,041
23	Edmonton School District #7	86,960	\$206,518
23	Elk Island Catholic Separate RD #41	5,909	\$42,287
23	Elk Island Public Schools R. D. #14	16,591	\$81,361
23	Evergreen CSRD #2	3,709	\$31,256
5	Foothills School Division #38	7,740	\$51,055
23	Fort McMurray RCSSD #32	5,512	\$40,383
23	Fort McMurray Public School District #2833	5,499	\$40,318
1	Fort Vermilion School Division #52	3,293	\$28,568
5	Golden Hills School Division #75	6,460	\$44,925
1	Grande Prairie RCSSD #28	4,327	\$34,705
1	Grande Prairie Public School District #2357	7,810	\$51,393
23	Grande Yellowhead Public School Division #77	4,861	\$37,264
6	Grasslands Regional Division #6	3,647	\$30,853
23	Greater N. Central Francophone Ed. Region #2	2,881	\$25,902
23	Greater St. Albert RCSSD	5,998	\$42,711
1	High Prairie School Division #48	3,103	\$27,339
1	Holy Family Catholic Regional Division #37	2,166	\$21,273
6	Holy Spirit RCSR #4	4,622	\$36,121
6	Horizon School Division #67	3,587	\$30,465
23	Lakeland RCSSD #150	1,993	\$20,159
6	Lethbridge School District #51	9,301	\$58,536

Appendix A: membership fees and student enrollments

September 1, 2014 to August 31, 2015

Zone	Jurisdiction	Total Students*	Membership Fees
23	Living Waters CRD #42	1,856	\$19,268
6	Livingstone Range School Div. #68	3,590	\$30,487
23	Lloydminster Public S. D. #99	2,675	\$24,572
23	Lloydminster RCSSD #89	1,999	\$20,195
6	Medicine Hat CSRD #20	2,624	\$24,241
6	Medicine Hat School District #76	7,050	\$47,749
23	Northern Gateway Regional Division #10	4,982	\$37,846
23	Northern Lights School Division #69	6,037	\$42,898
1	Northland School Division #61	2,709	\$24,788
1	Northwest Francophone Ed. Region #1	473	\$10,127
6	Palliser Regional Division #26	7,461	\$49,718
23	Parkland School Division #70	10,098	\$62,353
1	Peace River School Division #10	3,078	\$27,174
1	Peace Wapiti School Division #76	5,624	\$40,922
23	Pembina Hills Regional Division #7	6,814	\$46,621
5	Prairie Land Regional Division #25	1,429	\$16,509
6	Prairie Rose School Division #8	3,428	\$29,437
4	Red Deer Catholic Regional Division #39	8,451	\$54,462
4	Red Deer Public Schools	10,007	\$61,914
5	Rocky View School Division #41	19,392	\$87,398
5	Southern Francophone Education Region No. 4	2,751	\$25,061
23	St. Albert Public School District	7,202	\$48,475
23	St. Paul Education Regional Division #1	4,122	\$33,721
23	St. Thomas Aquinas RCSRD #38	3,389	\$29,186
23	Sturgeon School Division #24	4,848	\$37,199
6	Westwind School Division #74	4,327	\$34,705
4	Wetaskiwin Regional Division #11	3,927	\$32,664
4	Wild Rose School Division #66	5,106	\$38,435
4	Wolf Creek School Division #72	7,242	\$48,669
23	Yellowknife Education District #1	1,767	\$18,693
23	Yellowknife Catholic Schools	1,344	\$15,962
	Totals	601,009	\$2,993,302

*Note: Student totals were compiled from a report on Student Population for the 2013-2014 school year provided by Alberta Education. Student registration information is as of September 2013. These are updated with the most current available information as per bylaw #13.

