

2018 Resolutions Bulletin

March 13, 2018



The Alberta
Teachers' Association



RESOLUTIONS BULLETIN

March 13, 2018

This copy of resolutions and their explanatory statements is being mailed to all members of the Association in accordance with Administrative Procedure A.1.4. These are the resolutions submitted in the 2017 calendar year by local associations and by Provincial Executive Council for the agenda of the 2018 Annual Representative Assembly, to be held at the Hyatt Regency, Calgary, 2018 05 19–21.

Resolutions have been categorized to indicate those dealing with expiring current directives, those received from local associations and those submitted by Provincial Executive Council (dealing with the decennial reviews of long-range policy sections, new policy, the policy review, new programs included in the proposed budget and the fee resolutions). The numbering is as follows:

- Category 1—Expiring Current Directives (1-1/18 to 1-142/18)
- Category 2—Local Resolutions (2-1/18 to 2-45/18)
- Category 3—Provincial Executive Council Resolutions (3-1/18 to 3-91/18)
- Category 4—Assembly Resolutions (resolutions approved by the Assembly as emergent)

Resolutions being submitted by the Provincial Executive Council are so identified, as are resolutions from local associations. The latter have been reviewed by the Resolutions Committee of Council and may have been edited for clarification.

If more than one local has submitted a resolution dealing with the same subject matter or if the subject matter was included in a Provincial Executive Council resolution, a composite resolution incorporating the intent of the similar resolutions has been prepared. If more than one idea was included in a resolution, the Resolutions Committee may have separated it into two or more resolutions. Local associations are reminded that their representatives have the right to ask that the original resolution, as submitted under declaration, be read when a resolution covering the same matter or concept is before the Annual Representative Assembly. Local associations should be aware that Bylaw 30 requires that resolutions involving the expenditure of money of the Association be referred to Provincial Executive Council for recommendation or report before being presented to the Annual Representative Assembly. The Resolutions Committee may have assigned a classification that appears to be more consistent with the intent and wording of the resolution than the classification proposed by a local. Locals desiring to have the original classification may make a reclassification motion.

Administrative Procedure A.1.5 provides that Provincial Executive Council shall refer resolutions on matters of concern to Association committees for study and report and, after considering the report of a committee, shall take action that is consistent with established policy or make such recommendations as it deems proper.

The explanatory note for each resolution is that supplied by the local association or by Provincial Executive Council, as the case may be. Resolutions that have financial implications have been costed by the Finance Committee, and an estimate of the cost of implementation is included parenthetically. When reference is made in a resolution to existing Association policy, such policy is printed beneath the explanatory note. In cases in which a resolution is amending existing policy, such policy is printed beneath the explanatory note with words in the current policy to be deleted placed in brackets and crossed out; new wordings and/or additions are shown in boldfaced type and are underscored. The *ARA Handbook* does not include a policy section.

In accordance with Administrative Procedure A.1.3, long-range policy statements concerning Curriculum, Student Assessment and Evaluation and Educational Accountability have been scheduled by Provincial Executive Council for review by the 2018 Annual Representative Assembly. Council has submitted a number of resolutions dealing with these policies. Policy statements in these sections not specifically dealt with by way of amendment or deletion will be shown as continuing and will show 2018 as the date of review.

The terms *delete*, *transfer to nonactive policy* and *policy achieved* may be employed in resolutions and in notes in the report of the Resolutions Committee (*Resolutions Bulletin*) from time to time. They are used in the following way—

1. A resolution to delete indicates that (a) the policy is redundant, (b) the Association no longer believes the policy direction is correct or (c) the policy addresses a program or situation that no longer exists.
2. A transfer to nonactive policy indicates that the policy (a) addresses a situation that does not require constant attention, or (b) is put forward only as need arises, and is removed from the active policy section of the *Members' Handbook*.
3. A transfer to policy achieved indicates that the Association has substantially achieved the policy.

[Note: The Association maintains a record of all transferred policies.]

Expiring Current Directive Resolutions

1-1/18 (Current Directive)

Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.1 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers’ Association urge Alberta Education to re-implement the written component for the science diploma examination.”

Note—While the decision to reinstate a written component in mathematics is a positive response by government, the same change should be instituted for science.

1.B.1 BE IT RESOLVED, that the Alberta Teachers’ Association urge Alberta Education to re-implement the written component[s] for the science [and math] diploma examination[s].
[2015]

1-2/18 (Current Directive)

Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.4 be reaffirmed.

Note—The development and deployment of jurisdictionwide assessments without consultation with teachers and recognition of their professional autonomy continues to be an issue. These exams were neither created nor selected for use by teachers, and as such, teachers should not be put in the position of interpreting and explaining the results to parents.

1.B.4 BE IT RESOLVED, that the Alberta Teachers’ Association urge school boards to eliminate any board policy that requires teachers to report to parents results of an externally imposed assessment of student learning.
[2009/12/15]

1-3/18 (Current Directive)

Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.5 be amended and transferred to long-range policy—
“The Government of Alberta should ensure that its curriculum development process includes collaboration, consultation and communication with the teaching profession in order to meet the needs of all of Alberta’s students.”

Note—Curriculum development is, and should be, an ongoing process in Alberta. While the Association is currently involved in the curriculum development process, this must continue to be a longstanding view of the profession.

1.B.5 [BE IT RESOLVED, that the Alberta Teachers’ Association urge the] **The** Government of Alberta [to] **should** ensure **that** its curriculum development process includes collaboration, consultation and communication with the teaching profession in order to meet the needs of all of Alberta’s students.
[1994/97/2000/03/06/09/12/15]

1-4/18 (Current Directive)

Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.6 be reaffirmed.

Note—The failure on the part of the press to acknowledge the many factors other than schooling that are known to influence test performance is misleading and damaging to the integrity of teacher professionalism and student well-being. According to the Canadian Psychological Association and the Canadian Association of School Psychologists, the press should ensure that the public is fully informed of the various factors, in addition to schooling, that are likely to account for differences that may exist among schools.

1.B.6 BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to encourage media to adhere to the “Joint Position Statement by the Canadian Psychological Association and the Canadian Association of School Psychologists on the Canadian Press Coverage of the Province-Wide Achievement Test Results” in reporting and interpreting diploma examination results/school-awarded marks and achievement test results.
[1985/88/91/94/97/2000/03/06/09/12/15]

1-5/18 (Current Directive)

Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.7 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to ensure that the monetary value of Rutherford Scholarships is 50 per cent of the average tuition fee for an undergraduate student in Alberta.”

Note—Across all fields of study, the average undergraduate tuition fee in Alberta is approximately \$5,400 annually. Currently, the most a student graduating from high school can collect from the Rutherford Scholarship program is \$2,500 (for achieving an average of 80 per cent or higher in each of three grades in designated subjects). Tying the scholarship directly to average tuition provides a basis for future increases should tuition rise and aligns with the stated purpose of the scholarship program. The 50 per cent threshold would provide for a modest increase in the maximum scholarship available.

1.B.7 BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to [increase annually] **ensure that** the monetary value of Rutherford Scholarships [to reflect both increases in student tuition fees and cost of living as per the Alberta Consumer Price Index] **is 50 per cent of the average tuition fee for an undergraduate student in Alberta.**
[2000/03/06/09/12/15]

1-6/18 (Current Directive)

Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.13 be reaffirmed.

Note—While substantial progress has been made in moving toward a more balanced valuation of school-awarded and diploma examination marks, the 80/20 threshold has not been achieved. The relative weighting of diploma examinations, and potentially other

standardized examination scores, remains a subject of policy consideration and is politically contentious. Given this uncertainty, this policy should be reaffirmed.

1.B.13 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to increase the school-awarded percentage of the diploma examination course results to 80 per cent of the student's final mark.
[1990/93/94/97/2000/03/06/09/12/15]

1-7/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.16 be reaffirmed.

Note—Even though the Student Learning Assessment program is currently optional at the classroom level, the recommendations still hold true. Reaffirmation of these principles is timely given the invitation by government to engage in comprehensive consultations related to the future of provincial assessments.

1.B.16 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to accept the following recommendations concerning the Student Learning Assessment initiatives in order to ensure their validity, viability and capacity to provide adequate implementation which would include but are not limited to:

- a) appropriate piloting;
- b) a focus on performance assessments developed by the Alberta Assessment Consortium;
- c) objectives consistent with those agreed to by the education partners;
- d) adequate professional development, preparation and supports including time during the instructional day to complete the assessments;
- e) a reasonable timeline for development and refinement; and
- f) a focus on formative assessment using actual and authentic samples of student work.

[2015]

1-8/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.17 be reaffirmed.

Note—The tests are still administered in a form not acceptable to the profession.

1.B.17 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to discontinue the Achievement Testing Program in its current form at the Grade 6 level.
[1990/93/94/97/2000/03/06/09/12/15]

1-9/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.18 be reaffirmed.

Note—The tests are still administered in a form not acceptable to the profession.

1.B.18 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to discontinue the Achievement Testing Program in its current form at the Grade 9 level.
[1990/93/94/97/2000/03/06/09/12/15]

1-10/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.19 be reaffirmed.

Note—The public good is best served if ministerial regulatory oversight is applied equally to all students in Alberta.

1.B.19 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to ensure that student evaluation regulations are applied to, and enforced equally for all students engaged in K–12 educational programming that receives public funding, including those who are home-schooled, or enrolled in charter and private schools.
[2000/03/06/09/12/15]

1-11/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.22 be amended to read—
“BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education and school authorities to fund professional development for all teachers on the teaching of English as an Additional Language.”

Note—The diversity of Alberta's classrooms is increasing every year. Alberta continues to attract and welcome learners from all areas of the world and from different language backgrounds. Many of the students who then enrol in schools in Alberta are learning English as an additional language. Teachers must be able to access funds to choose the professional development activities required to further their understanding and enhance their skills for them to meet the needs of their students. Teaching English as an additional language requires a discrete skill set over and above subject knowledge. The term *authorities* is more inclusive of all teachers in the province.

1.B.22 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education and school [jurisdictions] authorities to fund professional development for all teachers on the teaching of English as an Additional Language.
[1991/94/97/2000/03/06/07/09/12/15]

1-12/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.23 be amended to read—
“BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to operate Knowledge and Employability courses independently from other course offerings in schools where feasible or with appropriate supports in an inclusive learning environment.”

Note—Knowledge and Employability (K and E) courses have differing curricula, which may require alternative methods of delivery to achieve optimum student learning. To the greatest degree possible, teachers should be able to directly focus their instruction on meeting the needs of students in K and E as an end in itself rather than on

modifying course work and approaches intended to be delivered to other students. This is best achieved through purposeful independent delivery of K and E curriculum and instruction. At the same time, the Association recognizes that, in some very specific and limited instances, operating K and E courses concurrently with other courses may provide opportunities for enhanced flexibility and open new opportunities for students. Students who need the assistance of a certificated teacher must have access to this support within an inclusive school.

1.B.23 BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to operate Knowledge and Employability courses independently from other course offerings in schools where feasible [and] or with [the] appropriate supports in [the inclusive classroom] **an inclusive learning environment.**
[2015]

1-13/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.25 be deleted.

Note—This is covered by current directive 1.B.15, which was reaffirmed at the 2017 Annual Representative Assembly.

1.B.15 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to ensure that revisions of new curricula and programs of study incorporate labour history, the contributions of labour to society and workplace rights.
[1999/2002/05/08/11/14/17]

1.B.25 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to include labour history and the contributions of labour to society, to workplace rights and to democracy in provincial programs of study.
[2000/03/06/09/12/15]

1-14/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.27 be reaffirmed.

Note—Given the current review of provincial assessment programs, this policy should be emphasized as an alternative to current census testing.

1.B.27 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to implement a policy whereby provincial achievement tests are administered to a population sample of Grade 9 students in each subject area and that no student is required to write provincial achievement tests in more than one subject area in a given year.
[2000/03/06/09/12/15]

1-15/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.29 be reaffirmed.

Note—It continues to be necessary for the profession to be integrally involved in the development and implementation of provincial examinations.

1.B.29 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to engage in systematic and structured consultation with the Association prior to announcing changes in provincial examination format, timing and scheduling.
[2003/06/09/12/15]

1-16/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.30 be reaffirmed.

Note—Boards must continue to respect teacher autonomy and professional judgment on matters relating to curriculum, assessment and mentoring. Self-selection will ensure that only those teachers who believe they are ready and able to provide this service do so, thereby ensuring increased engagement and superior quality of work.

1.B.30 BE IT RESOLVED, that the Alberta Teachers' Association urge Alberta school boards to select, in fulfilling any responsibility under Section 18(2) of the School Act, only those teachers who willingly volunteer to

1. participate in curriculum development and field testing of new curriculum and teaching/learning resources;
2. develop, field test and mark provincial achievement tests and diploma examinations; and
3. supervise student teachers.

[2003/06/09/12/15]

1-17/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.31 be reaffirmed.

Note—The inclusion of the written component of the examination ensures that a broader range of learning outcomes can be addressed. As well, this affirms that teachers should be part of the assessment process as the professionals in the field.

1.B.31 BE IT RESOLVED, that the Alberta Teachers' Association

1. affirm the importance of the written component of diploma examinations and of the need for qualified teachers as markers and
2. actively oppose any attempt to diminish or eliminate the written component of diploma examinations.

[2003/06/09/12/15]

1-18/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.32 be reaffirmed.

Note—This is simply a matter of fairness and equity that needs to be highlighted, especially with curriculum implementation on the horizon.

1.B.32 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to ensure that any provincial assessment reference only curriculum content and outcomes for which a program of studies and required learning resources have been in place for a minimum of one school year prior to the administration of the assessment.
[1991/94/97/2000/03/06/09/12/15]

1-19/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.35 be amended to read—
“BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to fully fund the Class Size Initiative and to monitor and report publicly, by individual school, on progress toward achieving the class size targets set out by Alberta’s Commission on Learning for all divisions.”

Note—Large class sizes are not conducive to positive student learning. Many students, especially in a time of inclusion, require more individualized instruction from their teachers. Having reasonable class size targets allows for more positive student/teacher interaction to occur more frequently.

In order to assure that meaningful and verifiable class size data reflecting actual classroom conditions are collected and reported, it is essential that the data are reported at the level of the individual school rather than by division aggregated to the school authority level. Reporting by division and school authority only hides variations that can significantly affect the quality of teaching and learning that takes place.

*1.B.35 BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to [maintain and] fully fund the Class Size Initiative and to monitor and report publicly, **by individual school**, on [its] progress toward achieving the class size targets set out by Alberta’s Commission on Learning for all divisions.*
[2006/09/12/15]

1-20/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.39 be reaffirmed.

Note—Teachers providing professional service to the Department of Education on instructional days are in effect providing service to both their school and the department on these days. As such, their additional time spent preparing to be away from school so they can lend their expertise to the department should be recognized by the department by way of honoraria.

1.B.39 BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to provide honoraria for teachers providing professional service to the department on instructional days.
[2009/12/15]

1-21/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.41 be reaffirmed.

Note—Assessment practices should reflect classroom practices. Students have use of reference materials for class assignments to ensure that they are being assessed on their knowledge of the program of studies.

1.B.41 BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to allow students to use reference materials, such as print and electronic versions of commercially published dictionaries, bilingual dictionaries, picture dictionaries,

authorized writing handbooks and a commercially published thesaurus on all parts of any provincial assessments.
[2015]

1-22/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.46 be amended to read—
“BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to ensure that every school in Alberta has a library/learning commons with teacher-librarian(s) and clerical/technical support.”

Note—With curriculum redesign, it is important to support school libraries/learning commons. Although the current provincial policy specifies that school authorities must ensure that students have access to a learning commons, it fails to address the issue of personnel and staffing for the new learning commons initiatives.

*1.B.46 BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to ensure that every school in Alberta has a library/**learning commons** with teacher-librarian(s) and clerical/technical support.*
[2006/09/12/15]

1-23/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.49 be amended to read—
“BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to develop student learning outcomes and resource materials within the Health and Career and Life Management curriculum to address sexual exploitation, sexual assault, and what constitutes consent.”

Note—Students are becoming more vulnerable to sexual exploitation. Having this topic included with the curriculum educates students on the dangers and provides strategies to stay safe. Until more direction is provided about impending changes to the health and the career and life management courses as a result of curriculum redesign, this policy is still relevant.

*1.B.49 BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to develop student learning outcomes and resource materials within the Health and Career and Life Management curriculum to [educate students to prevent] **address sexual exploitation, sexual assault, and what constitutes consent.***
[2012/15]

1-24/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.50 be reaffirmed.

Note—Despite the partnership agreement between the government and the Association, this is an ongoing process that has not yet been realized.

1.B.50 BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to conduct a comprehensive review of curriculum reform processes with the objective of developing a plan for collaborative curriculum renewal consistent with the

Association's 2014 Declaration on Curriculum Development and Implementation.
[2015]

1-25/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.51 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to provide reader or audio accommodations and all other instructional supports used in the classroom for English and French language learners writing diploma examinations.”

Note—The amendment is designed to include the instructional supports that a teacher incorporates in his or her daily instruction to support the language learner.

***1.B.51** BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to provide reader or audio accommodations and all other instructional supports used in the classroom for English and French language learners [students] writing diploma examinations.*
[2012/15]

1-26/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.52 be deleted.

Note—This policy is highly problematic in that it invites “the implementation of ‘regular but sensitive measurements of academic performance and expected outcomes.’” This is, of course, the stated intention of those who would advocate for a much expanded, potentially annual, standardized testing program that would be inimical to the profession’s view of appropriate approaches to student assessment and evaluation. The Association’s position with respect to the provincial achievement testing is exhaustively set out in at least 17 other Association policies including 1.B.17, which calls for the elimination of the Grade 6 provincial achievement test.

***1.B.17** BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to discontinue the Achievement Testing Program in its current form at the Grade 6 level.*
[1990/93/94/97/2000/03/06/09/12/15]

***1.B.52** BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to expedite the elimination of Grade 6 Provincial Achievement Tests in their current form and the implementation of “regular but sensitive measurements of academic performance and expected outcomes” designed to inform curriculum improvement.*
[2012/15]

1-27/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.53 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers’ Association urge school boards who have developed local documents and tools, similar to individual program plans, Success in School plans or Inclusive Education Planning Tools, to reduce

teachers’ instructional time in order to provide teachers sufficient noninstructional time to effectively develop, implement and monitor such documents and tools.”

Note—These locally developed documents have been deemed to be important by school districts with respect to the implementation of the instructional program. Often, these programs are based on new initiatives or changes to existing practices. It is important that teachers be given time to successfully incorporate the new tools and strategies into their planning and teaching.

***1.B.53** BE IT RESOLVED, that the Alberta Teachers’ Association urge school boards who have developed local documents and tools, similar to individual program plans, Success in School plans or Inclusive Education Planning Tools, to reduce teachers’ instructional time in order to provide teachers sufficient noninstructional time to effectively develop, implement and monitor such documents and tools.*
[2012/15]

1-28/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 1.B.62 be reaffirmed.

Note—While the announcement regarding voluntary participation in this program is significant, the profession’s longstanding concerns about this program have not yet been addressed.

***1.B.62** BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to place a moratorium on the current Student Learning Assessment program until such time as the profession’s concerns regarding the program are addressed.*
[2015]

1-29/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 2.B.5 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers’ Association urge Alberta universities with teacher education programs to increase field experience funding to a level that supports a comprehensive practicum.”

Note—The reference includes both undergraduate and graduate programs that may have a field experience component. The amendment is further designed to link practica with professional standards of practice.

***2.B.5** BE IT RESOLVED, that the Alberta Teachers’ Association urge [institutions with accredited] Alberta universities with teacher education programs to increase field experience funding to a level that supports a comprehensive practicum.*
[1988/91/94/97/2000/03/06/09/12/15]

1-30/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 2.B.6 be amended and transferred to long-range policy—

“Alberta universities with preservice teacher preparation programs should equip teachers to recognize and respond to social, emotional and economic factors that affect the learning opportunities of students.”

Note—Preparation programs are quite robust in this area, but the changing social and demographic factors that continue should be considered in such programs.

2.B.6 [~~BE IT RESOLVED, that the Alberta Teachers' Association urge institutions with accredited~~ Alberta **universities with** preservice teacher preparation programs [~~recognized by the Association to develop and implement programs which~~] **should** equip teachers to recognize and respond to social, emotional and economic factors that affect the learning opportunities of students.
[2015]

1-31/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 2.B.7 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to provide sufficient, direct and targeted funding to all teacher education programs at Alberta universities.”

Note—This longstanding policy underscores the importance of teacher education programs at Alberta universities. As new standards are introduced in Alberta, universities will face growing costs as they respond to the need to adapt their programming. The amendment reflects more specific language needed to identify the programs.

2.B.7 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to provide sufficient, direct and targeted funding to all [~~preservice~~] teacher education programs at Alberta [~~postsecondary institutions~~] **universities**.
[2006/09/12/15]

1-32/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 2.B.8 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge universities to recognize vocational preparation related to the attainment of a journeyman's certificate for university credit in teacher education on a basis similar to the content components for other education majors.”

Note—Despite the fact that some Alberta universities have begun to recognize vocational preparation for university credit in teacher education, there is still a need for a broader recognition among Alberta universities, and therefore this policy should be reaffirmed.

2.B.8 BE IT RESOLVED, that the Alberta Teachers' Association urge Alberta [~~postsecondary institutions with preservice teacher education programs~~] **universities** to recognize vocational preparation related to the attainment of a journeyman's certificate for university credit in teacher education on a basis similar to the content components for other education majors.
[2009/12/15]

1-33/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 2.B.10 be deleted.

Note—This is covered by the proposed amendment to current directive 2.B.13.

Amend and transfer to long-range policy—

“2.B.13 [~~BE IT RESOLVED, that the Alberta Teachers' Association urge institutions with accredited Alberta teacher education programs to~~] **Alberta universities should** ensure that preservice field experience observations or evaluations are conducted **only** by cooperating teachers and education faculty consultants/advisors who are physically present during all observations or evaluations and who are familiar with the specific context of the learning situation.
[2015]”

2.B.10 BE IT RESOLVED, that the Alberta Teachers' Association urge institutions with accredited Alberta teacher education programs to ensure that preservice field experience observations and evaluations are conducted only by assigned cooperating teachers and faculty consultants/advisors.
[2015]

1-34/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 2.B.11 be amended and transferred to long-range policy—

“Alberta universities should ensure that the preparation for teaching includes a component of teaching English as an Additional Language.”

Note—Since this directive was adopted in 2007, the need for Alberta universities to ensure that the preparation for teaching includes a component of English as an additional language has grown. This is an enduring issue, and the proposed policy reflects a fundamental belief of the Association.

2.B.11 [~~BE IT RESOLVED, that the Alberta Teachers' Association urge Alberta postsecondary institutions with preservice teacher education programs to~~] **Alberta universities should** ensure that the preparation for teaching includes a component of teaching English as an Additional Language.

1-35/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 2.B.13 be amended and transferred to long-range policy—

“Alberta universities should ensure that preservice field experience observations or evaluations are conducted only by cooperating teachers and education faculty consultants/advisors who are physically present during all observations or evaluations and who are familiar with the specific context of the learning situation.”

Note—As Alberta universities develop programming, there is ongoing pressure for them to look for ways to curb spending too. It is important to underscore that perceived solutions involving distance-based observations or evaluations or those who may not be familiar with a specific context of the learning situation cannot be considered.

2.B.13 [~~BE IT RESOLVED, that the Alberta Teachers' Association urge institutions with accredited Alberta teacher education programs to~~] **Alberta universities should** ensure that preservice field experience observations or evaluations are conducted **only** by cooperating teachers and education faculty consultants/advisors who are physically present during all observations or evaluations and who are familiar with the specific context of the learning situation.
[2015]

1-36/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 3.B.2 be reaffirmed.

Note—Teacher-directed professional development remains one of the most effective ways to improve teacher practice for the benefit of student learning. Consequently, school boards should ensure that there are resources available in the way of time and money for this endeavour, and the resources should be seen to be equitably distributed among teachers and schools.

3.B.2 BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to allocate the resources to sustain adequate, equitable and ongoing teacher-directed professional development for all teachers and to require reporting of the use of these resources. [2000/03/06/09/12/15]

1-37/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 3.B.3 be reaffirmed.

Note—It is critical that professional development programs and services at the school level meet the needs of teachers individually and collectively. This structure will support teacher voice in the planning and implementation of these learning opportunities.

3.B.3 BE IT RESOLVED, that the Alberta Teachers' Association encourage each school to establish a professional development committee that is representative of the teaching staff which will plan school-based professional development activities based on needs identified by the teaching staff. [2000/03/06/09/12/15]

1-38/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.2 be amended to read—
“BE IT RESOLVED, that the Alberta Teachers' Association negotiate centrally, or urge local bargaining units to negotiate locally, clauses into collective agreements that would prevent the unilateral imposition of modified school days and/or school and district calendars.”

Note—As central offices increasingly replace professional development time with staff development and inservicing activities, the issue of modified calendars, which compress instructional days and expand noninstructional days, requires even more attention through collective bargaining.

5.B.2 BE IT RESOLVED, that **the Alberta Teachers' Association** [bargaining units be urged to] negotiate **centrally, or urge local bargaining units to negotiate locally, clauses into collective agreements [provisions] that would prevent the unilateral imposition of modified school days and/or school and district calendars.** [1997/2000/03/06/09/12/15]

1-39/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.3 be reaffirmed.

Note—With the continued growth of student population in Alberta outstripping the growth in teacher numbers, school boards may believe a solution is noncertificated personnel. Since 2009, the number of students has grown by 16 per cent, while the numbers of teachers has grown by only 7 per cent. Only certificated teachers can effectively deliver instruction and diagnose student learning needs.

5.B.3 BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to avoid or eliminate differentiated staffing policies or school-based staff deployment practices that result in the replacement of certificated teachers with noncertificated personnel. [1997/2000/03/06/09/12/15]

1-40/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.4 be deleted.

Note—Legislation currently exists to protect teachers who are at risk from student or parent behaviour. It is not the role of the government to ensure access to legal and financial support. Under current legislation, the employer is obligated to ensure the safety of its employees. This is captured under current directive 5.B.27.

5.B.27 BE IT RESOLVED, that the Alberta Teachers' Association urge Alberta school boards to ensure the personal safety of teachers who are at risk from student or parent behaviour. [2003/06/09/12/15]

5.B.4 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to enact legislation that provides for the protection, in the form of legal and financial support, of teachers who are at risk from student or parent behaviour. [1991/94/97/2000/03/06/09/12/15]

1-41/18 (Current Directive)
Edmonton Catholic Teachers
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.7 be amended to read—
“BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to refrain from or discontinue the practice of requiring the acquisition of any driver's licence as a condition of employment for teachers.”

Note—The duties of a teacher are clearly outlined in the *School Act* and in the Teaching Quality Standard. Transporting students is not listed as one of those duties. Additionally, any teacher engaged in the transport of students is subjected to increased professional liability, as they are unable to distance themselves from their professional responsibilities as a teacher.

The previous version of this policy referred specifically to an Alberta Class 4 driver's licence. Resolution 2-24/18, submitted by Edmonton Catholic Teachers Local No 54, proposed expanding this to any requirement for a driver's licence of any type. This recommendation was accepted and incorporated. The addition of the words *refrain from* is intended to signal that, where a requirement for a licence does not currently exist, it should not be implemented.

5.B.7 BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to **refrain from or discontinue the practice of requiring the acquisition of [an Alberta Class 4] any driver's licence as a condition of employment for teachers.** [2006/09/12/15]

1-42/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.8 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers’ Association and its local bargaining units collect comparative longitudinal data on class size, composition and complexity to inform central table bargaining and/or local bargaining.”

Note—Adding the word *complexity* broadens the consideration of conditions for optimal teaching and learning beyond just composition of the student population. Providing improvements in class sizes is a significant expense. The *Public Education Collective Bargaining Act* stipulates that matters of significant cost be on the central table for bargaining. In order to bargain this item at the central table, data is necessary. It is the Association’s responsibility to collect the data for bargaining, with the support of local economic policy committees. This data may be useful to local bargaining as well, depending on the lists of bargaining issues negotiated.

5.B.8 BE IT RESOLVED, that the Alberta Teachers’ Association *[urge] and its local bargaining units [to] collect comparative longitudinal data on class size, [and] composition and complexity [and then negotiate clauses in their collective agreements that stipulate maximum class sizes based on class composition variables] to inform central table bargaining and/or local bargaining.*
[1999/2002/03/06/09/12/15]

1-43/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.9 be reaffirmed.

Note—School boards have obligations under the *Occupational Health and Safety Act* and under sections 45.1 and 60(1)(c) of the *School Act*. The Government of Alberta must ensure that all school boards are meeting these obligations and provide the appropriate funding to allow school boards to do so.

5.B.9 BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to ensure that school boards address immediately health and safety concerns relating to the increasingly unacceptable conditions of school facilities and provide appropriate funding for this purpose.
[2000/03/06/09/12/15]

1-44/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.13 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers’ Association urge local teacher welfare committees to amend their frames of reference to include a position of school administrator representative.”

Note—It is important that teacher welfare committees are representative of the teaching population, and this includes school administrators. Encouraging teacher welfare committees to amend their frames of reference to reflect inclusion of school administrator representatives helps provide structural support for this important idea.

5.B.13 BE IT RESOLVED, that the Alberta Teachers’ Association urge local *[economic policy]* **teacher welfare** committees to amend their frames of reference to include a position of school administrator representative.
[2012/15]

1-45/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.21 be reaffirmed.

Note—Workload issues are still a major concern for teachers. When the government considers new initiatives, generally the additional workload required to implement the program is not considered.

5.B.21 BE IT RESOLVED, that the Alberta Teachers’ Association call upon the Government of Alberta to recognize teachers’ need for sufficient time to undertake planning, lesson preparation, assessment, collaboration and other professional activities supporting instruction and student learning within a reasonable working day, when developing and implementing policy, regulations and funding.
[2012/15]

1-46/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.22 be deleted.

Note—The *Assurance for Students Act*, which mandated committees in each school jurisdiction on the reduction of workload and the increasing of teacher efficacy (C2 committees), expired on 2016 08 31. These committees and this resolution are defunct.

5.B.22 BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to require Department of Education facilitators to be more accountable for achieving the goals of C2 committees in reducing teacher workload and increasing teacher efficacy.
[2015]

1-47/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.23 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers’ Association urge school boards to establish in policy and communicate to substitute teachers the criteria for the selection, retention and removal of teachers from district substitute teacher rosters in accordance with procedural fairness, natural justice and good employer/employee relations.”

Note—For many teachers, being a substitute is a career and their main source of income. Substitute teachers need to be made aware of the process boards use in the selection of teachers for their substitute rosters as well as the requirements to be retained on that roster from year to year. If a board wishes to remove a substitute teacher from a roster, that teacher should be given specific reasons as to why they may be removed from the roster before the removal occurs. It is only fair that a teacher be allowed to make necessary improvements to their practice before any removal from the roster occurs.

Due process is an American term. The Association should be using the Canadian terminology *procedural fairness*.

5.B.23 BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to establish in policy and communicate to substitute teachers the criteria for the selection, retention and removal of teachers from district substitute teacher rosters in accordance with [~~due process~~] **procedural fairness**, natural justice and good employer/employee relations.
[1994/97/2000/03/06/09/12/15]

1-48/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.24 be reaffirmed.

Note—Substitute teachers require evaluations to meet certification and Teaching Quality Standard requirements and to compete for placements. It is important that school boards make this essential professional process accessible to substitute teachers. Obtaining evaluations continues to be an issue for substitute teachers.

5.B.24 BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to adopt practices so that substitute teachers receive appropriate performance evaluations upon request.
[1994/97/2000/03/06/09/12/15]

1-49/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.26 be reaffirmed.

Note—Recruitment is one of the most significant acts that any school board undertakes. School boards have a responsibility to their various stakeholders to ensure that this process is fully open and transparent.

5.B.26 BE IT RESOLVED, that the Alberta Teachers' Association urge each school board in Alberta to establish, maintain, and adhere to clearly outlined open, transparent, year-round posting, hiring and transfer procedures for teaching and administrative positions.
[2011/12/15]

1-50/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.27 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge Alberta school boards to ensure the personal safety of teachers who are at risk from student or parent behaviour and violence.”

Note—Teachers are vulnerable to the behaviours of students and parents. Part 27 of the *Occupational Health and Safety Code* identifies physical violence as a hazard and requires employers to take measures to control or eliminate the hazards. Section 45.1(1) of the *School Act* states, “A board has the responsibility to ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.”

School boards have a duty of care and must take measures to protect teachers' personal safety. Teachers need to be reminded of their protection under legislation and to report incidents.

5.B.27 BE IT RESOLVED, that the Alberta Teachers' Association urge Alberta school boards to ensure the personal safety of teachers who are at risk from student or parent behaviour **and violence**.
[2003/06/09/12/15]

1-51/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.29 be reaffirmed.

Note—School boards still struggle to meet the recommendations of Alberta's Commission on Learning, with all but five boards exceeding the targets at the K–3 level. While the commission only recommended targets for average class size, we know that many individual classes remain excessively high. The majority of boards in the province have never achieved the class size targets at the K–3 level, and class sizes have risen again in more recent years. The approach of the Class Size Initiative has not been successful.

5.B.29 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to replace the system average approach of the Class Size Initiative with measures to eliminate the wide discrepancies in class size and composition experienced by individual classroom teachers within a school jurisdiction and better achieve the goals of the initiative.
[2009/12/15]

1-52/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.35 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association negotiate centrally, or urge local bargaining units to negotiate locally, clauses into collective agreements that would ensure substitute teachers who accept only one half-day assignment on any given day are paid at least 60 per cent of the regular daily rate for that half-day assignment.”

Note—The current directive requires amendment to reflect that under the *Public Education Collective Bargaining Act*, the negotiation of such provision could occur either centrally or locally. There is no standard length of a half-day. Pegging the half-day rate to 60 per cent of the full day would more adequately compensate substitute teachers who work a longer morning at one school, for example and then cannot take an afternoon assignment. It would also make half-day assignments more attractive to substitute teachers.

5.B.35 BE IT RESOLVED, that the Alberta Teachers' Association [~~urge local economic policy committees~~] **negotiate centrally, or urge local bargaining units** to negotiate **locally**, clauses into collective agreements that would ensure substitute teachers who accept only one half-day assignment on any given day are paid at least 60 per cent of the regular daily rate for that half-day assignment.
[2015]

1-53/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 5.B.36 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to manage their substitute teacher rosters so as to ensure all teacher requests are filled, while ensuring

that those who substitute teach full-time maintain a standard of living commensurate with that of other teachers.”

Note—In many jurisdictions, ensuring ready access to the services of substitute teachers is challenging. Lack of availability of qualified substitutes may pressure teachers into avoiding the use of legitimate leaves, teaching while ill, choosing not to undertake personal professional development opportunities or providing coverage for colleagues during periods intended for their own professional work. Substitute teachers provide an invaluable service for their colleagues, and their rosters should be managed in such a way that not only ensures that sufficient coverage is available but also provides substitute teachers equitable access to assignments and allows those working exclusively in this role to provide for themselves and their families.

5.B.36 *BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to manage their substitute teacher rosters so as to ensure all teacher requests are filled, while ensuring that those who substitute teach full-time maintain a [living wage] standard of living commensurate with that of other teachers.*
[2015]

1-54/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 6.B.1 be reaffirmed.

Note—Teachers on leave are currently able to make pension contributions for blocks of service at specific times at their full actuarial cost. Implementation of this policy would permit such teachers to contribute monthly during the period of their leave rather than accruing service for purchase in a block at a later date. Such contributions would be matched by the government as is currently the case with active members providing service. The option to purchase service after the fact needs to remain open as it is not always in the best interest of the teacher on leave to make ongoing contributions.

6.B.1 *BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to enter into negotiations for the purpose of amending the teachers' pension plan provisions to allow teachers who take leaves of absence to be given the option to contribute to the plan as if they were active members of the plan during such leave with the government also contributing according to the contribution sharing arrangement in the plan.*
[2009/12/15]

1-55/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 6.B.2 be reaffirmed.

Note—Substitute teachers are currently able to make pension contributions for blocks of service at specific times, with the government contributions dependent on the time of purchase and the substitute teachers' contract status. This would permit substitute teachers to contribute monthly rather than accruing service for purchase. The option to purchase service needs to remain open as it is not always in the best interest of the substitute teacher to make contributions.

6.B.2 *BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to immediately enter into negotiations for the purpose of amending the teachers' pension plan to allow substitute teachers to be given the option to contribute to the plan as*

if they were active members of the plan with the government also contributing according to the contribution sharing arrangement in the plan.
[1984/85/88/91/94/97/2000/03/06/09/12/15]

1-56/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 7.B.2 be reaffirmed.

Note—Targeted funding will ensure that administrators will have enough time to fulfill their obligations without affecting instructional funding at the school level. Administrators duties are increasingly difficult to complete because of the numerous tasks and responsibilities delegated to them by their districts. Ensuring that administrators have sufficient funding to carry out their responsibilities will encourage more teachers to aspire to and remain in administrative positions.

7.B.2 *BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to provide school boards with targeted funding to ensure dedicated time during the instructional day for school-based administrators to fulfill their leadership duties.*
[2009/12/15]

1-57/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 7.B.6 be reaffirmed.

Note—Base grant funding has increased only once since 2012 and has struggled to keep up with inflation and other costs for school boards.

7.B.6 *BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to increase education funding through increases in per-student funding and targeted grants that are adequate and sustained over time.*
[2000/03/06/09/12/15]

1-58/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 7.B.9 be reaffirmed.

Note—The Government of Alberta must ensure appropriate funding for English as an Additional Language students receiving instruction at the early childhood, elementary and secondary levels.

7.B.9 *BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to develop guidelines for the identification of English as an Additional Language students eligible for funding and for the provision of appropriate service to those students.*
[2002/05/08/09/12/15]

1-59/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 7.B.10 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to provide funding for board-

operated full-day optional kindergarten for those for whom it is developmentally appropriate, including costs associated with

1. hiring a certificated teacher for each program;
2. providing for a maximum class size of 17 for kindergarten;
3. educational resources to implement the approved program;
4. educational support services; and
5. administrative, transportation, capital, and operation and maintenance costs.”

Note—This amendment would match the wording of the directive 13.B.1, passed at the 2017 Annual Representative Assembly. The research on the value and importance of early learning programs is extensive and clear. The Alberta NDP government included a policy proposal in its 2015 election platform to fund full-day kindergarten when finances allow.

7.B.10 BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to provide funding for board-operated [junior-kindergarten and] full-day **optional** kindergarten [programs] **for those for whom it is developmentally appropriate**, including costs associated with

1. hiring a certificated teacher for each program;
2. providing for a maximum class size of [15 for junior-kindergarten and] 17 for kindergarten;
3. educational resources to implement the approved program;
4. educational support services; and
5. administrative, transportation, capital, and operation and maintenance costs.

[2000/03/06/09/12/15]

13.B.1 BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to fully fund and mandate school boards to provide optional, 950-hour kindergarten programs taught by certificated teachers for all children who are five years of age by December 31 for whom it is developmentally appropriate. [1995/98/2001/04/07/08/11/14/17]

1-60/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 7.B.16 be transferred to policy achieved.

Note—The then newly elected NDP government passed a revised budget in June 2015 that funded enrolment growth.

7.B.16 BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to reject the provisions of the proposed budget of March 26, 2015 and bring forward a new budget that will guarantee funding equity for students and school boards by ensuring that growth in student enrolment is appropriately funded and that funding is restored for programs serving vulnerable students, including those with special learning needs and English language learners. [2015]

1-61/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 7.B.17 be transferred to policy achieved.

Note—The then newly elected NDP government issued ministerial directives to ensure that school board budgets reflected the additional funding allocated by the government in its June 2015 budget.

7.B.17 BE IT RESOLVED, that the Alberta Teachers’ Association request that all school jurisdictions revise their current budgets and staffing models for the 2015–2016 school year to reflect the additional funding promised by the government-elect in order to appropriately fund instructional programs and student enrolment. [2015]

1-62/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 7.B.27 be reaffirmed.

Note—Recruiting foreign students to make money is ethically questionable and contradictory to the principles of public education. The government should pay the full cost of educating Alberta’s students so that districts do not have to create fundraising schemes.

7.B.27 BE IT RESOLVED, that the Alberta Teachers’ Association urge the Minister of Education to stop school boards from recruiting international students as a way to compensate for inadequate funding of the public education system. [2003/06/09/12/15]

1-63/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 7.B.28 be reaffirmed.

Note—Worldwide displacement is at the highest level ever recorded (United Nations High Commission for Refugees, 2014). As a result, schools continue to have an increasing need to support the unique and complex needs of immigrant and refugee students.

7.B.28 BE IT RESOLVED, that the Alberta Teachers’ Association strongly urge the Department of Education to provide appropriate funding to meet the complex needs of immigrant and refugee students who have limited formal schooling or who have experienced challenging circumstances prior to arriving in Alberta schools. [2006/09/12/15]

1-64/18 (Current Directive)
Edmonton Catholic Teachers
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 7.B.36 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to appropriately fund existing and new programs and services to better address the issue of sexual exploitation, sexual assault and what constitutes consent.”

Note—Sexual exploitation of youth is a growing problem that affects youth across social, economic and geographic boundaries. Support personnel, resources and spaces in residential treatment and intervention programs are limited in urban centres and often unavailable in rural areas, meaning that rural victims of sexual exploitation have to seek treatment outside their local communities. Additional funding could increase treatment program space and residential support space, enhance collaboration among service agencies and allow for the development and delivery of preventative educational programming.

7.B.36 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to appropriately fund existing and new programs and services to better address the issue of sexual exploitation [of youth], sexual assault and what constitutes consent. [2012/15]

1-65/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 7.B.37 be deleted and replaced—

“BE IT RESOLVED, that the Alberta Teachers' Association urge all school boards to fund all leaves and entitlements within the collective agreement through a central fund.”

Note—This current directive talks about what the chargeback should be. The issue, however, is more properly whether there should be a chargeback at all. All leaves and entitlements within the collective agreement must be funded through central budgets. In many cases, substitute costs can paralyze a school budget, leading to internal coverage in non-emergent situations and teachers feeling guilty about accessing sick leave and other leave entitlements through their collective agreement. Risk is best managed when pooled in as large a pool as possible. Budgeting leave school by school does not adequately pool the risk.

7.B.37 BE IT RESOLVED, that the Alberta Teachers' Association urge each school board to implement an average chargeback rate to schools for substitute teacher costs based on the actual system cost for a certificated substitute teacher from the previous school year plus any negotiated increase for the current school year. [2012/15]

1-66/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 7.B.38 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to continue to fund the Career and Technology Studies Bridging and Reverse Bridging Program.”

Note—The CTS Bridge to Teacher Certification program provides an opportunity for certified journeypersons from various trades, health care professionals and information technologists to complete a CTS teacher preparation program offered by University of Alberta. The skill set possessed by CTS professions is key in ensuring students are being instructed in the most current methods and procedures, all coming from someone with a demonstrated expertise in pedagogy. According to Alberta Education, the CTS program continues to thrive; however, the reverse bridging program was a pilot project and is not currently active.

7.B.38 BE IT RESOLVED, that the Alberta Teachers' Association urge the [Minister] Department of Education to continue to fund the Career and Technology Studies Bridging and Reverse Bridging Program. [2012/15]

1-67/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 7.B.39 be deleted.

Note—This is covered under long-range policy 7.A.12 and current directive 7.B.6.

7.A.12 The Government of Alberta should make provision for an annual adjustment to reflect

1. an escalation factor that bears a reasonable relationship to inflation,
 2. expansion factors in the economy,
 3. the need for improvement of the educational system and
 4. increases to student population.
- [1975/80/85/89/91/96/2001/06/16]

7.B.6 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to increase education funding through increases in per-student funding and targeted grants that are adequate and sustained over time. [2000/03/06/09/12/15]

7.B.39 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to ensure that annual increases in grants allocated on a per student basis are at least sufficient to cover increases in costs and are not less than the annual increase in Alberta's rate of inflation. [2012/15]

1-68/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 7.B.40 be deleted.

Note—This is covered under current directive 7.B.10.

7.B.10 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to provide funding for board-operated junior kindergarten and full-day kindergarten programs, including costs associated with

1. hiring a certificated teacher for each program;
2. providing for a maximum class size of 15 for junior kindergarten and 17 for kindergarten;
3. educational resources to implement the approved program;
4. educational support services; and
5. administrative, transportation, capital, and operation and maintenance costs.

[2000/03/06/09/12/15]

7.B.40 BE IT RESOLVED, that the Alberta Teachers' Association call upon the Government of Alberta to expedite the implementation of fully funded optional full-day kindergarten programs by public education authorities, delivered by certificated teachers. [2012/15]

1-69/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.4 be reaffirmed.

Note—The wait times at specialized settings for addressing the needs of children are long and can extend past a six-month period after assessment. Additionally, the spaces required for attending to highly specialized needs are few, and this is exacerbated by many school boards that do not have access to speech therapists, physiotherapists, occupational therapists or behavioural therapists.

8.B.4 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to improve and increase public health services for children, making these services more accessible and reducing waiting time for children requiring diagnostic or treatment programs.

[2003/06/09/12/15]

1-70/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.10 be reaffirmed.

Note—Teachers must attend to their professional work with students in schools, and health-related services must be performed by health care professionals in schools. Coordination of care ensures that both the health and the education needs of students are being met.

8.B.10 BE IT RESOLVED, that the Alberta Teachers' Association urge the provincial government to provide integrated health services in schools.

[2009/12/15]

1-71/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.22 be amended and transferred to long-range policy—
“The Government of Alberta must include representation named by the Alberta Teachers' Association in all discussions or decisions that directly affect the teachers in Alberta.”

Note—The current government has undertaken to include the Association in various processes that contribute to policy and decision making that affect teachers, particularly on matters relating to assurance and curriculum. This approach helps to ensure that government policy is supportive of the needs of the profession and advances public education in the province. Direct involvement in these government processes is integral to the Association achieving its objects as defined in the *Teaching Profession Act*.

8.B.22 [BE IT RESOLVED], that the Alberta Teachers' Association strongly urge the **The** Government of Alberta [to] **must** include representation named by the Alberta Teachers' Association in all discussions or decisions that directly affect the teachers in Alberta.

[2014]

1-72/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.28 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to ensure that all departments that provide services that contribute to the health and well-being of students take responsibility for funding the services within their mandates that are provided in schools so that funds allocated for education can be dedicated to that purpose.”

Note—Some of the services necessary to support students take place outside of the school but contribute to their health and well-being—these services should be funded appropriately. Rather than list each department and therefore run the risk of missing one, or if government changes the responsibilities of certain departments, this would cover all government departments.

8.B.28 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to ensure that [the] **all** departments [~~of Human Services, International and Intergovernmental Relations, Health, and Justice and Solicitor General~~] **that provide services that contribute to the health and well-being of students** take responsibility for funding the services within their mandates that are provided in schools so that funds allocated for education can be dedicated to that purpose.

[1997/2000/03/06/09/12/15]

1-73/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.32 be reaffirmed.

Note—Teachers are and should be responsible for quality work within their professional duties, which include effectively and professionally communicating student progress through report cards. As such, the practice of assigning teachers, with the exception of principals and assistant principals, to edit and proofread other teachers' report cards is demeaning and unnecessary.

8.B.32 BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to prohibit the practice of assigning teachers, with the exception of principals and assistant principals, to edit and proofread other teachers' report cards.

[2006/09/12/15]

1-74/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.33 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to enact legislation and/or regulations requiring all school authorities to assist the Alberta Health Services Board to implement vaccination programs and other mandated population health initiatives by

1. distributing information to students, staff, parents and the school community;
2. providing access to students and staff; and
3. allowing the use of authority-operated facilities for delivery of health initiatives, with any associated costs paid by the provincial government.”

Note—Access to population health programs should be available to all students on an equitable basis. Excluding certain programs from some schools would be detrimental to the most disadvantaged students, who are less able to access the services elsewhere.

8.B.33 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to enact legislation and/or regulations requiring all school authorities to assist the Alberta Health Services Board to implement **vaccination programs and other** mandated population health initiatives by

1. distributing information to students, staff, parents and the school community;
2. providing access to students and staff; and
3. allowing the use of authority-operated facilities for delivery of [~~population~~] health initiatives, with any associated costs paid by the provincial government.

[2009/12/15]

1-75/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.42 be reaffirmed.

Note—While the Association understands that busing is a complex issue, guidelines need to be developed to ensure that school boards are not creating undue hardships for students because of extended bus rides.

8.B.42 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to limit student transportation times to reasonable amounts, taking into account the age of the children. [2012/15]

1-76/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.43 be reaffirmed.

Note—School boards are provided with a first right of refusal to offer an alternative program before a charter school is set up. The original intent of charter schools was to provide an incubator for innovation in the public system. If the program is successful, then school boards should be able to absorb the programming into the public system without continuing competition for students.

8.B.43 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to ensure that applications for establishment or renewal of charter schools be refused if a school authority commits to providing in the community an alternative program substantially similar to that proposed in a charter application. [2012/15]

1-77/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 8.B.44 be reaffirmed.

Note—Having at least two staff onsite eliminates the complexities associated with compliance with the working-alone provisions of the Occupational Health and Safety Code. Having two staff members also provides a duty of care to staff and students that helps to ensure a safe working environment.

8.B.44 BE IT RESOLVED, that the Alberta Teachers' Association urge school jurisdictions to ensure that schools have at least two staff members onsite when open to students or the public. [2009/12/15]

1-78/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 9.B.3 be reaffirmed.

Note—The *School Act* is a legal document, and employers are aware that they must comply with all sections of the *School Act*. However, there are still some employers in Alberta that are demonstrating that there needs to be oversight from the Department of Education in this area.

9.B.3 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to ensure that, when offering temporary contracts, employers comply with Section 101 of the School Act. [2003/06/09/12/15]

1-79/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 9.B.4 be reaffirmed.

Note—Ensuring that school leaders have dedicated release time to carry out their responsibilities will encourage more teachers to aspire to and remain in administrative positions. School leaders report feeling pulled in a variety of directions by the various education partners. Compelling school authorities to develop and adhere to a communication plan that clearly outlines the communication strategies that both board and school leaders employ would address the issue of central office communicating on an ongoing rather than on an ad hoc basis with school leaders.

9.B.4 BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to implement strategies that promote positive, professional working conditions where school leaders are supported through

1. dedicated noninstructional time within the school day;
2. adequate resources at school sites; and
3. systematic and clear lines of communication with central office and between school leaders.

[2009/12/15]

1-80/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 9.B.5 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge school boards and ATA locals to form joint mentorship committees to conduct programs, based on the Association's model, to assist teachers and school administrators new to their role and that

1. are voluntary;
2. are designed for professional growth;
3. are ongoing;
4. are appropriately resourced, including funding for participant release time and provision for preparation of participants;
5. use sound research to inform practice; and
6. are allowed to constitute the participants' professional growth plan.

Note—It is essential that this policy as amended remain in place. Research clearly indicates the benefits of such programs worldwide and there are few instances in the province where school boards and locals are providing support for such programs.

9.B.5 BE IT RESOLVED, that the Alberta Teachers' Association urge [the Government of Alberta to support mentorship programs that] school boards and ATA locals to form joint mentorship committees to conduct programs, based on the Association's model, to assist teachers and school administrators new to their role and that

1. are voluntary [rather than compulsory];
2. are designed for professional growth;
3. are ongoing [rather than short-term];

4. are appropriately resourced, including funding for participant release time and provision for preparation of participants;
 5. use sound research to inform practice; **and**
 6. are allowed to constitute the participants' professional growth plan; **and**
 7. are sponsored in collaboration with the Association].
- [2009/12/15]

1-81/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 9.B.9 be deleted.

Note—This is covered by current directive 9.B.5.

- 9.B.5** BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to support mentorship programs that assist teachers and school administrators new to their role and that
1. are voluntary rather than compulsory;
 2. are designed for professional growth;
 3. are ongoing rather than short term;
 4. are appropriately resourced, including funding for participant release time and provision for preparation of participants;
 5. use sound research to inform practice;
 6. are allowed to constitute the participants' professional growth plan; and
 7. are sponsored in collaboration with the Association.
- [2009/12/15]

- 9.B.9** BE IT RESOLVED, that the Alberta Teachers' Association urge school boards and ATA locals to form joint mentorship committees that conduct joint programs based on the Association's model program.
- [2015]

1-82/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 10.B.4 be reaffirmed.

Note—This resource is used by both school counsellors in training and active school counsellors despite being out of print. This resource communicates the process of creating a school comprehensive counselling plan. This process is more relevant than ever, as collaborative interventions become the standard through multidisciplinary collaboration required in the regional collaborative service delivery model. A comprehensive counselling program plan focuses on the personal/social, educational and career success of students. The resource is important, but it is significantly out of date and does not reflect the current legal and pedagogical realities associated with counselling and guidance services in schools.

- 10.B.4** BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to update the school counselling resource, "Building a Comprehensive Counselling & Guidance Program Plan" last published in 1995.
- [2015]

1-83/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 12.B.3 be amended to read—

"BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to require that school boards provide training for educational assistants working with students with diverse learning needs. Such training would be required to take place during the educational assistant's first year of employment and would include first aid, nonviolent crisis intervention, managing student behaviours, communication skills and workplace safety practices as well as competency in the language of instruction."

Note—The proposed amendment is more specific to the skills required for an educational assistant to perform their duties. Educational assistants play a pivotal role in supporting students in inclusive classrooms. It is imperative that they receive the training they need in order to provide the support students require.

- 12.B.3** BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to require that school boards provide training for educational assistants working with students with diverse learning needs. Such training would be required to take place during the educational assistant's first year of employment and would include first aid, nonviolent crisis intervention, managing student behaviours, [literacy] **communication skills** and workplace safety practices as well as competency in the language of instruction.
- [2015]

1-84/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 14.B.1 be transferred to policy achieved.

Note—In December 2016, the Government of Alberta passed the *Fair Elections Financing Act*, which restricted maximum donations to \$4,000. While this is not as low as current Association policy, it is significantly lower than the previous \$15,000 limit and therefore substantially achieves the policy objective. The bill made it an aggregate amount so one cannot donate the limit to the party and then donate the limit again to a constituency association or a candidate.

- 14.B.1** BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to restrict the maximum personal donation to a political party to \$3,000 a year.
- [2015]

1-85/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 14.B.2 be transferred to policy achieved.

Note—In December 2016, the Government of Alberta passed the *Fair Elections Financing Act*, which restricted election spending by candidates and political parties.

- 14.B.2** BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to restrict the maximum spending by individual candidates running for MLA and by political parties.
- [2015]

1-86/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 16.B.5 be reaffirmed.

Note—This resolution, as written, continues to recognize the importance of properly funding the total cost of ownership for technology and its many associated components to support the sufficient implementation of technologies within schools.

16.B.5 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to provide sufficient funding to school boards to address the total cost of ownership for technology, including maintenance, provision of technical support and training, software acquisition, infrastructure, subscriptions, upgrading, security and professional development.
[1997/2000/03/06/09/12/15]

1-87/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 16.B.14 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to amend its funding formula to include sufficient funding for the purchase of assistive technology, including the necessary technical support required by students with diverse learning needs to enable these students to (1) meet the learner outcomes of the programs of studies; (2) foster independence for those who are not on any graded curriculum; and (3) meet the goals and objectives stated in their Individual Program Plans.”

Note—Assistive technology, when used appropriately and implemented properly, can support students with their learning and help them strive for excellence. The costs for this type of technology can be higher than traditional technology tools, and therefore an amendment to the Department of Education funding formula is required.

16.B.14 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to amend its funding formula to include [additional] **sufficient** funding for the purchase of assistive technology, including the necessary technical support required by students with diverse learning needs to enable these students to (1) [more easily] meet the learner outcomes of the programs of studies; (2) foster independence for those who are not on any graded curriculum; and (3) meet the goals and objectives stated in their Individual Program Plans.
[2006/09/12/15]

1-88/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 17.B.2 be reaffirmed.

Note—Classroom complexity continues to grow, and funding for inclusion continues to be an issue. There are currently no monitoring mechanisms or policies that have been put in place since the funding model for inclusive education changed. It is critical to understand how much it costs to create effective programs and ensure that students are in environments that support their learning.

17.B.2 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to review the current inclusive education monitoring process and appropriately fund and support inclusive education programming that ensures students with diverse needs are in the most enabling environment with the supports and resources necessary to ensure their success.
[2007/10/12/15]

1-89/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 17.B.14 be reaffirmed.

Note—The *Report of the Blue Ribbon Panel on Inclusive Education in Alberta Schools* clearly identified the need for a further, deep consultation process with stakeholders at all levels to be led by the Department of Education.

17.B.14 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to engage in a consultation process with stakeholders at all levels to build understanding and support for the vision of inclusive education.
[2015]

1-90/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 17.B.15 be reaffirmed.

Note—In the *Setting the Direction Framework: Government of Alberta Response* (2010), the government committed to creating “detailed implementation and transition plans for the short, medium and longer term” (p 2) and to creating such plans with stakeholders. No such plans have ever been co-created. As a result, implementation of the government’s vision for inclusive education and related funding framework has been haphazard and insufficient. The need for such plans was detailed in recommendation 1 in the *Report of the Blue Ribbon Panel on Inclusive Education in Alberta Schools* (2014). A provincial committee on inclusive education including Association representatives exists; however, planning for supports and services related to inclusion has not been discussed with the committee.

17.B.15 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to create short-, medium- and long-term implementation plans to guide inclusive education in Alberta in consultation with a provincial stakeholder advisory committee.
[2015]

1-91/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 17.B.16 be reaffirmed.

Note—It is essential that all stakeholders are operating with the same understanding regarding all aspects of inclusive education in Alberta.

17.B.16 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to engage in clear, multilevel, consistent and transparent communication with all stakeholders with respect to current directions, policies and regulations regarding inclusive education.
[2015]

1-92/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 17.B.17 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to work directly with school

jurisdictions, schools and teachers to provide direct support at the classroom level for inclusion.”

Note—When the Department of Education undertook consultation regarding inclusive education, there was a team of people charged with working with stakeholders. Soon after the consultation process concluded, this team was disbanded, and since then, communication between schools and the Department of Education has become scarce. Ministry officials rarely work with teachers or provide direct support, making it difficult for them to understand the everyday challenges of inclusive schools and classrooms.

The amendment reinforces the fact that government officials must work directly with those who are charged with creating inclusive classrooms and schools.

17.B.17 BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to work directly with school jurisdictions, [and] schools **and teachers** to provide direct support at the classroom level for inclusion.
[2015]

1-93/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 17.B.18 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers’ Association urge school jurisdictions to provide a safe, professional environment where teachers and administrators can engage in open and constructive dialogue concerning the implementation of inclusion.”

Note—School leaders and classroom teachers are the people working closest with students to ensure that all needs related to inclusion are met. The inclusion of teachers and administrators in discussions regarding implementation of inclusion is foundational to its success. The word *critical* has negative connotations not in keeping with the Code of Professional Conduct.

17.B.18 BE IT RESOLVED, that the Alberta Teachers’ Association urge school jurisdictions to provide a safe, professional environment where teachers and administrators can engage in open[~~critical~~] and constructive dialogue concerning the implementation of inclusion.
[2015]

1-94/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 17.B.19 be reaffirmed.

Note—In the context of the increased number of students in need of inclusive education services, it is important to reaffirm this policy. Front-line staff need to be able to rely on predictable and sufficient funding to ensure successful implementation.

17.B.19 BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to provide immediate, targeted, substantial and sustained funding, in cycles of five to seven years, for school jurisdiction implementation of inclusion to ensure that the staff, resources and supports necessary to build and sustain capacity in the system are available.
[2015]

1-95/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 17.B.20 be reaffirmed.

Note—In the inclusive classroom, teachers provide diverse ways for students to demonstrate learning. For example, an oral discussion may take place between a teacher and student to determine what the student knows so as not to confound the assessment with a student’s challenges with written expression. Learner assessments that do not have such flexibility are unfair to students who have learning needs such that they cannot demonstrate what they know through standardized assessments. Additionally, standardized tests often have cultural biases and disadvantage some students.

17.B.20 BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to recognize in curriculum, assessment instruments and policy that there are multiple ways for students to demonstrate their learning.
[2015]

1-96/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 17.B.21 be reaffirmed.

Note—In the research that was conducted by the Blue Ribbon Panel on Inclusive Education in Alberta Schools, many respondents discussed the disconnect between diploma examinations and an inclusive education system. Students who are unable to demonstrate their learning via multiple choice examinations are often unable to continue their education beyond high school. Even with accommodations, such tests are inappropriate for many students. Diploma examinations represent unfair assessment practices for some students, create barriers to higher education and are not appropriate in an inclusive system.

17.B.21 BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to ensure that learner assessments required by the Department of Education do not create barriers to accessing postsecondary education or to entering the workforce.
[2015]

1-97/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 17.B.22 be reaffirmed.

Note—Teachers are best positioned to judge the individual learning needs of students and determine the most appropriate methods of assessment for each. Funneling every student through a standardized assessment and testing regime does not serve students well—it simply serves the system. This is contrary to the ideals of inclusion.

17.B.22 BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to recognize that, in an inclusive education environment, teachers are best positioned to determine the most appropriate mode of assessing individual student learning.
[2015]

1-98/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 17.B.23 be reaffirmed.

Note—In the context of the review of K–12 programs of study, it is important to reaffirm this principle.

17.B.23 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to ensure that all curriculum documents clearly address the full range of learners in the school system.
[2015]

1-99/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 17.B.24 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to require that learning resources address the wide range of student learning needs in classrooms.”

Note—The substitution of the word *learning* adds clarity.

*17.B.24 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to require that [curriculum] **learning** resources address the wide range of student learning needs in classrooms.*
[2015]

1-100/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 17.B.25 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to determine the full cost of inclusion by monitoring and reporting on the utilization of inclusive education funding provided to school jurisdictions to effectively support the learning of all students.”

Note—The only way to fully understand the cost of a program is to do a full account of where funding is spent. Inclusion is currently classified as differential funding and is only reported on an unaudited schedule in the annual audited financial statement. This current reporting method does not demonstrate clearly how and where dollars are spent. Only a full report can provide the clarity required to ensure true costs are being reported.

*17.B.25 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to determine the [true] **full** cost of inclusion by monitoring and reporting on the utilization of inclusive education funding provided to school jurisdictions to effectively support the learning of all students.*
[2015]

1-101/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 17.B.26 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to provide immediate, targeted, substantial and sustained funding for partnerships with Alberta universities with teacher preparation programs to conduct regular research in Alberta classrooms on inclusion and determine the effectiveness of inclusion.”

Note—Research and associated funding continues to be imperative. Research will help determine policy directions around the effectiveness of inclusion through its recommendations.

*17.B.26 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to provide immediate, targeted, substantial and sustained funding for partnerships with [institutions with accredited preservice] Alberta **universities with** teacher preparation programs to conduct regular research in Alberta classrooms on inclusion and determine the effectiveness of inclusion.*
[2015]

1-102/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 17.B.27 be reaffirmed.

Note—Until early intervention programs are readily available and fully supported, the education sector cannot be said to be doing everything possible to create full access to education for each student. Early intervention is proven in research to be the single most effective predictor for future school success.

17.B.27 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to expand access to early intervention programs, including full-day, purposeful play-based kindergarten programs provided by certificated teachers, to ensure that children with diverse learning needs have the supports and programs they require.
[2015]

1-103/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 17.B.28 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to recognize the importance of ensuring that preschool intervention supports, including but not limited to Program Unit Funding (PUF), transition into formal schooling.”

Note—Research shows that early intervention programs can have a significant positive effect on the progress and learning of students with developmental disabilities or delays. Program Unit Funding needs to start early, follow the child into formal schooling and be in place until either the child no longer requires supports or other supports are in place.

*17.B.28 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to recognize the importance of **ensuring that** preschool intervention **supports**, [as provided through] **including but not limited to** Program Unit Funding (PUF), [high-quality day care and junior kindergarten in preparing children for learning in an inclusive schooling environment and such supports should continue] **transition** into formal schooling.*
[2015]

1-104/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 17.B.29 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to recognize as children at risk and ensure that there is adequate funding to effectively support a) Indigenous students, b) English-language learners, c) children living in poverty, d) children new to Canada, e) children from refugee backgrounds, f) children who are suffering from trauma and/or mental health issues and g) sexual and gender minority children.”

Note—Mental health issues are not exempt from affecting children at risk, and this policy must be extended to include sexual and gender minorities as they have the potential to be children at risk.

17.B.29 BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to recognize as children at risk and ensure that there is adequate funding to effectively support a) Indigenous students, b) English-language learners, c) children living in poverty, d) children new to Canada, e) children from refugee backgrounds, [and] f) children who are suffering from trauma and/or mental health issues and g) sexual and gender minority children. [2015]

1-105/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 17.B.30 be reaffirmed.

Note—The classroom is an extremely complex environment with students who have a variety of health needs, and supports need to be provided for the classroom in order to meet the needs of the students.

17.B.30 BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to provide adequate support including the services of qualified health-care professionals for medically fragile students. [2015]

1-106/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 17.B.31 be reaffirmed.

Note—Classroom complexity continues to grow, and teachers are confronted with a wide range of needs in the classroom that vary greatly from year to year; therefore, they will likely need additional or different professional development and supports.

17.B.31 BE IT RESOLVED, that the Alberta Teachers’ Association urge school jurisdictions to recognize that teachers may need additional or different professional development and supports concerning inclusive education practices as they transition through their careers, and provide such professional development and related supports. [2015]

1-107/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 17.B.32 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers’ Association urge Alberta universities with teacher preparation programs to design programs such that the expected outcome is that each graduate has a sound working knowledge of inclusion.”

Note—In light of the fact that classroom complexity continues to grow in all Alberta classrooms, students in teacher preparation programs need access to a full range of course options within their programs focused on inclusive education to ensure that they will be prepared for the roles they will have when working as teachers.

17.B.32 BE IT RESOLVED, that the Alberta Teachers’ Association urge [institutions with accredited] Alberta universities with teacher preparation programs to design programs such that the expected outcome is that each graduate has a sound working knowledge of inclusion. [2015]

1-108/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 17.B.33 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers’ Association urge Alberta universities with teacher preparation programs to allow preservice students to specialize in inclusive education.”

Note—In light of the fact that classroom complexity continues to grow in all Alberta classrooms, students in teacher preparation programs who would like the option of choosing specialized programs focused on inclusive education should have the opportunity to do so. This will ensure that schools have the opportunity to hire teachers with specialized skills in this area to work in a variety of programs appropriate to those skills.

17.B.33 BE IT RESOLVED, that the Alberta Teachers’ Association urge [institutions with accredited] Alberta universities with teacher preparation programs to allow [undergraduate] preservice students to specialize in inclusive education. [2015]

1-109/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 17.B.34 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to create a provincial scholarship program to support master’s and doctoral studies focusing on inclusive education in Alberta universities with teacher preparation programs.”

Note—In light of the fact that classroom complexity continues to grow in all Alberta classrooms, it is in the public interest to encourage teachers to consider engaging in master’s or doctoral programs focusing on inclusive education.

17.B.34 BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to create a provincial scholarship program to support master’s and doctoral studies focusing on

inclusive education in [institutions with accredited] Alberta universities with teacher preparation programs. [2015]

1-110/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 18.B.1 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education and Alberta school boards to develop, implement, apply and evaluate comprehensive policies that foster the development of schools as inclusive learning communities to address discrimination, harassment, racism or other threats to equity and human rights.”

Note—Although *School Act* changes in 2015 required boards to develop policies that foster welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and positive sense of self, many boards have yet to develop, implement, apply and evaluate comprehensive policies to specifically address discrimination, harassment, racism or other threats to equity and human rights.

18.B.1 BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education and Alberta school boards to [adopt] **develop, implement, apply and evaluate comprehensive policies that foster the development of schools as inclusive learning communities [and] to address discrimination, harassment, racism or other threats to equity and human rights.** [2003/06/09/12/15]

1-111/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 18.B.3 be reaffirmed.

Note—As curriculum is in the process of being rewritten, it is critical to ensure that students are prepared to live in a free and just society and that any resources required to make this happen are provided.

18.B.3 BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to provide curricula and education resources that prepare students to support and contribute to a society that is open, pluralistic, democratic and free from discrimination or violence based on a person’s actual or perceived sexual orientation, gender identity or gender expression. [2006/09/12/15]

1-112/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 18.B.4 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers’ Association advocate for the development, implementation, maintenance and evaluation of comprehensive programs offered through the Society for Safe and Caring Schools and Communities for Kindergarten through Grade 12.”

Note—The Society for Safe and Caring Schools and Communities continues to provide relevant resources, presentations and programs to support the aims of the Association and the Diversity, Equity and Human Rights Committee.

18.B.4 BE IT RESOLVED, that the Alberta Teachers’ Association advocate for the development, implementation, [and] maintenance **and evaluation** of comprehensive programs offered through the Society for Safe and Caring Schools and Communities for Kindergarten through Grade 12. [2000/03/06/09/12/15]

1-113/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 18.B.13 be reaffirmed.

Note—Prior to 1990, new mothers were allowed to remain on income support until their children reached two years of age. The cost of child care often exceeds the net income generated by low-wage jobs. Research shows that children raised in poverty, especially in the first two years of life, often suffer developmental delays that affect their learning.

18.B.13 BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to restore maternity leave for mothers on income support to two years from the current twelve months. [1998/2001/04/07/09/12/15]

1-114/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 18.B.14 be reaffirmed.

Note—The influence of gender affects almost every aspect of schooling—the organization of work is gendered; the construction and privileging of curriculum is gendered; relationships between students and teachers are gendered; and assessment strategies, whether measured by standardized or nonstandardized tests, are gendered. Therefore, it is critical that research-based gender equity strategies, policies and practices be at the forefront of all educational decisions.

18.B.14 BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to develop research-based strategies, policies and practices in collaboration with education partners to ensure that gender equity becomes an integral part of all aspects of the educational system. [1997/2000/03/06/09/12/15]

1-115/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 18.B.21 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers’ Association urge Alberta school boards to develop clear, explicit and comprehensive district policies that specifically address the health, safety and educational needs of sexual and gender minority students, as well as those who are perceived as such.”

Note—Although the *School Act* currently has provisions to ensure each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, not all school boards have clear and comprehensive policies in place to ensure this occurs.

18.B.21 BE IT RESOLVED, that the Alberta Teachers' Association urge Alberta school boards to develop **clear, explicit and comprehensive** district policies that specifically address the health, safety **and educational needs** of sexual and gender minority students, as well as those who are perceived as such.
[2006/09/12/15]

1-116/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 18.B.22 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge Alberta school boards to develop clear, explicit and comprehensive district policies that specifically address the health, safety and employment concerns of sexual and gender minority staff, as well as those who are perceived as such.”

Note—Although the *School Act* currently has provisions to ensure each staff member is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, not all school boards currently have clear and comprehensive policies in place to ensure this occurs.

18.B.22 BE IT RESOLVED, that the Alberta Teachers' Association urge Alberta school boards to develop **clear, explicit and comprehensive** district policies that specifically address the health, safety and employment concerns of sexual and gender minority staff, as well as those who are perceived as such.
[2006/09/12/15]

1-117/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 18.B.24 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge Alberta school boards to utilize the Society for Safe and Caring Schools and Communities' *Diversity Education Policy Development Tool Kit* as a guide for developing and evaluating diversity, equity and human rights policies for their districts.”

Note—The tool kit will be reviewed and updated in the fall of 2017. This revised resource can assist boards in ensuring policies are clear and in compliance with the *School Act*.

18.B.24 BE IT RESOLVED, that the Alberta Teachers' Association urge **Alberta** school boards to utilize the Society for Safe and Caring Schools and Communities' Diversity Education Policy Development Tool Kit as a guide for developing **and evaluating** diversity, equity and human rights policies for their districts.
[2009/12/15]

1-118/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 18.B.27 be transferred to policy achieved.

Note—Alberta Education has developed guidelines for schools that indicate students can change their name, gender and pronouns on school records. Only legal name changes and changes to a birthdate require proper documentation.

18.B.27 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to develop guidelines that permit students to change the name, gender and pronouns on all official school records to reflect their consistently asserted gender expression.
[2015]

1-119/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 18.B.28 be reaffirmed.

Note—The same guidelines that were developed by Alberta Education that permit students to change their name, gender and pronouns on school records should apply to teachers' records in the Department of Education and at the school level. *Consistently asserted* has not been replaced by *lived* because what is important in this policy is what teachers say they are, not how they live their lives.

18.B.28 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to develop guidelines that permit teachers to change the name, gender and pronouns on all official department and school records to reflect their consistently asserted gender expression.
[2015]

1-120/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 18.B.29 be reaffirmed.

Note—Gender neutral dress codes are most appropriate to ensure staff and students feel safe and comfortable at school while being able to dress in a way that matches their consistently asserted gender identity and gender expression. Dress codes create artificial distinctions between genders and serve to reinforce gendered stereotypes.

18.B.29 BE IT RESOLVED, that the Alberta Teachers' Association urge Alberta school boards to develop policy that prohibits the practice of gender-specific dress codes for students and teachers.
[2015]

1-121/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 18.B.30 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge Alberta school boards to develop clear and specific district policies that permit trans-identified students to participate on sex-segregated sports teams, interschool athletic activities and physical education classes that align with their lived gender expression.”

Note—In keeping with the Alberta Education guidelines, when there are segregated educational, recreational or competitive activities, students who are trans and gender-diverse have the right to participate in these activities in ways that are safe, comfortable and congruent with their gender identity or gender expression. All school boards have not yet developed policy that adheres to these guidelines.

18.B.30 BE IT RESOLVED, that the Alberta Teachers' Association urge Alberta school boards to develop **clear and specific** district policies that permit trans-identified students to participate on

sex-segregated sports teams, interschool athletic activities and physical education classes that align with their [consistently asserted] lived gender expression.
[2015]

1-122/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 18.B.31 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers’ Association urge Alberta universities with teacher preparation programs to ensure that these programs formally and effectively address diversity, equity and human rights issues.”

Note—All areas within the education sector need to ensure that everyone is learning in a culture that is inclusive of diversity, equity and human rights. The Association has endorsed this philosophy, so it stands to reason that any institution recognized by the Association should also embrace diversity, equity and human rights.

18.B.31 BE IT RESOLVED, that the Alberta Teachers’ Association urge [institutions with accredited preservice] Alberta **universities with** teacher preparation programs [recognized by the Association] to ensure that these programs formally and effectively address diversity, equity and human rights issues.
[2015]

1-123/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 18.B.32 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to institute ministerial orders that will support the establishment and operation of Gay–Straight Alliances (or similar organizations established under Section 16.1 of the *School Act*) by

1. preventing the disclosure of a student’s membership in a GSA, or similar organization, or participation in the organization’s activities to any person without the explicit prior consent of the student;
2. confirming the right of the student(s) who requests establishment of a GSA, or similar organization, to determine the final operational name of that organization;
3. confirming the right of student members and teacher advisors to determine the purpose, activities, projects and undertakings of the GSA, or similar organization;
4. protecting principals and teachers who facilitate the creation or operation of a GSA, or similar organization, from employment discrimination or sanctions, formal or informal, related to their activities with the GSA, or similar organization; and
5. affirming the right of denominational schools to require, as a condition of hiring or enrolment, a declaration of faith, but thereafter precluding discrimination on any protected ground, including sexual orientation, gender identity and gender expression.”

Note—Section 16.1 of the *School Act* demonstrates achievement of items 1 to 3. Items 4 and 5 have not yet been achieved.

18.B.32 BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to institute ministerial orders that will support the establishment and operation of Gay–Straight Alliances (or similar organizations established under Section [35-1] **16.1** of the [Education] **School Act**) by

1. preventing the disclosure of a student’s membership in a GSA, or similar organization, or participation in the organization’s activities to any person without the explicit prior consent of the student;
2. confirming the right of the student(s) who requests establishment of a GSA, or similar organization, to determine the final operational name of that organization;
3. confirming the right of student members and teacher advisors to determine the purpose, activities, projects and undertakings of the GSA, or similar organization;
4. protecting principals and teachers who facilitate the creation or operation of a GSA, or similar organization, from employment discrimination or sanctions, formal or informal, related to their activities with the GSA, or similar organization; and
5. affirming the right of denominational schools to require, as a condition of hiring or enrolment, a declaration of faith, but thereafter precluding discrimination on any protected ground, including sexual orientation, gender identity and gender expression.

[2015]

1-124/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 19.B.1 be reaffirmed.

Note—Corporations continue to show increasing interest in finding innovative ways to access students through the education system. The Association’s standards provide a good test for assessing the value for students of education/business partnerships and sponsorships.

19.B.1 BE IT RESOLVED, that the Alberta Teachers’ Association urge school boards to adopt the Association’s ethical standards for education/business partnerships and sponsorships.
[2000/03/06/09/12/15]

1-125/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 19.B.2 be reaffirmed.

Note—Corporations continue to show increasing interest in finding innovative ways to access students through the education system. The Association’s standards provide a good test for assessing the value for students of education/business partnerships and sponsorships.

19.B.2 BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to adopt the Association’s ethical standards for education/business partnerships and sponsorships in schools.
[2000/03/06/09/12/15]

1-126/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 19.B.3 be reaffirmed.

Note—For schools in the public education system to maintain their independence and freedom from undue influence by commercial interests, it is essential that commercial advertising not be a part of

their operation. It is not in the public interest to allow commercial entities to have a presence in schools.

19.B.3 *BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to ban commercial advertising in schools, on school property, on school websites and on school buses. [2000/03/06/09/12/15]*

1-127/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 19.B.4 be reaffirmed.

Note—Citizens' ability to critically analyze commercially sponsored materials and information is a hallmark of a democratic society. This is particularly true in an era of "alternative facts." It is very important that this policy be reaffirmed as it supports one of the foundations of a public education system.

19.B.4 *BE IT RESOLVED, that the Alberta Teachers' Association encourage school system officials, teachers and parents to develop skills to critically analyze commercially sponsored materials and information and to become media literate. [2000/03/06/09/12/15]*

1-128/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 20.B.1 be reaffirmed.

Note—Schools must provide a safe and healthy learning environment, and there have been no recent changes to the regulations in this area. Established safety standards must be adhered to.

20.B.1 *BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to change the regulations governing the awarding of drilling permits where hydrogen sulphide (sour gas) is present to ensure that no drilling be allowed near any school site consistent with the highest established safety standards. [2009/12/15]*

1-129/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 20.B.2 be reaffirmed.

Note—As the use of wireless networking systems increases both with the rapid development of the so-called Internet of things and a broader use of wireless handheld devices in classrooms, further research in this area is greatly needed.

20.B.2 *BE IT RESOLVED, that the Alberta Teachers' Association, in cooperation with the Canadian Teachers' Federation, urge the governments of Alberta and Canada to implement the Royal Society of Canada's 2014 recommendation and instruct Health Canada to aggressively pursue research aimed at clarifying the radio frequency health risk, which would allow the Government of Canada to develop protective measures if the risk were substantiated. [2003/06/09/12/15]*

1-130/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 20.B.3 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to determine the design, configuration, renovation and utilization of all school facilities through a process that

1. makes a safe and healthy teaching and learning environment the highest priority;
2. includes consultation with the local school board, school community and staff;
3. undertakes research to develop optimal standards for heating, lighting, visual aesthetics, ventilation, acoustics and other school building systems;
4. requires school planners to incorporate energy-efficient components in the planning and design of school buildings;
5. provides funds for school boards to upgrade facilities in order to become more energy-efficient; and
6. develops school sites in such ways that preserve the natural environment.”

Note—Recently, a flurry of school building activity has taken place in Alberta. It is important now, and will continue to be for the future, to ensure that the elements of this policy be considered in all cases.

20.B.3 *BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to determine the design, configuration, **renovation** and utilization of all school facilities through a process that*

1. makes a safe and healthy teaching and learning environment the highest priority;
2. includes consultation with the local school board, school community and staff;
3. undertakes research to develop optimal standards for heating, lighting, visual aesthetics, ventilation, acoustics and other school building systems;
4. requires school planners to incorporate energy-efficient components in the planning and design of school buildings;
5. provides funds for school boards to upgrade facilities in order to become more energy-efficient; and
6. develops school sites in such ways that preserve the natural environment.

[2003/06/09/12/15]

1-131/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 20.B.7 be reaffirmed.

Note—Municipal planning decisions have contributed to urban sprawl and the hollowing out of the centres of Alberta's cities. This has created demand for construction of new schools in new areas of development while depriving some older established public schools, at least in the short term, of the student populations required to maintain their viability. Promotion of “school choice,” including funding of private and charter schools, has exacerbated the problem. As the provincial government works with municipalities and school jurisdictions, a policy objective should be to maintain viable public schools in each neighbourhood and to promote them as the first and best choice for parents and students.

20.B.7 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to undertake infrastructure initiatives required to address modernization, health and safety concerns, accessibility, student population growth and the provision of neighbourhood schools.
[2006/09/12/15]

1-132/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 20.B.11 be amended to read—
“BE IT RESOLVED, that the Alberta Teachers' Association urge Alberta school boards to develop district policies to provide all-gender washrooms and change rooms in school board facilities that are readily accessible to students and staff members.”

Note—As it is unclear whether all boards have developed such policies, school boards need to be reminded of the need for the development and implementation of this policy and for all-gender washrooms and change rooms in all school board facilities.

20.B.11 BE IT RESOLVED, that the Alberta Teachers' Association urge Alberta school boards to develop district policies to provide ~~all~~ all-gender washrooms and change rooms in school board facilities that are readily accessible to students and staff members.
[2015]

1-133/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 22.B.1 be reaffirmed.

Note—Teachers and potential outreach students should be aware of the criteria and protocols for student placement. Without effective policies in place, these criteria and protocols are subject to the whims and moods of individuals rather than sound educational practice. Outreach schools are often very fluid with respect to their student population. Sound policy in this regard can serve to assist outreach schools in their planning and programming.

22.B.1 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to require school jurisdictions to develop criteria and protocols for student placement in outreach schools.
[2009/12/15]

1-134/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 22.B.2 be reaffirmed.

Note—As capital funding becomes more difficult to secure, the existence of stand-alone outreach schools is at risk. Outreach schools serve a very specific student clientele, most of whom struggle in a traditional school setting. Without full funding and support of outreach schools' facilities, operation, maintenance and program costs, some of these stand-alone outreach schools are being housed inside the regular high school. This setting is not conducive for success for many outreach students and is detrimental to the delivery of the program.

22.B.2 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to fully fund and support outreach schools' facilities, operation, maintenance and program costs.
[2009/12/15]

1-135/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 22.B.3 be reaffirmed.

Note—Instructional grants cannot and were not intended to cover both classroom needs and the infrastructure required to act as a foundation for schools. There needs to be additional funding allocated to ensure the entire learning environment supports the teaching and learning conditions.

22.B.3 BE IT RESOLVED, that the Alberta Teachers' Association urge school jurisdictions to ensure that instructional grants used for outreach schools are used for program delivery and separate funds are available for the operation and maintenance of outreach schools.
[2009/12/15]

1-136/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 22.B.5 be reaffirmed.

Note—It is important that teachers working in outreach schools have access to the training they require to work safely with the students at those sites.

22.B.5 BE IT RESOLVED, that the Alberta Teachers' Association urge school jurisdictions to provide inservice, where requested, for outreach school staff in the areas of first aid, emergency response and conflict management.
[2009/12/15]

1-137/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 22.B.6 be reaffirmed.

Note—As an increasing number of school jurisdictions develop outreach schools in order to meet the needs of their students, it is important for them to anticipate the safety concerns of outreach schools being planned and to assess and address any safety concerns in existing outreach schools. This is still a need in many jurisdictions.

22.B.6 BE IT RESOLVED, that the Alberta Teachers' Association urge school jurisdictions to ensure that the safety concerns of outreach school facilities are assessed and addressed.
[2009/12/15]

1-138/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 22.B.7 be reaffirmed.

Note—This is especially important in an outreach setting where every student is on an individual program. Teachers need to begin planning for course delivery as soon as a student arrives. The placement of a student in an outreach setting is not as straightforward as the

requirement in a traditional school. As well, the student is likely in need of additional support and services. Without timely access to the student's records, outreach teachers are not able to adequately plan and deliver programs to their students.

22.B.7 *BE IT RESOLVED, that the Alberta Teachers' Association urge school jurisdictions to ensure that outreach schools receive student records in a timely manner.*
[2009/12/15]

1-139/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 22.B.8 be reaffirmed.

Note—As an increasing number of school jurisdictions develop outreach schools in order to meet the needs of their students, it is important for them to ensure that the programming provided in the school is broad enough and deep enough to meet the diverse needs of all the students in the outreach school. Since funding for these programs continues to be an issue, this policy continues to be necessary.

22.B.8 *BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education and school boards to ensure that outreach education programs provide flexibility in meeting students' diverse needs.*
[2009/12/15]

1-140/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 22.B.9 be reaffirmed.

Note—Outreach schools are important parts of their communities, similar to traditional schools. The school and its students have a valuable contribution to make to their communities, and likewise, community agencies can play a significant role in the success of outreach schools and their students.

22.B.9 *BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education and school boards to support outreach schools to establish community partnerships and protocols in order to educate and support individualized student needs.*
[2009/12/15]

1-141/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 22.B.11 be transferred to policy achieved.

Note—Alberta's premier reversed the decision to close the Calgary Young Offender Centre in May 2015.

22.B.11 *BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to continue to operate a Calgary Young Offenders Centre that includes all services currently offered to support the successful reintegration of those young offenders into society.*
[2015]

1-142/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that expiring current directive 22.B.12 be reaffirmed.

Note—Outreach schools serve a very specific student clientele, most of whom struggle in a traditional school setting. Without full funding and support of outreach schools' facilities, operation, maintenance and program costs, some of these stand-alone outreach schools are being housed inside the regular high school. This setting is not conducive to success for many outreach students and is detrimental to the delivery of the program.

22.B.12 *BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education and school boards to use their best efforts to ensure that students who feel most suited to attending an outreach program are able to attend school in a stand-alone facility that is quite distinctly removed from a traditional school setting.*
[2015]

Local Resolutions

2-1/18 (Current Directive)

Unité francophone

BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to restrict multigrade classes taught by a single teacher to include students from no more than two consecutive grades.

Note—Having to teach three or more grades in the same classroom involves excessive amounts of planning and juggling of curricula for one classroom teacher. Also, students do not receive the attention required to succeed to their full potential.

2-2/18 (Current Directive)

Unité francophone

BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to ensure that distance and sparsity funding is targeted and sufficient to ensure that school authorities have capacity to eliminate the need for multigrade classes comprised of students from more than two consecutive grades.

Note—Even if a school is smaller, the students deserve to receive the same quality teaching that they would have in a bigger school. The funding should be appropriate to give every school the chance to offer quality teaching to their students.

2-3/18 (Administrative Directive)

Greater Peace

BE IT RESOLVED, that the Alberta Teachers' Association will work toward minimizing costs and the environmental impact of producing conference and meeting materials by providing resources in an electronic format, with paper copies only when requested.

Note—More and more teachers are comfortable with paperless resources, and while we recognize the occasional need or desire for print copies of documents, it is more cost-effective to provide conference or meeting materials in digital formats. It is also more environmentally conscientious to avoid printing documents that will simply end up in the recycle bin.

2-4/18 (Administrative Directive)

Greater Peace

BE IT RESOLVED, that the Alberta Teachers' Association strike a committee to investigate the feasibility of developing a mechanism for substitute teacher growth and supervision.

Note—The supervision and growth of teachers has been laid out in the Alberta Education Teacher Growth, Supervision and Evaluation Policy (2.1.5); however, if substitute teachers are not under contract, they have no one to submit to or ensure that they have completed a professional growth plan. As the professional growth plan is an extremely important part of ensuring that all certificated teachers are of the highest professionalism and quality, it would be prudent that the Association take steps to ensure that we are supporting all members of our profession to become the best educators we can be.

2-5/18 (Current Directive)

Greater Peace

BE IT RESOLVED, that the Alberta Teachers' Association strongly urge the Government of Alberta to engage in clear, multilevel, consistent, transparent and timely communication with all stakeholders with regard to at-risk students.

Note—Alberta Human Services, Alberta Mental Health Services, Alberta Health Services, Alberta Youth Justice and similar services need to communicate with schools and teachers regarding interventions, medical services, supports and vulnerable children's history. Timely, transparent, multilevel communication needs to happen to make sure that children are getting the support they need and that the teachers and schools have the information they need to support the children properly.

2-6/18 (Current Directive)

Aspen View

BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to undertake, in conjunction with rural school authorities, other stakeholders and the Association, a review of education funding for rural school authorities with the objective of implementing funding arrangements that will ensure that smaller schools serving rural communities have the financial capacity to meet programming requirements for all students as well as the obligations imposed by collective agreements, including limits on instructional and assignable time for teachers.

Note—The current funding model is exceptionally challenging for small schools/jurisdictions to meet the unique needs of our students. The current funding model is restrictive in providing a broad, diverse range of programming as well as meeting day-to-day needs. The 907/1,200-hour requirement is also a significant challenge for rural schools.

2-7/18 (see page 49)**2-8/18** (Administrative Directive)

Evergreen

BE IT RESOLVED, that the Alberta Teachers' Association provide each of the local associations sealed envelopes with the necessary information for individual teachers to vote in Alberta Teachers' Association elections.

Note—Online voting turnout has been lower than expected. In order to increase the voter participation, the ATA needs to make voting as accessible as possible. In the time of paper voting, school representatives were able to ensure that the teachers voted by providing the necessary ballots. If the school representatives could hand teachers the information needed to vote in a sealed envelope, this should increase participation. Increased participation means increased member engagement.

2-9/18 (see page 49)

2-10/18 (see page 49)**2-11/18** (Current Directive)
Evergreen

BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to release more exemplars for provincially mandated tests.

Note—For example, English 30-1 and 30-2 are not included on Quest A+. There needs to be more questions released for provincially mandated tests so the students can experience the types of questions that they will experience on the tests. Providing practice opportunities for students is beneficial to their success.

2-12/18 (Administrative Directive)
Grasslands

BE IT RESOLVED, that the Alberta Teachers' Association move to an electronic mail system for courtesy copy recipients of mailouts.

Note—Memorandum mailouts are sent by post to intended recipients. All memorandum mailouts are also sent, via post, as a courtesy copy to three or more recipients. For reference, a mailout related to grants was sent to local secretaries and then courtesy copied to local presidents, local treasurers, local communication officers, Provincial Executive Council and executive staff. This resolution intends to reduce postage costs incurred by the Association and encourages an environmentally friendly system of communication.

2-13/18 (Administrative Directive)
Battle River

BE IT RESOLVED, that the 2018/19 ATA budget include in the portion not subject to local rebate a provision to transfer to each local an amount equivalent to 20 per cent of a school district's category 6 maximum pay level to be allocated for the sole purpose of purchasing a minimum of 0.2 FTE release time for their local president.

Note—All local presidents have the same role and responsibilities across the province; accordingly, each should be provided with adequate release time to fulfill this role. Local presidents represent their members and represent the ATA to its members to the best of their ability while still fulfilling their teaching assignment and related responsibilities. While presidents of larger locals have adequate release time, those of smaller locals give up personal and family time to fulfill their roles. If the ATA values the contributions of local presidents without regard to the size of the local, it should support the funding of adequate release time.

2-14/18 (see page 49)**2-15/18** (Current Directive)
Edmonton Public Teachers

BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to require that all curricular outcomes related to human sexuality be mandatory for students attending K–12 schools in Alberta, which receive public funds, with no provision for opting out.

Note—It is cruel to deny any student the opportunity to learn this vital information. Some of the most vulnerable LGBTQ2 students and students at risk of sexual abuse are likely to be among those excluded by parents from these classes. Well-taught, fact-based instruction is proven to lead to fewer teen pregnancies and sexually transmitted diseases. Teachers should be trusted to teach this content, like any other topic in any course, with good judgment and professionalism.

2-16/18 (Long-Range Policy)
Edmonton Public Teachers

BE IT RESOLVED, that long-range policy 6.A.14 be amended to read—

“All funds held by the Alberta Teachers' Association or in trust for the benefit of teachers should be invested in a manner that both identifies and manages environmental, social and governance (ESG) risks by

1. integrating ESG risk factors into the continued evaluation of potential investments,
2. being an active shareholder in order to influence corporate decision making,
3. taking a responsible and active approach to voting shares,
4. divesting when active shareholding methods have not resulted in desired improvements in ESG practices and
5. not investing in companies that manufacture and sell tobacco products.”

Note—Other major public-sector funds pension funds in Alberta already have these proposed ESG guidelines formally in place for their investments. Without a divestment option provision, the current resolution would not bring our investments to these same ESG standards. The history and continuation of hiding health dangers and targeting children by tobacco companies are well documented. Alberta teachers are currently part owners of two major multinational tobacco companies through our Alberta Teachers' Retirement Fund even though we teach our students the dangers of tobacco use. Our investors currently have no mechanism in place to address serial poor ESG performers.

6.A.14 *All funds held by the Alberta Teachers' Association or in trust for the benefit of teachers should be invested in a manner that both identifies and manages environmental, social and governance (ESG) risks by*

1. *integrating ESG risk factors into the continued evaluation of potential investments,*
 2. *being an active shareholder in order to influence corporate decision making [and],*
 3. *taking a responsible and active approach to voting shares[-],*
 4. **divesting when active shareholding methods have not resulted in desired improvements in ESG practices and**
 5. **not investing in companies that manufacture and sell tobacco products.**
- [2017]

2-17/18 (Current Directive)
Edmonton Public Teachers

BE IT RESOLVED, that current directive 6.B.7 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge all cosponsors and administrators, where appropriate, of funds held in trust for the benefit of teachers to invest in a

manner that both identifies and manages environmental, social and governance (ESG) risks by

1. integrating ESG risk factors into the continued evaluation of potential investments,
2. being an active shareholder in order to influence corporate decision making,
3. taking a responsible and active approach to voting shares.
4. divesting when active shareholding methods have not resulted in desired improvements in ESG practices and
5. not investing in companies that manufacture and sell tobacco products.”

Note—Other major public-sector funds pension funds in Alberta already have these proposed ESG guidelines formally in place for their investments. Without a divestment option provision, the current resolution would not bring our investments to these same ESG standards. The history and continuation of hiding health dangers and targeting children by tobacco companies are well documented. Alberta teachers are currently part owners of two major multinational tobacco companies through our Alberta Teachers’ Retirement Fund even though we teach our students the dangers of tobacco use. Our investors currently have no mechanism in place to address serial poor ESG performers.

6.B.7 BE IT RESOLVED, that the Alberta Teachers’ Association urge all cosponsors and administrators, where appropriate, of funds held in trust for the benefit of teachers to invest in a manner that both identifies and manages environmental, social and governance (ESG) risks by

1. integrating ESG risk factors into the continued evaluation of potential investments,
 2. being an active shareholder in order to influence corporate decision making **[and],**
 3. taking a responsible and active approach to voting shares[-],
 - 4. divesting when active shareholding methods have not resulted in desired improvements in ESG practices and**
 - 5. not investing in companies that manufacture and sell tobacco products.**
- [2017]

2-18/18 (Current Directive)
Edmonton Public Teachers

BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to require mandatory vaccinations, with no personal or religious exemptions, for all K–12 students attending schools in Alberta which receive public funds.

Note—In the first 7 months of 2017, Alberta had measles, mumps and whooping cough outbreaks. All of these diseases are preventable with vaccination; however, vaccination rates over the last 10 years in Alberta have declined below the threshold point for herd immunity of the population. If vaccination rates do not start to increase to threshold levels, Alberta will see more outbreaks of preventable diseases, which will eventually start killing our students. France will require vaccinations for all school-aged children starting in 2018. Alberta needs to be a leader in health and make vaccinations mandatory for all students.

2-19/18 (Current Directive)
Edmonton Public Teachers

BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to provide on-site influenza vaccinations to all teachers, at no cost to teachers or school boards.

Note—Influenza spreads rapidly through crowded areas, such as schools. Teachers end up working in germ-filled environments as students are sent to school by their parents when sick. Also, many students are not the most diligent in hygiene practices that prevent the spread of influenza. The Government of Alberta recognizes the influenza vaccine is the best defence against the flu; as such, it would be in our, and the government’s, best interests to provide on-site vaccinations to teachers in order to reach as many teachers as possible to prevent the loss of time in the classroom due to illness.

2-20/18 (Current Directive)
Edmonton Public Teachers

BE IT RESOLVED, that current directive 1.B.31 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers’ Association

1. affirm the importance of the written component of diploma examinations and of the need for teachers qualified, through training or experience, in the specific subject area, as well as currently teaching in the specific subject area, as markers and
2. actively oppose any attempt to diminish or eliminate the written component of diploma examinations.”

Note—The inclusion of the written component of the examination ensures that a broader range of learning outcomes can be addressed. As well, this affirms that teachers should be part of the assessment process as the professionals in the field.

1.B.31 BE IT RESOLVED, that the Alberta Teachers’ Association

1. affirm the importance of the written component of diploma examinations and of the need for *[qualified]* teachers **qualified, through training or experience, in the specific subject area, as well as currently teaching in the specific subject area, as markers and**
2. actively oppose any attempt to diminish or eliminate the written component of diploma examinations.

[2003/06/09/12/15]

2-21/18 (see page 49)

2-22/18 (Current Directive)
Pembina Hills

BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to maintain and expand, with consultation, provincial licences for technological tools that support teachers in delivering their education program.

Note—Last year, the Department of Education ceased its support of “Gizmos,” an online tool many teachers in both traditional and online settings used to deliver their programs. This year, word has come out that the department is looking to possibly walk away from provincial licences for Microsoft and Adobe products (Word, Excel, Windows, etc). Teachers require some technological tools to support their work, and when the department walks away from supporting students, then divisions and schools need to redirect instructional funds for these tools.

2-23/18 (Current Directive)
Edmonton Catholic Teachers

BE IT RESOLVED, that current directive 1.B.31 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers’ Association

1. affirm the importance of the written component of diploma examinations and of the need for qualified teachers as markers,
2. actively oppose any attempt to diminish or eliminate the written component of diploma examinations and
3. actively oppose any attempt to utilize computer grading for the written component of diploma examinations.”

Note—Computer grading should not replace a teacher’s professional judgment.

1.B.31 BE IT RESOLVED, that the Alberta Teachers’ Association

1. affirm the importance of the written component of diploma examinations and of the need for qualified teachers as markers *[and]*,
2. actively oppose any attempt to diminish or eliminate the written component of diploma examinations *and*
3. actively oppose any attempt to utilize computer grading for the written component of diploma examinations.

[2003/06/09/12/15]

2-24/18 (Current Directive)
Edmonton Catholic Teachers

BE IT RESOLVED, that current directive 5.B.7 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers’ Association urge school boards to discontinue the practice of requiring the acquisition of any driver’s licence as a condition of employment for teachers.”

Note—Driving is not listed as one of the duties under the Teaching Quality Standard.

5.B.7 BE IT RESOLVED, that the Alberta Teachers’ Association urge school boards to discontinue the practice of requiring the acquisition of *[an Alberta Class 4]* **any** driver’s licence as a condition of employment for teachers.

[2006/09/12/15]

2-25/18 (Current Directive)
Edmonton Catholic Teachers

BE IT RESOLVED, that current directive 7.B.36 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to appropriately fund existing and new programs and services to better address the issues of sexual exploitation, sexual assault and what constitutes consent.”

Note—The Resolutions Committee’s note accompanying 7.B.36 is excellent. We would add that our additions above relate directly to delivering “preventative educational programming” (last few words of the note provided).

7.B.36 BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to appropriately fund existing and new programs and services to better address the issues of sexual exploitation *[of youth]*, **sexual assault and what constitutes consent**.

[2012/15]

2-26/18 (Current Directive)
Edmonton Catholic Teachers

BE IT RESOLVED, that the Alberta Teachers’ Association support the *Truth and Reconciliation Commission of Canada: Calls to Action* report’s recommendation to fully adopt and implement the United Nations Declaration on the Rights of Indigenous Peoples as the framework for reconciliation.

Note—Widening the scope to support a global view as declared by the United Nations would enhance and strengthen the current language in ATA policy and would not be limited to Indigenous peoples of Canada but Indigenous people worldwide.

2-27/18 (Current Directive)
Edmonton Catholic Teachers

BE IT RESOLVED, that the Alberta Teachers’ Association request that all school jurisdictions ensure that any funding due to increased enrolment is reflected in a corresponding increase in teaching staff.

Note—Statistics have been presented (by the ATA) that although student enrolment has increased in Alberta in recent years, teacher numbers have not increased accordingly. More students should equate to more teaching professionals.

2-28/18 (Current Directive)
Fort Vermilion

BE IT RESOLVED, that the Alberta Teachers’ Association urge the Department of Education to recognize classroom complexity using a funding model that provides educational assistant support based upon the number of students with individualized program plans within a given class.

Note—The number of IPP students listed in a classroom should determine if an educational assistant is required to support and promote student success.

2-29/18 (Current Directive)
Fort Vermilion

BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to work with Indigenous and Northern Affairs Canada to ensure that per-student funding for Indigenous students is equal to (on par with) per-student funding provided by the province.

Note—Presently, federally funded student grants for Indigenous students are well below the per-student funding provided by the Alberta government. It is a problem for provincial school jurisdictions that take on the responsibility to educate federally funded First Nations, Métis and Inuit students.

2-30/18 (Current Directive)
Fort Vermilion

BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to establish a northern living allowance for teachers living north of the 57th parallel.

Note—The government recognizes the cost of living in the north is greater than in most of the other communities in Alberta. This is evident in the Northern Living Allowance paid to public servants who work north of the 57th parallel: “Employees with work sites located above the 57th parallel . . . are eligible to receive the following: Full-time Employees: \$6,300 annually.” It is becoming increasingly difficult to attract and retain teachers in our school division, so we are asking the ATA to urge the Government of Alberta to pay a northern living allowance for teachers as the government does for other public servants.

2-31/18 (Current Directive)
Fort Vermilion

BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to recognize the unique needs of rural and remote communities by providing increased supports to families living in poverty as well as ensuring sufficient wraparound services in schools to support students with complex needs.

Note—Due to the economic downturn in some communities, poverty rates for children are concerning. Supports for families living in poverty as well as wraparound services for students in schools are required because current services in rural and remote communities are taxed beyond their limits.

2-32/18 (Administrative Directive)
Fort Vermilion

BE IT RESOLVED, that there be equal representation by geographic region on the convention review board.

Note—The field service members who serve on a convention review board should be a representation from across the province, including urban and rural.

2-33/18 (Current Directive)
Northern Spirit

BE IT RESOLVED, that the Alberta Teachers’ Association urge school authorities to discontinue the use of interim contracts.

Note—These are being abused by school authorities and can be replaced with temporary contracts.

2-34/18 (Current Directive)
Northern Spirit

BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to properly fund school playground equipment for new school builds and existing facilities with inadequate equipment.

Note—Physical activity is an integral component of a student’s ability to obtain academic achievement.

2-35/18 (Current Directive)
Northern Spirit

BE IT RESOLVED, that the Alberta Teachers’ Association urge school authorities to ensure that all teachers on temporary contracts have the ability and access to an evaluation for permanent certification.

Note—All members of the profession should be treated in an equitable manner during the process of obtaining a permanent certificate.

2-36/18 (Current Directive)
Northern Spirit

BE IT RESOLVED, that the Alberta Teachers’ Association urge the Government of Alberta to provide adequate support, including the services of qualified health care professionals, for medically, emotionally, mentally and physically fragile teachers.

Note—Teachers are increasingly under an extraneous amount of pressure with increased workload and parental expectations. We need to take care of our members.

2-37/18 (Administrative Directive)
Northern Spirit

BE IT RESOLVED, that the Alberta Teachers’ Association, during Annual Representative Assembly procedures, refrain from announcing the prevote when presenting resolutions to the Assembly, as it is prejudicial.

Note—Announcing these prevotes unduly influences the Assembly and stifles debate; these numbers are readily available to all delegates already.

2-38/18 (Current Directive)
Northern Spirit

BE IT RESOLVED, that the Alberta Teachers’ Association partake in central table bargaining that ensures administrators, colony school teachers and distributed learning teachers have reasonable workdays.

Note—We must protect all members from increased workloads.

2-39/18 (Current Directive)
Northern Spirit

BE IT RESOLVED, that the Alberta Teachers’ Association strongly urge school authorities to refrain from hiring noncertificated classroom supervisors to deliver teacher-prepared instructional materials.

Note—This practice undermines the teaching profession by replacing qualified teachers with citizens without any semblance of an education degree. No one should be delivering teacher-prepared materials who is not fully certificated and a member of the Alberta Teachers’ Association.

2-40/18 (Administrative Directive)
Calgary Public Teachers

BE IT RESOLVED, that the Alberta Teachers' Association study best pedagogical practices, necessary structural supports for students, mental health supports and teacher education practices to meet the unique educational needs of students in middle-years education as a distinct level of education and report with policy recommendations to the 2019 Annual Representative Assembly.

Note—Middle-level education is not treated as separate and distinct from elementary and secondary in some districts. Research is finding that younger adolescents have unique characteristics and needs specific to their developmental stage. There is a widening, growing gap in the services available to support these children compared to other levels. As an Association, we do not currently have policy on middle-level education as a distinct level with needs specific to the age group and school setting. Guiding principles will help us better advocate for the needs of these students. The Association cannot leave these children overlooked and unsupported.

2-41/18 (Current Directive)
Calgary Public Teachers

BE IT RESOLVED, that current directive 5.B.17 be amended to read—

“BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to cover fully the costs of all medically necessary therapies.”

Note—While the policy statement seems reasonable at first glance, its focus is not consistent with other content in this section, where it is clear that teachers, and what working conditions best meet their needs, should be targeted by Association policy. Removing “for all students in Alberta schools” will refocus the policy onto teachers and make it more consistent with the other policies in this section. The amendment does not necessarily exclude students, but it *must* include teachers. Current directive 5.B.12 already speaks to government ensuring students receive the medical treatments they require.

5.B.17 BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to cover fully the costs of all medically necessary therapies [~~for all students in Alberta schools~~].

5.B.12 BE IT RESOLVED, that the Alberta Teachers' Association encourage school boards and the Government of Alberta to develop policy that ensures that students receive the medications, medical treatment and nursing care they require while excluding teachers from regular or ongoing involvement in the administration of these services.

[1996/99/2002/05/08/11/14/17]

2-42/18 (Current Directive)
Parkland Teachers'

BE IT RESOLVED, that the Alberta Teachers' Association urge school divisions to create joint use intellectual property agreements with their teachers.

Note—Teachers are professionals who must create and develop materials to teach the curriculum mandated by the province. Currently, there are no clear joint use agreements between the teachers and school divisions that they work for on intellectual property of teachers and the material that they develop. In contrast to joint use, there have been some school divisions that have created school board policies that have been very restrictive and one sided of any and all material that teachers develop or use in the course of their jobs. (For example, “The School Division will own all of the benefits, profits, research, developments and anything else arising from your work, including proprietary rights, intellectual property rights, copy rights, patents, industrial designs, trademarks, moral rights and any other product of the work performed.”) Restrictive policies like these inhibit sharing of resources between teachers, the presenting of current classroom practices and also the ownership and development of postgraduate resources. Other academic institutions have policies that respect both the employer and the teachers rather than one-sided board policies.

2-43/18 (Administrative Directive)
Sturgeon

BE IT RESOLVED, that the Alberta Teachers' Association publish committee and subcommittee detailed expenditures against approved budget lines.

Note—After receiving many years of no pay increase, Alberta teachers are very cognizant of matters concerning member fees. With several major projects undertaken by the Association, members deserve to be made aware of how all of their member fees are being spent.

2-44/18 (Administrative Directive)
Sturgeon

BE IT RESOLVED, that the Alberta Teachers' Association publish guidelines and regular reports made available online, as possible, detailing the expenditures of staff and elected officials.

Note—After receiving many years of no pay increase, Alberta teachers are very cognizant of matters concerning member fees. With several major projects undertaken by the Association, members deserve to be made aware of how all of their member fees are being spent, especially by their elected officials.

2-45/18 (see page 50)

Provincial Executive Council Resolutions

3-1/18 (Long-Range Policy) Provincial Executive Council

BE IT RESOLVED, that policy currently titled *Curriculum, Student Assessment and Evaluation* be retitled *Curriculum and Student Assessment*.

Note—This policy speaks to student assessment, not student evaluation. The primary purposes of student assessment are to facilitate the teaching/learning process, diagnose areas of a student’s learning strengths and weaknesses, and make decisions about a student’s progress. Student evaluation occurs when a teacher uses the results of assessment and other relevant information to make a decision about the quality, value or worth of a student’s response during the learning process or a student’s overall performance for placement and reporting purposes.

3-2/18 (Long-Range Policy) Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.1 be amended to read—

“The basics in education provide students with those learning experiences that enable them to become knowledgeable, self directed, responsible individuals able to adapt and to cope within a complex and changing society.”

Note—While the intent remains the same, the proposed language is more current.

1.A.1 The basics in education [are] provide students with those learning experiences that [~~assist students in acquiring knowledge, skills and attitudes that contribute to continued learning, social awareness, cognizance of a changing society, responsible citizenship and personal well-being~~] enable them to become knowledgeable, self-directed, responsible individuals able to adapt and to cope within a complex and changing society.
[1978/88/98/2008]

3-3/18 (Long-Range Policy) Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.2 be amended to read—

“The domains of an integrated curriculum should reflect consideration of the cognitive, social, emotional and physical well-being of the student.”

Note—While the intent remains the same, the proposed language is more current.

1.A.2 The domains of an integrated curriculum should reflect consideration of the [~~psychological, physical and personal~~] cognitive, social, emotional and physical well-being of the student.
[1971/76/81/88/98/2008]

3-4/18 (Long-Range Policy) Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.3 be amended to read—

“The Department of Education has a responsibility to provide ongoing consultative services for programs authorized by the Minister of Education.”

Note—The addition of the word *ongoing* ensures that there is continued support for teachers and that support is not limited to the implementation phase.

1.A.3 The Department of Education has a responsibility to provide ongoing consultative services for programs authorized by the Minister of Education.
[1984/85/88/94/98/2008]

3-5/18 (Long-Range Policy) Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.4 be amended to read—

“The Government of Alberta should provide the legal framework and the resources necessary for the attainment of the Ministerial Order on Student Learning.”

Note—The Ministerial Order on Student Learning is subtitled “An Order to Adopt or Approve Goals and Standards Applicable to the Provision of Basic Education in Alberta.”

1.A.4 The Government of Alberta should provide the legal framework and the resources necessary for the attainment of the [~~Goals and Standards Applicable to the Provision of Basic Education in Alberta~~] Ministerial Order on Student Learning.
[1985/86/98/2008]

3-6/18 (Long-Range Policy) Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.5 be amended to read—

“The Department of Education should ensure that teaching about, or applying, diversity, equity and human rights tenets is incorporated throughout the Program of Studies, where applicable.”

Note—The words *curriculum* and *program of studies* mean different things and are not interchangeable. The Program of Studies consists of learning outcomes as set out in the Department of Education document (and regulation) of the same name. The curriculum is what students experience when teachers bring the learning outcomes to life through the lens of their professional practice. Where appropriate, this amendment will be made throughout long-range policy.

1.A.5 The Department of Education should ensure that teaching about, or applying, diversity, equity and human rights tenets is incorporated throughout the [~~curriculum~~] Program of Studies, where applicable.
[1991/98/2008]

3-7/18 (Long-Range Policy) Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.6 be reaffirmed.

Note—Teachers, as professionals, must retain the right to select teaching and learning resources to best fit the learning needs of their students and the contexts within which teachers teach.

1.A.6 The Alberta Teachers' Association opposes censorship of provincially or locally approved teaching and learning resources. [1992/98/2008]

3-8/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.7 be amended to read—

“The Alberta Teachers’ Association opposes the offering of stand-alone postsecondary courses to high school students as part of their regular school program, except when supervised by a certificated member of the bargaining unit.”

Note—The purpose of K–12 public education is to provide students with experiences that allow them to reach the goals set out in the Ministerial Order on Student Learning. It is not solely to prepare students for the world of work. Students who choose to take career-oriented pathways to accelerate graduation from postsecondary institutions may restrict their high school programming to the core components. In addition, there are issues regarding funding, the use of these experiences by postsecondary programs as recruitment, and the teaching of courses by noncertificated instructors.

1.A.7 The Alberta Teachers' Association opposes the offering of stand-alone postsecondary courses to high school students as part of their regular school program, except when supervised by a certificated member of the bargaining unit. [1993/96/98/2008]

3-9/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.8 be amended to read—

“The Department of Education should plan, fund, implement and evaluate a thorough orientation and inservice program for teachers required to teach any new Program of Studies authorized by the Minister of Education.”

Note—The proposed amendment clarifies that the government does not produce curriculum that teachers must teach. What is produced is a Program of Studies. While it is the teacher’s professional responsibility to teach the prescribed Program of Studies, the Government of Alberta must provide the necessary supports for teachers in the form of time and resources to ensure effective implementation.

1.A.8 The Department of Education should plan, fund, implement and evaluate a thorough orientation and inservice program for teachers required to teach any new [curriculum] Program of Studies authorized by the Minister of Education. [1980/81/82/83/86/88/98/2008]

3-10/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.9 be amended to read—

“The Department of Education should employ certificated teachers with expertise in curriculum design to supervise Program of Studies development and implementation.”

Note—It is critical that the professional voice of teachers be present in both the development and the implementation of a Program of Studies.

1.A.9 The Department of Education should employ certificated teachers with expertise in curriculum design to supervise [curriculum or program] Program of Studies development and implementation. [1990/93/98/2008]

3-11/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.10 be amended to read—

“Implementation of a new Program of Studies requires that

1. draft program and teaching and learning resources are evaluated through a pilot project,
2. approved programs and resources are available at least one school year prior to implementation and
3. sufficient funding is available for teacher inservice and purchase of approved teaching and learning resources.”

Note—Alberta has had unfortunate experiences where the implementation of a new Program of Studies was not adequately supported, leading to significant challenges for teachers throughout the province.

1.A.10 Implementation of a new [curriculum] Program of Studies requires that

- 1. draft program and teaching and learning resources are evaluated through a pilot project,*
- 2. approved programs and resources are available at least one school year prior to implementation and*
- 3. sufficient funding is available for teacher inservice and purchase of approved teaching and learning resources. [1967/68/69/72/77/82/88/98/2008]*

3-12/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.11 be amended to read—

“Local autonomy and local participation should be a major consideration in the design and development of the Program of Studies.”

Note—Having fewer prescriptive learner outcomes to allow teachers to contextualize and personalize the learning of their students continues to be an Association priority.

1.A.11 Local autonomy and local participation should be a major consideration in [curriculum] the design and development of the Program of Studies. [1967/70/72/77/88/98/2008]

3-13/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.12 be reaffirmed.

Note—This policy supports the Association’s belief in long-range policy 1.A.11.

1.A.12 *The Department of Education should encourage the development of, and provide funds for, local curriculum projects.* [1981/86/88/98/2008]

1.A.11 *Local autonomy and local participation should be a major consideration in curriculum development.* [1967/70/72/77/88/98/2008]

3-14/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.13 be amended to read—

“The development and implementation of the Program of Studies should follow an orderly and sequential process from a needs assessment to a statement of goals and learner outcomes, the preparation of draft program, pilot projects, a year of optional implementation, adoption, implementation, continuing evaluation and maintenance.”

Note—The successful development and implementation of a new Program of Studies continues to require thoughtful development and implementation strategies.

1.A.13 [*Curriculum*] *The development and implementation of the Program of Studies should follow an orderly and sequential process from a needs assessment to a statement of goals and learner outcomes, the preparation of draft program, pilot projects, a year of optional implementation, adoption, implementation, continuing evaluation and maintenance.* [1967/88/90/98/2008]

3-15/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.14 be amended to read—

“Teachers should have the major voice in the development of the Program of Studies.”

Note—As expressed by long-range policy 1.A.9, it is critical that the professional voice of teachers be present in all aspects of the development of a Program of Studies.

1.A.14 *Teachers should have the major voice in [~~curriculum decision-making within the prescribed course of studies~~] the development of the Program of Studies.* [1978/88/98/2008]

1.A.9 *The Department of Education should employ certificated teachers with expertise in curriculum design to supervise curriculum or program development and implementation.* [1990/93/98/2008]

3-16/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.15 be amended to read—

“Program of Studies content, activities and resource materials should be developmentally appropriate as per the given subject

to provide for appropriate articulation between subjects and to allow appropriate differentiation according to the student’s learning needs.”

Note—There continues to be a need to recognize the developmental appropriateness of the learning outcomes expected in a Program of Studies.

1.A.15 [*Curriculum*] *Program of Studies content, activities and resource materials should be developmentally appropriate [~~to provide for sequential development in a~~] as per the given subject[;] to provide for appropriate articulation between subjects and to allow appropriate differentiation according to the student’s learning needs [~~and capabilities of the student~~].* [1967/68/72/73/88/98/2008]

3-17/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.16 be amended to read—

“The Department of Education should provide specific teaching materials to achieve the objectives of the Program of Studies without restricting the right of the teacher to select instructional materials.”

Note—Teaching and learning resources for a particular Program of Studies should be made available to teachers without prescribing the resources’ use.

1.A.16 *The Department of Education should provide specific teaching materials to achieve the objectives of the [*curriculum*] Program of Studies without restricting the right of the teacher to select instructional materials.* [1984/85/88/98/2008]

3-18/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.17 be amended to read—

“The Department of Education should ensure a balance between Canadian studies and international studies in the Alberta Social Studies Program of Studies.”

Note—Students in Alberta schools need to be keenly aware of the history of their province and their country.

1.A.17 *The Department of Education should ensure a balance between Canadian studies and international studies in the Alberta [*social studies*] Social Studies [*curriculum*] Program of Studies.* [1981/82/86/88/98/2008]

3-19/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.18 be deleted.

Note—This policy is covered by long-range policy 1.A.20.

1.A.18 *Complementary courses are a fundamental element of the education of students at junior and senior high school levels.* [1978/83/86/88/98/2008]

1.A.20 School programs should recognize the importance of education in the psychological, physical and personal domains by enabling and encouraging student participation in a judicious balance of core and complementary courses.
[1988/98/2008]

3-20/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.19 be reaffirmed.

Note—While substantial progress has been made toward realizing the goal set out in this policy, with curriculum review and implementation under way it would be wise to retain this policy in place as a guideline for Association advocacy. The articulation of this policy with other, similar policies (eg, long-range policies 1.A.15 and 1.A.20 and current directives) will be addressed through the policy review process; in the meantime, however, long-range policy 1.A.19 provides teachers with a policy foundation for their efforts to ensure that students receive a broadly based and balanced education.

1.A.19 Students in junior high schools should take a balance of complementary and academic courses and should be given a choice of practical arts, fine and performing arts, languages other than English and other complementary courses.
[1989/92/95/98/2008]

1.A.15 Curriculum content, activities and resource materials should be developmentally appropriate to provide for sequential development in a given subject, to provide for appropriate articulation between subjects and to allow appropriate differentiation according to the learning needs and capabilities of the student.
[1967/68/72/73/88/98/2008]

1.A.20 School programs should recognize the importance of education in the psychological, physical and personal domains by enabling and encouraging student participation in a judicious balance of core and complementary courses.
[1988/98/2008]

3-21/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.20 be amended to read—

“School programs should enable and encourage students to participate in a judicious balance of core and complementary courses to recognize the importance of education in the cognitive, social, emotional and physical domains.”

Note—Students continue to need a healthy balance of core and complementary courses in their schooling experience. The proposed amendment reflects more current language and puts the emphasis on the balance of core and complementary courses rather than the domains.

1.A.20 School programs should [recognize the importance of education in the psychological, physical and personal domains by enabling and encouraging student participation in a judicious balance of core and complementary courses] enable and encourage students to participate in a judicious balance of core and complementary courses to recognize the importance of education in the cognitive, social, emotional and physical domains.
[1988/98/2008]

3-22/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.21 be reaffirmed.

Note—While substantial progress has been made toward realizing the goal set out in this policy, with curriculum review and implementation under way it would be wise to retain this policy in place as a guideline for Association advocacy for awareness of global and environmental issues in the design of the Program of Studies and related learning resources.

1.A.21 The Alberta Teachers' Association recognizes global and environmental education as an important part of curricula.
[1988/91/94/98/2008/09]

3-23/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.22 be transferred to policy achieved.

Note—Peace education can be found within the existing Social Studies Program of Studies.

1.A.22 Peace education should be incorporated into appropriate school curricula.
[1983/84/86/89/92/98/2008]

3-24/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.23 be reaffirmed.

Note—Although there is currently an expectation for all students in K through 12 to receive daily physical education, it is not mandatory after Grade 10. In addition, the expectation is physically unmanageable in terms of gymnasium space.

1.A.23 A compulsory health and daily physical education program should exist from K through 12.
[1975/80/85/88/98/2008]

3-25/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.24 be amended to read—

“Students must have access to accurate information and supports through certificated counselors and/or health professionals who can provide education and advice on human sexuality and social health issues.”

Note—Access to information is not the issue. The proposed amendment attempts to clarify the professional who may be accessed.

1.A.24 Students must have [the opportunity to obtain accurate information and competent counselling in human sexuality and social health issues appropriate to their maturity and interest] access to accurate information and supports through certificated counselors and/or health professionals who can provide education and advice on human sexuality and social health issues.
[1983/88/98/2008]

3-26/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.25 be reaffirmed.

Note—Parents continue to be entitled to information regarding the program their child is receiving at school. Being purposeful regarding providing such information has the potential to alleviate potential misunderstandings in the future.

1.A.25 Information programs about the school's family life and sexuality education curricula shall be offered to parents.
[1983/86/88/98/2008]

3-27/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.26 be reaffirmed.

Note—This continues to be a concern focused on student safety and the nature of teaching and learning in these settings.

1.A.26 Student enrolment in laboratory courses should be limited to two students per station to a maximum of 20 students per class.
[1986/89/92/98/2008]

3-28/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.27 be transferred to nonactive policy.

Note—The *Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum (Programs of Study)* used to develop the Program of Studies does not include the issues identified.

1.A.27 The Alberta Teachers' Association opposes results-based curriculum that
1. gives evaluation a higher priority than instruction,
2. limits its focus to achievement that can be observed and measured,
3. leads to the assessment of teaching practice based largely on student achievement scores to the neglect of other considerations and
4. leads to a focus only on outcomes rather than educational processes.
[1993/96/98/2008]

3-29/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.28 be reaffirmed.

Note—The profession must continue to advocate strongly for the primacy of teachers' judgment in assessing and reporting student progress.

1.A.28 Regular and continuous assessment by classroom teachers is the most appropriate means of determining student progress.
[1979/88/98/2001/08]

3-30/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.29 be amended to read—

“External assessment instruments must be designed so that they

1. are fair, just and equitable;
2. engage students;
3. instill confidence in students' abilities to learn and to succeed;
4. provide the teacher with information to make informed instructional decisions; and
5. are consistent with the *Principles of Fair Student Assessment Practices for Education in Canada.*”

Note—The proposed amendments reflect an update in language. This continues to be a necessary policy statement which focuses upon the fundamental tenets of assessing student achievement.

*1.A.29 [Procedures used to evaluate student achievement] **External assessment instruments** must be designed so that they*
1. are fair, just and equitable;
2. [*motivate*] **engage** students;
3. instill confidence in students' abilities to learn and to succeed;
[4. test a variety of knowledge, skills and attitudes;]
[5.] **4.** provide the teacher with information to make informed instructional decisions; and
[6.] **5.** are consistent with the *Principles of Fair Student Assessment Practices for Education in Canada.*
[1979/88/98/2008]

3-31/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.30 be amended to read—

“The use of diagnostic assessments should be restricted to use on an individual basis to provide information to enhance student programming.”

Note—The proposed amendment updates the language and more clearly identifies the purpose of the assessments.

*1.A.30 The use of [standardized] diagnostic [and intelligence tests] **assessments** should be restricted to [a research and guidance function] **use on an individual basis to provide information to enhance student programming.***
[1967/70/72/77/82/88/98/2001/08]

3-32/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.31 be amended to read—

“Assessment of student learning has as its primary function facilitating the teaching/learning process.”

Note—This continues to appropriately emphasize the fundamental role effective assessment practices designed and administered by teachers have in guiding them to shape instruction.

*1.A.31 Assessment [and evaluation] of student learning [have] **has** as [their] **its** primary function[-] facilitating the teaching/learning process.*
[1979/88/98/2008]

3-33/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.32 be deleted.

Note—The intent of this policy is covered in long-range policies 1.A.28, 1.A.29 and 1.A.31.

1.A.32 Procedures used to assess and evaluate student learning must be based on the objectives and implementation of the curriculum.
[1967/72/79/88/98/2008]

1.A.28 Regular and continuous assessment by classroom teachers is the most appropriate means of determining student progress.
[1979/88/98/2001/08]

1.A.29 Procedures used to evaluate student achievement must be designed so that they
1. are fair, just and equitable;
2. motivate students;
3. instill confidence in students' abilities to learn and to succeed;
4. test a variety of knowledge, skills and attitudes;
5. provide the teacher with information to make informed instructional decisions; and
6. are consistent with the Principles of Fair Student Assessment Practices for Education in Canada.
[1979/88/98/2008]

1.A.31 Assessment and evaluation of student learning have as their primary function, facilitating the teaching/learning process.
[1979/88/98/2008]

3-34/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.33 be amended to read—

“Assessment of student learning is primarily the responsibility of those teachers providing the instruction.”

Note—The proposed amendment does not separate assessment and evaluation as discrete nouns. This is consistent with current understandings regarding assessment. The main intent of the policy must be maintained.

1.A.33 Assessment [and evaluation] of student learning [are] is primarily the responsibility of those teachers providing the instruction.
[1976/88/98/2001/08]

3-35/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.34 be deleted.

Note—The wording and therefore intent of this policy are unclear.

1.A.34 Assessment and evaluation of student learning and educational programs must take into account the individual characteristics of students and schools.
[1976/88/98/2008]

3-36/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.35 be amended to read—

“Adequate time and resources are required for teachers to conduct effective assessment of student learning.”

Note—See long-range policy 1.A.33. The most effective assessment practices tend to take the most time. Teachers continue to require that time and the resources necessary to use a variety of practices to assess student learning.

1.A.35 Adequate time and resources are required for teachers to conduct effective assessment [and evaluations] of student learning.
[1979/88/98/2008]

1.A.33 Assessment and evaluation of student learning are primarily the responsibility of those teachers providing the instruction.
[1976/88/98/2001/08]

3-37/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.36 be reaffirmed.

Note—Reporting student progress in a graded curriculum continues to be the professional responsibility of the teacher teaching the student. Any alteration of the mark needs to be duly documented to release the teacher from responsibility for the altered mark.

1.A.36 Teachers must be consulted prior to any decision to alter their evaluation of a student's achievement and, if a teacher's evaluation is altered, the altered mark shall be reported along with a notation indicating on whose authority the mark was changed.
[1979/84/88/98/2008]

3-38/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.37 be amended to read—

“School jurisdiction and school policy on reporting student progress and the appeal process shall be developed jointly with teachers and supports the professional rights and responsibilities of teachers to assess student learning.”

Note—As those most professionally responsible for assessing and reporting student progress, teachers must be integrally involved and have a significant voice in these processes.

1.A.37 School jurisdiction and school policy on [student assessment and evaluation, appeals procedures and standards of achievement] reporting student progress and the appeal process shall be developed jointly with teachers and supports the professional rights and responsibilities of teachers to assess [and evaluate] student learning.
[1979/84/88/98/2008]

3-39/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.38 be reaffirmed.

Note—Providing students with the opportunity to demonstrate their learning in a variety of ways continues to be a fundamental principle of fair assessment. Written responses provide for a more complete demonstration of student learning.

1.A.38 *The Department of Education should ensure that written responses represent a significant portion of its provincial diploma examinations.*
[1987/90/98/2008]

3-40/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.39 be reaffirmed.

Note—This is an important resolution that points to the importance of using the results of any testing at a school level. It also emphasizes that provincial achievement tests should be used to check the effectiveness of curriculum.

1.A.39 *The results of provincially administered achievement tests should be*
1. *made available only to the school attended by the participating student and*
2. *limited to determining the cognitive aspects of collective student achievement and effectiveness of the provincial curriculum.*
[1977/82/86/88/98/2008]

3-41/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.40 be amended to read—

“The Alberta Teachers’ Association opposes the requirement by school boards for teachers to include the results of Provincial Achievement Tests in the final evaluation of individual student achievement.”

Note—Teachers must have the professional autonomy to decide what data to consider when assessing and reporting student achievement.

1.A.40 *The Alberta Teachers’ Association opposes the [inclusion] requirement by school boards [of] for teachers to include the results of [the Department of Education] Provincial Achievement [Testing-Program] Tests in the final evaluation of individual student achievement.*
[1977/82/83/86/88/98/2008]

3-42/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.41 be amended to read—

“Students must have the opportunity to learn the Program of Studies on which they will be tested.”

Note—This is a basic tenet of fair assessment.

1.A.41 *Students must have the opportunity to learn the [curriculum] Program of Studies on which they will be tested.*
[2001/08]

3-43/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.42 be reaffirmed.

Note—The acquisition of a high school diploma is a landmark that requires the rigour supported by certificated teachers.

1.A.42 *Credits toward a high school diploma should be awarded only for those courses or activities under the supervision of certificated teachers.*
[1967/68/69/74/79/84/88/89/98/2008]

3-44/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.43 be amended to read—

“Any use of test results related to public assurance must be consistent with the test purpose, design and the unit of analysis, be it classroom, school, system or province.”

Note—As a frame for determining student or system performance, accountability denotes a focus on data infrastructures such as centrally administered test programs and surveys. Public assurance involves a more complex set of processes that include student and community engagement and democratic dialogue about the purposes of public education and what success means in that context. The use of standardized test results for accountability purposes is problematic. For example, many assessment tools are designed to be diagnostic in nature and therefore would be inappropriate as a measure of assurance.

1.A.43 *Any use of test results [for accountability] related to public assurance must be consistent with the test purpose, design and the unit of analysis, be it classroom, school, system or province.*
[1993/98/2008]

3-45/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.44 be reaffirmed.

Note—The necessary steps need to be taken to ensure the fairness of the test within inclusive and diverse classrooms.

1.A.44 *The Department of Education is responsible for analyzing provincial assessment program results to determine if gender and/or cultural bias is evident and, if so, to take action to eliminate it.*
[1991/94/98/2001/08]

3-46/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.45 be reaffirmed.

Note—Teachers need to be the primary voice in the development of all teaching and learning resources funded by the Department of Education, regardless of platform or medium.

1.A.45 *Decisions related to content of digital resources should be made in consultation with classroom teachers.*
[1968/72/77/88/98/2008]

3-47/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.46 be reaffirmed.

Note—While there is a significant emphasis on the development of literacy skills in schools, which include the clarity and correct use of

language in written and oral expression, all teachers need to support the acquisition and use of correct language in written and oral expression.

1.A.46 *All teachers should foster clarity and correct usage of language in written and oral expression.*
[1981/88/98/2008]

3-48/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.47 be deleted.

Note—This policy is redundant. The obligation to promote high levels of student proficiency and behaviour can be found elsewhere in the legal and legislative requirements for teachers.

1.A.47 *Teachers have an obligation within the school program to promote high levels of student proficiency and behaviour.*
[1978/88/89/98/2008]

3-49/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.48 be amended to read—

“Teachers require adequate time during the school day and sustained resources to perform their role in curriculum development and implementation.”

Note—The policy speaks to the need to support teachers in their local context to implement and, where provided for in the local context, develop the Program of Studies.

1.A.48 *Teachers require [Adequate] **adequate** time during the school day and [adequate] **sustained** resources [are required for teachers] to perform their role in curriculum development **and implementation.***
[1976/88/98/2008]

3-50/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.49 be transferred to policy achieved.

Note—The development of self-image can be found in the Ministerial Order on Student Learning and in the current Program of Studies.

1.A.49 *Approved curriculum materials should seek to support the development of a positive self-image in students.*
[1981/88/98/2008]

3-51/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.50 be amended to read—

“The determination of the resources and the teaching and learning conditions necessary to accomplish the goals of basic education in meeting student needs is a shared responsibility of teachers, school jurisdictions and the Department of Education.”

Note—The voice of teachers needs to be at the forefront of deliberations regarding the resourcing of their classrooms.

1.A.50 *The determination of the resources and the [environment-required] **teaching and learning conditions necessary** to accomplish the goals of basic education in meeting student needs is a shared responsibility of teachers, school jurisdictions and the Department of Education.*
[1978/88/89/98/2008]

3-52/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.51 be amended to read—

“While it is important for students to gain a comprehensive understanding of future career opportunities and workplace requirements, a continued focus on the educational development of academic, personal wellness and collaborative skills is essential in the success of the school-to-work transition.”

Note—This policy speaks to the need to ensure that the purpose of schooling is not primarily to prepare students exclusively for the world of work.

1.A.51 *While it is important for students to gain a comprehensive understanding of future career opportunities and workplace requirements, a continued focus on the educational development of academic, personal [management] **wellness** and collaborative skills is essential in the success of the school-to-work transition.*
[1996/98/2008]

3-53/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.52 be reaffirmed.

Note—The preparation of students to succeed in the world of work is one of many functions of public education; however, the successful transition of students from the school into the workforce is a much broader outcome that can only be achieved with the active involvement of business, government and community. This policy is intended to emphasize that transition to employment is not the sole or primary responsibility of the school, nor should it be a focus for school accountability.

1.A.52 *Schools, business, government and other community stakeholders should accept shared responsibility for ensuring that students experience a smooth transition from school to work.*
[1996/98/2008]

[Decennial review of long-range policy on Curriculum, Student Assessment and Evaluation]

3-54/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.53 be amended to read—

“A school library/learning commons is an essential element of every school and is based on the following principles:

1. A qualified teacher-librarian is a required component of a school library/learning commons program at all levels of instruction.

2. The responsibility for establishment, maintenance and evaluation of the school library/learning commons is a shared responsibility of schools, school authorities and the Department of Education.

3. A fundamental component of a school library/learning commons program is to support classroom instruction.”

Note—Although currently not the case in many schools, the school community greatly benefits from having a qualified teacher-librarian in a fully resourced school library/learning commons. The amendments reflect the transition from the school library to the learning commons.

1.A.53 *A school library/learning commons is an essential element of every school and is based on the following principles:*

1. A qualified teacher-librarian is a required component of a school library/learning commons program at all levels of instruction.
2. The responsibility for establishment, maintenance and evaluation of the school library/learning commons is a shared responsibility of schools, school authorities and the Department of Education.
3. A fundamental component of a school library/learning commons program is to support classroom instruction.

[4. The operation and funding of school libraries reflects, at minimum, the requirements of Policy, Guidelines, Procedures and Standards for School Libraries in Alberta (Department of Education, October 1984)].

[1973/78/83/85/88/98/2008]

3-55/18 (Long-Range Policy)

Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.54 be reaffirmed.

Note—Teacher-librarians cannot be utilized only for instructional purposes, being responsible for a class. They require adequate time to perform the other duties associated with their role.

1.A.54 *Adequate time and resources are required for teacher-librarians to perform their role in providing library services that support the total program at all levels of instruction.*
[1998/2008]

3-56/18 (Long-Range Policy)

Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.55 be amended to read—

“The purposes and methods of assessing and reporting student learning and evaluating the Program of Studies and system performance are distinct and not interchangeable.”

Note—The assessment of students for reporting purposes should be nested in the classroom and not utilized for purposes for which it was not intended.

1.A.55 *The purposes and methods of assessing and [evaluating] reporting student learning[;] and evaluating [curriculum, programs and systems] the Program of Studies and system performance are distinct and not interchangeable.*
[1990/98/2001/08]

3-57/18 (Long-Range Policy)

Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.56 be reaffirmed.

Note—Social, economic, cultural and selection factors are major, if not primary, determinants of school and jurisdiction performance on standardized tests. It is disingenuous for teachers to accept rewards based on this criteria, and doing so advances an accountability agenda that is hostile to the greater interests of public education. In past years, the Fraser Institute, with the financial assistance of the Garfield Weston and Imperial Oil Foundations, has sponsored such awards as an adjunct to its school ranking program.

1.A.56 *Teachers may not accept rewards for school or district performance on achievement tests or diploma examinations.*
[2001/08]

3-58/18 (Long-Range Policy)

Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.57 be amended to read—

“Teachers representing the Association should constitute a majority of the membership on all Department of Education committees related to curriculum and student assessment.”

Note—This policy affirms the need for the voice of the profession to be front and centre on matters related to curriculum and student assessment.

1.A.57 *Teachers representing the Association should constitute a majority of the membership on all Department of Education [program, curriculum and student evaluation advisory] committees related to curriculum and student assessment.*
[1993/96/99/2002/08]

3-59/18 (Long-Range Policy)

Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.58 be reaffirmed.

Note—The contents of this policy remain valid and relevant, particularly given the development of a revised Program of Studies currently under way. The articulation of this policy with other, similar policies (eg, long-range policies 1.A.15 and 1.A.20 and current directives) will be addressed through the policy review process; in the meantime, however, long-range policy 1.A.58 provides teachers with a policy foundation for their response to provincial curriculum initiatives.

1.A.58 *Curriculum development should*

1. address the diverse learning needs of all students;
 2. have a balance between measurable outcomes and other important goals;
 3. be broadly based in order to give students the knowledge, skills and attitudes necessary for success in a changing world; and
 4. reflect systematic and structured consultation with the profession and others.
- [1994/97/2003/08]

1.A.15 *Curriculum content, activities and resource materials should be developmentally appropriate to provide for sequential development in a given subject, to provide for appropriate*

articulation between subjects and to allow appropriate differentiation according to the learning needs and capabilities of the student.
[1967/68/72/73/88/98/2008]

1.A.20 *School programs should recognize the importance of education in the psychological, physical and personal domains by enabling and encouraging student participation in a judicious balance of core and complementary courses.*
[1988/98/2008]

3-60/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.59 be reaffirmed.

Note—The evidence is clear: in order to be successful in school, some students require alternative public education programs. These need to be readily available when required.

1.A.59 *The Department of Education is responsible for making provision for and adequately funding alternative public education programs for students who are not succeeding in regular school programs.*
[1978/83/86/88/98/2008]

3-61/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.60 be reaffirmed.

Note—There needs to be identified criteria for alternative schools and programs to ensure appropriate access and programming.

1.A.60 *Alternative schools and alternative programs within the public education system must meet the following criteria:*

1. *They are designed to meet learning needs and address learning differences, rather than religious, ethnic or socio-economic differences and do not result in excessive fragmentation.*
 2. *On balance, they demonstrate a net educational benefit, are financially and administratively feasible, and do not assess noninstructional or program fees.*
 3. *They do not extend privileges or benefits to one segment of society that could not feasibly be extended to all similar segments of society.*
 4. *They do not violate the following basic principles:*
 - a) *Public education is publicly funded and universally accessible by all students.*
 - b) *Public education is directed toward developing the potential of every student.*
 - c) *Public education is accountable, through government, including publicly elected school boards, to society.*
 - d) *Public education fosters the development of a democratic citizenry and society.*
- [1985/88/96/98/2007/08]

3-62/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.61 be reaffirmed.

Note—Teachers in these programs require leadership and support in their language of instruction.

1.A.61 *Staffing for languages other than English in immersion and bilingual programs requires*

1. *at the school/district system level, personnel with fluency in languages who are able to assist teachers with curriculum and inservice needs; and*
2. *at the school/district level, at least one administrator with sufficient fluency in languages to assure adequate communication of school objectives, instructional expectations, and evaluative criteria and judgments with teachers whose spoken language is in the target language.*
[1992/98/2008]

3-63/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.62 be amended to read—

“The Government of Alberta should provide sufficient funding and support for English Language Learners to ensure that students with limited proficiency in English benefit fully from the Alberta educational system.”

Note—The proposed amendment reflects current language that focuses on the student rather than the program. Sufficient funding and support for English Language Learners continue to be a need.

1.A.62 *The Government of Alberta should provide sufficient funding and support for English [as an additional language program] **Language Learners** to ensure that students with limited proficiency in English benefit fully from the Alberta educational system.*
[1991/98/2008]

3-64/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.63 be transferred to nonactive policy.

Note—While perhaps a threat at one time, these programs do not currently exist.

1.A.63 *The Alberta Teachers’ Association opposes incentive programs that tie increased funding to improved performance.*
[1999/2008]

3-65/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.64 be amended to read—

“The use of standardized tests, including provincial achievement tests and international assessments, is opposed when

1. the tests are used as a criterion for educational funding;
2. results are used to compare students, teachers, programs, schools, communities, jurisdictions and provinces;
3. tests are used as a single criterion to determine grade or program placement, completion or promotion;
4. tests do not match the developmental level of the student;
5. tests do not match the language proficiency of the student;
6. tests compromise the mental health of a student;

7. student results are used to evaluate teachers or to determine compensation or employment status;
8. programs are specifically designed to teach to the test;
9. testing programs or tests limit or supplant instructional time; and
10. tests do not conform to the *Principles of Fair Student Assessment Practices for Education in Canada*.³

Note—The profession needs to continue to provide leadership and direction regarding the appropriate use of standardized tests. The proposed amendments add and bring clarity to vulnerable populations.

1.A.64 *The use of standardized tests, including **provincial** achievement tests **and international assessments**, is opposed when*

1. the tests are used as a criterion for educational funding;
2. results are used to compare students, teachers, programs, schools, communities, **jurisdictions** and provinces;
3. tests are used as a single criterion to determine grade or program placement, completion or promotion;
4. tests do not match the developmental level [~~or language-proficiency~~] of the student;
- 5. tests do not match the language proficiency of the student;**
- 6. tests compromise the mental health of a student;**
- [5-] 7. student results are used to evaluate teachers or to determine compensation or employment status;
- [6-] 8. programs are specifically designed to teach to the test;
- [7-] 9. testing programs or tests limit or supplant instructional time; and
- [8-] 10. tests do not conform to the *Principles of Fair Student Assessment Practices for Education in Canada*.

[2001/08]

3-66/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.65 be reaffirmed.

Note—The exclusion of teachers from the review of provincial examinations is contrary to the principle of teachers’ professional judgment in assessing student learning.

1.A.65 *The Department of Education should make public all diploma examinations following their administration.*
[2003/06/09/12/15]

3-67/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.66 be amended to read—

“The Department of Education should ensure that the requirements for obtaining credits in summer school courses are the same as the requirements for obtaining credits in the regular Program of Studies.”

Note—Students should not be advantaged or disadvantaged when they engage in courses offered through the summer.

1.A.66 *The Department of Education should ensure that the requirements for obtaining credits in summer school courses are the same as the requirements for obtaining credits in **the** regular [programs of study] **Program of Studies**.*
[1997/2000/03/06/09/12/15]

3-68/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.67 be reaffirmed.

Note—Due to the nature of the program having a lower student-to-teacher ratio, there continues to be an integral need to support student success.

1.A.67 *The Department of Education should restrict enrolment in Knowledge and Employability Courses to a maximum of 12 students per class and to provide the necessary additional funds to accomplish this objective.*
[1988/91/94/97/2000/03/06/09/12/15]

3-69/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 1.A.68 be amended to read—

“The Alberta Teachers’ Association promotes and enhances the primacy of the teacher’s role in student assessment and reporting.”

Note—This advocacy must continue. The proposed amendment further articulates the teacher as professional’s role in student assessment and reporting.

1.A.68 *The Alberta Teachers’ Association promotes and enhances **the primacy of the teacher’s role in student assessment and [evaluation] reporting**.*
[1993/96/99/2002/05/08/11/14/17]

3-70/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that policy currently titled *Educational Accountability* be retitled *Educational Accountability for Public Assurance*.

Note—The renaming of this section of policy is intended to better reflect the purpose of what is likely to be a growing body of policy relating to accountability processes that are primarily intended to enhance public assurance. While policies relating to or facilitating various accountabilities can be found in other sections, the policy to be included in this section is unique in its focus on recognizing shared responsibility for assuring the citizens of Alberta that their public education system is capable, responsive, effective and well deserving of their support.

3-71/18 (Long-Range Policy)
Provincial Executive Council

BE IT RESOLVED, that long-range policy 21.A.1 be amended to read—

“The Alberta Teachers’ Association believes that public assurance

1. is the process through which the partners in the education system each take responsibility for their actions and report to those who are entitled to the information,
2. includes an obligation to improve the capacity and performance of all those responsible to achieve the broad goals of education and

3. is ultimately focused on supporting the role and responsibilities of the teacher to diagnose and respond to the learning needs of the student.”

Note—Research continues to support the principle that optimal strategies for educational development focus on supporting the quality of the pedagogical relationship between the teacher and student. It is time to move beyond approaches to accountability and data infrastructures that focus on simplistic bands of performance indicators to include consideration of the primary goal of public assurance, which is to support the teacher in meeting the needs of their students.

21.A.1 *The Alberta Teachers’ Association believes that [educational accountability] **public assurance***

1. *is the process through which the partners in the education system each take responsibility for their actions and report to those who are entitled to the information,*
[and]

2. *includes an obligation to improve the capacity and performance of all those responsible to achieve the broad goals of education and*
3. is ultimately focused on supporting the role and responsibilities of the teacher to diagnose and respond to the learning needs of the student.

[2006/08]

3-72/18 (Long-Range Policy)

Provincial Executive Council

BE IT RESOLVED, that long-range policy 21.A.2 be amended to read—

“The Alberta Teachers’ Association recognizes the following principles of effective education accountability for public assurance:

1. Education partners have a shared understanding of and commitment to fairness, openness, respect for diversity and stewardship, which are key values underlying a commitment to equity.
2. The primary purpose of accountability for public assurance in education is to support the broad goals of education and the diverse needs of children and youth.
3. Information for accountability purposes is gathered in a variety of ways in data infrastructures from all relevant sources, and reported and used in ways that respect the limitations of the data.
4. Sound educational research and practice guide the design and implementation of data infrastructures.
5. Responsibility for public assurance enhances the capacity of education partners to fulfill their respective roles and leads to sustained improvement of the system.
6. Each education partner is responsible for those areas of the system within its authority and expertise.
7. The system of accountability in education is evaluated on an ongoing basis focused on the goal of providing public assurance.”

Note—The inclusion of references to public assurance as it relates to educational accountability reflects the need to focus on a broader understanding of the complexity of the goals of public education and how these cannot be reduced to numbers and simplistic indicators of perceived performance. Given the growing diversity and complexity of school communities, the driving force behind educational

development needs to be a commitment to equity. A growing body of research, including the Association’s international partnerships, offers examples of how these principles can be achieved in a renewed approach to accountability for public assurance. The reference to data infrastructures speaks to the growing use of digital platforms and data management systems.

21.A.2 *The Alberta Teachers’ Association recognizes the following principles of [an] effective education accountability [system] **for public assurance:***

1. *Education partners have a shared understanding of and commitment to fairness, openness, respect for diversity and stewardship, which are key values underlying [accountability-in-education] **a commitment to equity.***
2. *The primary purpose of accountability **for public assurance** in education is to support the broad goals of education and the diverse [learning] needs of children and youth.*
3. *Information for accountability purposes is gathered in a variety of ways **in data infrastructures** from all relevant sources, and reported and used in ways that respect the limitations of the data.*
4. *Sound educational research and practice guide the design and implementation of [an accountability-system-in-education] **data infrastructures.***
5. *[Accountability-in-education] **Responsibility for public assurance** enhances the capacity of education partners to fulfill their respective roles [and responsibilities] and leads to sustained improvement of the system.*
6. *Each education partner is [accountable] **responsible** for those areas of the system within its authority and expertise.*
7. *The system of accountability in education is evaluated on an ongoing basis **focused on the goal of providing public assurance.***
[2006/08]

3-73/18 (Administrative Directive)

Provincial Executive Council

BE IT RESOLVED, that administrative procedure A.6 be amended to read—

“Local associations are assisted with the costs of each local representative in attendance at a representative assembly in accordance with grant-in-aid rates established by the Provincial Executive Council from time to time.”

Note—Administrative procedure A.6 is redundant and in potential conflict with administrative guidelines governing the provision of grants-in-aid toward the cost of attendance of local delegates or representatives at provincially called meetings.

A.6 *Local associations are assisted with the costs of each local representative in attendance at a representative assembly [(a) for local representatives residing in the city in which the assembly is being held, an allowance of \$35 for meals for each day or partial day of the assembly; (b) for local representatives other than those in (a), an allowance of 39¢ per kilometre return, an allowance of \$100 for hotel for each day of the assembly other than the one on which an evening opening session is held and an allowance of \$35 for meals for each day or partial day of the assembly; (c) for local representatives residing 400 kilometres or more from the city in which the assembly is being held, an additional allowance for two days’ subsistence and two nights’ accommodation] **in accordance with grant-in-aid rates established by the Provincial Executive Council from time to time.***

(205/07, 154/09, 177/11)

A policy review was initiated at the 2016 Annual Representative Assembly by resolution 2-6/16, sponsored by Edmonton Public Teachers Local No 37:

BE IT RESOLVED, that the Alberta Teachers' Association urge the Resolutions Committee to thoroughly review all policies of the Alberta Teachers' Association and report back on progress to the Annual Representative Assembly in 2017.

The intent of the resolution was to effect a review of the Association's accumulated policies that would result in a more streamlined and rational body of policy. The Association's policy handbook would be reorganized and made more accessible by deleting or consolidating redundant and outdated policies and amending unclear policies for ease of reading.

The report back to the 2017 Assembly indicated that research had been undertaken into the scope of the project and advice sought from experts in organizational management as well as staff in other teachers' organizations. Informed by this, the 2017 Assembly was advised that work on the policy review would proceed.

Facilitating the presentation and adoption of a revised body of policy at the 2019 Assembly entails several interrelated processes:

1. The adoption at the 2018 Assembly of administrative procedures (effective the 2019 Assembly) governing the creation, presentation and adoption of a revised body of policy
2. The adoption at the 2018 Assembly of administrative procedures (effective the 2019 Assembly) governing the creation of new policy as well as periodic review and maintenance of the existing body from the 2019 Assembly onward
3. The development of a revised version of current policy (post-2017 Assembly) and the incorporation of new and revised policy passed at the 2018 Assembly to create a comprehensive draft policy proposal for review by staff and field members and, ultimately, adoption at the 2019 Assembly

The first two of these entail amendments to section A (Resolutions and Annual Representative Assembly) of Administrative Procedures that will need to be adopted at the 2018 Assembly in order to facilitate the presentation at the 2019 Assembly of the revised policy resulting from the policy review as well as its ongoing maintenance.

Administrative Procedures Governing the Creation, Presentation and Adoption of Revised Policy

There are currently no specific provisions in administrative procedures approved by the Assembly governing the presentation and adoption of the results of a general policy review. While it might be possible to use the standard

procedures currently in place, these are designed for managing the review of small subsets of policy and are ill-suited to supporting a general policy review. It is recommended, therefore, that a process be specified and approved at the 2018 Assembly to support the completion of the policy review and the submission of its results to the 2019 Assembly.

3-74/18 (Administrative Directive) Provincial Executive Council

BE IT RESOLVED, that the following practices are to be observed with respect to a general review of Association policy:

1. An Annual Representative Assembly may authorize Provincial Executive Council to undertake a general review of some or all of the content, organization and structure of Association policy, including related administrative procedures and administrative guidelines.
2. A draft proposal for revised policy arising from a general review shall be approved by Provincial Executive Council at or before its September meeting in the year prior to the Annual Representative Assembly at which the proposal is to be considered and the approved draft proposal made available in print and/or digital format to members immediately thereafter.
3. Provincial Executive Council may establish processes to bring the draft proposal arising from the general review to the attention of members to create awareness and solicit responses from members.
4. Local associations may make representations concerning revisions to the approved draft proposal arising from the general review in the form of advice or as local resolutions submitted to the Executive Secretary on or before December 15 in the year prior to the Annual Representative Assembly at which the proposal is to be considered.
5. After reviewing the general advice received and resolutions submitted, Provincial Executive Council will approve a final policy proposal arising from the general review for consideration by the Annual Representative Assembly and make the final proposal available to members in print and/or digital format at least one month prior to the Annual Representative Assembly.
6. The approved final policy proposal together with Provincial Executive Council's position on related local resolutions will be moved in one or more blocks at the option of Steering Committee, with individual policies in the proposal being subject to removal from the block for amendment by motion.

Note—The resolution is required to facilitate the policy review process, including the development of a new body of policy; appropriate consultation with members and locals; and introduction, debate and adoption of the new body of policy at ARA 2019. The process it defines allows the entire body of policy to be treated as one single or several large units, eliminating the need to consider each component policy separately.

Administrative Procedures Governing the Creation and Maintenance of Policy from the 2019 Assembly Onward

Internal policy review processes that would normally occur in the fall of 2018 in preparation for the 2019 Assembly will need to be suspended so as not to cross the policy review.

Furthermore, the adoption of a new body of policy by the 2019 Assembly would render many of the processes currently in place for the ongoing review of policy, including the three-year review of current directives and the decennial review of long-range policy, no longer appropriate. Indeed, the newly revised policy may not even organize policy along these lines.

To facilitate the creation of new policy and the ongoing review of the body of policy once it has been revised, the following resolutions are recommended for consideration at the 2018 Assembly:

3-75/18 (Administrative Directive) Provincial Executive Council

BE IT RESOLVED, that processes for the review of expiring current directives and long-range policy be suspended for 2018/19 to allow for the preparation and presentation of a revised body of policy to the 2019 Annual Representative Assembly.

Note—The policy review process itself will perform the function of the review of expiring current directives and decennial review of long-range policy that would usually take place in this timeframe. Suspending these processes eliminates unnecessary duplication of effort and prevents the development of competing policy recommendations.

3-76/18 (Administrative Directive) Provincial Executive Council

BE IT RESOLVED, that standards for Association policy, including subject headings, policy types, standard definitions of terms, and statement of the purpose of policy, be developed and submitted for approval to the 2019 Annual Representative Assembly.

Note—The policy review will address not only the content and expression of policy but also its organization and structure. As well, there is an opportunity to improve the quality and consistency of policy by developing standards for policy development and writing.

3-77/18 (Administrative Directive) Provincial Executive Council

BE IT RESOLVED, that a schedule and process for the periodic review of policies be submitted for approval to the 2019 Annual Representative Assembly.

Note—Completion of the policy review will result in the simultaneous renovation of the entire body of Association policy. Current processes for the review of expiring current directives on a three-year cycle and the decennial review of long-range policy will no longer work. In their place a new process for ongoing policy

review will have to be established. A proposal for the timing and manner of ongoing review of policy will be advanced along with the revised policy itself.

3-78/18 (Administrative Directive) Provincial Executive Council

BE IT RESOLVED, that policies passed at an Annual Representative Assembly be referred to Resolutions Committee for reconciliation and integration with existing policy and that a report on the proposed disposition of the policies, including proposed amendments where appropriate, be submitted for approval to the Annual Representative Assembly the following year.

Note—The resolution would extend the role of Resolutions Committee to include the ongoing review of new policy to ensure that it is consistent with the standards and content of the body of revised policy. The intention is that Resolutions Committee would review all policy resolutions passed at ARA and, if necessary to ensure the consistency and integrity of the entire body of policy, make recommendations for amendments to be considered at the next ARA. In practice, it is anticipated that the normal review processes undertaken by Resolutions Committee which informs the creation of PEC resolutions and PEC's position on local resolutions would help to ensure appropriate articulation and integration of most policy resolutions prior to their being brought to ARA. The review process would therefore focus primarily on emergent resolutions and resolutions that have been substantially amended at ARA. It is important to note that Resolutions Committee could only submit recommendations in its report—the decision whether to adopt those recommendations would be left to the Assembly. Accordingly, the final authority to determine Association policy remains with ARA.

3-79/18 (Administrative Directive) Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association provide funds to initiate a review in order to revisit the report of the Blue Ribbon Panel on Inclusive Education in Alberta Schools.

Note—The review would assess progress; cost and effectiveness of government and school board responses; the continuing validity of policy recommendations; and opportunities for future research, policy formation, professional development and advocacy.

[Cost: \$15,000]

3-80/18 (Administrative Directive) Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association provide funds for an Association-sponsored conference for central office teachers.

Note—The conference would highlight Association supports for central office teachers and information on legal and bargaining issues related to their roles as well as professional learning sessions.

[Cost: \$100,000]

3-81/18 (Administrative Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association provide funds for a comprehensive strategy to promote member commitment.

Note—Understanding barriers to greater commitment would help to ensure that Association branding, programs and messaging speak effectively to teachers and support their professional interests. The Association's ability to respond to emerging challenges and threats is directly related to its ability to mobilize support from committed members.

[Cost: \$15,000]

3-82/18 (Administrative Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association provide funds to establish a committee to review Association and school authority policies that relate to violence in the workplace.

Note—Incidents of escalating violence in more complex classrooms are being reported across Alberta. This committee would design appropriate research activity and consider professional development and practical strategies for teachers to avoid, manage or de-escalate potentially violent behaviours or situations.

[Cost: \$40,000]

3-83/18 (Administrative Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association provide funds to increase the executive staff complement in the Member Services program area by one to assist in the increase in the discipline caseload.

Note—This position is necessitated by the rollout of expanded quality standards for school leaders together with anticipated amendments to the Practice Review Bylaw and the Association's legislated obligations with respect to discipline.

[Cost: \$150,000]

3-84/18 (Administrative Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association provide funds to increase the executive staff complement in the Professional Development program area by one to provide essential support to teachers in the form of Association-developed and -delivered materials, online resources, workshops, conventions, conferences and specialist council activities.

Note—This position is necessitated by the release of the new practice standards and the implementation of a new Program of Studies by Government.

[Cost: \$150,000]

3-85/18 (Administrative Directive)
Provincial Executive Council

BE IT RESOLVED, that, pursuant to Bylaw 9(2)(a), the fee payable by an active member employed full-time be \$1,266 per annum effective 2018 09 01.

Note—The detailed budget document, the *Budget Booklet* and the budget video provide the rationale for a fee of \$1,266.

3-86/18 (Administrative Directive)
Provincial Executive Council

BE IT RESOLVED, that, pursuant to Bylaw 9(2)(f), the fee payable by an associate member be \$189.90 per annum effective 2018 09 01.

Note—As directed by the 2010 Annual Representative Assembly, the associate member fee is determined as 15 per cent of the fee of an active member.

3-87/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to develop clear policies and procedures that permit students to change the name, gender and pronouns on all official school records to protect their privacy and reflect their lived gender identity.

Note—Current policy exists urging the Department of Education to make these changes. This resolution urges school boards to do the same. Due to delays in processing legal name changes with the government, it is important to acknowledge name and gender pronoun changes at the school board level when requested. As well, due to the fluidity of gender status, some students may prefer to change their name, gender and pronouns at the school board level only.

18.B.27 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to develop guidelines that permit students to change the name, gender and pronouns on all official school records to reflect their consistently asserted gender expression. [2015]

3-88/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to develop clear policies and procedures that permit teachers to change the name, gender and pronouns on all official employment records to protect their privacy and reflect their lived gender identity.

Note—Current policy exists urging the Department of Education to make these changes. This resolution urges school boards to do the same. Due to delays in processing legal name changes with the government, it is important to acknowledge name and gender pronoun changes at the school board level when requested.

18.B.28 BE IT RESOLVED, that the Alberta Teachers' Association urge the Department of Education to develop guidelines that permit teachers to change the name, gender and pronouns on all official

department and school records to reflect their consistently asserted gender expression.
[2015]

3-89/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association urge teacher education programs in Alberta universities to ensure that these programs formally and effectively address sexual and gender minority health, safety, and educational needs and concerns for teachers, students and families.

Note—This resolution enhances and expands language used in current directive 2.B.14.

2.B.14 *BE IT RESOLVED, that the Alberta Teachers' Association urge institutions with Alberta teacher education programs recognized by the Association to include curriculum and instructional strategies to help teachers address sexual orientation, gender identity and gender expression in age-appropriate ways in Alberta classrooms and schools.*
[2007/10/13/16]

3-90/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association urge the Government of Alberta to change provincial building codes to require all newly constructed public facilities, including schools, to provide universal, all-gender washrooms.

Note—This resolution would ensure that provincial building codes are updated to reflect current realities.

3-91/18 (Current Directive)
Provincial Executive Council

BE IT RESOLVED, that the Alberta Teachers' Association urge school boards to respect and protect the privacy and confidentiality of sexual and gender minority students and teachers from unwanted disclosure in all school activities, forms, records and processes.

Note—Bill 24, *An Act to Support Gay–Straight Alliances*, was specific to gay–straight alliances and queer–straight alliances. This resolution would apply to all school activities and processes.

Resolutions on Which Action Has Been Taken

2-7/18 (Administrative Directive) Evergreen

BE IT RESOLVED, that the Alberta Teachers' Association encourage teachers to share teacher-generated resources by providing a platform for resource sharing.

Note—The ATA is currently maintaining 2Learn.ca. This is our opportunity to take an existing resource and modernize it in a direction that makes it both useful and accessible for teachers to share resources. Teachers would appreciate the ability to share and access Alberta teacher-created resources.

Action: Work is already under way. Alberta Education is developing the Curriculum Development Application (CDA), where all programs of studies will be found. The CDA is being developed so that teachers will also be able to connect and interact with their colleagues in Alberta to engage in collaboration and resource sharing, including sharing lesson plans. The Association is maintaining and developing the 2Learn.ca website to house digital resources related to current and future curriculum and pedagogy, but there is a need to avoid the duplication of services as well as the resources required to vet and continually update such an online platform.

2-9/18 (Current Directive) Evergreen

BE IT RESOLVED, that the Alberta Teachers' Association encourage the Government of Alberta to create legislation to ensure the privacy of students participating in gay–straight alliances and provide students the choice to remain anonymous.

Note—In order to ensure that all students have the opportunity to a safe and caring school, students need the protections that the proposed legislation could provide. “Advocates for gay–straight alliances say outing kids before they are ready puts them at risk of family ostracism or worse” (Global News, September 28, 2017).

Action: Bill 24, *An Act to Support Gay-Straight Alliances*, which came into effect on 2017 12 15, establishes the requirement that “The principal is responsible for ensuring that notification, if any, respecting a voluntary student organization or an activity referred to in subsection (1) [a ‘gay–straight alliance’ or ‘queer–straight alliance’] is limited to the fact of the establishment of the organization or the holding of the activity.” This effectively prohibits the “outing” of student members of these alliances. (*School Act*, s 16.1[6])

2-10/18 (Administrative Directive) Evergreen

BE IT RESOLVED, that the Alberta Teachers' Association provide suggested procedures for teachers to deal with challenges and requests regarding the privacy of students participating in gay–straight alliances.

Note—Students should have the choice to remain anonymous in their participation in gay–straight alliances. Teachers should have

resources to guide them if they experience questions and/or challenges from parents, school boards, etc. With field trips, permission slips will need to go home to parents. What information needs to be provided on these permission forms? With a clear and consistent message and procedures directed by the ATA, teachers will be prepared to deal with situations when or if they happen.

Action: This concern has been addressed with recent legislative changes to the *School Act*. The Association also has a number of resources, including *GSAs and QSAs in Alberta Schools: A Guide for Teachers* and *PRISM: Toolkit for Safe and Caring Discussions About Sexual and Gender Minorities*, to assist with the creation and running of a gay–straight alliance/queer–straight alliance, and these resources could answer most questions or concerns. If a teacher is still having difficulty, they could contact Member Services for assistance, which could advise based on the specific context.

2-14/18 (Administrative Directive) High Prairie

BE IT RESOLVED, that the Alberta Teachers' Association explore alternate location options for Summer Conference.

Note—The financial strain of Banff is too much for small locals. The travel is too far for northern locals. The conference centre accommodations are not large enough for the number of people attending.

Action: A study is currently under way regarding alternative location options and will be reported to Table Officers Committee in May. Contracts are in place with the Banff Centre until 2022; however, given the rising costs in Banff, this is a topic that is currently being investigated.

2-21/18 (Administrative Directive) Pembina Hills

BE IT RESOLVED, that the Alberta Teachers' Association form a committee to review Summer Conference.

Note—We realize that an evaluation is done every year by Summer Conference participants and the Summer Conference working group. In this case, we are asking for a review. This review may entail a review of all program offerings, site, timing, placement in the July/August months, structure, grant-in-aid formulas for attending, length of conference, opportunities for a Summer Conference to be held every two years (one north and one south), and other ideas or considerations related to the Summer Conference.

Action: Staff are already engaged in a review of issues related to Summer Conference. Reports on grant-in-aid and child care have been completed and will be reported to ARA 2018. Staff are also investigating alternative locations and reporting to Provincial Executive Council in May 2018. Therefore, such reviews take place as a matter of course.

If a more formalized review were undertaken, the approximate cost would be \$25,000 for a committee of eight members with four meetings.

2-45/18 (Administrative Directive)
Sturgeon

BE IT RESOLVED, that the Alberta Teachers' Association undertake a comprehensive review of the information technology department and its current website design, utility, accessibility and accuracy for members to access resources and information.

Note—The current website layout and functions lack utility and ease of use for the average user to search for and access information and resources.

Action: Action has been taken and is also under way with respect to this issue. The website is subject to review in an ongoing manner. During the spring and summer of 2017, a company that specializes in web design and usability reviewed the provincial website and conducted a member usability study. Arising from this engagement were recommendations regarding content display, organization and searchability. These recommendations were enacted or are scheduled for implementation. There have been changes made to the website recently, including its accessibility on mobile devices (a report on website updates could be included in ARA delegate kits). The complexity of the website reflects the many objects and wide reach of the Association, and thus maintenance and ongoing redesign are an ongoing challenge.

Reports on Resolutions Requiring Report to the 2018 Annual Representative Assembly

Report on Resolutions 2-18/17 and 2-44/17

2-18/17 (High Prairie)

BE IT RESOLVED, that the Summer Conference rebate to locals be 50 per cent of the on-campus shared accommodation rebate for delegates staying off campus.

2-44/17 (Grasslands)

BE IT RESOLVED, that the per-delegate allowance paid to locals for off-campus accommodation include an additional grant of \$500 to offset the cost of off-campus expenses.

Background

Prior to 2005, rebates to locals for Summer Conference were paid on the basis of administrative guidelines, which stated that the Summer Conference rebate would be 20 per cent of the cost of a delegate on campus. The rest was charged back to locals as a registration fee for each delegate who attended Summer Conference. In earlier years, the cost of an on-campus delegate and that of an off-campus delegate were relatively even. In 2004, the actual cost for an on-site delegate was \$697.60. The provincial Association paid its 20 per cent (\$139.52), and locals paid the remaining registration “fee” (\$559.08).

This same 20 per cent (\$139.52) was to be paid to off-campus delegates; however, the provincial Association was invoiced by the Banff Centre for lunch and snacks for off-campus delegates. In 2004, this amount exceeded the 20 per cent rebate to locals by \$12.69. Rather than paying locals \$139.52 per off-campus delegate and then charging that back to locals, the provincial Association paid the extra cost.

This resulted in locals actually receiving *more* funding for off-campus delegates than on-campus ones. The table below provides a summary of the costs in 2004.

Over time, Summer Conference processes were refined and changed. Originally, the provincial Association organized accommodation—assigning rooms, roommates, etc, and all rooms were charged to the master account (hence the need to collect a “fee” from locals). This ended when the Banff Centre developed better reservation processes, and it is now the delegates (and/or locals) who arrange (and pay) for their accommodation, whether at the Banff Centre or off campus. This eliminated a significant amount of work by Association support staff.

Then treasurer Brian Jordan also sought ways to streamline the financial processes. Rather than the Association’s paying the master account bill and charging back the difference, delegates would pay for their accommodation, and the Association would automatically pay the Summer Conference rebate back to locals. This also eliminated work in the Finance department—rebates were paid based on attendance, and there was no longer a registration fee to collect from locals—often calculated and deducted from the next local rebate.

For the first few years, this arrangement worked well, but as new local treasurers were elected, they were unaware of the history and did not know about the previous registration fee. At the same time, accommodation costs in Banff increased rapidly. Today, local treasurers see a rebate paid only for on-campus delegates and believe that nothing is being paid for off-campus delegates. The meal package (lunches and breaks) for off-campus delegates has grown tremendously, now close to double the rebate, so provincial funding is subsidizing off-campus delegates at a much higher rate than previously—and in a manner that is invisible to local treasurers.

The formula for Summer Conference rebates is found in administrative guidelines and remains at 20 per cent of the contracted cost of accommodation and subsistence for a shared PD Centre superior room at the Banff Centre. For delegates staying off campus, the allowance is 20 per cent of the contracted cost of accommodation and subsistence for a shared PD Centre superior room at the Banff Centre, less the cost of the meal package charged to the Association by the Banff Centre. If this calculation results in a negative number, the allowance is zero.

In 2017, the cost for double accommodation, on campus, was \$1068.00 per delegate. Twenty per cent of \$1068.00 is \$214.00 (rounded up).

In 2017, there were a total of 280 delegates sponsored by locals:

- There were 124 on-campus delegates x \$214.00 = \$26,536.00 (Summer Conference rebate sent to locals).
- Off-campus delegates (156) also receive \$214.00; however, the meal package for the week is \$379.87 (includes lunches, snack breaks and an off-campus fee). Since the difference is a negative balance, locals are not charged the difference but instead are charged nothing. This means that

2004	On-Campus Costs	Off-Campus Costs (eg, Douglas Fir)
Accommodation and Meals	\$697.60	\$559.08 + meals
Paid by Provincial	\$139.52 (20 per cent of above)	\$152.21 (actual cost of lunch/breaks/access fee)
Paid by Local	\$559.08	\$559.08 + meals

there is an additional subsidy paid by the Association for delegates who stay off campus.

- The table below provides a summary.

Accommodation Considerations

- There are not enough rooms at the Banff Centre for all delegates, so some would have to stay off campus even if all delegates chose to stay on campus and share accommodations.
- Costs of accommodations and meals in 2004 when the funding model changed to the current structure were such that the costs between staying on and off campus were comparable.

- The cost of accommodations off site have increased significantly. Campsites in the Banff area range from \$27.00 to \$40.00 per night. Hotels in Banff during August (as researched in December 2017) range from \$241.00 to \$519.00 per night.

Provincial Executive Council is seeking input from members on this report and will bring forward recommendations following a period of consultation that has been already initiated.

2017	On Campus	Off Campus
Accommodation and Meals	\$1068.00	Off-campus accommodation + off-campus meals
Paid by Provincial	\$214.00 (20 per cent of above)	\$379.87 (actual cost of on-campus lunch/breaks)
Paid by Local	\$854.00	Off-campus accommodations + off-campus meals

Report on Resolutions 2-19/17, 2-43/17 and 2-47/17

2-19/17 (High Prairie)

BE IT RESOLVED, that the per-delegate allowance paid to locals for attendees at Summer Conference include an additional amount of \$125 for each child in their custody under the age of 12 as of the first day of Summer Conference, paid to the local regardless of any accommodation/subsistence reimbursement.

2-43/17 (Grasslands)

BE IT RESOLVED, that the per-delegate allowance paid to locals for attendees at Summer Conference include an additional amount of \$200 for each child in their custody under the age of 12 as of the first day of Summer Conference, paid to the local regardless of any accommodation/subsistence reimbursement.

2-47/17 (Black Gold Teachers')

BE IT RESOLVED, that as an organization, we have a duty to support our members so as to allow for maximum engagement in the various Summer Conference activities, given that current engagement by members is limited and additional financial burdens are carried by those members who must manage family care obligations while attending to professional activities.

Potential Number of Children

As part of the evaluation of Summer Conference 2017, the online survey contained questions to gather information about delegates with children. A total of 487 people attended Summer Conference 2017, and 205 delegates completed a conference evaluation survey.

Of the 205 teachers who completed the survey in 2017, 58 had children under the age of 12, with a total of 98 children. An age breakdown appears in the table below:

Age	Number of Children
Under 3	24
3-5	22
6-11	52
Total	98

Other Notable Information from the Survey

- Of the 58 respondents, 27 had partners who looked after their children at home, and of these, 21 took vacation in order to do so.
- Twenty-seven parents brought their children to Banff (a total of 52 children).
- Eleven parents sent their children to a day camp (location unspecified).
- Eight respondents indicated that their children were cared for by grandparents.

A Sampling of Practices in Other Member Organizations

New Brunswick Teachers' Federation	<p>Family care</p> <p>Family care costs can be claimed based on the following rates:</p> <ul style="list-style-type: none"> • A full day meeting, on the weekend or during a nonteaching day: \$25 • In the evening only: \$5 per hour up to a maximum of \$25
New Brunswick Teachers' Association	<p>Family Care</p> <p>Reimbursement of family care expenses will be paid for members while on business of the Association in those circumstances where care must be provided by a person outside the immediate family as follows:</p> <p>Up to \$20 for an evening meeting; and</p> <p>Up to \$40 for a meeting held on a day other than a school day, or overnight</p> <p>A special expense sheet requires the signature of the caregiver.</p>
Newfoundland and Labrador Teachers' Association	<p>Child/Dependent Care</p> <p>The Association will cover the cost of necessary child/dependent care expenses for members if they are participants at the Association's Biennial General Meeting, committees of the Provincial Executive, Executive meetings, Joint Council meetings, grievance procedures, collective bargaining/negotiating sessions and other authorized Association business.</p> <p>Expenses will be paid for children up to age 16 or for other dependents over the age of 16 who are physically or mentally infirm, reside in the member's home, are normally dependent on the member and for whom the member is responsible for providing care in the member's absence while on NLTA business.</p> <p>All claims must be accompanied by a child/dependent care expense form and will be paid in accordance with amounts approved by the Provincial Executive Council. The amounts to be paid for child/dependent care expenses will be reviewed on an annual basis by the Finance and Property Committee. Any amounts in excess of the annually set rate must have the prior approval of the Finance and Property Committee.</p>
Saskatchewan Teachers' Federation	<p>Dependent Care</p> <p>Actual and Reasonable (receipt required)</p> <p>Maximum of \$150/24-hour period (\$10/hr)</p> <ul style="list-style-type: none"> • The Federation will reimburse for only those costs that are in addition to the normal dependent care costs the member would have paid if the member were not carrying out and/or travelling on STF business. • Alternate situations of dependent care, outside of the definition of "child" care, would be eligible for application as an "exceptional circumstance" for the executive director's approval on a case-by-case basis. • Dependent care expenses will be reimbursed based on Federation policy on financial matters. • "Child" is defined as any natural child, any adopted child, any stepchild and any other child (guardianship in fact of law) for whom the member provides the financial support for the necessities of life and who is <ol style="list-style-type: none"> a) under the age of 16 or b) dependent on the member due to a physical or mental disability. • The dependent care provider may be contacted for verification.
Manitoba Teachers' Society	<p>Dependent Care</p> <ol style="list-style-type: none"> a) The Society will reimburse teachers incurring dependent care expenses, as a result of attendance at provincial Society meetings, at the minimum wage established by the provincial government. Allowable expenses are claimed as actual expenses incurred ("dependent" being defined as a person who cannot socially, emotionally or medically look after oneself and may be in physical, social or emotional danger if left alone). b) A member in attendance at provincial Society meetings, who is the parent or legal guardian of a dependent requiring specialized care, will be reimbursed for dependent care up to a daily maximum of \$200. c) No reimbursement of child care for days that the member would normally be working and paying for child care as a matter of course.
British Columbia Teachers' Federation	<p>Due to attendance at BCTF meetings, members incurring dependent care expenses <u>that would not otherwise have been incurred</u> may claim these expenses. Receipts containing the amount and the name/address of the caregiver are required. Allowable rates are \$15 per hour to a maximum of \$200 in any 24-hour period. For any amounts above these maximums, prior approval is required.</p>

Elementary Teachers' Federation of Ontario	<p>Dependent Care</p> <ul style="list-style-type: none"> • Payment for child and adult dependent care shall not exceed \$75 per meeting day for each dependent. • Payment for overnight care shall not exceed \$55 for the first child/adult dependent plus \$35 for each additional child/adult dependent to a maximum of \$125 per day. • Payment for child care is limited to dependents 18 years of age and under. • Overnight care is a reimbursable expense if no caregiver would otherwise be in the home overnight. • Payment for adult dependent care is limited to an adult whose care is the responsibility of the member. • Subject to prior approval by the Federation, the rate of dependent care costs for ETFO members who have a dependent with special needs will be the actual additional costs paid by the member for the care of the dependent. • A signed receipt from the caregiver, listing the dependents and applicable dates, must be provided.
---	---

Related Information

Day Camps in Banff (2017)

Summer Fun—Banff Community Services

- Preschool (ages 3–5)—\$20/day drop in (standard fee)
- Children (Grades 1–6)—\$219/week (nonresident, registration required)
- Youth (Grades 7–10)—\$283/week (nonresident, registration required)

Onsite Daycare

- Finding appropriate space on site at the Banff Centre would be a challenge.
- Companies in the area offer services on site. Childcare Connection Banff estimated that it would need 25 caregivers at \$30 per hour per caregiver for 100 children. For a 35-hour week, the total would be \$26,250. Though such companies carry insurance, there may be additional liability risks.

Other Considerations

- Time to adjudicate (if necessary) and administer claims

Provincial Executive Council is seeking input from members on this report and will bring forward recommendations following a period of consultation that has already been initiated.