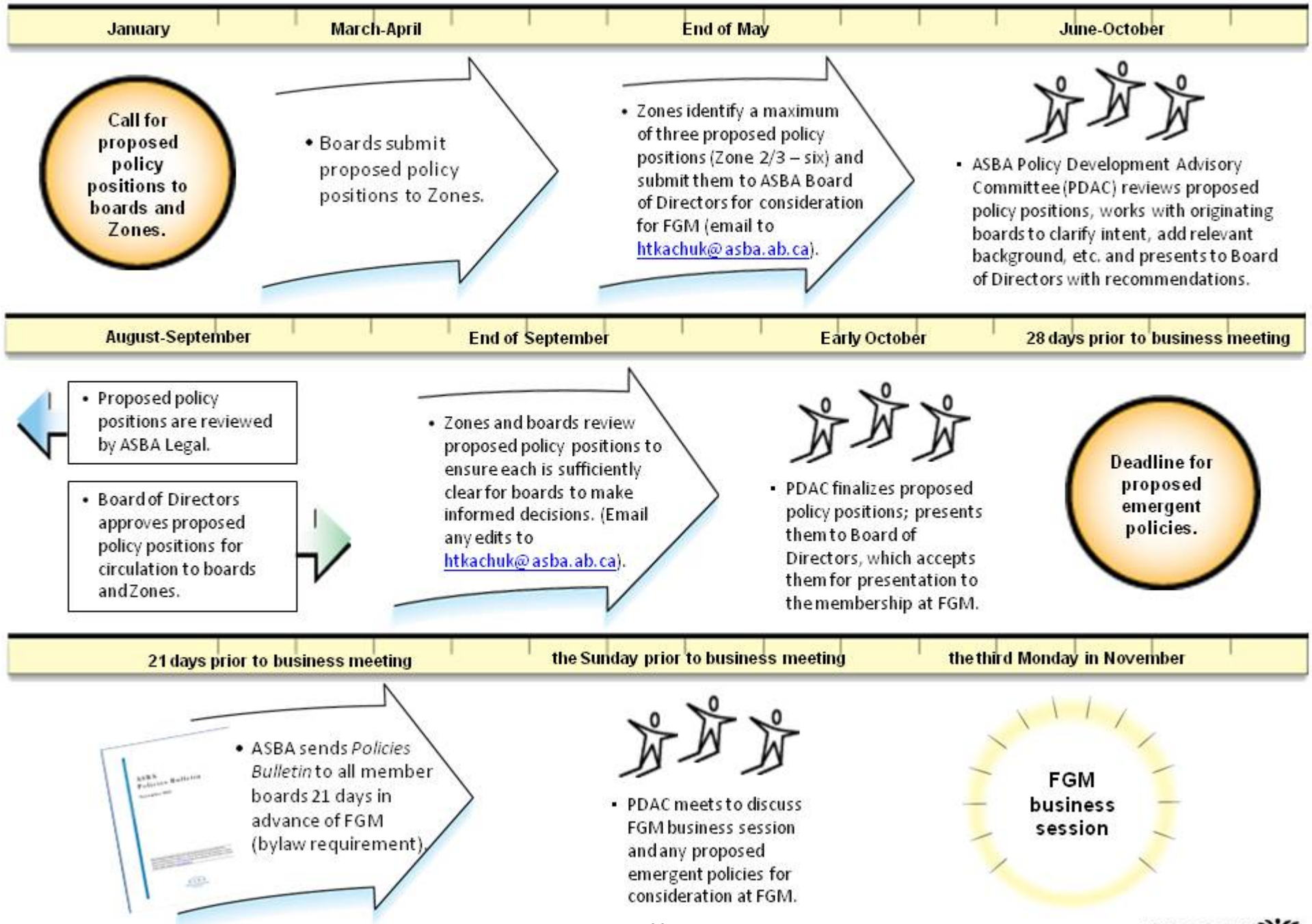
Appendix B: Disposition of motions



2014 FALL GENERAL MEETING

Motion No.	Motion Title	Page	Carried (✓)	Defeated (✓)	Other: Amended, Postponed Referred, Withdrawn, etc.
1P/FGM14	Excellence in education	11			
PROPOSED POLICY POSITIONS					
2P/FGM14	Weighting of provincial diploma examinations	13			
3P/FGM14	Needs-based funding for public rural schools	17			
PROPOSED EMERGENT ISSUES					
4EM/FGM14	Funding new school and modular start-up costs	18			

APPENDIX C: ASBA POLICY PROCESS TIMELINE



Amendment form

Amendment to Issue No. _____

Moved by:

School Jurisdiction:

Seconded by:

School Jurisdiction:

Amendment form

Amendment to Issue No. _____

Moved by:

School Jurisdiction:

Seconded by:

School Jurisdiction:
